

Chichester Free School Proposal

February 2012



SECTION A: APPLICANT DETAILS

Main contact for this application			
1	Name: [REDACTED]		
2.	Address: [REDACTED] Bognor Regis West Sussex [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number [REDACTED] / [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 type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> ./ Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
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6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input type="checkbox"/> xNo </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> xNo
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> xNo		
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 type="checkbox"/> xNo </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 type="checkbox"/> xNo
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 type="checkbox"/> xNo		
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: Sussex Education Trust Limited
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Bognor Regis West Sussex <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>
13.	Company registration number: 07874411
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input type="checkbox"/> xNo
15.	If Yes, please provide details:
Company members 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.	
16.	Please confirm the total number of company members: 4
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>

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 1 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:

3. Name:

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.

Yes
 x No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

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 school wishing to become a Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> xNo
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> xNo
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 type="checkbox"/> xNo
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/A	
Please tick to confirm that you have included all the items in the checklist. <input type="checkbox"/>		

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:	Chichester Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 ./Yes <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019/20
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed ./Yes
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input type="checkbox"/> xNo NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input type="checkbox"/> xNo	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	██████████

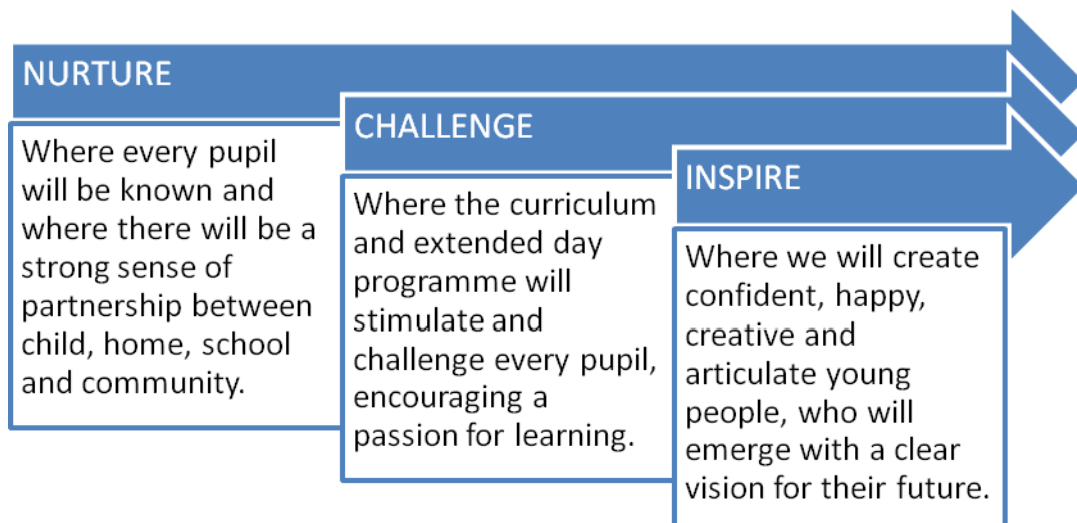
11.	Local authority area in which the proposed school would be situated:	West Sussex County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Chichester DC and Arun DC
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

SECTION C: EDUCATION VISION

Chichester Free School aims to prepare its pupils for their future by giving them not only the necessary qualifications but the vital personal and employability skills they will need to lead successful and fulfilling lives.

WHAT IS OUR VISION?

Our vision is clear and simple, yet vital to the success of both our pupils and our school



We will weave the words of our vision through everything we do, through everything we say and through everything we teach.

Every member of staff will bring our vision alive by living and breathing these words every moment of every day.

NURTURE

- Vertical house system that will encourage healthy competition as well as teamwork and support involving all pupils and teachers throughout the phases
- “Community and Skills” curriculum to teach personal community and skills engagement and deliver our aim of preparing our pupils with the necessary skills for their future
- Nurture unit working closely with pupils of differing abilities to ensure access to one to one support when needed, to make sure they reach their potential
- Pupils and staff will sit down together for lunch and improve manners and develop the art of conversation
- No catchment area to ensure location is not a barrier to a child’s achievement
- Wrap around care during term time and holidays to help working families
- Local Community Scheme to engage pupils with the people around them and their surroundings

CHALLENGE

- Creative and challenging curriculum with daily lessons in numeracy and literacy. From the start, pupils will be taught synthetic phonics as part of a language rich curriculum
Evidence shows that systematic teaching of synthetic phonics is the best way to drive up standards in reading
- Modern foreign language from the start when teachers can maximise a pupil's willingness and ability to learn. This early start is also to aid future success in our global society
- Focus on spelling and grammar and this will be marked across all subjects with attention to diction and handwriting
- Make use of a wide range of influences including the EYFS, the detailed and rigorous Cambridge curriculum and the National Curriculum to design our bespoke education plan
- Work towards iGCSEs and GCSEs which make a return to end of course examinations in favour of on-going moderated course work.
- High expectations and standards of behaviour with zero tolerance

INSPIRE

- Musicality will permeate and all pupils in the primary phase will experience learning a musical instrument and take part in singing activities every day
- Vast array of creative and performing arts activities and events including regular all-school productions including singing, drama and dance
- Excellent, motivated and inspirational teachers and staff who can excite the pupils and help develop a love of learning
- Exciting outside areas that inspire and stimulate the pupils in line with the "Forest Schools" approach to outdoor play and learning.
- Extended day programme to provide exciting and aspirational opportunities that may not be readily available to all our pupils
- Excellent, in depth and personal careers information and coaching using mentors to ensure every pupil has access to comprehensive advice to guide them in their future
- Regular, public celebration of learning and achievement in our school with prize giving, speech day and competitive sports days

WHY DO WE NEED A NEW SCHOOL?



- At the secondary school level, local families are faced with the option of
 - an oversubscribed co-ed faith school for which they need church support
 - a single–sex school where attainment is barely average or below average
 - other schools where attainment is significantly below average
 - over-subscribed secondary schools easily within 5 years of our school opening
- Figures from the West Sussex County Council 2012 Pupil Projections Report show there is an immediate need for additional primary places due to
 - the increased number of houses that have been built recently
 - the number of new houses planned for the local area
 - the closure of two schools outside of the city centre
- Evidence demonstrates that too many children leave school without the key skills and qualifications required for their future.
 - West Sussex falls below the national average for GCSE results and 7 out of 10 of our local secondary schools fall below or significantly below average.
 - The latest CIPD Labour Market Outlook study and our own research amongst local businesses states that literacy, numeracy and personal/employability skills such as communication and customer service, all need to be considerably improved and efforts must be made to ensure the education and skills system is fit for purpose and that young people can find a foothold in an increasingly competitive jobs market.

Local secondary school 2011 GCSE results:

The national average for 5 GCSEs or equivalent, grade A* to C including English and Maths is 59%. 6 out of 10 of these schools fall below this average and suffered a drop in results from 2010.

The Regis School 39% (Bognor Regis)

Manhood Academy 39% (Selsey)

Littlehampton Academy 42%

Westergate Community College 47%

Chichester Girls 63%

Bishop Luffa 83% (Chichester)

Bourne Community College 49%(Emsworth)

Felpham Community College 55%0

Chichester Boys 49%0

St Philip Howard 69% (Barnham)

We believe that a good education is not just about qualifications

We have talked to many local businesses who are not satisfied with the standards of school pupils either on work experience or applying for jobs. We know that personal skills such as appearance, good speaking and listening skills, common sense, attitude and ambition are often lacking. Our innovative “Community and Skills” Curriculum will focus on these qualities and ensure that every child is ready and equipped for their future after school.

We believe that local children will benefit from an all-through school

Unlike any other state school in the county, we will provide a seamless education from age 4 to 19. Experience shows us that there is disparity between primary and secondary teaching approaches and there are negative effects around transition from year 6 to year 7. The school will be two-form entry throughout KS1 and KS2 and four-form entry throughout KS3 and 4. We will also accommodate 150 students into our Sixth Form.

We believe that local children will benefit from our open admissions policy

We will follow the new schools admission code however we will not include a catchment area as we believe families should have freedom of choice. Unlike all the other schools in our local area, we absolutely do not want a family’s background, location or faith to be a barrier to their child’s success. A lottery approach will take place instead.

We believe that the quality of our teachers is fundamental to the success of our school

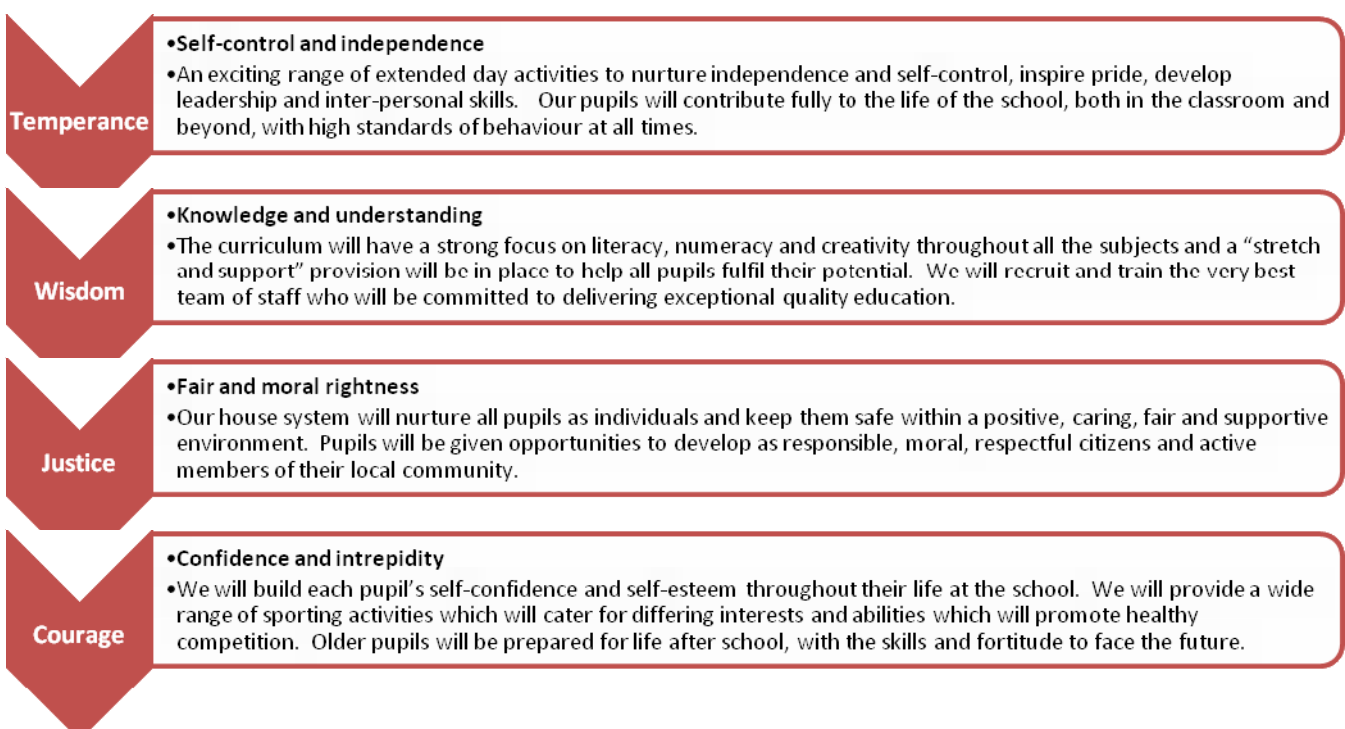
Our faith in children's learning stems from our faith in the quality of teaching that occurs in our school. We will recruit proven individuals who we regard as being absolutely the best person to teach. Through a robust process of performance management our staff will receive guidance and support to ensure they continue to do their very best. We hope all our staff will feel honoured to be part of our Chichester Free School.

WHY DO WE NEED IT HERE?

- Whilst Chichester and the nearby South Coast area are often perceived as being wealthy, "well-to-do" areas, they have pockets of significant deprivation
- Our anticipated pupil intake includes 21% of primary pupils on free school meals and 12% at secondary level. It also includes 12% of primary pupils on Action or Action plus and 10% at secondary level
- According to the "Indices of Deprivation 2010" within our local area, the areas to the south of Chichester i.e. Bognor Regis and east to Littlehampton are the most deprived within West Sussex
- West Sussex has a higher proportion of first time entrants to the criminal justice system than the south east and national average
- Chichester is below the county and regional averages for population qualified to Level 2 and above on the National Qualification Framework
- Among the rural districts, Chichester has the least well-qualified resident working age population
- West Sussex children fall below the south east and national average in relation to emotional health and well-being; desire for more health related information; having someone to talk to; health related concerns and feeling happy

WHAT IS OUR ETHOS?

Our ethos follows the four cardinal virtues which have their origins in Greek philosophy. Chichester Free School will provide all pupils with the foundations for life by teaching essential personal skills alongside a broad education. We believe that understanding and following these virtues will help our pupils go on to lead rich and fulfilling lives.



WHAT DO WE WANT TO ACHIEVE?

Chichester Free School aims to prepare its pupils for their future by giving them not only the necessary qualifications but the vital personal and employability skills they will need to lead successful and fulfilling lives.

Every pupil will achieve their academic potential

Success Criteria - Whole School

- 85% of pupils will achieve a score of 6 or more in each of the 13 assessment scales.
- Our pupils will be competent 'free' readers and be able to write in a legible joined-up script by the age of 8.
- Reading and writing levels will be in line with pupils' ages.
- 95% of pupils will achieve English Level 4 and 35% level 5 by the end of year six.
- 95% of pupils will achieve Maths Level 4 and 40% level 5 by the end of year six.
- 75% of pupils will achieve 5 A* - C GCSEs including English and Maths.
- 100% of pupils will achieve 5 A* - G Grade GCSEs.
- 60% of pupils will achieve the English Baccalaureate.
- 15% of students who continue to 6th form will achieve with 3 or more A levels at A*/A.
- 100% of students who continue to 6th form will achieve 2 or more A levels or equivalent.

Every pupil will learn vital personal and employability skills and emerge with a clear vision for their future

Success Criteria - Every Pupil Will:

- successfully complete their Chichester Free School Personal Passport year on year.
- take part in at least 2 after school clubs.
- participate in a school public speaking event by the time they leave.
- take part in the school Leadership Award Scheme.
- receive training through our Youth Coaching Scheme.
- have a detailed careers information and advice guidance programme.
- complete a work-based placement.

In addition, 95% of our pupils will go onto some form of continuing education or workplace training.

Every pupil will be an active member of the community

Success Criteria

- All pupils will complete their Chichester Free School Passport
- All pupils will take part in the school voluntary scheme.
- All pupils will take part in the Duke of Edinburgh scheme, Combined Cadet Force or similar.

SECTION D: EDUCATION PLAN – PART 1

	2013	2014	2015	2016	2017	2018	2019	2020
Reception	60	60	60	60	60	60	60	60
Year 1	30	60	60	60	60	60	60	60
Year 2		30	60	60	60	60	60	60
Year 3	30		30	60	60	60	60	60
Year 4		30		30	60	60	60	60
Year 5			30		30	60	60	60
Year 6				30		30	60	60
Year 7	60	90	120	120	120	120	120	120
Year 8	30	60	90	120	120	120	120	120
Year 9		30	60	90	120	120	120	120
Year 10			30	60	90	120	120	120
Year 11				30	60	90	120	120
Year 12				50	50	75	75	75
Year 13					50	50	75	75
Totals	210	360	540	770	940	1085	1170	1170

SECTION D: EDUCATION PLAN – PART 2

D1. CURRICULUM PLAN

ALL-THROUGH SCHOOL CONTEXT AND CURRICULUM RATIONALE

There is an increasing physical need for an all through primary and secondary school as outlined in Section D7 and Section E1 of this proposal, this introduction outlines our school structure as an all-through setting and the rationale for this, which underpins our decisions regarding the whole school curriculum.

We believe the local area which includes Chichester and Bognor Regis needs an all-through school to serve the community and to educate pupils aged 4-19 irrespective of their ability, background or faith.

There is compelling evidence, detailed in Section D7, to suggest that many of our local young people would benefit from a school which places a nurturing environment and ethos as a top priority. In brief, local and national research indicates that young people of school age:

- Have low expectations
- Feel disengaged and unsupported
- Cannot automatically access an excellent education
- Are unprepared for success in today's changing global environment despite their paper qualifications
- Are offending for the first time, including those with EAL
- Are not equipped with the essential 'employability skills'
- Are not realising their potential

We believe that an all-through setting, which is unique for a state school in this area, is the best approach for nurturing individual pupils. This structure will most effectively create a supportive culture where each child will be inspired and challenged in ways which are appropriate for their personal learning.

We believe it to be the best approach for nurturing local community cohesion.

As a result of communication with one of our local secondary schools, we know that when different ethnic groups are integrated into local communities (locally these are Eastern European groups), it appears to be inevitable that individuals seek ways to maintain their heritage and racial identity by forming groups, particularly at adolescence, often resulting in negative social consequences. We have set out a clear strategy for managing this problem, set out in our behaviour policy.

Growing and learning together in an all-through school where everyone has the opportunity to forge good relations over a long period of time, will encourage such groups to live in harmony as the nurturing ethos enables a sense of understanding and mutual respect.

Inclusion and community cohesion are at the heart of our Vision and Ethos and we expect to educate a wide range of individuals. Chichester Free School is committed to providing an excellent all-round education through a robust academic curriculum, set within a culture which is creative, caring and inclusive.

We believe that everyone is good at something, but few are good at everything; we all succeed in different ways. To this end we believe that Chichester Free School will appeal to pupils and families who appreciate traditional values and believe in our policy and vision to support every pupil being known as an individual.

Our school will facilitate and inspire everyone to grow through its consistent nurturing environment where individuals will develop a strong sense of personal identity and respect for others, to emerge as confident, caring, happy, creative and articulate young people who have a clear vision for their future.

If we are to nurture, challenge and inspire
each and every one of our pupils,
the all-through model
is essential.

We believe that providing our local area with a co-educational 2-form entry primary and 4-form entry secondary plus a small sixth form of approximately 150 pupils is necessary to achieve our overall aims as outlined in our Vision and Ethos.

The significant attainment gap amongst the secondary schools in this area is having a negative impact on long-term aspects of our society, such as ongoing social and economic deprivation as well as the employment prospects for school leavers.

According to the CBI, UK employers do not expect schools to produce job-ready employees by the time they leave secondary school. But what they do expect is to be able to recruit young people with the right skills, capabilities and attitude for the work place:

- Good Literacy and communication skills, including the use of IT
- A broad set of identified employability skills; being able to work in a team, to solve problems, to communicate effectively, to understand how businesses work and the ability to self-manage their time
- A strong grounding in science and maths, particularly Numeracy skills
- Access to a range of further learning options, whether academic, vocational or applied qualifications which are recognised, understood and valued by business

The all-through context and size of Chichester Free School will create viable options for all our staff to achieve success in the design, delivery and management of an outstanding education for our pupils as well as extended services to the wider community.

We are committed to developing the whole child and will do this through our broad and balanced curriculum, which places equal emphasis on academic study and programmes and qualifications that develop skills for life, learning and employment, such as the ASDAN framework, our own Leadership programme and youth coaching programme.

Our vision and ethos are designed to achieve:

- success for all our pupils,
- strong family cohesion and
- community engagement.

Our pupils will have a clear vision for their future and will emerge as;

Individuals	Contributors to Society	Contributors to the Economy and Environment
<p>Throughout Chichester Free School teachers should help children to:</p> <p><u>Personal and Mutual Understanding</u></p> <ul style="list-style-type: none"> • develop self-confidence, self-esteem and self-discipline; • understand their own and others feelings and emotions; • develop their motivation to learn, and their individual creative potential; • listen to and interact positively with others; • explore and understand how others live; <p><u>Personal Health</u></p> <ul style="list-style-type: none"> • develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change; • become aware of key issues which affect their physical, social and mental well-being and that of others; <p><u>Moral Character</u></p> <ul style="list-style-type: none"> • understand that values, choices and decisions should be informed by a sense of fairness; • take responsibility for their actions; • develop tolerance and mutual respect for others; <p><u>Spiritual Understanding</u></p> <ul style="list-style-type: none"> • develop a sense of awe and wonder about the world around them. 	<p>Throughout Chichester Free School teachers should help children to:</p> <p><u>Citizenship</u></p> <ul style="list-style-type: none"> • become aware of some of their rights and responsibilities; • become aware of some of the issues and problems in society; • contribute to creating a better world for those around them; <p><u>Cultural Understanding</u></p> <ul style="list-style-type: none"> • understand some of their own and others' cultural traditions; • be aware of how we rely on each other; <p><u>Media Awareness</u></p> <ul style="list-style-type: none"> • be aware of, and use, information available to us through all sorts of media; • become aware of the potential impact of media in influencing our personal views, choices and decisions; <p><u>Ethical Awareness</u></p> <ul style="list-style-type: none"> • become aware of the imbalances in the world around us, at both a local and a global level; • become aware of the potential impact of developments upon the lives of others. 	<p>Throughout Chichester Free School teachers should help children to:</p> <p><u>Employability</u></p> <ul style="list-style-type: none"> • develop Literacy, Numeracy and ICT skills; • develop their aptitudes, abilities and creativity; • be willing to expand their learning and performance throughout their lives; • work independently, and as a member of a team, developing perseverance, initiative and flexibility; • be willing to take calculated risks when appropriate; • use critical and creative thinking to solve problems and make decisions; • identify the main reasons why people set up their own business; <p><u>Economic Awareness</u></p> <ul style="list-style-type: none"> • learn to manage their money and build up savings; • interpret information in order to make informed choices as consumers; <p><u>Environmental Responsibility</u></p> <ul style="list-style-type: none"> • appreciate the environment and their role in maintaining and improving it; • understand how actions can affect the world around them

OUR CURRICULUM

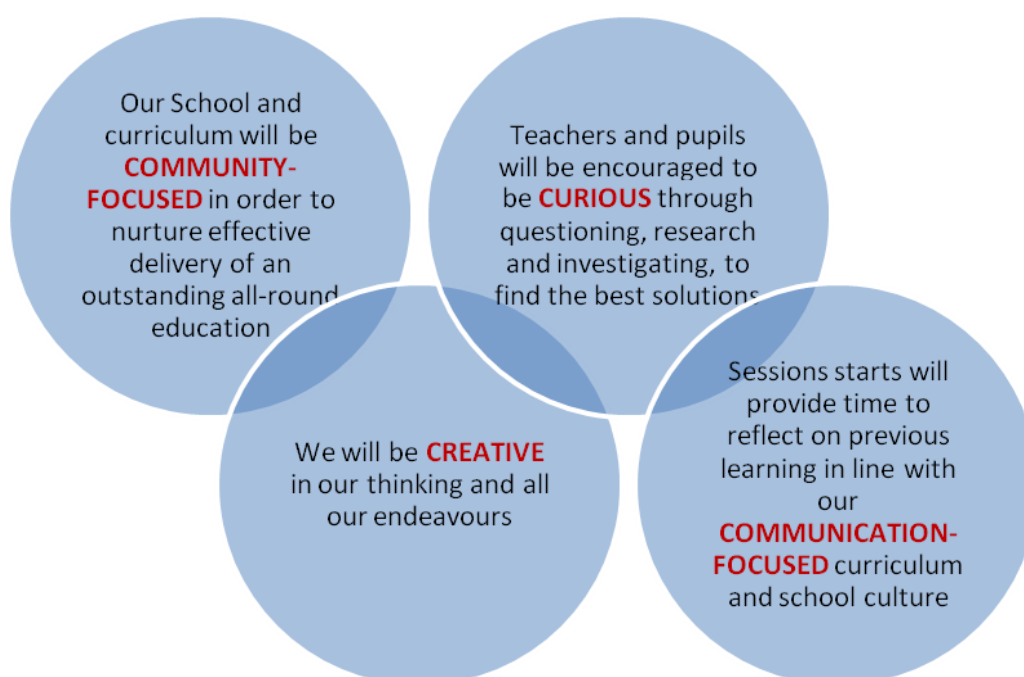
“Our aims for an all through school will drive the curriculum, not follow it.”

The Cambridge Review

To this end we will be mindful of the Four C's.

The Four C's model represents a way to ensure that all staff and pupils are mindful, respectful and supportive of our school vision and ethos and how it relates to the whole curriculum and its delivery.

It will be displayed clearly in every learning area throughout our school.



The Chichester Free School curriculum aims to educate its pupils to an extremely high standard. Throughout their time at the school, our pupils will receive learning experiences which will develop in the following

Core Areas of Learning which directly support our vision and ethos

<p><u>Positive personal characteristics</u> Pupils will be confident, happy and articulate young people</p>	<p><u>Cognitive abilities and skills</u> Pupils will develop the fortitude and skills to face the future</p>
<p><u>Subject knowledge and understanding</u> Pupils will fulfil their potential</p>	<p><u>Curiosity and a desire to discover new learning</u> Pupils will go on to lead rich and fulfilling lives with a life-long passion for learning</p>

At the heart of our curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society in line with our vision to work towards achievement in the four cardinal virtues. To achieve this and to support our vision our curriculum has been planned to cater for all pupils irrespective of personal interests, background, faith or gender.

Our curriculum has two distinct features, which combine to underpin, support and shape our education plan

<p>A rigorous programme of <u>Traditional academic</u> subjects, establishing depth before breadth, which will be supported and complimented by our <u>Creative curriculum</u>,</p>	<p>A far-reaching <u>Community & Skills Curriculum</u> to teach pupils essential skills and strategies for life and study.</p>
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These two curriculum features are complementary. They are designed, in principle, to provide balance and equality, so that the curriculum is accessible to each and every pupil, regardless of their background and ability.

As a result of our curriculum our pupils will

- become life-long learners,
- be independent, confident and
- be hard-working and knowing what it is to
- enjoy a commitment to their chosen future path.

OUR TRADITIONAL ACADEMIC CURRICULUM

Literacy

We are placing a strong and powerful emphasis on the acquisition of good Literacy skills and the use of English. We expect all staff to be excellent role models for all areas of competency. We will not tolerate errors left unchecked and corrected in support of pupil's high achievement.

Literacy will be taught as a discrete subject and staff will expect to monitor achievement in the use of English in all other subject areas.

High standards of English will be expected throughout all presentations from pupils. Our marking policy will incorporate strict guidelines to ensure standards remain high and all pupils know that they must use their growing knowledge of Literacy skills which must permeate everything they do; they will be helped to recognise their weakest areas, see this as a target and be prepared to improve.

Our curriculum will incorporate time

- to include emphasis on reading for meaning and pleasure,
- to promote writing for a purpose

- to promote speaking with confidence and clarity.
- to have an emphasis on learning to read from 4 years onwards. Reading is often the gateway to all other areas of learning and we will place great importance on all pupils achieving free reader status.

We will use the Cambridge English Curriculum as a guide for the stages of development in Literacy and expect that pupils will utilise their knowledge and acquisition of letters and sounds to support high achievement in the use of English.

Pupils will begin to learn systematic phonics beginning in the Foundation Year using the Letters and Sounds programme, which will track pupil progress in decoding and encoding. This programme will continue until pupils have achieved Phase Six of the Letters and Sounds, which is designated to be at the end of Year 2. Pupils achieving at Phase Six will be competent readers and be good at using spelling strategies.

We wholeheartedly support the introduction of the Phonics/ reading test at the end of year one.

Pupils who do not have a reading age on or above their chronological age will be assigned to a Literacy intervention group and targeted by teachers in their planning.

In Pre prep and Prep this may be within setting in year groups or working with a SENCo on a Literacy intervention programme, designed for individual and/or group needs. This support will continue into KS3 within their English sets, as outlined in our SEN policy.

It is intended to build on the success of this intervention model by adding Numeracy intervention programmes in our senior school, as we expand.

(However we also expect teachers to allow for differentiated teaching activities in Mathematics, which will be planned appropriately to the needs of the sets within their classes.)

We will give our excellent teachers the space and flexibility to deliver an outstanding Literacy curriculum in creative ways.

They will understand the vital importance of security and the depth required for pupils, whilst having the skills and ingenuity to plan exciting and engaging lessons, using themes where appropriate to showcase Literacy skills, within agreed whole school planning.

Certain aspects and key skills of the curriculum in English (e.g. grammar, spelling) will be taught separately, in line with the requirements of the six phases of Letters and Sounds and outlined in the clear progression of objectives within the Cambridge English Curriculum

All staff will be aware that this is a strong focus throughout the whole curriculum in order to enable pupils to fulfil the marking criteria at SATS and GCSEs.

We will ensure a holistic approach to the use of English and take advantage of standardised marking procedure in all subjects.

Mathematics

Mathematics will be taught daily as a discrete subject in Prep and Pre Prep. The amount of time for mathematics teaching will decrease as pupils progress through our senior school. For example this may be 4 hours a week in Key Stage 4.. Links to other areas of the curriculum will only be referenced where possible and not contrived.

At Chichester Free School we view Mathematics as integral to functioning efficiently in today's society, which is a view supported by local employers.

It values the purposeful use of mathematical resources in decision-making, and it celebrates the wonder of thoughtful mathematical procedures.

Our teachers will facilitate individual and collaborative investigations in which they require pupils to construct their own mathematical knowledge.

We will teach pupils to refine their

- computational skills
- manipulative skills
- problem solving skills
- critical thinking skills and
- logical thinking skills.

We intend that our learning community will produce self-confident and independent learners who realise their full potential as mathematicians.

Mathematics will be taught separately in line with the objectives within the Cambridge stages of Mathematics Curriculum and the National Curriculum.

Throughout our Mathematics teaching we will provide learning opportunities for all pupils to make progress.

We will set suitable learning challenges and respond to the differing needs of all pupils.

Our principal aim will be to develop pupil's knowledge and understanding of the development and application of Mathematics. We will expect our teachers to redefine the impression of Mathematics being dull and unattainable. We will not tolerate low achievement.

To this end Teachers will deliver a combination of whole class and group teaching. Lessons will be engaging, exciting and will inspire pupils to foster competent working knowledge of all aspects of Mathematics, which they will be positively encouraged to use in everyday life with confidence and enjoyment.

We plan to use The UKMT Individual Maths Challenges, which are lively, intriguing multiple choice question papers, designed to stimulate interest in maths in large numbers of pupils. The three levels cover the secondary school range 11-18. They are well used in Schools and motivate pupils whilst providing opportunities for them to demonstrate their mathematical skills. The Junior and Intermediate Challenges are aimed at the top third of pupils in each year group. The Senior Challenge is suitable for all students aged 16-19 who enjoy maths and are not yet at University. We will also encourage enthusiastic younger pupils to enter the Challenges.

Science

Science teaches an understanding of natural phenomena. Our teachers will plan lessons which;

- stimulate a pupil's curiosity
- encourage pupils to find out why things happen in the way they do.
- teach methods of enquiry and investigation
- stimulate creative thought.

Our pupils will learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level. Our teachers will keep abreast of new scientific developments.

.Our objectives for the teaching of science are to enable pupils to:

- ask and answer scientific questions;
- plan and carry out scientific investigations, using equipment (including computers) correctly;
- know and understand the life processes of living things
- know and understand the physical processes of materials, electricity, light, sound, and natural forces;
- know about the nature of the solar system, including the earth;
- evaluate evidence, and present their conclusions clearly and accurately.

Our teachers will encourage pupils to ask, as well as answer, scientific questions, not only to check pupils' scientific knowledge but also to explore and develop their understanding.

They will have the opportunity to use a variety of data, such as

- statistics,
- graphs,
- pictures, and
- photographs.
- ICT in science lessons, which is designed to enhance their learning.

Pupils will have the opportunity to present reports and projects to their class and to be active in scientific discussions.

Pupils will engage in a wide variety of problem solving activities. Wherever possible, we will involve the pupils in real scientific activities, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results.

We will develop pupils' skills of scientific enquiry by embedding it in the curriculum, and pupils will have a number of opportunities to practise these skills through designing and carrying out whole investigations.

Our pupils in Years 7 & 8 will use Cognitive Acceleration through Science Education (CASE) materials to develop their thinking skills in the context of science. This is an intervention programme taught through science.

The content of the subject taught is not of great importance; it is the thinking that is important. It consists of 32 activities – not necessarily experiments. Lessons are delivered at the rate of one every two weeks, over two years. CASE promotes the acceleration from concrete to formal (higher) levels of thinking.

Research has shown that exams require formal thinking but only 30 percent of pupils have achieved it. CASE works by presenting pupils with observations which challenge their preconceptions.

In attempting to assimilate these observations, reasoning patterns which are of a more mature and of a higher order are established. Pupils respond to open-ended problems with increased confidence and creativity

Science will be taught using the Cambridge Curriculum stages of development and the National Curriculum as a guide to progression and inclusion of all scientific areas to be covered. This will aid progression, particularly through to Cambridge Secondary 1 and Secondary 2 stages.

Pupils will have the opportunity to take GCSE Core Science at year 9. This will count towards individual science GCSEs taken in year 11. BTEC Science will be offered at year 10 for those pupils who are not best suited to sitting exams.

.We expect the majority of our pupils to achieve 2 or 3 GCSEs or IGCSEs in Science at the end of KS4.

We want our pupils to enjoy science and to see a high percentage choose to follow post 16 science courses.

We will employ Science Technicians to support learning in the classroom as we recognise the valuable contribution they make in supporting the science curriculum.

Religious Education

It is a fact that the UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. For many people, religion and belief form a crucial part of their culture and identity.

As a result of extensive media coverage, religion and beliefs have become more visible in public life locally, nationally and internationally and the impact of the effect of religious beliefs needs to be understood by our pupils, therefore RE will be an important part of our curriculum.

We believe that religious education and awareness of the place of religion in our society will make a valuable contribution to the spiritual, moral, social and cultural development of pupils. It is our belief that this knowledge and understanding will contribute to supporting wider community cohesion. As detailed in section E, Community, we are very focused on building an excellent relationship with the community around us. We know from our research that our community includes an assortment of people with a diverse range of religions and beliefs. We also acknowledge that the relationships between these groups can sometimes be improved with more attention and understanding and we have detailed in our behavior policy that we intend to work with all groups to ensure positive relationships between all pupils within our school.

Teachers will have the flexibility to provide coherent and integrated cross curricular learning opportunities which may complement discrete subject teaching which will be tailored to the needs of their pupils and community, in line with our whole school policy on the teaching of RE.

For example, RE, history or geography could be taught discretely, but also together within a humanities framework, with links to RE, history and geography. This will occur only when the planned theme allows for the inclusion of certain aspects which arise naturally. In Pre Prep and Prep themes will be planned to support these subject areas and to ensure complete coverage of all objectives.

Through our religious education programme, our pupils will learn about cultural diversity and community cohesion and how to make sense of the world.

We intend that they will;

- know their personal identity
- become responsible, moral, respectful citizens
- want to be active members of their local community
- have a healthy respect for others with different beliefs and cultures
- have the maturity to reflect the major ideas and challenges that face individuals and society.
- enjoy the value and purpose of personal reflection
- grow spiritually
- develop a deepening understanding of the significance of religion in the lives of others, individually, communally and cross-culturally.

Our RE curriculum will encourage pupils to challenge the meaning and purpose of religion. We intend that as a result they will develop a strong sense of moral rightness, develop a truer understanding of themselves as individuals within a community. We will ensure that they develop a healthy outlook, understanding and tolerance of different cultures/religions.

In line with our vision, our RE curriculum will support our intention that pupils will develop a sense of well-being and promote mutual respect. Our RE curriculum will also provide the opportunity to make important contributions to support citizenship, personal, social, health and economic education (PSHE education, SEAL), the humanities and education for sustainable development.

In support of our strong emphasis on good quality PSHE the materials provided by the SEAL programme will be used in daily assemblies throughout the school, to promote a structured whole-curriculum framework for developing the social, emotional and behavioural skills of all pupils, not just those whose behaviour or poor social skills cause problems. This programme is largely secular and will support, not replace daily worship.

Periodically we will invite groups of pupils and members of the local community to lead school assemblies on a range of themes. We will expect to see older students leading assemblies for younger pupils and vice versa.

Assemblies offer a time for reflection and the opportunity to consider different perspectives. They have a role in cultivating a sense of imagination and a vision of spirituality.

Our assemblies will emphasise the unique worth of each individual within the community and make explicit what is praiseworthy.

History

- History will be taught chronologically from the beginning of Prep and time lines will be clearly visible in every classroom
- History skills and concepts in Pre Prep will be taught in relation to pupils within their family unit to include
 1. Time and chronology
 2. Change and continuity
 3. Cause and effect
 4. Using evidence
 5. Synthesis and communication
 6. Empathy
- This will emphasise the development of the pupil's historical understanding through the exploration of personal, family and local history and we will encourage family participation to increase opportunities for encouraging close family partnerships and community engagement as outlined in our vision.
- At the start of Prep, pupils will explore more extensive and more distant periods in the past in chronological order and will encounter a broadening range of Community & Skills Curriculum. Our unique "Skills and Communication Studies" programme will engage pupils and individuals from the wider community in discovering more about where they live. These will be planned within themes only where applicable and will also form part of our extended day activities.
- History at Chichester Free School will allow pupils to develop their knowledge and understanding in depth. As a result of our History curriculum pupils will develop their ability to support, evaluate and challenge their own views and to challenge the views of others. We want our pupils to display a healthy respect for historical evidence, along with the skills to use it robustly and critically to support their explanations and judgements. We do not want History marginalised in KS3, but will plan for it to be taught as a discrete subject by specialists.

Sport

It has long been recognised that education should develop the mind and body. Physical Education therefore plays a central role in this aspiration. In line with our intention to build each pupil's self-confidence and self-esteem throughout their life at the school we will provide a wide range of sporting activities which will cater for differing interests and abilities which will promote healthy competition. Older pupils will be prepared for life after school, with the skills and fortitude to face the future.

Chichester Free School will;

- develop the skills, knowledge and understanding to enable pupils to perform with increasing competence and confidence in a wide range of physical activities.
- provide opportunities for pupils to be competitive and creative, meeting challenges as individuals, in a group or as part of a team.
- be able to discover their aptitudes, abilities and preferences thus promoting a positive attitude towards an enduring healthy lifestyle.

Through a broad and varied curriculum the Chichester Free School will teach all the components of physical education: games, athletics, gymnastics, dance, swimming and outdoor and adventurous activities, allowing every child the opportunity to realise his or her potential.

Specialist staff with qualified teacher status and experienced and accredited coaches will nurture pupils' development providing a differentiated experience to meet the needs of all. Through a process of enjoyment and success, increased pupil confidence and self-esteem will carry benefits beyond the PE lesson and school itself.

Chichester Free School will provide a structure for every individual to:

- Participate and contribute regularly in a competitive environment
- Foster the development of a range of social skills such as leadership, which will count towards accreditation in our leadership award
- Co-operate
- Communicate

Our extended day programme will see all staff and pupils involved, further enhancing the professional relationships between teacher and student.

The inter house system will develop awareness and understanding of fairness, sportsmanship, personal and social responsibility. Furthermore nearby schools will be approached with a view to engage in inter-school friendly competitions and parents would be encouraged to watch their children play in these games.

The Chichester Free School will foster enhanced opportunities for sporting prowess with inter-school competition in the wider community. We will celebrate our pupils' sporting achievements at an annual sports festival and prize-giving to be held on a Saturday during the summer term to which parents will be invited. Success will be incorporated into our leadership programme and added to our school passport.

Our sports timetable will be:

Autumn/Spring:

Rugby, Hockey, Football, Netball, Swimming, Gymnastics & Dance

Summer:

Athletics (Pentathlon), Tennis, Rounders, Swimming, Fencing, Cricket, Water Sports

Younger pupils will learn to swim in line with National Curriculum requirements.

Unless they have completed the full teaching requirements in relation to swimming activities and water safety during Key Stage 1, we aim that all of our pupils should be able to swim unaided more than a distance of at least 25 metres before the end of their Prep years. (The end of Key Stage two)

Therefore we will offer swimming lessons to all pupils until this level of competence has been achieved.

Modern Foreign Languages

To allow our pupils to be more successful in the global economy and to build better relationships at home and abroad and to help put them on par with their international peers, our pupils will learn simple conversation of a modern foreign language at the start of their education and progress in their fluency until they are in Year 11.

We will expect all pupils to gain a GCSE or equivalent qualification at Grade C or above in Spanish, French or German.

We are considering the possibility of adding a language such as Mandarin to our extended day programme if we are able to appoint a suitably qualified linguist.

We support 'Speak to the Future' – the campaign for languages, which has five clear and ambitious objectives which set out the value of learning and using other languages in all sectors of education and at all stages of life. The ones most relevant to Chichester Free School are;

1. Every language valued as an asset - this will encourage policy makers and citizens to recognise that the many languages used in the homes of UK citizens are a valuable resource for social cohesion and economic success.
2. A coherent experience of languages for all children in primary school - this will introduce the learning of other languages and cultures as well as develop a better understanding of how the child's own languages work.
3. A basic working knowledge of at least two languages including English for every child leaving secondary school - this will equip every school leaver to live and work in a global society where confidence in learning and using other languages is a major advantage.

Latin

The specific learning of Latin from Year 5 will follow on from aspects of learning in Prep School around the theme of Ancient Mythology & Civilisations. Latin will help pupils to develop their grammar and syntax and their understanding of the ways in which our world is underpinned by the classical world.

There is a substantial body of evidence that shows children who study Latin outperform their peers when it comes to reading, reading comprehension and vocabulary, as well as higher order thinking such as computation, concepts and problem solving.

Our primary Latin course will use the Primary Latin Project 'Minimus' which can be used by non-specialist teachers. Pupils will continue studying Latin in the Senior School through the Cambridge Latin Course. This course is very well supported and allows pupils to achieve success at KS3 (as the University of Cambridge offers certificated accreditation for students following the Cambridge Latin Course through their Graded Tests).

We aim to;

1. teach comprehension of the Latin language for reading purposes
2. develop an understanding of the history and culture of Roman civilisation;

Music

In Aristotle's words 'Music has a power of forming the character and should therefore be introduced into the education of the young.'

We support the views espoused by the education department and believe that excellent quality music education helps improve concentration, behaviour, Numeracy and language. "Evidence suggests that learning an instrument can improve Numeracy, Literacy and behavior" as a direct result of community participation and working together.

We too believe 'Music helps bind pupils into the wider life of the school' and will ensure it forms part of the taught curriculum and the wider life of the school. It is a universal language understood by people of every culture. We believe that every pupil should experience the joy of musical discovery.

We believe it is unfair that the joy of musical discovery should be the preserve of those whose parents can afford it. We want every pupil to learn a musical instrument and this will form part of the primary curriculum with the use of recorders for pupils in pre prep and flutes for pupils in prep.

We are reassured that our philosophy is supported by the DfE's National Plan for Music Education which espouses much of what we want for our pupils at Chichester Free School.

The School will be part of a local community rich in music which presents the annual Chichester Festivities, the regular Cathedral concerts and Festival Theatre music performances. Music and cultural activity will further our vision for a society with increased community involvement and responsibility. Children will sing every day and there will be staff training to ensure improvement in teacher's skills and confidence in delivering music lessons.

Singing as part of a choir will be mandatory until Year 8, when pupils will have the opportunity to join a variety of school based choirs and continue to enjoy singing with all the benefits of being part of a community of singers during our extended day programme.

Specialist music teachers, choir leaders or peripatetic music teachers will be involved in promoting music and choral singing.

We want every pupil to learn a musical instrument and this will form part of the primary curriculum with the use of recorders for pre prep pupils and flutes for prep school pupils. In line with our aims for music and singing we support the DfE's National Plan for Music Education which espouses much of what we want for our pupils at Chichester Free School.

We will also use materials provided by the national Sing Up programme which also provides the opportunity to sing and perform with other local schools, offering opportunity for both for competition and community involvement. Sing up has an outstanding reputation and provides excellent materials for specialists and non-specialists to use in the classroom.

We are committed to nurturing a generation of talented musicians, who will have a life-long love of music.

Creative Arts – Art, Music, Dance and Drama

In line with our aim is to provide a broad and balanced curriculum, we see the Arts as central to this provision and believe that studying the Arts is vital to developing essential life skills for all pupils.

We believe that by providing pupils with a rich Arts curriculum they will have all the essential elements for their well-being, not only for today but also for their future. Through the Arts, pupils are able to be healthy; safe; enjoy and achieve; making a positive contribution and achieve economic well-being as outlined in Every Child Matters.

Pupils learn to develop their imagination and creativity through a heightened awareness of all their senses, whilst exploring a range of emotions and developing a wide range of communication skills. The enjoyment and appreciation of a variety of world cultures is encouraged through Art, Music, Dance and Drama.

Through the Arts we aim to make the curriculum accessible to all by providing opportunities for pupils to work in a variety of groups with differentiated activities supporting diverse learning styles. Personalised Learning will then lead to effective teaching and learning.

Assessment for Learning provides opportunities for pupils to celebrate their skills and improve their own learning, through knowing what they need to do next and how best to achieve this.

We constantly seek high quality opportunities to enrich and extend pupil's learning experiences both within the school day and in extra-curricular activities provided by staff and outside agencies. Excellence and Enjoyment provides a strong emphasis on broadening and enriching the curriculum.

Through the teaching of the Arts we aim to;

- enable pupils to gain expertise and confidence
- develop creativity through collaborative interaction and individual reflection
- give all pupils the means to express themselves appropriately
- enable pupils to enjoy a variety of creative experiences and express themselves through a combination of Art, Music, Dance and Drama
- develop an awareness and enthusiasm for the Arts
- provide rich experiences of the Arts through participation, performance and observation
- develop intelligence and skills through a combination of emotional, physical and cognitive means
- promote understanding and appreciation of different cultures through the Arts

Throughout Chichester Free School

- We want our pupils to work confidently with a wide range of media and processes, in response to observational and imaginative starting points.
- We want to facilitate the opportunity for them to be able develop their own personal responses to themes; drawing on clearly structured visual and contextual research.
- Pupils will develop strong critical and evaluative skills through detailed and carefully structured responses to the work of various artists in the world of creative arts.

In our senior school, our Art and Design staff will introduce our pupils to a diverse range of historical and contemporary practice to extend their knowledge and understanding; with homework tasks to extend pupils' skills and understanding. Open-ended projects will enable them to explore personal interests, extend their knowledge and ideas and work on ambitious projects.

Regular assessment, including written and verbal feedback, will help pupils to identify the progress they have made and how to improve and extend future work.

The curriculum will be planned to ensure that all pupils experience diverse art, craft and design activities, with a good balance of two and three-dimensional work. They will explore a wide range of media, materials and techniques, including different printmaking techniques, textiles and three-dimensional construction, modelling, casting and carving techniques. This area of the curriculum will be played a strong role in the development of cross-curricular projects.

We want pupils to have opportunities to use digital media in their work, as well as frequent use of gallery visits to support students' practice. We will plan for artists to visit our school and residential visits to cities in Europe.

There will be creative arts clubs planned in our extended day programme.

In order to provide our pupils with cultural rich opportunities, we have developed relationships with

1. Chichester Music Services,
2. Chichester Music Academy,
3. Chichester Festival Youth Theatre,
4. Arundel Youth Theatre and
5. The Victoria Institute, Arundel, who will support Chichester Free School in enabling all pupils to access a rich and diverse Arts experience.

Opportunities will be available for each individual to participate in a variety of creative experiences as performers and/or producers.

Many of these will be integral to the on-going cultural heritage that exists in the area, such as the Chichester and Arundel Festivals, Gallery Trails and Chichester Festival Theatre concerts and the numerous Arundel and Chichester Cathedral concerts which take place annually.

Geography

Geography is about the study of places, the human and physical processes which shape them and the people who live in them. Skills developed through Geography help pupils to make sense of their surroundings and the wider world.

Pupils will learn about their locality linking Geography and History to foster a comprehensive knowledge and understanding of themselves within their community and its relationship to the world beyond.

Teachers will plan exciting lessons intended to;

- stimulate the pupil's interest in finding out about the physical and human conditions to be found in the world and in the closer locality.
- foster a sense of wonder at the beauty and diversity of the world around them.
- help pupils develop an informed concern about the quality of the environment and
- begin to perceive human responsibility for the care of the earth and its people

As a result we expect our pupils;

- To acquire a framework of knowledge about locations and places that will support the development of geographical understanding.
- To begin to understand the important characteristics of some of the earth's natural systems and the interaction among these.
- To begin to understand the significance of location and of patterns in human activities.
- To acquire knowledge and understanding of the local environment and contrasting localities in the U.K. and wider world.

To help ensure the above objectives are met, the pupils need to:

1. Acquire techniques and develop skills necessary for geographical enquiry,
 - Through map interpretation
 - Use of secondary sources
 - Use of ICT
 - Undertaking of fieldwork.
2. Develop the ability to observe, describe and analyse conditions and findings, whilst developing a positive attitude towards ethnic and cultural diversities.

Older pupils will engage in more sustained, systematic enquiry, achieve a greater depth of understanding and will be encouraged to seek explanations appropriate to their intellectual maturity.

ICT

We believe that the pupils of our school must be able to recognise and adapt to a society which is served by an ever increasing use of ICT related processes. To enable pupils to prepare for this we believe that all pupils must have equal and appropriate access to ICT resources.

There is a need for pupils:

- To develop a set of coherent ICT skills so that they may, in time, be able to use ICT effectively, creatively and autonomously across the whole range of the curriculum.
- To be able to take advantage of ICT opportunities to promote learning outside the classroom.
- To develop an awareness of their personal responsibilities when using ICT to access wider resources and when communicating with others.

Our skilled ICT teachers will plan lessons which;

- promote learning and experiences with ICT and also promote the development of ICT skills in all pupils, in accordance with their individual capabilities.
- take into account the issues relating to inclusion and to allow for differentiation with pupils who need additional help to access learning.
- create learning opportunities which will be supported by the National Curriculum guidelines.
- follow programmes of work which may be based on the DfE/QCA exemplar schemes of work to enable continuity and progression of ICT capability throughout the broad range of curriculum experiences offered to pupils in the core and foundation subjects.
- take in to the health and safety of the pupils of this school with regard to using ICT and when having access to the wider world.

In particular, ICT will be used to support the Literacy and Numeracy and SEN within the school. This may be through the use of dedicated integrated learning systems (ILS); specialist targeted resources or a structured focus on these areas of learning and key skills.

Pupils will learn to identify ICT systems in working life and society. This will include its effect on the individual and the development of a critical awareness of the positive and negative aspects of ICT resulting from its use and misuse respectively.

Our ICT programme will enable pupils to develop their ICT capabilities in a range of situations which help to promote group activities as well as independent learning skills.

As a result of our ICT teaching our pupils will develop the knowledge, skills and understanding in the following four aspects:-

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses.

OUR CREATIVE CURRICULUM

Underpinning every aspect of school life and our curriculum will be creativity.

There will be a Creativity policy to define expectations and best practice. Creativity will permeate throughout the school.

Creative Curriculum policy considerations:

- Pupils will be encouraged to use originality and imagination.
- Pupils will be given time for thinking and critical reflection.
- Pupils will be given the opportunity to make choices.
- They will be encouraged to 'try again' after a failure and to see any failures as a positive learning opportunity to improve.
- The learning environment will be bright, lively, interesting and interactive as well as celebratory.
- The curriculum will be well resourced and staffed with specialist teachers.
- Pupils will be excited and interested learners.
- Creativity will equip pupils with the skills, ability, confidence and attitudes enabling them to work imaginatively, to transfer and apply new knowledge in different contexts and give them the confidence to question and collaborate.
- Creativity will not be an isolated activity such as 'music, drama or art' it will be an integral and motivational part of the teaching and learning process.

The curriculum will be creative in its design, achieved through school-wide planning practices to ensure consistent innovation across all year groups.

Staff will plan for exciting, challenging and interesting learning that is intended to promote and extend creativity in our pupils and staff. Subjects, topics, themes, discrete and integrated programmes and courses will be relevant, challenging, memorable and fun for all.

To achieve our curriculum aims, teachers' plans will illustrate innovative approaches to teaching and learning to include the following;

- Whole day projects
- Week long projects
- Community based projects
- Outdoor learning in a range of external environments (forests, the coast, the high street...)
- The full range of approaches to pupil grouping from self-directed study through to whole school projects
- The recruitment of excellent individuals from all walks of life, including former forces personnel, who are skilled at teaching in creative and inspirational ways.

The creative curriculum and varied approaches to teaching and learning define our expectations to staff who will have the skills to incorporate provision in their planning for the following:

- Memorable and exciting learning experiences
- Personalised learning, enabling pupils to think for themselves, branching out into areas of curiosity and interest
- Drawing in skills from art, music, technology, dance and drama

We want our pupils to reflect the following skills in their performance:

- Connecting-seeing relationships and combining in new ways
- Risking-having the self-confidence and freedom to fail and keep trying
- Envisaging-being original and imaginative about what might be
- Analysing-asking critical and challenging questions
- Thinking-taking time for reflection and soft thinking
- Interacting-sharing ideas and collaborating
- Varying-testing options and trying in different ways
- Elaborating- making sure work is highly detailed and exact

As well as making links between subjects, the success of our creative curriculum is also about finding ways to inspire pupils. With this in mind, the curriculum will be:

- Challenging to meets the interests and needs of all pupils, helping them to develop into well-rounded individuals
- Delivered in a safe and positive learning environment enabling pupils to become critical thinkers and to be aware of their personal learning goals
- Relevant to all pupils so that they can use previous learning and experiences to inform their future decisions so that they become responsible, effective citizens beyond school
- Formulated with excellence in mind - excellent teaching and excellent learning opportunities

At Chichester Free School, creativity and creative development will be of great importance. Our creative curriculum will not be simply about making links between subjects, although this is also important. It is about finding ways to inspire the pupils and ensuring our curriculum is challenging, interesting and exciting. As for the curriculum throughout the prep school, creativity will underpin all that we do. This good practice begins in Foundation Stage and children will continue to be inspired to learn.

Thematic Curriculum Approach

We believe that children learn best when learning is connected. Therefore we will use a thematic approach to teaching and learning from Year 1 through to the end of Year 8.

We intend that as a result of using a thematic approach, we will promote independent learning, research and decision making based on cumulative knowledge. These skills will be carefully planned for and will support our vision to challenge and inspire all pupils with a passion for learning.

We know that good teachers have the skills to build on children's earlier learning. Curriculum themes and topics provide a wealth of learning contexts to allow pupils to recall and connect

new learning to previous learning. Themes will be planned in line with a whole school policy and long term planning.

Linking subjects will make timetabling simpler and more flexible. There will be more time for pupils to gain hands-on experiences and experience in-depth learning. This will give teachers the opportunity to ensure that all learning styles are catered for as in kinaesthetic, visual and auditory. Our intention to ensure that teachers understand the different ways in which pupils learn, will be essential for the success of our curriculum and training will be provided to foster this instinctive ability to know what a pupil needs at any one time, in order for them to be able to access the learning objectives.

The links made will be in line with the stages of development outlined in the Cambridge curriculum and the National Curriculum. Long term planning will ensure that all objectives are met, with pupils progressing through the Cambridge Curriculum stages and progress carefully monitored.

Teachers will work together at a whole school level to ensure that:

- The overall programme of learning in any one year group, and across the key stages, is broad and balanced
- There is continuity and steady progression in children's learning
- Planning identifies clearly the knowledge, skills and understanding that the children are expected to acquire
- History, Geography, Science, Creative Arts, Design Technology and ICT are included within this approach as well as Literacy and Numeracy if appropriate.
- Planning will identify subject specific learning objectives that do not readily emerge within a theme and these will be planned into other curriculum areas and may be taught through an alternative approach
- The curriculum is planned to take account of individual differences amongst our pupils to ensure that each pupil succeeds in their learning
- There is careful assessment of children's progress and evaluation of children's responses to inform future planning

Themed approaches lend themselves to longer, project based learning and community led activities, both of which will exist within our school. As such, themed, cross-curricular approaches work very well at secondary level education.

Pupils throughout the school will engage in learning opportunities which arise from a dilemma or problem for which a solution is sought. Learning through these realistic scenarios is particularly successful when approached through drama, for example Dorothy Heathcote's "Mantle of the Expert" approach, which involves a whole school opportunity for one project for all pupils over a designated period of time.

An example of how subjects will be linked could be when learning about the Tudors.

- Design Technology (Tudor furniture),
- Geography (maps of the explorers),
- Art/craft (portraits in frames) and
- Science (Tudor food).

For example linking these would involve

- talking about the trencher of bread and setting the challenge of making a healthy Tudor meal ready for a banquet;
- an opportunity to link the learning with Literacy, drama and music.
- It allows for elaboration, exploration and choice and ultimately keys learning into experience, making it creative and memorable.

It gives teachers the opportunity to ensure that all learning styles are catered for as in kinaesthetic, visual and auditory.

In the first two years of Key Stage 3, we will ensure there is some cross curricular work where pupils work together on a particular question or brief (E.g. design an Island and its

- Language
- National anthem
- Industry etc.)

However, the links made will be in line with the stages of development outlined in the Cambridge Science curriculum and long term planning will ensure that all objectives are met, with pupils progressing through the Cambridge Curriculum stages.

COMMUNITY & SKILLS CURRICULUM

Our Community and Skills Curriculum is an exciting and innovative way to ensure our pupils are ready for the world of work. As cited throughout our proposal, we want to equip our pupils with not only the qualifications and academic education that will help them succeed but also the personal skills and attitude that is also vital.

This curriculum has two strands which are delivered in different ways.

Community Curriculum

In line with our vision and ethos we want to ensure that;

“Pupils will be given opportunities to develop as responsible, moral, respectful citizens and active members of their local community”

We want pupils to take on responsible and active roles in society and that begins with the appreciation of their own local community. In society today we see signs of children becoming increasingly insular, selfish and unable to show empathy to those around them. Our aim is to break down these barriers and demonstrate to our pupils the true meaning of community involvement and contribution through a variety of community based activities and projects.

This unique programme will encompass our Four C's approach to teaching and learning and will be delivered as a series of themed projects aimed at complementing the school's academic curriculum. These projects may be organised according to inter-House arrangements and may have a competitive edge to them. In order for whole school participation, we will plan for some activities to be part of our extended day programme.

The aim is to provide a realistic and relevant context from which to engage pupils in aspects of learning that relate to them on a personal level as well as at a wider community extent. As such, many of the Community & Skills Curriculum activities will take place outside school.

Learning will encompass the natural geographical, economic, political, social and cultural features of our local region. The activities within this programme will be taught in innovative ways by

school staff as well as external service providers, including those who are not necessarily qualified to teach but who have proved themselves to the school to be excellent expert practitioners.

In support of our ethos, this programme will ensure that pupils have the opportunity to work with others in the community, which will secure pupils' communication skills and confidence as they interact within a wide range of environments. This will be in the form of community projects, fund raising or other forms of voluntary work.

Our wider community is essential to us in achieving our creative curriculum, where pupils can access a wealth of exciting opportunities and experience innovative teaching and learning across the entire curriculum that is expert, inspiring and excellent. Also, our wider community is essential to us in our delivery of a community service scheme and a successful work-based apprenticeship scheme.

Community Led Activities

As a community-focused school, we intend to make use of external practitioners, subject specialists and individuals (including unqualified teachers) who have proven abilities in teaching their area of expertise.

Activities which remove pupils from the routine environment of the school to form new contexts for learning will be encouraged. Pupils in all year groups will experience these activities, the duration of which will depend on whether they are in Pre-Prep, Prep or Senior pupils of the school.

In view of our location with its ready access to local woodlands, we will seek support in the Forest Schools' approach to teaching and learning. This approach engages pupils in repeated and regular contact with the natural environment to empower their all-round well-being and learning success.

Community led activities may not always take place outside of school. For example, some of the one day or week long enrichment programme workshops will occur during the school day.

Skills Curriculum

In line with our vision and ethos

"We will build each pupil's self-confidence and self-esteem throughout their life at Chichester Free School"

"Pupils will be prepared for life after school, with the skills and fortitude to face the future"

This strand of the curriculum will be part of the culture of Chichester Free School. It will be embedded throughout the school day, in all lessons and activities. It will be demonstrated by all members of staff and senior pupils and be understood by all to be the philosophy of the school and is also reflected in our behaviour policy.

We want to equip our pupils with the personal and social skills which will enable them not only to fulfill the obligations of school policy but to succeed in life. This includes how they present themselves, how they communicate and behave towards each other and people from all walks of life. It includes being self-confident and having self-esteem and a good body image as well as manners and social etiquette.

These skills are particularly important the nearer to the time when pupils begin to think about their future in terms of work. The development of employability skills is peripheral in many secondary schools. Young people are leaving school and college with serious shortfalls in their employability skills. According to the CBI, over half of employers (57%) are finding weaknesses in school leavers' self-management skills – such as time management – and 68% believe they have inadequate business and customer awareness.

We will provide workshops for older pupils, which are specific to employability skills:

- Presentation skills
- Facilitating skills
- Selling skills
- Influence / persuasion skills
- Team work skills
- Leadership skills
- Ability to think / communicate on their feet

Youth Coaching within the Community & Skills Curriculum

We have forged links with The Youth Coaching Academy (UK), which is supporting our aim to create a strong, complementary curriculum through the Community & Skills Curriculum programme.

Youth coaching is a central feature of the Community & Skills Curriculum and is vital to our vision to be inspirational. To prepare pupils for life beyond school, each and every pupil will receive expert peer life coaching. Valid and appropriate activities will begin from Foundation Stage and continue through to Sixth Form and will be embedded into the whole school curriculum.

We envisage the community and skills coach to be a fully qualified youth coach with key members of staff trained to a basic level; who will then cascade this training through the school so that every member of staff understands the principles of the youth coaching and feels competent to deliver and promote them throughout their teaching day.

The key areas in which youth coaching will help pupils are:

- State Management - knowing what drives, angers, motivates, embarrasses, frustrates, inspires them and knowing how to transform negative states into positive ones
- Emotional Intelligence – being able to control unexpected emotions like anger and frustration so they can think clearly
- Self Esteem and Identity – those who believe in themselves have access to “unlimited power”
- Pro-Social Behaviour– resilience, forgiveness, persistence and perseverance, patience
- Relationships – building trust, empathy, respecting boundaries
- Effective Communication – general skills to listen and articulate their ideas in writing and verbally to any audience, whilst maintaining eye contact and composure

The community and skills coach will also provide a Youth Coaching Forum once a month inside the school, out of school hours to encourage community inclusion, where staff, parents, youth

workers, and those who are passionate about supporting young people can come together and learn about Youth Coaching skills based around the above topics, and coach each other towards their goals, this is an opportunity to empower young people to coach the adults also.

We intend that our Community & Skills programme will empower our pupils, including those considered 'hard to reach', to be active, successful participants in the full life of the school, including the academic curriculum.

ASDAN

ASDAN has links to SEAL, Every Child Matters, QCDA Schemes of Work, PSHE & Citizenship curriculum, Enrichment, PLTS and personal skill development, we will utilise this scheme because it offers a wide choice of flexible, activity-based curriculum programmes and qualifications to explicitly grow skills for learning, skills for employment and skills for life. Activities are designed for pupils working at a range of levels. Where relevant these activities will compliment or inform long term planning of themes.

The Stepping Stones programme is designed to support Citizenship and PSHE for young pupils aged 7-12, while Key Steps offers a programme of activities for the 10-14 age group in topic areas including PSHE, Enterprise and Internationalism.

A key feature of the Community & Skills curriculum will be the activity-based programme and qualifications offered through the ASDAN framework. We will make use of their vast range of resources to inform our planning of appropriate challenges for all our pupils.

The Stepping Stones skills (Prep pupils): Communicating; Investigating; Presenting; Using Multimedia; Researching; Independence; Working With Others; Solving Problems; Perseverance; Confidence; Respecting Others; Collecting Evidence; Planning and Reviewing; Looking After Yourself; Budgeting; Leadership.

The topic areas for the challenges: Active Citizen; Community Spirit; Identity; Personal Wellbeing; Money Matters; Around the Globe; Environment; Valuing Each Other; Different Cultures; Health; Enterprise; Trips and Visits.

The Key Steps programme (Senior pupils) is a comprehensive programme of activities in a range of topic areas covering Citizenship, PSHE, Environment Education, Personal Finance Education, Enterprise and Internationalism.

ASDAN awards certificates after internal moderation of pupils' Chichester Free School Passports. The programme is structured over nine modules:

- Identity
- Community
- Health
- Citizenship
- Environment
- Personal Finance
- Enterprise
- Values
- Internationalism

ASDAN teaches key skills which are directly transferable to all other areas of the curriculum. We recognise that young people are multi-talented and we celebrate that diversity, seeking to:

- Encourage, engage and motivate learners
- Promote active and experiential learning
- Raise the expectations of learners
- Reward a range of learning styles and contexts
- Use assessment to further learning
- Make learning relevant and transferable
- Promote the worth and value of all our qualifications

and thereby recognise the potential to transform the abilities and achievements of all learners, through the ASDAN award scheme, which directly compliments and contributes towards our own Chichester Free School leadership Award and Passport .

ASDAN's Educational Values:

1. Providing opportunities for all to achieve
2. Promoting personal and social development
3. Celebrating success
4. Promoting assessment for learning
5. Supporting personalised learning

ASDAN SEN Opportunities

The Preparatory Programmes are designed for learners with moderate, severe, complex, profound or multiple learning difficulties, working between P Levels 1-8 (below National Curriculum Level 1). These programmes provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills:

Chichester Free School Leadership Programme

Our pupils will begin working towards our leadership award as soon as they enter our school. We will offer pupils many opportunities to take responsibility and a leadership role in some way. This directly supports and compliments our Community and Skills Programme.

We expect to see that our pupils will develop all or some of the following skills as a result of our leadership award;

- Presentation skills
- Facilitating skills
- Selling skills
- Influence / persuasion skills
- Team work skills
- Leadership skills
- Ability to think / communicate on your feet

Our awards will be the;
Chichester Free School Bronze certificate
Chichester Free School Silver certificate
Chichester Free School Gold certificate

With pupils who stay on for sixth form having the opportunity to achieve the Chichester Free School Platinum certificate

We aim to have a Combined Cadet Force contingent set up, offering at least one service. This will build leadership and responsibility of relevance to whatever career our pupils pursue; time for CCF activities will be scheduled into the school programme.

Younger pupils will have class-based opportunities to take responsibility within their daily routines. This may be as simple as taking turns to organise the daily fruit for younger pupils or having the opportunity to do supervised office duty for older pupils. A complete range of opportunities will be included in our Leadership awards policy.

The school will have a system of Prefects and leadership positions at Junior and Senior level as well as an active School Council. Members of the lower sixth who are deemed responsible will be appointed by the Head of House as house prefects with particular responsibilities within their respective houses. Upper sixth pupils who are considered capable of taking on added responsibilities will be appointed as school prefects, to include a house captain and deputy. These students will have school-wide responsibilities such as sports teams, extended day activities and homework support. These prefects will support activities in Pre-Prep and Prep departments

Community Sports Leaders' Award (CSLA)

The aim of the CSLA is to produce responsible, motivated and confident people who can lead safe and enjoyable sports activities. The award concentrates on developing leadership skills and students are required to plan, prepare, deliver and evaluate activities to their peer groups and to children from our own prep school, as well as local primary schools. Students are encouraged to become actively involved in the organising and assisting with the provision of sport within the community.

Candidates must be a minimum of 16 years old when they register on to the course (there is no upper age limit) so this will be available to Year 11 pupils and above.

The CSLA can be offered within the KS4 PE curriculum and is a Level 2 qualification.

Following successful completion of the CSLA, pupils may participate in the Higher Sports Leaders Award (HSLA), a Level 3 qualification.

Community Volunteering Scheme

Through the role of the Careers and Community Coach, Chichester Free School will develop relationships with community groups, county council and district council teams, charities and voluntary services which exist locally with the intention of developing a successful school-run volunteering scheme.

We understand that school-run volunteering schemes are most effective when the pupils have input into their design (Choosing to Volunteer: Ofsted, December 2011), so our Year 9 and 10 pupils will be encouraged to identify local issues that matter to them through specific sessions within the Community & Skills curriculum, such as attending talks by representatives from a variety of local charities, volunteer and other groups and attending debates.

With the knowledge and experience they gain, pupils will be expected to contribute their thoughts and ideas towards the design and management of the school's volunteering scheme.

The volunteering activities will vary and depend on the identified community needs as established by the local organisation(s) whilst maintaining strict codes of practice to safeguard our pupils as well as vulnerable members of our society.

The purpose of the Community Voluntary Scheme is to allow pupils to participate in worthwhile activities which support the needs of our local community, giving them the opportunity to work with new people and gain skills, experience and the motivation to want to broaden their horizons.

Initially, pupils will shadow experienced volunteers for 3 separate hours and gradually they will assist them in their work to achieve the aims of their organisation or charity.

The scheme will be tiered: Bronze, Silver and Gold Award, which indicates the different service levels that pupils offer:

- Bronze Award – 5 hours of volunteering, positive evaluation (good, very good)
- Silver Award – 8 hours of volunteering, positive evaluation (good, very good)
- Gold Award – 12 hours of volunteering, positive evaluation (good, very good)
- Bronze*, Silver*, Gold * Award – a special commendation award where the same hours of volunteering are delivered as above, but the positive evaluation states that the pupil's contribution was "outstanding".

Pupils are required to carry out challenges over 60 or 120 hours and recognise their skill development. Pupils who receive the above special commendation will be directly considered for a number of leadership roles around the school.

PRE PREP CURRICULUM FOR THE FOUNDATION STAGE PUPILS

Timetable for Foundation Stage

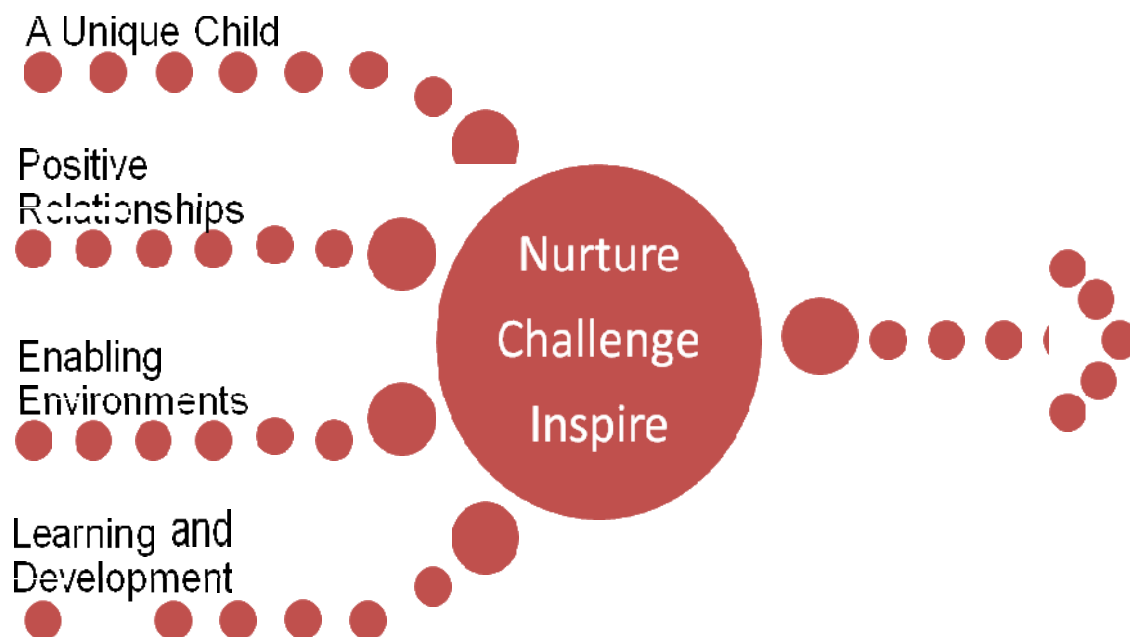
The six areas of learning will be on a cycle of continuous provision. Pupils will self-select from a range of tasks, which will be given equal time and consideration in teacher's planning. Pupils will be encouraged to engage in all activities in all six areas.

Pupils will be taught in ability set groups for daily phonics and aspects of Numeracy.

Whole class activities such as PE/sport, music and the conversation of a modern foreign language will be carefully timetabled, outside of the continuous provision plan.

"This Stage of development is currently under review and recommendations are that playing and exploring, active learning, and creating and thinking critically are highlighted in the EYFS as three characteristics of effective teaching and learning. PSED will also become of greater importance. This will be directly in line with our ethos and we whole heartedly support this review. We also support that the new 'emerging, expecting and exceeding' EYFS goals will bring exceeding the goals in line with level 1 of the National Curriculum, making continuation of planning more successful. It is recommended that the new EYFS does not preclude more adult direction or teaching, and it will set out what playful adult-directed learning looks like."

Whilst awaiting the definitive new guidelines, we intend to take heed of the current guiding principles of The Foundation Stage, which are grouped into four themes:



We believe that they support our vision to nurture, challenge and inspire our pupils and are outlined as follows;

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Chichester Free School will accept pupils at 4 into our Pre Prep department.

- These pupils will make a seamless transition into the EYFS in our school, experiencing the same core values and practice in which they will have been engaged during their nursery years.
- This will ensure continuity of provision.
- There will be close liaison with feeder pre-school settings and staff will visit pupils and families prior to entry, ensuring the establishment of an early partnership between home and school.
- Our pupils will visit our school and know the teachers before arriving in our setting.
- We will use EYFS data provided to plan progression for these pupils.
- Close relationships with parents and carers will be encouraged to inform teachers more fully as to the unique characteristics, achievements and needs of their child, in order for them to succeed in our nurturing environment.

This will give teachers the tools to understand pupils as individuals.

Regular meetings, daily contact, written communications, shared targets, free access to staff within agreed boundaries will ensure this partnership succeeds. This partnership will continue until a pupil leaves our school, ensuring our pupils are well known and families are supported and in turn are supportive of our vision and ethos.

We intend that these pupils will receive high quality education which will lay a secure foundation for future learning. Each pupil's education will be planned around their needs and interests and their learning and development will be informed by the use of ongoing observational assessment.

We support the overarching aims of the EYFS to help young children achieve the five Every Child Matters outcomes of:

- staying safe,
- being healthy,
- enjoying and achieving,
- making a positive contribution, and
- achieving economic well-being.

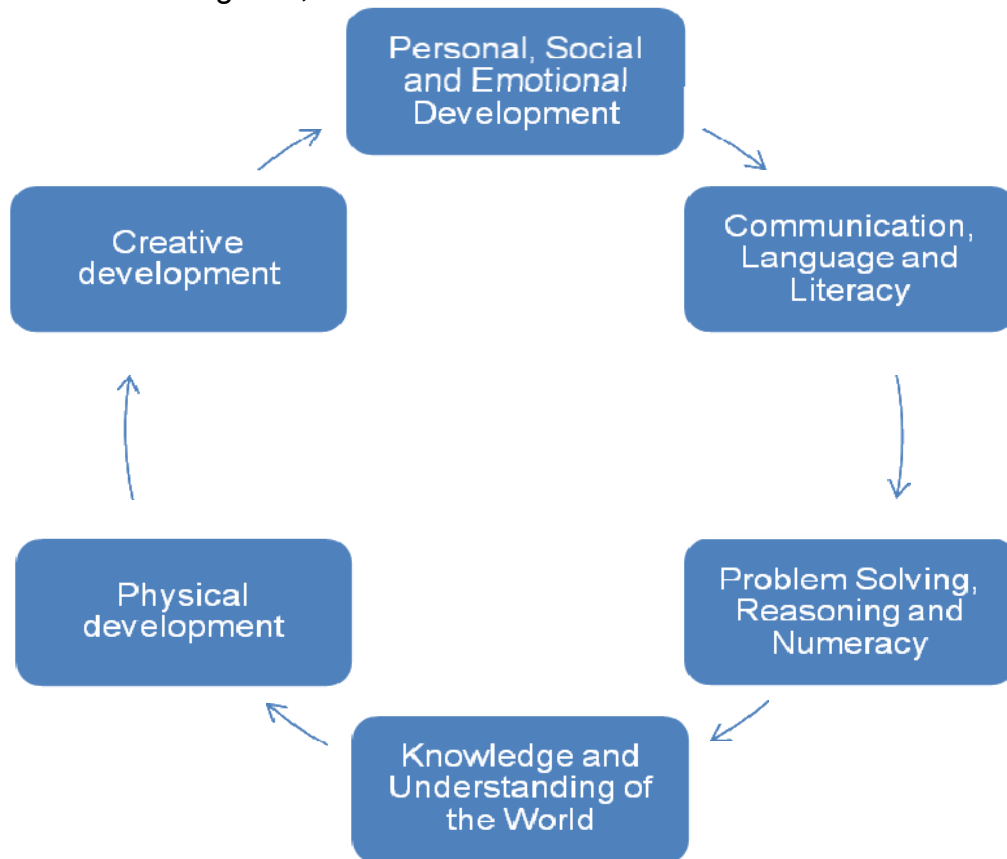
These directly support and complement our vision and ethos for Chichester Free School and all staff throughout the school will understand, support and continue to promote this curriculum and the core values which underpin the early years philosophy, right through until pupils leave our school

We will incorporate the six areas of learning of the EYFS

As we have stated, the EYFS is currently under review, but we intend to adhere to the current statutory framework and philosophy, which applies to providers working with pupils in the early years. We will adjust our curriculum and policies for Foundation Stage in line with the new EYFS.

The report recommends that playing and exploring, active learning, creating and thinking critically are highlighted in the EYFS as three characteristics of effective teaching and learning. To this end we believe that our whole curriculum supports this from 4 through to 19.

The Six Areas of Learning are;



Pupils love asking questions when they are young. We want that inquisitive nature to be developed and harnessed so that every child is able to reflect on their learning. The free flow, self-selecting activities planned within the framework of the six areas of learning on a continuous cycle, will be designed to harness and promote this curiosity.

EYFS Personal, social and emotional development

- We will encourage pupils to become confident and independent individuals with a positive self-image, enabling them to build good relationships with adults and other pupils by encouraging pupils to respect one another and to be sensitive to the needs, views and feelings of others
- We will provide pupils with opportunities to respect their own cultures and beliefs and those of others by encouraging all pupils to care for their fellow pupils and other living things
- Pupils will develop co-operative skills such as turn-taking and sharing
- Teachers will model appropriate behaviour and help pupils to develop an understanding of what is right and wrong, whilst encouraging them to resolve their own conflicts in line with our intention that our pupils will grow into moral and respectful citizens. All staff will be expected to act as role models at all times
- Our whole school approach to PSHE involving use of SEAL materials will encourage pupils to develop the vocabulary needed to describe emotions which will build confidence and self-esteem. Teachers will include this material in their planning in line with whole school long term planning.

EYFS Communication, language and Literacy

- Having excellent communication skills is the essence of a successful and confident young person. Therefore at Chichester Free School we place learning English and good Literacy skills high on our teaching and learning programme. We believe that this begins with a strong Literacy and communication curriculum in the Pre prep Foundation Stage
- We will encourage pupils to listen to and respond to stories and poems in addition to learning to recite nursery rhymes with clear speaking skills and confident use of appropriate language.
- We will encourage pupils to read books of all levels of difficulty and to be read to as part of a daily routine.
- Pupils will develop pre-writing skills through fun experiences. Pupil's confidence in mark making will be encouraged through providing a variety of implements and staff will indicate they are valuing all marks which they make.
- By providing a range of 'real' experiences for pupils to write simple regular words and use their phonic knowledge to have a go at others when ready, we will value pupil's writing at every stage of development. We will provide opportunities for pupils to see adults writing and the value and purpose of mark making.
- Pupil's confidence in speaking and listening will be developed through circle times and access to role play areas providing opportunities for pupils to communicate their ideas and feelings. Opportunities to develop spoken language through conversations between adults and pupils will be actively encouraged. Staff will model new vocabulary and clear speaking.
- We will provide stimulating role play areas where pupils can learn to recreate roles and experiences alongside the teacher who will offer much stimulus for pupils to make up their own stories, songs, rhymes and poems. They will do this because areas will be kept fresh and be promoted by talented staff, who will engage and role play alongside the pupils, modeling the objectives of the curriculum.
- In line with our policy to teach a daily phonics programme we will develop our pupil's ability to distinguish between sounds in the environment and then sounds in words using the 'Letters and Sounds' framework. Decoding and encoding will have equal importance in daily self-selecting activities and directed teaching tasks.
- We will show sensitivity towards the needs of pupils for whom English is an additional language and use of the Cambridge Curriculum for EAL will be used.

EYFS Problem solving, reasoning and Numeracy

- We will provide pupils with a number rich environment and encourage using numerals in their play. Activities will be designed to developing pupil's understanding of mathematical language, shape space and measures and calculating.
- Opportunities to develop an understanding of number will be provided through counting, sorting and matching. Pupils will learn to recite numbers in the correct order and practice counting with one-to-one correspondence. Activities will provide pupils with the opportunity to explore addition and subtraction in their play.

- We will provide opportunities for pupils to talk about, recognise and create simple patterns when exploring a range of resources which will be repeated across the areas of development.
- Pupils will be encouraged to solve problems and find the best method of showing results.

EYFS Knowledge and understanding of the world

In line with our policy to promote outdoor learning, the outdoor provision will be equally as robust as the indoor provision

- We will provide an indoor and outdoor environment with a wide range of activities to stimulate pupil's interest and curiosity in order to help them to make sense of their world through first hand experiences. We will provide time and opportunities for exploratory play.
- We will encourage pupils to talk about themselves and their families and staff will indicate to pupils their interest in pupil's well-being and sense of security in our school, in line with our policy of nurture and building strong partnerships with family units.
- We will encourage pupils to explore and become familiar with where they live and through trips and visits developing an awareness of the local area through, for example, trips to the local park and library while promoting road safety and ways to keep themselves safe.
- Exploring the seasonal changes in our local area will support this area of the curriculum. We will provide activities for pupils designed to promote respect for the environment and also begin to understand the effect that humans can have on changes.
- This will be achieved by providing excellent quality first hand experiences for pupils to find out about, observe and identify features and the effect climate changes on living things.
- Pupils will have opportunities to use computers, listening centres and other Information Communication Technology to support their learning.
- By providing pupils with the experience to discover how things work and fit together, to build and construct through their play with construction toys and kits we will be giving them the tools and confidence to accept that making an error is not failure, but persistence is of value and will ultimately lead to success.
- Celebrating cultures and beliefs of Christians and any other religions represented in the school will be a valuable aspect of our ethos and will work towards creating a community of trust and respect.

EYFS Physical development

In line with our belief that daily exercise and a healthy life style is vital for a successful mind and body our young pupils in the Foundation Stage will have daily opportunity to

- Develop co-ordination, balancing and climbing skills using specialist equipment as well as play based equipment. They will develop their awareness of space through racing and chasing games and begin developing gross motor skills and self-control.
- Develop an ability to follow different pathways, developing a growing awareness of personal space and themselves in relation to others.
- Teach pupils the importance of washing hands after using the bathroom and before touching food to foster good hygiene habits.

- Teach pupils the importance of eating a balanced diet whilst learning about and understanding the importance of healthy practices in regard to eating and cooking. There will be a garden for pupils to grow their own food and prepare it for consumption.
- To handle a range of large and small equipment, whilst teaching pupils the correct ways to hold and use tools while supporting pupils to carry out their own risk assessments of learning spaces, with a growing awareness of safety issues for themselves and others, gradually developing a sense of responsibility towards their peers within the community.

Developing fine motor skills is of great importance in all areas and there will be many opportunities for pupils to become more competent. Staff will plan for these skills to be developed.

EYFS Creative development

At Chichester Free School, creativity and creative development will be of great importance. Our creative curriculum will not be simply about making links between subjects, although this is also important. It is about finding ways to inspire the pupils and ensuring our curriculum is challenging, interesting and exciting.

As for the curriculum throughout our school, creativity will underpin all that we do. This good practice begins in Foundation Stage and pupils will continue to be inspired to learn.

We will achieve this by

- Encouraging pupils to use any available resources to support their role play, construction and explorative self-selected activities and through providing a range of media and materials for pupils to initiate their own tasks and develop their imagination.
- Developing story-telling and imagination through planned circle time experiences, use of puppets and drama.
- Providing opportunities for pupils to explore colour, texture and shape and by encouraging pupils to engage in planning their creations before embarking on them.
- We will encourage pupils to talk about their projects and help them to modify them when appropriate. They will learn to try again as a means of achieving greater success and satisfaction.
- Helping pupils to build a repertoire of songs and providing a range of musical instruments for pupils to explore the sounds they make.
- Providing a range of music from different cultures and times for pupils to respond to, in song, dance and movement.
- Encouraging pupils to express themselves using all of their senses by planning activities to promote this.

Creativity will also occur through inspirational ways of working together as a whole school team and the good practice of teaching and learning in the Foundation Stage will continue throughout our school.

Pupils in the Foundation Stage will be able to self-select from the continuous provision of a wide range of activities:-

These will be planned on a core theme from two starting points.

- From the pupil's interests - when the teachers will follow the pupils and promote their personal interest with reference to the progression through the early learning goals and beyond.
- Planned by the teachers from a central theme, core book, school visitors, calendar event, outdoor learning visits and pupil's own interests.

There will be effective, daily, systematic, synthetic phonics lessons.

- We will use the programme Letters and Sounds in the Foundation Stage and pupils will continue in this programme until they achieve competency in Phase six of the six phases outlined in Letters and Sounds, regardless of age or year group. This is designated to be by the end of year two.
- Pupils will be continually assessed during the Foundation Stage and screened at the end of Year 1, to check skills in encoding and decoding, these are interdependent and address reading and writing.
- This will enable teachers to provide accurate targeted support for all pupils in reading and writing.
- Teachers will also utilise continuous tracking of pupils progress in order to plan effective daily teaching sessions, using materials designed to assess the phase of development achieved within the Letters and Sounds framework.
- Our school will promote high quality, reading, writing and speaking English and all pupils throughout Chichester Free School will leave our school with skills in these three areas, at a very high level.
- Each day our pupils will have the chance to read and to hear great stories.
- Listening skills will be taught, understood by all staff and promoted throughout our school.
- Handwriting will be taught from Pre Prep and all pupils will develop a clear and consistent legible style by the age of 8. Our pupils will see writing and spelling skills not only as fun, but as something important and to be proud of. Achievements will be rewarded and added to a pupil's passport, which begins in reception and travels with them throughout their time at our school.
- Pupils who are on the special needs register and pupils who are identified as gifted and talented and EAL or have a disability, which prevents them accessing the curriculum will receive targeted input and staff will know these pupils, understand their needs and plan effectively and sensitively for when they are teaching them and assessing their spoken and written work.
- Mnemonic systems will be used to make memorisation easier. They do so by increasing the efficiency of the process of consolidation. This process involves the conversion of short term memory to long term memory. This an important tool to aid the success of learning and this teaching and learning begins in the Foundation Stage during daily phonics lessons.

Although the Foundation Stage curricular areas are set out separately teachers should, where appropriate, have the creativity and ability to successfully integrate learning across the six areas to make relevant connections for children.

Teachers will have flexibility to select from within the curricular areas those aspects they consider appropriate to the ability and interests of their pupils.

Teachers should endeavour as far as possible to take account of each child's cultural, ethnic, linguistic and social background, gender and special educational needs. In catering for individual needs, teachers should work closely with representatives of other agencies who may be

supporting the child. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks.

Curriculum planning and assessment for children with special educational needs should take account of the nature, extent and duration of the difficulty experienced by the child. These values are reflected in our special needs policy and outlined in our section on children with differing abilities.

YEARS ONE TO SIX- PRE PREP AND PREP

Years one and two/ Pre-Prep Subject Teaching Time

	Periods	Minutes per week
Communication, Language, Literacy and Reading	10	300
Problem Solving, Reasoning and Numeracy	10	300
Science	5	150
Humanities/ICT	5	150
PE/Games/Outdoor play/Rest	6	180
Languages	2	60
Art/Design	5	150
Music	2	60
PSHE/RE/Community & Skills	4	120
Year Group singing	1	30
Sub-total	50	1500
Assembly/Tutor Time		150
Total 50 periods/week		1650

Prep Subject Teaching Time

	Periods	Teaching time per week minutes
English	10	300
Reading	2	60
Mathematics	10	300
Humanities/Classical Studies	5	150
Science	4	120
PE/Games	4	120
Languages	4	120
Art/Design	4	120
Music	2	60
ICT	1	30
PSHE/RE/Community & Skills	3	90
Year Group singing	1	30
Sub-total	50	1500
Assembly/Tutor Time		150
Total 50 periods/week		1650

- From the excellent start encountered by pupils in the Foundation Stage our curriculum will promote the continuing practice of challenging, active and investigative learning
- In addition we will plan to continue to teach discrete daily lessons in Numeracy and Literacy, which begins in the Foundation Stage and continues until pupils have achieved competency in all areas of Literacy up to Phase Six of the Letters and Sounds phonics programme, which is designated to be by the end of Year two.
- After this they will follow the stages of development of the Cambridge English, Mathematics and Science curriculum and the National Curriculum. Pupils not achieving their full potential in Literacy and Numeracy will be included in our stretch and support programmes, which may be delivered within the ability sets in the year group, when teachers will plan extension activities to support a catch up programme for these pupils. In extreme cases of under achievement in Literacy, we will assign pupils to our Literacy intervention groups.
- Primary pupils will sing together and exercise every day in line with our school's policy on sport, healthy life styles and community engagement. We aim to try to continue this through the secondary phase as well, both as a part of our curriculum and included in our extended day programme.
- All pupils will continue to learn simple conversation of a modern foreign language which will have begun for pupils in the Foundation Stage, in order to broaden their empathy, imaginative sympathy and cultural outlook.
- Pupils will learn Latin from Year 5 as a strong foundation for learning Spanish and French.
- All pupils will learn basic Makaton, starting in the Foundation Stage, as a form of communication and will continue to develop this skill throughout our school and will be in addition to the use of mnemonics when learning phonics. It will be used as an additional form of communication, between teachers and pupils, giving less confident pupils the courage to communicate. It becomes a tool for communication for pupils with special needs and pupils with ESL. It is also a tool which encourages pupils to concentrate and focus attention.

Curriculum Overview from Year one in Prep and Pre Prep

During the Foundation Stage children will have begun to develop dispositions to learn. The curriculum at Pre Prep and Prep aims to provide children with exciting opportunities to explore and develop their interests, talents and skills across all six areas of the curriculum and to develop the basis for making informed and responsible decisions throughout their lives.

The Structure of the curriculum

We will cover and exceed all the skills and breadth of study as set out by the National Curriculum. In support of this pupils will work systematically through the stages of the Cambridge curriculum, which offers very clear progression of objectives in the core curriculum. We will ensure that the National Curriculum objectives are met.

We will ensure depth before breadth in Literacy, Numeracy to enable all pupils to access the whole curriculum with confidence and an exceptional personal level of achievement.

The curriculum for Key Stages 1 and 2, (pre prep and prep) will be set out in six areas of learning to compliment the EYFS programme and support the excellent teaching and learning pupils will have experienced in their first year of school life.

The areas of learning are;

- Language and Literacy (including talking and listening, reading and writing and opportunities to incorporate drama)
- Mathematics and Numeracy (focusing on the development of mathematical concepts and Numeracy across the curriculum)
- Personal, social and emotional Development (focusing on the development of emotional development, learning to learn, health, relationships and sexuality education, understanding in the local and global community)
- Physical Education (focusing on the development of knowledge, skills and understanding in a range of physical activities)
- The Arts (including art and design, music and opportunities to incorporate drama)
- The World Around Us (focusing on the development of skills and knowledge in geography, history and science and technology)

Although the curricular areas are set out separately teachers should, where appropriate, have the creativity and ability to successfully integrate learning across the six areas to make relevant connections for children. Teachers will have flexibility to select from within the curricular areas those aspects they consider appropriate to the ability and interests of their pupils. These will be planned in line with whole school planning.

Teachers should endeavour as far as possible to take account of each child's cultural, ethnic, linguistic and social background, gender and special educational needs. In catering for individual needs, teachers should work closely with representatives of other agencies who may be supporting the child. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks.

Curriculum planning and assessment for children with special educational needs should take account of the nature, extent and duration of the difficulty experienced by the child. These values are reflected in our special needs policy and outlined in our section on children with different needs.

Numeracy and Literacy will continue to be taught as discrete subjects and links will be made only when applicable or relevant to ensure understanding of the purpose of the learning, but will be in addition to and complementary to the discrete subject progression of objectives.

Pupils will be in ability sets within the streamed year group and groups may be of different sizes, in order to provide the best opportunities for teaching and learning.

From Year Three, Science will also be taught as a discrete subject. We will use the stages of development of the Cambridge Curriculum and The National Curriculum.

We will introduce Latin at Year Five and a modern foreign language will continue to be taught, with an introduction to reading and writing to support the conversational skills already learnt.

Pupils will work together across each year group and teaching and support staff will work with all pupils. Classroom areas in each year will have a designated curriculum area, which will be well resourced with all the equipment and materials needed to support pupils' learning. Staff will collaborate when planning and their individual strengths will be used to outline the content of the subjects and themes..

Pupils will work on carefully planned aspects of the current theme in the area designated for this study, whilst working on a particular aspect. Teaching and support staff will have clearly defined roles, which will be carefully planned. Pupils may spend several hours over a few days, on a particular curriculum area in order to complete their studies and achieve the learning objective, but may not revisit this subject area again until further learning is required or links need to be made, consolidated and clarified.

Through opportunities to engage in active learning contexts across all areas of the curriculum within a focused theme, the intention is to develop or pupils' personal, interpersonal and learning skills and their ability to think both creatively and critically, in line with the aims for our creative curriculum.

PUPILS ENTERING YEAR 7

“Continuity in the curriculum and progression in learning as pupils move from primary to secondary schools are a long standing weakness in the education system”

“Partner primary and secondary schools generally had little knowledge of their respective practices in assessing and recording pupil progress and in setting targets.”

“There was insufficient discussion between teachers in Key Stages 2 and 3 about the standards of work expected of pupils and about approaches to teaching and learning”

(Changing Schools: Effectiveness of Transfer Arrangements at Age11, Ofsted)

At Chichester Free School, we will place a strong emphasis on effective transition, to include carefully planned induction at Year 7, both for existing pupils and newer pupils joining us from feeder primary schools. We aim to aid integration of the newer pupils and allocate them to a House, making them feel welcome and giving them an instant identity as a member of a community within the school.

Local primary school results are good overall but there is a wide disparity of attainment within the local secondary schools. Local parents and pupils we have spoken with are of the belief that upon entry into secondary school, most pupils have the enthusiasm to learn but often, before long, become uninspired and bored by the approaches to teaching and learning that they experience.

To avoid this, we will have a focused Teaching and Learning policy, to which all staff will make references to when planning. This policy is intended to avoid our pupils becoming uninspired and bored.

Creating an all-through school will allow significant changes to the continuity, progression and relevance of the curriculum for our pupils and provide a unique opportunity to address this very important aspect of transition from primary to secondary school education.

The Need for Induction at Year 7

An all-through context eliminates many negative aspects around transition.

Nevertheless, as we are increasing our pupil intake to 4-form entry at Year 7, it is necessary to provide effective arrangements for transition and integration into this year group. Existing pupils of the school who are about to join Year 7 will be invited to join their 'fresher' peers over several days in the summer term. The activities will be designed to foster new friendships and encourage familiarity with staff, pupils and the school.

They will have an integral part to play in:

- Supporting the values and ethos of the school
 - Assisting with the organisation and delivery of the induction programme
 - Partner mentoring a new intake pupil throughout the process and for a period of time beyond the programme
1. Parents will be invited into school in the evening to meet their children's Form Tutor, see where the pupils will be based and gather information for the new school year.
 2. All pupils, their families and staff will benefit from the experience as it lends itself towards seamless transition and integration for all pupils, beginning to foster trust and confidence in our school, its' vision and ethos.
 3. To support the success of our induction at year 7 we will make it clear to families that we are just a phone call or a visit away and we will positively encourage parents to stay in touch with us.
 4. Appointments to discuss any aspect of their child's school life will be offered as soon as possible, to demonstrate our intention to promote a strong sense of partnership between home, school and community.

We intend to;

- Have meticulous, useful broad and reliable records of pupil's progress to share to allow us to set challenging and accurate targets for individual pupils which will ensure effective transition
- Encourage close liaison between all staff by organising that they work across the phases, sharing expertise, knowledge of pupils and working together for the better integration of pupils. Teachers who work in year 6 will have the opportunity to teach some lessons to pupils in year 7, offering pupils a sense of continuity and familiarity. Year 7 teachers will have the opportunity to work with year 6 pupils and begin the process of preparing the pupils for transition to our senior school department
- Avoid this break between primary and secondary pedagogy by ensuring that all staff will work within the agreed teaching and learning policies.
- Be informative and share data on pupils as whole individuals.
- Offer catch up summer school intervention programmes
- Assign pupils to a House and deliver an exciting induction week for pupils who are entering year 7 for both existing pupils and those are entering Chichester Free School for the first time

We will explore the opportunity for transitional activities which are to run through certain subject areas - i.e. pupils could start a piece of work in their primary school or at home which is designed to be completed in their first year at secondary.

A designated member of senior school staff will also visit all the primary schools and speak to all children making the move to Chichester Free School in September, getting to know them and

gathering information about them to help assign them to tutor groups where they will feel supported and comfortable. We want them to know that we intend to build on all previous success and work through any residual negative feelings about education, which may have arisen during their formative years. A fresh positive start will be encouraged.

The Senior House Leader will also be available to parents at these visits where they are able to attend. House visits by staff will also be made if we feel this is beneficial.

SENIOR SCHOOL CURRICULUM

Secondary Phase Subject Teaching Time

	Key Stage 3 No of periods		Key Stage 4 No of periods
English	5	English	5
Maths	5	Maths	4
Biology	1	Double Science	6
Chemistry	1	Language	3
Physics	1	Humanities Option A	3
Geography	1	Free Choice Option B	3
History	1	Free Choice Option C	3
Latin	1	PE/Games	2
MFL	3	Community & Skills/ Careers	1
PE/Games	3		
PSHE/House Activity	1		
RE	1		
ICT	1		
Music	1		
Art and DT	4		
Total 1375 minutes	30	Total	30

All pupils will follow a broad and balanced curriculum throughout the first three years of the Senior School.

We will use materials from the Cambridge Secondary 2 Curriculum, which is typically for learners aged 14-16 years. It builds on the foundations of Cambridge Secondary 1, and supports schools using learner-centred and enquiry-based approaches to learning. We believe that approaches advocated in the creative curriculum will enrich and ensure interesting teaching and keen learners

Latin will continue to be studied by most pupils in Years 7 and 8 and will ensure pupils grasp the bones and sinews of any language and will help to create curious, intellectually rigorous young people, as well as assisting with their spelling and grammar.

We plan to use materials from the University of Cambridge International Examinations programmes in the senior school. These programmes provide a strong curriculum framework for example Cambridge Secondary 1 will provide a seamless progression from Cambridge Primary curriculum, which will continue to develop our pupils' skills and confidence in English, Mathematics and Science.

We would expect many of our Year 11 pupils to participate in the National Citizen Service for 8 weeks during the summer. This pilot programme aims to promote;

- a more cohesive society by mixing participants of different backgrounds
- a more responsible society by supporting the transition into adulthood for young people
- a more engaged society by enabling young people to work together to create social action projects in their local communities.

We will build opportunities for all pupils to practice their communication skills (in addition to their work in the classroom). We will use the English Speaking Board (ESB) assessments, which allow progression from pre-prep up to A Level, participating in the Rotary Club Public Speaking competitions, House debating competitions, as well as expecting pupils to give presentations to their peers e.g. an annual Academic Lecture fortnight.

Our emphasis on developing the character of each pupil will continue in the secondary phase and opportunities for leadership and community involvement strongly encouraged.

Schemes will include the Duke of Edinburgh Award and Barnardo's support for schools' enterprise and fundraising activities.

All pupils will be expected to participate in or lead, if appropriate, at least 2 clubs, societies or activities on a weekly basis and this will be monitored by their Tutor, this will ensure the opportunity to develop and use their leadership skills, whilst promoting our nurturing inter-Key Stage policy. This will also form part of their pupil passport.

Qualifications

- We expect to offer IGCSEs and GCSEs (depending on the outcome of the DfE review of national curriculum). We want limited use of controlled assessments, hence are preference for IGCSE examinations. We will expect 60% pupils to achieve the English Baccalaureate (English, mathematics, a humanity, a science and a language) by 16.

Sixth Form Curriculum

We have taken note of the 'facilitating subjects', which The Russell Group's guide on making informed choices for post-16 education has identified. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open.

Sixth Form pupils will access qualifications through nationally recognised exam boards.

- Courses leading to A Levels and International A Level (e.g. Cambridge International AS and A Level courses) in mathematics, English, physics, biology, chemistry, geography, history and languages (classical and modern).

We would expect our Sixth Form students to study at least two facilitating subjects unless they have very specific career plans in place.

- Community & Skills Curriculum extended projects that will focus on a real-life community theme or issue, for example Charity Organisations, Entrepreneurship, The Ageing Population. These projects will bring a relevant context where sixth form pupils will work with groups and individuals within the community to practice and improve their soft skills including leadership, as detailed above. This, in turn, will benefit the whole school community and the wider community.
- Extended Project Qualification (EPQ), to ensure depth and stretch. This will extend their planning, research, critical thinking, analytical, synthesis, evaluation and presentation skills which supports our ethos.
- We will introduce the AQA Baccalaureate-type qualification as, in addition to A levels and the EPQ, it celebrates qualities such as community spirit, perseverance, team-working and communication and provides students with formal recognition of this important strand of their school education.

Whilst our curriculum will be broad and balanced, exciting and engaging, there will also be firm policies in place to ensure that pupils have mastered basic core skills in Literacy and Numeracy beginning in Foundation Stage and continuing through to 19 if necessary.

We appreciate the fact that a university education is not for everyone. It has been reported that a number of young people are choosing to enter a profession rather than take on the burden on debt associated with going to university, consequently they are able to “earn while they learn”. At present two such opportunities include accountancy or training as a legal executive which can lead to qualifying as a solicitor.

At the same time we recognise that some pupils will be better suited to vocational qualifications and apprenticeships post GCSE. In this case every effort will be made to ensure that these pupils are given the best possible advice so that they can take the most suitable career path, which may involve going onto further education courses at alternative providers.

Chichester Free School intends to employ two members of staff in the careers department. One will focus on life skills and personal development to help pupils attain the skills they require for their chosen path. The other will guide pupils in their choice of academic subjects in order to give those pupils the best chance of achieving their goals whether it is higher education or employment.

We will make every effort to recruit highly skilled and experienced advisory staff who are not only familiar with leading universities and their requirements but also cognisant of alternative career paths for pupils to follow.

Study Options

Entry onto Higher National Diploma / Foundation degree courses requires at least one A Level with appropriate GCSEs.

The option of continuing with four subjects to A level is also available.

We realise that moving into the Sixth Form is a big step. Sixth form students will be given more independence and must therefore show themselves to be capable of greater self-regulation.

The Chichester Free School Sixth Form will offer a chance to continue to develop the study skills and personal qualities that will be essential in later life. It will also provide opportunities to further

extracurricular, cultural and sporting interests and to develop new ones. We want our Sixth Form students to be willing and able to accept individual responsibility, learn how to manage their own time and play a leading role as considerate members of a happy and thriving school community.

It will be important that our students adjust to the demands of advanced level learning as soon as possible. All Sixth Formers will be strongly encouraged to seek assistance whenever they need it from subject tutors, tutors and Heads of Houses and the career advisors. The Chichester Free School Sixth Form students will have frequent contact with their form tutor to discuss academic progress and to review wider pastoral and extra-curricular matters.

We will provide an induction programme at the start of L6 which will look at study skills (including research skills), support for learning available and organisation skills. There will be a recap on their leadership styles and learning style preference, and initial and continuing guidance about Sixth Form courses.

There will be clear expectations for all Sixth Formers, which will cover a number of areas for example: students should spend at least the same amount of time on each of their subjects outside the classroom as they do inside the classroom (e.g. in addition to lessons, a minimum of four hours' work per week for each subject).

Sixth Form Study Support Programme

We will offer a tiered approach to Learning Support provision, dependent on students' needs. We expect that many of our students will be able to work fairly independently and may only need occasional access to the Learning Support to seek guidance and support. This may include help with anything from planning and structuring an essay, to help with revision strategies or examination techniques prior to exams. This support will be available at lunchtime workshops; These students will be monitored by support staff and tutors to ensure that they are receiving adequate support to meet their needs. For pupils who need to have a greater level of assistance, we will offer timetabled sessions that take place in the library during private study sessions.

We will continue to support and nurture our students once they enter sixth form and beyond. Chichester Free School will always provide support for our pupils even after leaving us. We will showcase their successes and invite them to return to us with encouraging accounts of their work/student experiences. We hope they will become life-long members of our school community, returning to us as evidence of the success of our vision and ethos and becoming excellent role models for future generations of our pupils.

They will be ambassadors for Chichester Free School.

OVERVIEW OF ASSESSMENT FOR LEARNING

We believe assessment for learning is a powerful way of raising pupil achievement. It is based on the principle that pupils will improve most

- if they understand the aim and purpose of their learning,
- where they are in relation to this aim and
- how they can achieve the aim (or close the gap in their knowledge).

It is not an add-on or a project; it is central to effective teaching and learning.

Embedded in teacher's planning across all areas of the curriculum will be the following three key principles:

1. Our pupils will know how well they are doing, understand what they need to do to improve and what they need to do to achieve success identified targets.

2. Our teachers will be equipped to make well-founded judgements about pupils' attainment, understand the concepts and principles of progression, and know how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
3. Our parents and carers will know how their child is doing, what they need to do to help them improve, and how they can support the child and their teachers.

At Chichester Free School we recognise three aspects of assessment:

Day-to day

- Where the learning objectives are explicit and shared with pupils.
- Where peer and self-assessment will be used.
- Where pupils are engaged in their learning and given immediate feedback.

Periodic

- There will be a broader view of progress across each subject for both teacher and learner.
- Where National standards will be used in the classroom to measure attainment and progress.
- There will be on-going improvements to medium-term curriculum planning as a result.

Transitional

- There will be formal recognition of pupils' achievement.
- Assessment results will be reported to parents/carers and next teachers.
- The use of external tests or tasks will be used to measure attainment, achievement and progress.

Chichester Free School will have structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress. Our Director of Teaching and Learning will work with middle leaders and all colleagues at the start up stage to ensure the curriculum planning and its delivery demonstrates good practice in this area.

OUR ENRICHMENT PROGRAMME

Chichester Free School intends to enhance what is already a broad and exciting curriculum with enrichment days.

- Initially, in our school we plan to have an enrichment day every half term.
- Pupils will be placed in mixed ability, small cross-phase groups and work with an adult on a creative theme or idea. It could be mask making, animation or devising an African dance; whatever it is it gives them a chance to work collaboratively and creatively in different groups.
- We will utilise parents or members of the community who have an expertise or passion they feel they can share. Those volunteers and all staff will be assigned a role in the enrichment programme.
- This will enable us to further our Gifted and Talented provision when every child can pursue and extend his or her particular strength.

Our enrichment programme may involve

- staying with a theme, subject or skill and developing it in depth
- elaborating on the core curriculum subjects with extended detail
- applying knowledge to new subjects

- providing pupils with experiences outside the 'regular' curriculum ensuring breadth. Our school believes all pupils have gifts or talents, to this end we will offer all pupils the same opportunities, whilst giving them the time and support to develop a personal interest.

PASSPORT/ PERSONAL LEARNING PORTFOLIO

Each pupil will be responsible for maintaining their own passport, which will be monitored and assessed by both class and subject teachers and the pupil's House tutors.

Our youngest pupils will have the support of their class teachers, but will understand and enjoy the celebratory purpose of their passport, developing a sense of pride in personal achievement.

Their desire to fulfil the requirements of their passport will grow throughout their time at Chichester Free School.

Pupils joining our school at any point other than in Foundation Stage will join the scheme and be made fully aware of the nature and purpose of this personal document. Wherever possible, concrete evidence from previous settings will be inserted into the passport in order to avoid the new pupil feeling a sense of dejection at the thought of a 'blank canvas'.

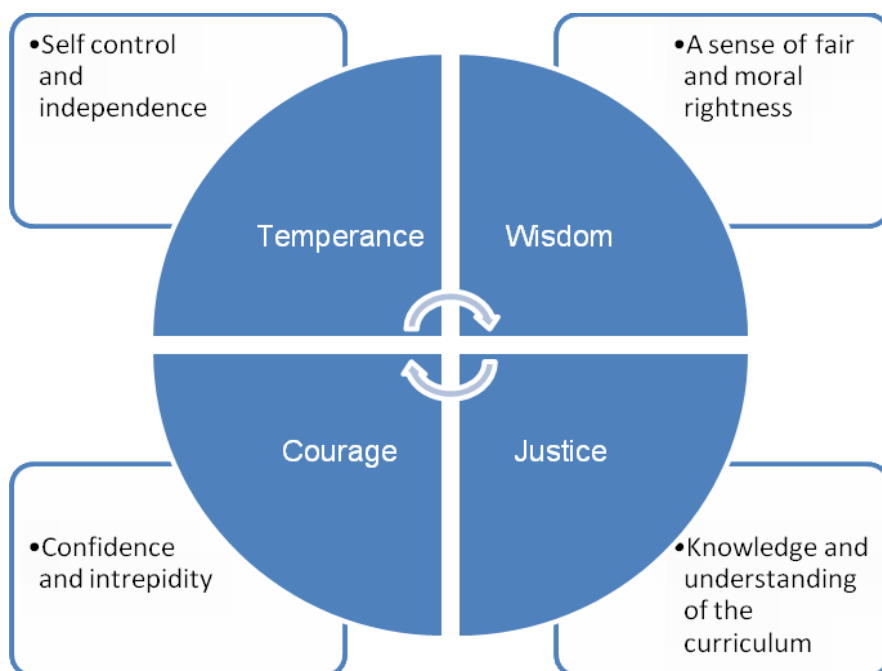
All staff will be aware that these new pupils will need to be nurtured into enjoying a feeling of pride in their new Chichester Free School passport. Achievements will be shared at assemblies, in class and tutor time. Outstanding achievements may have a more public platform, such as the media, our school newsletter or moodle for example.

Parents and carers will be part of celebrating this success and the achievements will become a source of personal pride to each pupil.

The portfolio will contain sections as follows:

- Evidence of key competencies
- Award & Achievement Certificates
- Outstanding personal achievements in any area of school life in line with the expectations for pupil success as individuals outlined in our vision. (Personal achievements will be designed to match the emotional maturity of each year group, but will all stem from our vision and ethos. All pupils will fully understand these.)
- Photos and letters of recognition
- Our Chichester Free School passport will provide the tracking evidence of pupil involvement in the extended day programme, personal achievements and celebrate successes in these areas.
- Through our House structure we will monitor and track pupil participation in clubs etc. and the evidence of their involvement in their community. (Pupils will receive some awards at class/school or House gatherings.)

We will expect our pupils to achieve the four cardinal virtues and have evidence to show they have developed



How to achieve success in these four virtues will be clearly identified as attainable targets and pupils will be taught, mentored and encouraged as to how to translate the targets into good practice.

EXTENDED SCHOOL DAY

This is a programme of co-curricular and non-curricular activities aimed at enriching and extending the opportunities that pupils currently experience within school or outside of school through involvement in their personal interests.

We are fully committed to offering all our pupils as wide a range of fun and exciting educational experiences as possible. We can meet this through our extended daily hours of opening.

In line with our vision to support pupils, their families and to nurture positive partnerships with our wider community, we will provide chargeable wrap-around childcare to parents/carers requiring this service.

We also intend to provide a diverse range of recognised programmes such as Duke of Edinburgh Award, Arts Award, ASDAN, Combine Cadet Force, workshops and societies. We will also offer the Forest Schools award scheme, offering an innovative educational approach to outdoor play and learning, which enables pupils to enjoy the outdoors in a safe and nurturing environment whilst providing a unique learning experience. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. We aim to offer some Forest School sessions and expect that some of our students will go on to achieve Forest Schools' awards.

All of these courses and programmes will run weekly after school to support and complement school time learning. It will be compulsory for every pupil to select at least two clubs or activities per week.

In line with our vision to challenge and inspire our pupils, we will expect them to participate within a group to lead efforts to identify, acquire, organise and manage some of these co-curricular programmes. This will:

- Enable leadership opportunities and support our vision for all pupils to develop inter personal skills and leadership qualities.
- Ensure good attendance
- Allow staff to know what activities inspire and motivate our young people
- Demonstrate to our pupils that we value their choices and input regarding what happens in their school.

We want to encourage and motivate pupil participation in this challenge and with the co-curricular programme in general. We want each and every pupil, regardless of their background or personal circumstances, to have access to what might be regarded by some families as inaccessible activities such as sailing, other water sports and horse riding for example.

Living in an area bordered by the South coast and Chichester Harbour we want to see a strong focus on water-based activities including sailing, run in conjunction with local sailing clubs. However, the cost and practicalities of this aim will be dependent upon our school eventually being sited reasonably close to the water.

Clubs and societies may be divided into junior and senior clubs enabling us to create leadership opportunities for our older pupils and appropriate to the skill set, which in turn will also support our leadership programme. Some clubs may be open to all including parents e.g. a community choir, supporting our ethos to engage the wider community.

Extended Day Programme – For Pre-prep and Prep

Pupils in Pre Prep and Prep will sing in their year groups every day, either as a discrete singing session, using the Sing Up materials or as integral support to a particular subject or theme. However we also expect pupils to sing in a structured choral group during our extended day programme, with a specialist teacher or choir leader.

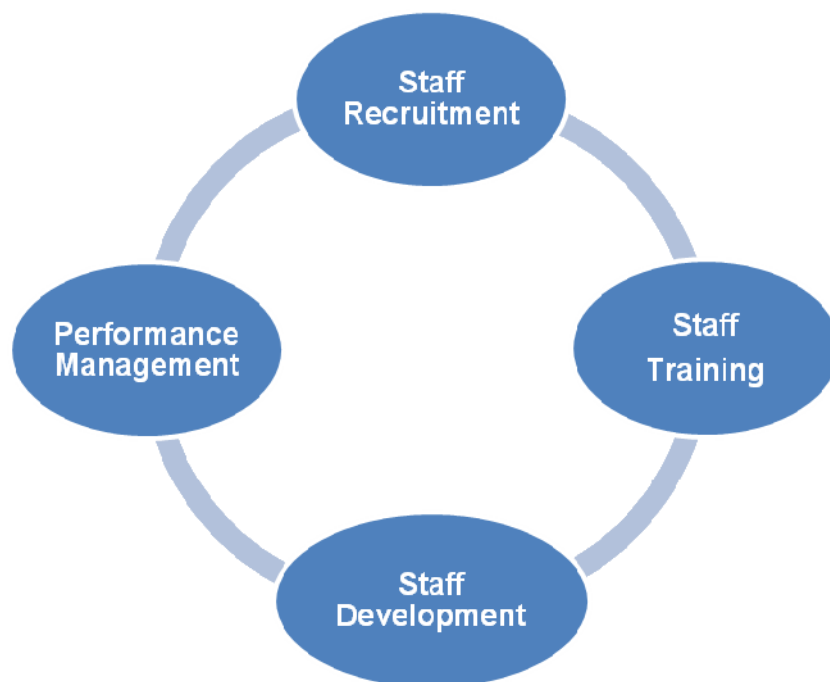
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	0730-0820	Maths Club ICT Club	Choir ICT Club	Maths Club Choir ICT Club	Book Club ICT Club	Drawing Club ICT Club
Lunch	1315-1345	Netball Squad Y5-6 Choir	Recorder Group Flute Group	Percussion Group Debating Club	Choir Gardening Club	Choir Drama Club
After School	1600-1700	Arts Club Dance Club Hockey(winter) Club(winter) Science Club Horse Riding	Netball (winter) Football Club(winter) Judo/Martial Arts Club Book Club Cricket Club (summer)	School Matches	Netball (winter) Drama Club Cricket Club (summer term) Prep Sailing (April – Sep)	Cookery Club Horse Riding Gymnastics
	1600-1730	Wraparound Care will also be available				
	1755	Close				

Extended Day Programme – mostly senior clubs/activities

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	0730-0820	Junior Choir ICT Club	Senior Choir ICT Club Table Tennis Club (Y7-9)	Junior Choir ICT Club Table Tennis Club (Y10 & above)	Senior Choir ICT Club	Junior Choir ICT Club
Lunch	1315-1345	Senior Choir Junior Wind Band Senior Jazz Band	Chamber Orchestra House Debating Animation Club	Brass Ensemble Public Speaking Young Enterprise with Barnardo's	Percussion Group DT Club Dance Club	Chamber Orchestra Art Club
After School	1600-1700	Chess & Bridge Club Lower School Drama Y8-9 Dance Club (Y6- Y7) CCF (Y9 upwards) Rugby Squad Training Netball Squad Training Cookery Club Chivalry Club Cricket Club (summer term)	Junior Science Club Dance Club (Y8-9) Photography Club Duke of Edinburgh Junior Book Club (Y7-9) Rugby Squad Training Netball Squad Training Junior Drama Club (Y6-7)	Language Club 1(e.g. Japanese) Senior Sailing (April- September) Make and Mend Club Senior School Drama (Y10 and above) or Whole School Production as needed Art Club Basketball Club	Senior Science Club Junior Sailing (April –September) Senior Dance Club (Y10->) Fencing Club Art Club Football Club Badminton Club Riding	Language Club 2 World Challenge Senior Book Club (Y10 and above) Judo/Martial Arts Club Chivalry Club Cricket Club (summer term)
	1600-1730	Wraparound Care will also be available				
	1755	Close				

THE KEY TO THE SUCCESS OF CHICHESTER FREE SCHOOL

We will not be able to realise the successful integration of our powerful vision and ethos unless we recruit the very best teaching and support staff. To ensure our curriculum is delivered in an exciting way which inspires our pupils towards becoming life-long learners and fulfilled young people we will ensure that we have strong policies for ;



We will ensure that ALL staff recruited at all levels will understand, respect and promote our vision and ethos.

We will have a clear policy for

Teaching & Learning

Teachers at Chichester Free School will demonstrate their knowledge and competence in teaching in varied ways. Variety in teaching delivery, pupil organisation and classroom strategies are key to maintaining pupil interest and effective management of pupil behaviour.

- The varied approaches to teaching and learning that our school will adopt will be underpinned by the school's curriculum framework.
- Balance between the teaching and learning approaches will be visible through the medium and long-term plans.
- There will be a balance between whole school planning and individual teacher discretion as to the approaches we adopt for any given programme of study.
- The approach to teaching and learning that is chosen will be considered according to the pupil group, the resources and the intended learning outcomes.

We believe that providing the stimulating range of approaches, as follows, will address the concerns cited previously in this proposal regarding the decline in interest and enthusiasm in

learning for secondary school pupils.

We expect both staff and pupils to be able to;

- Contribute fully to school life because they feel secure and have the confidence to seek support, participate, explore and take risks with their teaching and learning
- Identify opportunities for effective teaching and learning, because they are more visible to both teachers and pupils, due to effective communication across the whole school
- Know where improvement is needed in order to succeed
- Transfer from one section of the school to the next due to the continuity, progression and relevance of the curriculum
- Form positive relationships and cement them over a longer period of time, enhancing mutual understanding, mutual support and respect for others
- Feel confident, a pre-requisite of self-belief, independent thinking, ambition and commitment...

We aim for our school community to be happy, but we also want to challenge our pupils and our staff, so they make the best of themselves and reach their full potential. An all through structure is a pre-requisite to our vision and ethos.

Staff Recruitment

We cannot stress often enough that our school will only succeed if we train and recruit the very best team of staff who will be committed to delivering exceptional quality education.

If our curriculum is to succeed and meet the needs of our pupils and the wider community it is vital that we recruit outstanding teachers and give them the space and flexibility to flourish, while also training great new teachers. We will ensure that they are able to build the most critical knowledge, skills and attitudes needed to make our curriculum challenging, creative, inspiring and exciting. When recruiting teachers we will be expecting to appoint;

- teachers who will have a passion for their subject.
- teachers who will be patient and have a sense of humour
- teachers who will inspire pupils and convey their own enthusiasm for their subject
- teachers who have an affinity for young people in general
- teachers who will have a broader sense of emotional intelligence.
- teachers who will be confident, have a natural air of authority
- teachers who will be confident and well trained in classroom management.
- teachers who will give our outstanding teachers the space and flexibility to flourish.
- teachers who will ensure there is a consistency of practice in teaching.

Teachers will have the necessary skills to be able to:

1. present materials and activities that are appropriate to the age and maturity of the child, taking account of gaps in children's learning resulting from missed or interrupted schooling
2. identify aspects of learning that may present specific difficulties and adapt these as necessary, providing appropriate time to allow children to complete tasks satisfactorily
3. ensure that pupils really enjoy school and are fired with enthusiasm for learning

4. provide additional materials and resources, including adaptive technologies and access devices to assist learning
5. modify tasks, (or the environment in which they are presented), or provide alternative activities to facilitate the development of practical skills if necessary
6. incorporate time for Critical and reflective thinking in their contact with pupils at all times.
7. be highly creative and imaginative whilst adhering to the agreed policies.
8. plan their lessons carefully to show continuity and progression.
9. have clear learning objectives to inform planning and enable focus on pupils' development.
10. carry out regular assessments and provide valid regular information on pupils' attainment and progress.

Expectations for Teacher Performance

Parents and carers will be encouraged to observe their children being taught at regular intervals planned by the school. We will also offer curriculum evenings and information support groups to inform parents and carers, ensuring their continuing support of our school, its vision, ethos, aims and objectives and understanding of our practice and policies.

In line with the recommendations of the review into QTS, led by Sally Coates we expect all our teachers to:

- have a comprehensive understanding of the teaching of reading, writing and an in depth understanding of systematic synthetic phonics.
- have a working knowledge of the basic principles of the teaching of English and be expected to promote these high standards within their own curriculum areas.
- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes by pupils
- demonstrate good subject and curriculum knowledge
- plan and teach well-structured lessons
- adapt teaching to respond to the strengths and needs of all pupils
- make accurate and productive use of assessment
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities

Once we have our excellent staff in place we will nurture and support their professional development. We believe that our vision for our pupils will also apply in many ways to our staff. We want them to feel valued and want to commit fully to the life of the school.

We will have clear policies for

Staff Development and Training;

Our school will make the most of individual talent, not only amongst our pupils but also our teaching staff. We will recruit and train the very best team of staff who will be committed to delivering exceptional quality education. Once we have recruited our teaching and support staff

there will be a programme of Performance management.

To achieve the goals we have set ourselves, we will have a programme of staff development and training. The Director of Teaching and Learning has responsibility for this area.

We will ensure our teachers are performing to a standard laid out in a code of practice relating to performance, set by the Principal and Governors of Chichester Free School. Any teacher not meeting high standards will be observed more regularly, prior to either significant improvement or dismissal. We intend to make video-recordings of senior teachers in action to enhance teacher training and to aid performance management and target setting.

Training will be needed to ensure we are looking at the variety of ways to assess pupils and how this information will inform practice and tracking of pupil progress.

Performance Management

All staff will be subject to performance review and will be given the best support to continue with good practice or to improve practice.

Teachers will be observed regularly by senior management and their peers. This will be at least twice a term. This will create a collegiate culture and a culture of openness which will facilitate every child being known as an individual and allow for a holistic approach to their learning and development.

We will create a mentoring system where young teachers will have the benefit of experienced members of staff and learn how to manage behaviour from them.

We will have a four to six week improvement cycle of agreed target setting that is teacher driven and practical. Review of the targets will be relevant and useful for improving staff training and development. Staff will choose something they wish to improve, this may be to plan a key text with someone, watch a colleague teach or identify a training course. Senior management may also set targets to stretch staff and encourage increased knowledge and expertise.

This will be designed to be an open and supportive approach to staff development in line with DfE recommendations July 2011

We believe that our powerful education plan will be a success and as a result; we expect that pupils at Chichester Free School will;

Develop excellent communication skills.

They will have the skills and capabilities associated with communication which are central to the whole curriculum.

- Pupils will be able to communicate in order to express themselves socially, emotionally and physically, developing as individuals who engage with others and contribute as a member of society.
- They will have excellent means of communication which will include; talking and listening, reading and writing, non-verbally communicating, using numerical representation and mathematical language, using emerging multimedia technologies et
- These will be demonstrated through the framework for skills and capabilities and across the curricular areas.

Develop a solid framework for skills and capabilities

Our pupils will develop personal and interpersonal skills and capabilities underpin success in all aspects of life.

Pupil's self-esteem and self-confidence which will have been explicitly fostered will give them the tools to have the ability to understand and manage their own emotions and to interact effectively with others, developing a sense of fairness, justice and moral rightness.

They will have thinking skills which are tools that help children to go beyond the acquisition of knowledge in order to search for meaning.

They will be able to apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

They will have the skills and capabilities to manage information.

As a result we expect that;

Pupils will understand the potential and purpose of using information to support their own learning and creativity, having been given opportunities to manage information on a range of tasks.

We will expect that they are;

- asking focused questions;
- learning to set goals for their work;
- breaking tasks down into sub-tasks and plan their next steps;
- using their own and others' ideas to identify and locate various sources of information;
- learning to classify, compare and evaluate information;
- selecting the most appropriate method for a particular task;
- using a range of methods for collating, recording and representing information.

Successfully use thinking, problem solving and decision making skills

Pupils will be able to use active thinking processes to deepen understanding, to solve problems, cope with challenges and make decisions.

Pupils will find opportunities to think actively across a range of tasks and we expect that they will develop the skills to be

- sequencing, ordering, classifying and making comparisons;
- making predictions and looking for evidence, distinguishing fact from opinion;
- justifying methods, opinions and conclusions;
- making links between causes and effects;
- examining options and weighing up pros and cons;
- generating a range of solutions and trying out alternative approaches;
- using differently types of questions with purpose;
- using appropriate vocabulary to enhance explanations;
- making connections with between their learning and different contexts.

Become creative young people

Pupils will be able to use creative approaches to be imaginative and inventive, to explore possibilities and take risks in their learning.

They will be able to think creatively across a range of tasks and we expect that they will be;

- experimenting with questions and ideas in a playful way;
- seeking out questions to explore and problems to solve;

- challenging the routine method, accepting that there is not always a 'right' answer;
- valuing the unexpected or surprising;
- seeing opportunities from mistakes or failures;
- learning from and building on own and others' experiences;
- using all the senses to stimulate and contribute to ideas;
- making ideas real by experimenting with different designs, actions and outcomes;
- valuing other people's ideas to stimulate their own thinking.

Enjoy working with others

Pupils will be able to work collaboratively and cooperatively and demonstrate attitudes of fairness and responsibility.

They will enjoy the opportunity to work with others across a range of tasks.

We will expect to see them demonstrating their ability to:

- listen actively and share opinions;
- develop the routines of turn-taking, sharing and cooperating;
- understand how their actions affect others;
- adapt behaviour and language to suit different people and situations;
- take personal responsibility for work with others;
- give and respond to feedback;
- be fair;
- respect the views and opinions of others, reaching agreements using negotiation and compromise.

Be successful at self -management

Pupils will be able to manage their own learning and behaviour in more self-directed ways by actively reviewing themselves and their work.

They will be able to manage their own learning and behaviour across a range of tasks and situations.

We expect to see that they are

- growing in awareness of their personal strengths, limitations and interests;
- managing emotions and behaviour in a range of situations;
- organising and planning how to go about a task;
- talking about what they learn and some aspect that could be improved;
- learning ways of managing their own time;
- focusing, sustaining attention and persevering with tasks;
- seeking advice when necessary;
- setting goals and reviewing them;
- comparing their approach with others.

Be developing Information and Communication Technology Skills (ICT)

In an Information Society, ICT provides powerful tools and supports meaningful learning contexts for developing the skills outlined in the previous section on ICT.

Our creative use of ICT will improve pupil's thinking skills, providing them with opportunities to become

- independent,

- self-motivated and
- flexible learners.

We will see pupils enjoying ICT related activities which empower them as learners and indicates a developing self-esteem and positive attitude towards learning, enabling them to realise their full potential.

Become proficient at managing and communicating information

Pupils will have developed skills in researching, handling and communicating information. They will enjoy engaging in genuine research and purposeful tasks set in meaningful contexts. As a result we expect that pupils are able to;

- re-work information,
- present and exchange their ideas, and
- translate their thinking into creative productions which show an awareness of audience and purpose.

Enjoy investigating and problem solving

We expect to see that they have

- developed investigative and problem-solving skills without fear of failure
- the confidence to pose questions,
- the fortitude to take risks and
- respond positively to 'what if' questions.

We believe that understanding and following of the Four Cardinal Virtues and by providing all pupils with the foundations for life by teaching essential personal skills alongside a broad and balanced education, we will help our pupils go on to lead rich and fulfilling lives.

We expect our pupils, families and staff to be proud members of
The Chichester Free School Community

D2. SCHOOL TIMETABLE AND CALENDAR

As you will see from our attendance policy detailed in section D6, we know that attendance is very closely linked to achievement. Our research has shown that parents are becoming very frustrated with the apparent increased costs of holidays once the term finishes and are beginning to take their children out of school during term time. They feel particularly at primary level that this is justifiable and seemingly a lot of local schools allow time off during term time. We understand the parents' frustrations but believe there is a better solution than taking the children out of school, which is why we have designed our term dates to allow for 10 days additional holiday time over and above normal state schools and more in line with the local independent schools.

The guidelines for maintained schools state that pupils have to be taught for a minimum of 21 hours for key stage one to 24 hours for key stage 4. We feel confident in our ability to deliver our curriculum and achieve the targets in this reduced time because of our

- ./ Strong focus on literacy and numeracy from the start
- ./ Enriched and extended learning
- ./ Expectation of involvement in extended day programme
- ./ High standards of behaviour
- ./ Strong school/parent relationship and support
- ./ Zero tolerance on term time holidays
- ./ weekly hours teaching range from 25 hours to 27.5 hours per week
- ./

2012/13 Academic Year

	Term Begins	Term Ends	Half Term	
			From	To
Autumn Term 2013	September 5 (Staff Study Days September 3 & 4)	December 13	October 28	November 1
Spring Term 2014	January 2 (Staff Study Day March 26)	March 25	February 10	February 14
Summer Term 2014	April 16 (Staff Study Day April 15)	July 15 (Staff Study Day July 16)	May 26	May 30

Term 1 Total = 37 + 30 days

Term 2 Total = 32 + 22 days

Term 3 Total = 27 + 32 days

Total 180 days plus staff study days

The School Day

Pre – Prep		
Time		
07.30 – 08.30	Breakfast Club	60
08.35-.08.45	Registration/Tutor time/ Brain Gym/Stretch	10
08.45 -.09.45	Sessions 1 and 2	60
09.45 -.10.00	Assembly/Form Time	15
10.00 -.10.15	Break/Snack	15
10.15 -.11.15	Sessions 3 and 4	60
11.15 -.12.15	Session 5 and 6	45
12.15 -.13.00	Lunch	60
13.00 - 14.15	Sessions 7 and 8	75
14.15 – 14.30	Break	15
14.30 - 15.30	Sessions 9 and 10	60
15.30 – 15.35	Tutor time and dismissal	05
15.35 - 16.30	Extended Day Programme or After School Care	55
15.35 - 17.30	Wrap around Care Available	75

Curriculum Time	300 minutes per day x 5 = 1500 minutes per week	25 hours/wk
Tutor/Assembly	30 minutes per day x = 150 minutes per week	2.5 hours/wk
No of Lessons	50 per week, but some taught as 1 hour lessons	
After School	Max 55 minutes Extended Day Programme	

The School Day

Prep		
Time		
07.30 – 08.30	Breakfast Club	60
08.35 – 08.45	Registration/Tutor time/ Brain Gym/Stretch	10
08.45 – 09.45	Sessions 1 and 2	60
09.45 – 10.00	Assembly/Form Time	15
10.00 – 10.15	Break	15
10.15 – 11.45	Sessions 3, 4 and 5	90
11.45 – 11.55	Plenary year group activity break	10
11.55 – 12.55	Sessions 6 and 7	60
12.55 – 13.55	Lunch	60
13.55 – 15.25	Sessions 8, 9 and 10	90
15.25 – 15.30	Tutor Time and Dismissal	05
15.30 - 16.30	Extended Day Programme or After School Care	60
15.30 – 17.30	Wrap Around Care Available	60

Curriculum Time	300 minutes per day x 5 = 1500 minutes per week	25 hours/wk
Tutor/Assembly	30 minutes per day	2.5 hours/wk
No of Lessons	50 per week, but some taught as 1 hour lessons	
After School	60 minutes Extended Day Programme	

The School Day

Secondary		
Time		Total
07.30 - 08.30	Breakfast Club	
08.30 - 08.40	Registration/Tutor	10
08.50 - 09.45	Period 1	55
09.50 - 10.45	Period 2	55
10.45 - 11.05	Break	20
11.05 - 12.00	Period 3	55
12.05 - 13.00	Period 4	55
13.00 - 13.45	Lunch	45
13.45 - 14.00	Assembly/Tutor time	15
14.00 - 14.55	Period 5	55
15.00 - 15.55	Period 6	55
15.55 – 16.00	Tutor Time and Dismissal	05
16.00 – 17.00	Extended Day Programme	60
16.00 – 17.30	Wrap Around Care Available	60

Curriculum Time	330 minutes per day x 5 days = 1650 minutes per week	27.5 hrs p/week
Assembly/Tutor	30 minutes per day	2.5 hrs p/week
No of Lessons	30 per week	
After School	60 minutes Extended Day Programme	

Wrap Around Care

In our ethos we state that we want to work closely with the parents and we want to develop a mutually beneficial relationship where we can help each other. There are more working parents than ever before and this is set to rise over the coming years. With this in mind we plan to provide wrap around care from 7.30 in the form of breakfast club and in 2 sessions after school for the primary pupils from 3.30 until 4.30 and 4.30 until 5.30. This care would be paid for by parents at an approximate cost of £3.95 per session. This would not have any cost implications to the school as the parents would be in contract directly with the provider.

We also see the extended day programme as forming part of our rich and diverse curriculum and pupils will be expected to take part in at least 2 clubs or activities either before school, during lunch break or after school. These 2 clubs will be paid for by Chichester Free School but a nominal charge will be made for any additional clubs. Within this agreement we would allow pupils to choose one “in-house” club such as choir or drama and one “outsourced” club such as sailing or horse riding. It is our hope to make all clubs free of charge for pupils once the school has developed a reliable revenue stream can be sourced to fund this. We know that not all pupils will normally have the opportunity to experience activities such as horse riding and sailing for instance. As part of the nurturing and inclusiveness of our school, we want to make these opportunities easily accessible to all.

Homework Support Service

In addition to the after school clubs, pupils will have access to a homework support service which will be run after school every day from 3.30 until 5.30. For secondary pupils not attending an after school club, the homework support service will be mandatory for all pupils until 5pm.

Research in the last decade has begun to focus on the relationship between homework and student achievement and has greatly strengthened the case for homework. Although there are mixed findings about whether homework actually increases students' academic achievement, many teachers and parents agree that homework develops students' initiative and responsibility.

Throughout our proposal we have set out ways to help our pupils achieve the very best they can and this is another resource to help them. We understand that some of our pupils may not have the ideal home setting in which to concentrate on homework, or have access to resources to help them. Staying at the homework club will enable these pupils to gain extra help from the staff managing the club or use the library for instance and achieve the results needed.

Timetable

For Foundation Stage pupils there will be a continuous cycle of activities, which include the EYFS six areas of learning as outlined in section D1.

In Pre Prep and Prep, Numeracy and Literacy will be taught as discrete subjects. Literacy and numeracy will be referenced and the skills taught will be utilised in other curriculum areas when a clear link is identified as part of the planning for a theme. This will support pupils' knowledge and understanding and give purpose and relevance to their acquisition of skills.

The Arts and Humanities will be incorporated into themes. However at the beginning of Prep, we will start to teach Science as a discrete subject with links to themes only when effective and appropriate.

Pre-Prep Timetable – an example

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.30 – 08.30	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
	08.35 - 08.45	Registration/Tutor time/ Brain Gym/Stretch				
1 and 2	08.45 - 09.45	Literacy	Literacy	Literacy	Literacy	Literacy
	09.45 – 10.00	Assembly/Form Time				
	10.00 – 10.15	Break				
3 and 4	10.15 - 11.15	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
5	11.15 – 11.45	MFL	Humanities/ICT	Art/Design	Humanities/ICT	MFL
6	11.45 – 12.15	Art/Design	PE		PE	Art/Design
	12.15 - 13.15	Lunch				
7	13.15 - 13.45	Humanities/ICT	Science	PSHE	Science	PE
8	13.45 - 14.15	Music	Art/Design	Humanities/ICT		Humanities/ICT
	14.15 - 14.30	Break				
9	14.30 - 15.00	PE/Games	PSHE	PE/Games	Science	Music
10	15.00 – 15.30	Science			PSHE	Singing
	15.30 – 15.35	Tutor Time and Dismissal				
	15.35 - 16.30	Extended Day Programme				
	16.30 – 17.30	Wraparound Care Available				
	17.55	Close				

Prep Timetable – an example

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.30 – 08.30	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
	08.35 - 08.45	Registration/Tutor time/ Brain Gym/Stretch				
1 and 2	08.45 - 09.45	Maths	Maths	Maths	Maths	Maths
	09.45 – 10.00	Assembly/Form Time				
	10.00 – 10.15	Break				
3 and 4	10.15 – 11.15	English	English	English	English	English
5	11.15 – 11.45	PE/Games	Humanities	MFL	Humanities	PE/Games
	11.45 – 11.55	Plenary year group activity break				
6	11.55 – 12.25	Humanities	Art/Design	Science	Art/Design	Humanities
7	12.25 – 12.55	ICT		Music	MFL	Reading
	12.55 – 13.55	Lunch				
8	13.55 - 14.25	Reading	Science	Humanities	Science	PSHE
9	14.25 – 14.55	Art/Design	PSHE	PE/Games		MFL
10	14.55 - 15.25	Music			MFL	Singing
	15.25 – 15.30	Tutor Time and Dismissal				
	15.35 - 16.30	Extended Day Programme				
	16.30 – 17.30	Wraparound Care Available				
	17.55	Close				

Key Stage 3 Timetable – an example

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.30 – 08.30	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
	08.30 - 08.40	Registration and Tutor Time				
1	08.50 - 09.45	Maths	Chemistry	History	English	MFL
2	09.50 - 10.45	English	Maths	Art & Design	RE	Maths
	10.45 - 11.05	Break				
3	11.05 - 12.00	Art & Design	English	Maths	Latin	Physics
4	12.05 - 13.00	Biology	MFL	English	Maths	PE/Games
	13.00 - 13.45	Lunch				
	13.45 - 14.00	Assembly/Tutor Time				
5	14.00 - 14.55	Geography	PSHE/House Activity	PE/Games	Art & Design	English
6	15.00 - 15.55	MFL	Music			ICT
	15.55 - 16.00	Tutor Time and Dismissal				
	16.00 - 17.00	Mandatory Extended Day Programme or Homework Support				
	17.00 – 17.30					
	17.55	Close				

Key Stage 4 Timetable – an example

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.30 – 08.30	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
	08.30 – 08.40	Registration/Tutor Time				
1	08.50 – 09.45	English	Maths	MFL	Option C	Hums Option A (Gg or Hi)
2	09.50 – 10.45	Biology	Chemistry	English	Option B	Chemistry
	10.45 – 11.05	Break				
3	11.05 – 12.00	Maths	Hums Option A (Gg or Hi)	Option B	English	Option C
4	12.05 – 13.00	MFL	Physics	Maths	Biology	MFL
	13.00 – 13.45	Lunch				
	13.45 – 14.00	Assembly/Tutor Time				
5	14.00 – 14.55	Option B	English	PE/Games	Maths	Physics
6	15.00 – 15.55	PSHE	Option C		Hums Option A (Gg or Hi)	English
	16.00 – 17.00	Extended Day Programme				
	16.00 -17.30	Wraparound Care also available				
	17.55	Close				

Senior School & Sixth Form Curriculum Design

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total	Total periods	
Art & Design	24	24	24	12	12	12	16	124	4.8	6 sets deep
Business & Economics	0	0	0	3	3	12	12	30	1.2	Bus GCSE & A Level & A level Ec
Critical Thinking/General Studies/Theory of Knowledge						7	7	14	0.5	
Drama				6	6	12	12	36	1.4	GCSE & A level
English	20	20	20	20	20	12	12	124	4.8	
EPQ Support						8	8	16	0.6	
Geography	4	4	4	12	12	8	8	52	2.0	
History/Classics	4	4	4	12	12	8	8	52	2.0	
ICT/Business	4	4	4	2	2	2	6	24	0.9	
Key Skills/Interview/Careers						4	4	8	0.3	
Latin	4	4	4	6	6	4	4	32	1.2	
Maths	25	25	25	20	20	12	12	139	5.3	5 sets in Years 7-11
MFL	15	15	15	15	15	20	20	115	4.4	5 sets in KS3
Music	4	4	4	3	3	4	4	26	1.0	
PE	15	15	15	14	14	5	5	83	3.2	
PSHE	4	4	4	4	4			20	0.8	
Psychology						8	8	16	0.6	
Religious Studies	4	4	4	8	8	8	8	44	1.7	Philosophy & Ethics Spec at A/AS
Science	15	15	15	30	30	20	20	145	5.6	5 sets in KS3 and 4

GCSE Courses

We will expect most of our pupils will study at least 9 GCSE/IGCSE courses.

The core subjects we will offer at GCSE are

- Maths
- English Language
- English Literature
- Triple or double science
- MFL – Spanish, German or French
- Religious Education

The optional subjects we will offer are

- History
- Geography
- Latin
- Classics
- Second MFL
- Music
- Drama
- Art - Drawing/Ceramics 3D/Textiles
- Design Technology- Resistant Materials
- Design Technology – Graphics
- Business Studies
- PE
- ICT

A and AS Level Courses

We hope to provide 23 A/AS or International A level Courses. Our sixth form is not planned to open until year four so we are able to keep this under review

The courses we will provide are as follows;

Art	Economics	Ancient History
Biology	Business Studies	Latin
Chemistry	Physics	RS/Philosophy & Ethics
English Language	Mathematics	Spec
English Literature	Further Mathematics	PE/Sports Science
French	Design Technology	Psychology
Drama/Theatre Studies	Music	Critical Thinking
German	History	
Spanish	Geography	

RATIONALE

In our vision we commit to nurture, challenge and inspire our pupils and we believe this is most effectively delivered through a house system.

- Nurture** Each house will have a Head of House and a welfare assistant and they are responsible for the well-being of each pupil in their house. We aim to generate a caring atmosphere within each House and a genuine sense of community. A number of students in the sixth form of each house will be appointed as prefects, both house and school prefects. This will provide a less daunting person to discuss any problems or worries the younger pupils may have.
- Challenge** There will be a variety of inter-house sporting and other competitions with trophies awarded to the victorious house. We will also run an overall inter-house competition and students who contribute to the house can be awarded house points.
- Inspire** One of the best aspects of this system is the chance for older students in the school to share responsibility to some extent with the staff in looking after younger students. All pupils will be encouraged to exercise and develop their skills within the House in the fields of music, drama, public speaking, leadership and sport.

Upon entry to Chichester Free School, every pupil and member of staff will be assigned a house. This will be done through random allocation and not based on any existing friendships or ability. The pupils will stay within the same house throughout their time at the school and develop a real sense of belonging to this “family”. Members of staff will take on the role of form tutor to a number of pupils within that house and will remain responsible for that sub group.

Each house will elect two representatives for the school council. This will be an opportunity for those pupils who are not sufficiently senior to be appointed as prefects, to exercise personal responsibility. One representative will be from the primary phase and the other secondary. They will bring pupil related issues to the notice of the council, chaired by the Deputy Principal Pastoral. Other members of the council will include Heads of Houses and Business Manager.

To support our curriculum we will use the EYFS data to stream our pupils at year 1, into 2 class groups. Pupils in the more able class will follow the same curriculum as their partner class, but will work at an accelerated pace to achieve beyond the expected level of attainment in the core subjects once we are at full capacity.

We intend to have termly reviews of these streams and move pupils according to whether they need more “stretch” or “support”. We will also have regular teacher-led assessments and will use this information to make decisions. If a pupil is in the lower stream but has a particular ability in art for instance, it would be possible for the pupil to join the higher stream for that lesson.

We fully understand all the possible detrimental effects that streaming has and to make sure these don't happen we intend to;

- Set within the streams to ensure individual pupils' needs are met
- Allow students to move between streams for particular subjects
- Make sure the lower stream has access to more support and resources
- Alternate teachers between streams to ensure equal teaching
- Have high levels of expectations for each and every pupil

- Develop a culture of excellent behaviour and standards

Pupils will also be put into sets for teaching in the core subjects; however in Pre-Prep and Prep each year group will have mixed ability sets when working on a theme, enabling less able or less confident pupils to learn from others. The size of the group will be dependent on the subject or activity being taught. For example, art and craft could be taught in a larger group than an activity focused on the acquisition of ICT skills, when more individual attention would be required.

- Pupils will be in flexible groups for subjects other than the core subjects of Maths, English and Science.
- The most efficient and optimum size for the particular learning activity will be outlined in teacher's planning, for example it will be possible to have larger groups for sport and singing with specialists and coaches, freeing teaching staff to work with other classes and across the year groups and/ or phases.
- Pupils engaged in singing will be in large groups, which may be year groups or mixed year groups, depending on the genre of the music.
- Pupils will be in larger groups for physical education.

With the use of coaches and specialist teachers for these subjects, this will free teachers to support other year groups with small group teaching in line with our stretch and support policy and offering staff the opportunity to work across Key stages.

This will involve flexible groupings with detailed timetabling and space allocation.

Our stretch and support provision will be in place to help all pupils fulfil their potential.

We will have small groups for Literacy and Numeracy using experienced teaching assistants to support teaching staff. We will also have a nurture unit to allow pupils to leave the class setting and receive one to one support. The details of this unit are in section D3.

In the academic curriculum at secondary level, we expect to see a dynamic grouping policy recommended by Heads of Department, but with Mathematics, English set by ability, 5 sets deep i.e. c24 per teaching group, although the less able groups may be smaller in size. These groups will be reviewed at regular intervals and the sets may be revised depending on pupil assessment data and teacher recommendation. There may be some setting, by ability or group dynamics in other subject areas e.g. in Languages.

Our curriculum is planned on 30 pupils in KS3, and approximately 25 in KS4 depending on option group preferences; at KS5 group will be approximately 20.

Outside the classroom activities may be House-based or age dependent e.g. squads for teams may need to be age restricted so we can compete with other schools. Clubs and societies may be divided into junior and senior clubs so we can create leadership opportunities for our older pupils and appropriate to the skill set; some clubs may even be open to all including parents e.g. community choir

To build and maintain a strong family ethos, pupils will be organised into mixed-age tutor groups in the Senior School. The senior houses will eventually be made up of a total of 600 secondary pupils and 150 sixth form pupils. They will be spilt evenly across the four houses and seven tutor groups.

House One	House Two	House Three	House Four
Total 188 (150 Y7-11 + 38 L6 - U6)	Total 187 (150 Y7-11 + 37 L6/U6)	Total 188 (150 Y7-11 + 38 L6 - U6)	Total 187 (150 Y7-11 + 37 L6 - U6)
5 mixed age tutor groups (6 x Y7, 6x Y8 etc.)	5 mixed age tutor groups (6 x Y7, 6x Y8 etc.)	5 mixed age tutor groups (6 x Y7, 6x Y8 etc.)	5 mixed age tutor groups (6 x Y7, 6x Y8 etc.)
2 Sixth Form Tutor Groups of c19 per group	2 Sixth Form Tutor Groups of c19 per group	2 Sixth Form Tutor Groups of c19 per group	2 Sixth Form Tutor Groups of c19 per group
Total = 7 Tutor Groups per House	Total = 7 Tutor Groups per House	Total = 7 Tutor Groups per House	Total = 7 Tutor Groups per House
In Year 1 1 Tutor Group of 22 Mix of year 7 and 8	In Year 1 1 Tutor Group of 22 Mix of year 7 and 8	In Year 1 1 Tutor Group of 23 Mix of year 7 and 8	In Year 1 1 Tutor Group of 23 Mix of year 7 and 8

Sixth Form students will be able to support their House Tutor Groups, by being attached to the 5 groups of Year 7-11 pupils and will lead House competitions/events, mentoring younger pupils etc. which will support our plans for pupils to achieve within our leadership award scheme.

Families will be placed in the same House, but pupils from the same junior schools may be broken up slightly to ensure groups integrate well in Year 7.

On setting up the School, there will need to be an evolving plan as we only have 2 year groups in the first year of the School opening. We hope to set up 4 mixed-age Tutor Groups, i.e. 7 or 8 Year 7 + 7/8 Year. There will be some unevenness to the profile in the groups whilst the School is growing.

D3. MEETING THE NEEDS OF DIFFERING ABILITIES

It is important to stress from the outset that pupils with different abilities includes the full range of special and specific educational needs as well as those who have English as an additional language (EAL) and those who are considered to be Gifted & Talented (G & T).

A key element of our vision is to nurture each and every pupil, therefore the foundation of our strategy is to consider a pupil's placement and on a case by case basis. It will be important, from the outset, to recognise the wide range of different barriers to learning that some children have such as;

Cognition and Learning Needs

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Profound and Multiple Learning Difficulty

Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty

Communication and Interaction Needs

- Speech, language and Communication Needs
- Autistic Spectrum Disorder

Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

English as an Additional Language

Our local population undoubtedly has pupils with different learning abilities, and according to our research, it is quite likely that a number of our prospective pupils will have EAL.

THE SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

This code was introduced in 2001 to work alongside the then Government's education policy of helping all children release their potential. We will ensure our SENCo has a clear understanding of the code and works within the guidelines. The SEN Code of Practice does not make any reference to gifted and talented pupils. We will ensure that the needs of these pupils are also planned for.

The code

- places the rights of children with special educational needs at the heart of the process, allowing them to be heard and to take part in decisions about their education.
- promotes a consistency of approach to meeting children's special educational needs

- focuses on preventative work to ensure that children’s special educational needs are identified as quickly as possible and that early action is taken to meet those needs
- has an emphasis on monitoring the progress of children towards identified goals.

We have taken some examples of guidance within the code and given examples of how we would respond.

English as an Additional Language

- ‘where there is uncertainty about the individual, schools will need to make full use of the any local sources’

It is the intention of the Chichester free school to seek information, and to draw on community liaison where possible to ensure that the needs of a child with EAL are met; this will be in accordance to their home, culture and community.

- ‘lack of competence in English should not be assumed to be the only reason why a child with EAL is making slow progress’

We aim to ensure that children with EAL have full access to the education we offer. Chichester free school will be committed to establishing why children are underperforming so that we can put relevant systems and interventions in place. When assessing a child with EAL, we will of course pay consideration to their language barriers but not assume that this is the underlying reason for under-performance.

Special Educational Needs

- ‘schools should use the baseline assessment processes to allow the child to show what they know, understand and can do, as well as identify any learning difficulties’
Chichester free school will use the PIPS and MidYIS baseline assessments from the University of Durham to ensure we give every child a chance to show what they know. These tests will happen regularly throughout the pupil’s school life and any areas for concern will be considered thoroughly and an Individual Learning Plan will be put into place.

OUR APPROACH

Fundamental to our school ethos, we will work in partnership with families and any current agencies that the family might be involved with, to assist them in determining whether Chichester Free School will be right for their child. We will also approach outside agencies for additional support and advice as identified by our staff.

We recognise the importance of having a close home and school partnership where the child’s need is at the heart of everything we do and meets the objectives from their individual statement of need and/or individual education plan.

We must acknowledge that Chichester Free School may not be the right choice for all children and their needs may be best met within an alternative setting. However, we will do our utmost to accommodate pupils with differing abilities should they choose our school.

IDENTIFYING & MONITORING PUPIL NEEDS

In the first instance, it is essential to work with the family and the key professionals already working with the child to inform the school of the general progress that a child has made. It would be expected that at this point, they would also highlight any additional needs that they feel a pupil has, be it SEN, EAL or G and T.

Assuming there is no Statement of need, this information, together with an age appropriate base line assessment, quality of the pupil's work and views of teachers and parents will form the basis of our decision-making about the next steps in monitoring the pupil and any required intervention. The pupil's Passport for Learning will contain all essential work, assessment evidence and targets to track their progress including, where appropriate, their Individual Education Plan (IEP).

Monitoring the progress of pupils with different learning abilities will be the same as for every other pupil. The outcomes we expect for SEN, EAL or G&T pupils will be in accordance with their individual abilities and the high expectations of the school for each pupil to reach their full potential.

When misused and inappropriately managed, SEN labels can perpetuate a culture of low expectations and do not lead to the right support being put in place. Chichester Free School will foster and encourage high expectations in all pupils, but those with Special Educational Needs will be provided with individually tailored access to the full curriculum, with appropriate support, encouragement and specialist help to ensure that every pupil achieves their potential.

RESOURCES

ICT will support all areas of the curriculum and allow access for all learners at all levels, including specialised software to allow pupils with additional needs including those pupils with English as an additional language and those whom are considered gifted.

For example,

- For SEN pupils, the use of talking software for the visually impaired or the use of hand-held literacy aids for pupils with moderate learning difficulties.
- For EAL pupils, the use of Big Macs, Little Macs or EAL translation software, both of which are communication aids.
- For G&T pupils, a variety of challenging ICT projects and enhancing software packages to develop their skills and presentation of academic work.

Specialist Teaching Support to assist in the delivery of effective learning experiences, for example:

- EAL specialist teachers come to the school to talk in the child's native language to embed their understanding of their targets and overall learning.
- Teaching assistants to deliver targeted individual support

Specialist External Support, to support the learning and achievement of the pupils for example

- Speech & Language Therapists.
- Occupational Therapists
- Social Workers
- Physiotherapists
- Educational Psychologists
- Specialist Medical Practitioners.

ACCESSIBILITY PLAN – our inclusive practice

We have full regard to the statutory inclusive practices in place. To ensure that pupils with physical disabilities are able to access all areas of the school, we will ensure our buildings are equipped with a range of facilities to cater for their individual needs. For example, the inclusion of push buttons to open doors, ramp access, accessible toilets, railings and so on.

SEN INTERVENTION

If a pupil is registered at Chichester Free School already holding a Statement of need, it is our duty to fulfil the required objectives. The SENCo will review the objectives together with the class teacher and Head of House. These objectives will be translated into individual SMART targets and learning outcomes for the pupil, which will be written down in the pupil's IEP.

A statutory annual review will be held with all agencies present to review the Statement objectives and ensure that the pupil is making progress, the timing of which depends on when the statement was issued.

It is proposed that the Chichester Free School will provide opportunities for pupils with Special Educational needs to learn through sensory explorations and practical tasks which consolidate their learning and progressive skills.

- Pupils will be encouraged to become active learners, thinking about the ways they learn and that learning builds on existing concepts, skills and knowledge.
- It will be recognised that pupils have preferred learning styles and learn at different rates.
- We aim to meet these learning styles through a combination of class based work as well as provide a secure nurturing environment where skills can be explored and practiced in a smaller group setting and with highly trained staff.
- We will aim to encourage pupil's self-esteem through taught self-help skills and differing learning environments where appropriate.
- We will allow the pupils to explore and make mistakes to improve their own skills and understanding in line with our creative thinking policy.

Consideration of Pupils with SEN will be at the forefront of all teaching and there will be opportunities for purposeful practice, repetition and reinforcement of skills.

- Learning will be revisited in systematic and planned ways, ensuring that pupils are given learning opportunities to transfer taught skills into differing contexts.
- Learning objectives will be presented in small, achievable, structured steps to develop core skills and strategies through the use of additional support systems in a nurturing environment and the onset and development of specialised needs such as Speech and language programs or gifted and talented group work.

All pupils will be equally included in the full range of learning opportunities with additional support given to those who need it. Inclusive practice will be encouraged and regarded as essential to the development of all learners.

Pupils who are recognised as gifted and talented have their learning needs met through weekly sessions where key skills are taught at a higher level and all lesson objectives reflect a differentiated curriculum. Teachers will also make provision for extension activities during regular class teaching.

The environment will enable pupils with additional needs to develop their communication skills through methods and approaches appropriate to their needs and where necessary, additional agencies and/or trained staff will deliver specific programmes to enhance daily routines and skills.

There will be opportunities for learning to take place in a variety of situations and groupings both in and out of school.

We plan to have two nurture units which will have a similar entry and exit criteria to that of pupils identified for the Literacy intervention programme (see below for the stages of entry and exit). These will not be staffed permanently by the same staff, but will be available for all staff working with pupils who need time in the unit for particular needs.

We will also use materials taken from the National Strategies SEAL package to support social and emotional aspects of learning.

All staff will be familiar with these materials and plan for their effective use

- This will ensure quality teaching of social, emotional and behavioural skills to all pupils
- Effective whole-school policies and frameworks for promoting emotional health and well-being will be in place and included in staff planning.
- Small-group intervention for pupils who need additional help in developing skills, and for their families in line with our nurturing policy for Chichester Free School.
- Individual intervention will be offered when appropriate following discussions with pupil's teachers and families.

We intend to consider the programme "ThePlace2Be"

The Place2Be is a school-based counselling service, dedicated to improving the emotional wellbeing of pupils, their families and the whole school community.

Pupils today have all sorts of worries from friendships to bereavement, domestic violence, gang culture or crime.

By supporting pupils early on we give them the chance to grow up with prospects rather than problems.

EAL INTERVENTION

Any pupil, for whom English is an additional language, will be offered specialist support. Class teachers and EAL support teachers will plan collaboratively in order to agree their specific roles when planning teaching activities and providing targeted support to learners of EAL.

Such support will often include pre-teaching to enable pupils to access the lesson, as well as support during the lesson and follow-up consolidation.

Strategies for support may be one of the following;

- team teaching - both teachers work together during whole-class teaching to support modelling, demonstration and strategies for engaging all pupils in dialogue and discussion;
- observation - either teacher acts as an observer in the whole-class context with an agreed focus while the other teacher maintains an interactive role, encouraging, explaining or reinforcing. The observation focus might also be on assessing the impact of particular teaching strategies by observing the pupils' responses;
- working with target groups - the support teacher, teaching assistant and/or class teacher focuses support on a specific group of pupils during the main part of the lesson or in order to provide preparatory teaching to support children in better accessing a lesson;
- one-to-one support - the EAL/class teacher or teaching assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson;
- resource provision and development - collecting, suggesting, modifying or designing

- specific resources to support the learning or curriculum access needs of bilingual pupils;
- monitoring progress of bilingual learners.

In the event that we would be unable to provide this level of support we will draw on guidelines developed by Manchester City Council's Ethnic Minority Achievement Service and elaborate on the guidance to be found in the booklet 'Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools' (DfES0416/2004).

This document offers very clear guidance for teachers who may not have access to specialist support and we will be mindful that newly arrived pupils will differ in terms of their previous educational experience and their previous experience of learning English as an additional language.

Not all EAL pupils will be beginners in terms of English language development.

A language in common: Assessing English as an additional language (QCA/00/584). This document sets out steps used in assessment of English as an additional language, linked to English National Curriculum levels. We will use this document along with the "English as a Second Language - Cambridge Curriculum" stages of development to measure the progress of pupils with EAL.

GIFTED & TALENTED INTERVENTION

Enrichment

Gifted children often ask a lot of questions in many situations. They have a great thirst for knowledge and their questions should never be brushed aside. If they cannot be answered when they are asked, questions can be saved for later or another resource can be consulted.

If they want to know a lot about a particular subject, it is important that they learn where they can find more information about it, thereby building up a bank of resources to use in the future. To satisfy their thirst for knowledge and preserve their enthusiasm for learning, gifted children will benefit from experiencing subjects they are learning about in a deeper way. This can be gained from reading different books about a subject, researching the topic on the internet, visiting an exhibition at the local museum or art gallery about the theme and discussing their ideas about it with others.

Thinking Skills

To be equipped to work at a higher level in the long term, gifted children need to experience higher-order thinking skills; analysis, synthesis (working with several sources of information to create something new) and evaluation. Other thinking skills that are important are creative thinking, critical thinking and problem solving.

In everyday life, these skills can be acquired in a variety of ways.

Gifted children often need more support than others at home and in the classroom, but this does not necessarily mean that they need more structured activities. Sometimes it means they need more freedom and a little more guidance instead.

General Characteristics

Familiarity with the characteristics of pupils identified as Gifted and Talented can help teachers to build-up a pupil profile of learning strengths. Such a profile may help to identify a pupil who might not be achieving at a particularly high level but who may have real ability in certain areas. He or she may:

- be a good reader
- be very articulate or verbally fluent for their age

- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults – often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem-solving activities
- prefer verbal to written activities
- be logical
- be self-taught in his/her own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- are not necessarily well-behaved or well-liked by others

None of these behaviours are proof of high ability but they may alert teachers to the need to enquire further into a pupil's learning patterns and ability levels.

We will support these pupils in a variety of ways through;

- Curriculum differentiation-lessons will include provision for these pupils to flourish
- Enrichment-in line with our policy to allow teachers to be flexible and provide horizontal enrichment. This will supplement and not replace the core learning taking place.
- Extension-similarly, these pupils will be offered vertical extension opportunities, allow the pupils to move through the curriculum at a faster rate than normal.
- Acceleration-this will only be considered after lengthy consultation with all adults involved with the pupil, looking at every aspect of the pupil's social and emotional needs as well as academic needs. We would want to offer the opportunity for pupils to develop good study skills and to develop higher order thinking skills.
- Competition-whilst not exclusive to these pupils it will give them the opportunity to succeed and shine.
- Mentoring- is a strategy that can work effectively with any age pupil and can offer intellectual and emotional benefits. On a basic level, it could be just finding someone to spend time with the child, talk at length with them and obtain a clearer view of their ideas, abilities, views and feelings.

Our vision to nurture and challenge every pupil will ensure that these pupils do;

- not display avoidance behaviour, low self-esteem or boredom.
- engage with a curriculum which matches their individual needs.

We will consider Howard Gardner's 1996 findings on multiple intelligences when working with identified pupils. These findings are in line with our drive for all staff to recognise different learning styles, as they will also benefit other pupils.

LITERACY INTERVENTION PROGRAMME

Chichester Free Schools plans for a Literacy intervention programme for the Prep years and for Key Stage Three.

This will be applied to other core or non-core subjects if a need is identified following the success of the Literacy intervention programme.

Stage one

The academic profile of the pupils will be identified for intervention and the data available on these pupils will be used effectively. Intervention in Chichester Free School is important to ensure confidence and intrepidity. We will build each pupil's self-confidence and self-esteem throughout their life at the school. Intervention may occur at any point or stage of a pupil's time in our school, for any reason.

- The Director of Teaching and Learning, the Head of English and any other relevant staff will decide which pupils will be in the intervention group.
- The Director of Teaching and Learning will be responsible for delivering and/or monitoring intervention
- Staff will be trained in order for the intervention to be appropriate and successful.

Stage two

Once pupils have been identified for intervention, the next actions must be agreed;

- frequency of intervention,
- composition of groups
- timetabling of programme and staffing resources required
- make available relevant data

Data needed for pupil identification:-

- Latest PIPS or MidYIS scores.
- Latest Reading Test scores
- Key Stage 2 results – raw scores, standardised scores, levels expressed as sub-levels
- School reports- primary and secondary
- SEN data if applicable (involve SENCo)
- Head of House recommendation
- Behavioural information if applicable
- English as additional language
- Optional test results

How often and for how long the intervention lessons should be and from which subjects these pupils should be withdrawn will be decided by the team using this data.

Decisions need to be taken by the team about whether to focus on weak readers only, weak writers only, or a mixture of the two and whether to differentiate by ability in reading or writing in setting up the groups.

Stage three

Planning for Intervention Programme

The Director of Teaching and Learning and the Head of English will plan the curriculum for

intervention and bear in mind:

1. The academic profile of groups
2. The gender of groups
3. The age of groups
4. Any behavioural issues
5. How often and for how long the lessons are to be
6. The experience of the staff delivering lessons

From this planning will arise the identification of training needs for staff and any purchase of additional resources.

Training will be given to staff teaching the literacy intervention programme.

This will be whole school training to incorporate training on Literacy across the Curriculum or discrete training for staff involved in delivery of Literacy lessons for that year.

All staff will be offered this training as we intend to flag up these pupils to every subject specialist teacher.

This will require these teachers to adjust reading materials to allow the pupils to access the curriculum within that subject and to be aware that these pupils will not be permitted to disengage through lack of understanding or inability to access materials.

Stage four

The intervention programme will be delivered in a positive, up-beat way and the importance of the programme to whole school success and results is emphasised. – Especially with the 5 A*-C league tables focused on English and Maths at GCSE

The programme will be monitored by the Director of Teaching and Learning, the Head of English and participating staff in order to evaluate its success.

Stage five

Programme of intervention

1. All staff will know which pupils are receiving literacy support
2. All staff will be trained in literacy intervention in their subjects
3. Extra literacy lessons timetabled on withdrawal basis.
4. We will offer out of hours classes and clubs and Summer/Easter schools for targeted pupils as part of our extended day programme.
5. We will offer 1 to 1 tuition
6. There will be assistance from librarian with reading programme and tracking of lending of target pupils
7. We will actively encourage tutor/parental involvement

Stage six

Monitoring and Evaluation of Literacy Intervention Programme

This is conducted both by teachers at the school to ensure ownership of the programme and by outside consultants, to ensure objectivity.

The monitoring should utilise as many of the following strategies as possible:

1. Lesson observation
2. Pupil interviews
3. Teacher Interviews
4. Parental opinion
5. Work Sampling

6. Test results
7. Attendance at intervention programmes

An evaluation report will be produced and recommendations made for the following year's programme. The pupils who receive intervention must be tracked and monitored for future progress and intervention. Entry and exit to the programme will be under constant review. Pupils achieving their reading age in line with their chronological age and above, with consistent success will be allowed to exit the programme.

Stage six

Planning for further intervention

We will take heed of lessons learned from the first year of the programme and plan for second year of intervention for:

1. New Year 7
2. Year 7 into 8
3. Year 8 into 9

SEN – ROLES AND RESPONSIBILITIES

The Governing Body

Will establish, with the Principal, staff and parents, the Policy for SEN and Disability and keep it under review. It will ensure that the policy is communicated to parents, is non-discriminatory and reviewed annually. Governors will support Chichester Free School in fulfilling its aims.

The Principal

Will be responsible for the implementation, management and support of the Policy and procedures and will report regularly to governors. Having been informed by the LEA that a child has special needs, the Principal will ensure that those needs are made known to all staff likely to teach that child.

The SENCo and Learning Support Coordinator

Will be responsible for the

- day to day operation of the Policy,
- for analysing data and
- for offering support and advice and the
- allocation of resources.

The SENCo will also ensure regular updates are provided to the Senior Leadership Team.

The Welfare Assistants

Will be responsible for ensuring consistency of achievement across a year group and support individual student need in collaboration with the House Leaders.

The Teaching Assistants

Will work with individuals and small groups within the classroom and Nurture Unit to offer consistent learning support and share in the vision of Chichester Free School to Nurture, Challenge and Inspire.

All Staff

Will be responsible for ensuring that the Policy and Procedures for the support of SEN and disability, are followed and supported consistently and fairly. They will also advise the SENCo and

the Senior Leadership Team on the effectiveness of such policies and practices.

Parents and Carers

Will be encouraged to work in partnership with Chichester Free School to support their child's learning.

Students

Will be expected, as far as they are able and in line with the SEN Code of Practice, to share in the responsibility for their own learning.

IN CONCLUSION

Chichester Free School will provide each individual pupil with the **foundations for life** by providing **essential personal skills** alongside a **broad and balanced education**.

SECTION D4: DEFINITIONS AND MEASURES OF SUCCESS

Chichester Free School aims to prepare its pupils for their future by giving them not only the necessary qualifications but the vital personal and employability skills they will need to lead successful and fulfilling lives.

Chichester Free School Targets

1. EVERY PUPIL WILL ACHIEVE THEIR ACADEMIC POTENTIAL

Rationale

- We have taken into consideration the 2011 performance results for the local and national primary and secondary schools. We have also considered the likely demographics of our pupil intake to set the Chichester Free School success criteria.
- We want to achieve the highest possible results, ideally in line with the top secondary school in the area however, this school has a very selective admissions policy and we believe the achievements come as a direct result of this.
- We recognise the need to take into consideration the inclusive nature of our admissions criteria and have therefore set ourselves ambitious and challenging yet realistic targets. We believe that through the details we have given throughout this proposal, we have demonstrated that our strategies are viable and our targets are achievable.

Success Criteria - Whole School

- 85% of pupils will achieve a score of 6 or more in each of the 13 assessment scales.
- Our pupils will be competent 'free' readers and be able to write in a legible joined-up script by the age of 8.
- Reading and writing levels will be in line with pupils' ages.
- 95% of pupils will achieve English Level 4 and 35% level 5 by the end of year six.
- 95% of pupils will achieve Maths Level 4 and 40% level 5 by the end of year six.
- 75% of pupils will achieve 5 A* - C GCSEs including English and Maths.
- 100% of pupils will achieve 5 A* - G Grade GCSEs.
- 60% of pupils will achieve the English Baccalaureate.
- 15% of students who continue to 6th form will achieve with 3 or more A levels at A*/A.
- 100% of students who continue to 6th form will achieve 2 or more A levels or equivalent.

We want Chichester Free School to be:

- ◆ oversubscribed.
- ◆ well regarded by businesses, community groups and local government departments.
- ◆ viewed as an excellent school.
- ◆ working with other schools and sharing good practice.
- ◆ outward looking and community focused.

2. EVERY PUPIL WILL LEARN VITAL PERSONAL AND EMPLOYABILITY SKILLS AND EMERGE WITH A CLEAR VISION FOR THEIR FUTURE

Rationale

- We have used our own experience and anecdotal research gathered from our local business and education community to determine the current skills gaps and therefore understand areas that we need to focus on.
- The CBI in their latest “Education and Skills Survey” 2011 have reported that “companies found school and college leavers lacking in important employability skills, with 69% saying they have inadequate business and customer awareness, and over half (55%) experiencing weaknesses in school leavers' self-management skills”.
- Regarding careers advice, the CBI reported that “young people are not in a position to make informed choices about their future career because of inadequate advice in schools and colleges. Only 6% of businesses are confident that advice is good enough.

Success Criteria - Every Pupil Will:

- successfully complete their Chichester Free School Personal Passport year on year.
- take part in at least 2 after school clubs.
- participate in a school public speaking event by the time they leave.
- take part in the school Leadership Award Scheme.
- receive training through our Youth Coaching Scheme.
- have a detailed careers information and advice guidance programme.
- complete a work-based placement.

In addition, 95% of our pupils will go onto some form of continuing education or workplace training.

We want our pupils to:

- ◆ be independent.
- ◆ demonstrate self-control.
- ◆ inspire pride.
- ◆ develop leadership and inter-personal skills.
- ◆ be self-confident.
- ◆ have high level of self-esteem.

3. EVERY PUPIL WILL BE AN ACTIVE MEMBER OF THE COMMUNITY

Rationale

- We support the Government's plan for The Big Society; one where there is much higher levels of personal, professional, civic and corporate responsibility; a society where people come together to solve problems and improve life for themselves and their communities. To achieve these goals schools need to engage its young people with their community at an early age. Pupils need to grow up expecting to contribute actively to their community and for many the key community will be their school.
- If every adult in the country is to be an active member of an active neighbourhood group this needs to begin at School, and pupils need to appreciate that they have talents and abilities which can be shared with the community from which they can gain much personal pride and enjoyment, as well as build their confidence and sense of self-worth.
- We believe Chichester Free School can help to build a stronger community where people are more engaged and empowered through placing an emphasis and expectation on our pupils to be involved in community action through their work at school and with our local community.

Success Criteria

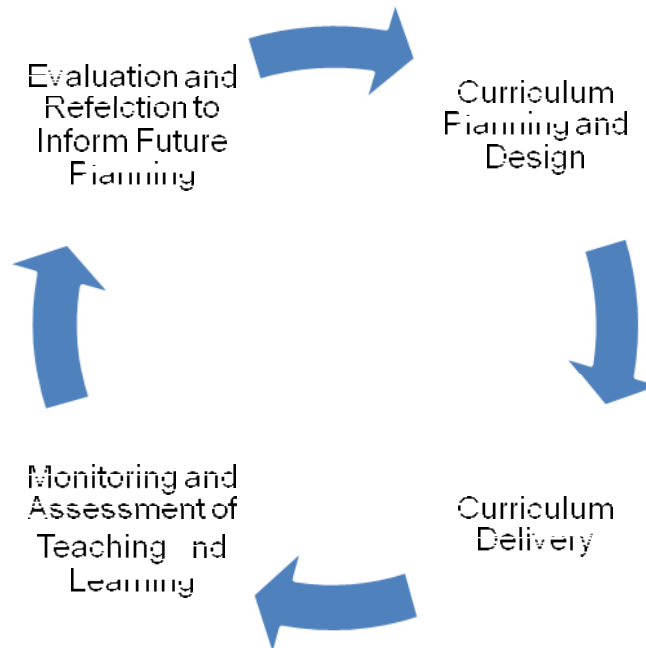
- All pupils will complete their CFS Passport as outlined in our education plan
- All pupils will take part in the school voluntary scheme.
- All pupils will take part in the Duke of Edinburgh scheme, Combined Cadet Force or similar.

We want our pupils to:

- ◆ Develop as responsible, moral, respectful citizens and active members of their local community.

STRATEGY TO ACHIEVE

Our strategy for achieving our targets is based on the following model for teaching and learning. We will constantly refer back to our whole school vision and ethos to ensure that our curriculum and its delivery are achieving the outcomes that are set out in the vision and ethos. Our curriculum will have the flexibility to allow sufficient time for this process to be effective.



Being Creative

Pupils should be able to use creative approaches to be imaginative and inventive, to explore possibilities and take risks in their learning. Pupils will be given opportunities to think creatively across a range of tasks and we expect that they will; seek out questions to explore and problems to solve; see opportunities from mistakes or failures using all the senses to stimulate and contribute to ideas; make ideas real by experimenting with different designs, actions and outcomes; value other people's ideas to stimulate their own thinking.

Develop excellent communication skills

They will have the skills and capabilities associated with communication which are central to the whole curriculum. Pupils will be able to communicate in order to express themselves socially, emotionally and physically, to develop as an individual, engage with others and contribute as a member of society.

They will learn excellent means of communication which will include; talking and listening, reading and writing, non-verbally communicating, using numerical representation and mathematical language, using emerging multimedia technologies. These will be demonstrated through the framework for skills and capabilities and across the curricular areas.

Thinking, Problem Solving and Decision Making

Pupils will be able to use active thinking processes to deepen understanding, to solve problems, cope with challenges and make decisions. We expect that they will develop the skills to be; making links between causes and effects; sequencing, ordering, classifying and making comparisons; examining options and weighing up pros and cons; generating a range of solutions and trying out alternative approaches; using different types of questions with purpose; making connections with between their learning and different contexts.

Working with Others

Pupils will be able to work collaboratively and cooperatively, demonstrating attitudes of fairness and responsibility. They will be given opportunities to work with others across a range of tasks. We will expect to see them; demonstrating their ability to listen actively and share opinions; develop the routines of turn-taking, sharing and cooperating; understand how their actions affect others; adapt behaviour and language to suit different people and situations; respect the views and opinions of others, reaching agreements using negotiation and compromise.

Self-Management

Pupils should be able to manage their own learning and behaviour in more self-directed ways by actively reviewing themselves and their work. They will be given chances to manage their own learning and behaviour across a range of tasks and situations, providing them with opportunities to become independent, self-motivated and flexible learners. We expect that pupils will; grow in awareness of their personal strengths, limitations and interests; manage emotions and behaviour in a range of situations; learn ways of managing their own time; focusing, sustaining attention and persevering with tasks; seeking advice when necessary; comparing their approach with others.

Developing Information and Communication Technology Skills (ICT)

In an Information Society, ICT provides powerful tools and supports meaningful learning contexts for developing the skills outlined in the previous section. The creative use of ICT has the potential to improve pupil's thinking skills. Pupils enjoy ICT related activities which can empower them as learners and this in turn can help develop self-esteem and positive attitudes to learning, enabling them to realise their full potential.

Pupils will be given opportunities to use ICT to develop skills in researching, handling and communicating information. They should be encouraged to engage in genuine research and purposeful tasks set in meaningful contexts. We expect to see that they; develop investigative and problem-solving skills without fear of failure; pose questions and take risks and respond positively to 'what if' questions.

Developing a solid framework for skills and capabilities

Pupils will develop personal and interpersonal skills and capabilities which will underpin success in all aspects of life. Pupil's self-esteem and self-confidence which will have been explicitly fostered will give them the tools to have the ability to understand and manage their own emotions and to interact effectively with others, developing a sense of fairness, justice and moral rightness.

ASSESSMENT, MONITORING & EVALUATION

Rationale

We believe monitoring is a key factor contributing towards achieving success or improvement. This involves self-evaluation, which requires those involved to be analytical and sufficiently focused in order to make sure Chichester Free School's pupils get what they need and thus achieve as well as they can.

To determine our route towards the successes we envisage above, we will measure whole school and pupil performance through an on-going process of monitoring, assessment, progress tracking, evaluating and planning.

Policy

- Key school targets will be included in Chichester Free School's Development Planning process (planned to be on a 3 year cycle, with annual action planning).
- Base-line data will be used, where appropriate, to monitor progress against our measures of success and to ensure all staff are aware of the School's targets and key milestones.
- Senior and Middle leaders will develop a process and template for departmental self-evaluations, which will include Chichester Free School's key measures of success.
- Monitoring and evaluation of progress against whole school performance targets such as % A*-C at GCSE, will be informed by the previous criteria. These evaluations will include judgements on teaching and be evidenced by lesson observations.
(details are outlined in our plan section 1)
- There will be half-termly reporting to the Senior Leadership Team on progress against targets and this will form part of the regular reporting to the Governors on progress against School's targets.
- Analysis of pupil and parent surveys will allow Chichester Free School to monitor some of the more qualitative judgements. We are aware of the importance of communicating to key stakeholders on the progress the school is making in achieving its targets.
- Pastoral leaders e.g. Heads of Houses will monitor a number of measures, such as levels of attendance and use data as well as set-up systems to ensure pupils of concern are flagged up at an early stage. In this way effective intervention can be agreed to support each individual pupil or member of staff.
- Chichester Free School's senior leadership team will be responsible for planning and overseeing both the academic curriculum and our Community and Skills curriculum and work together to ensure the good progress of all pupils.
- The senior leadership team will meet regularly with the Deputy Principal (Pastoral) and Department Heads so as to gain an overview of pupil progress. This will also involve liaison with the Data Manager, who has responsibility for tracking the data around pupil, class and year group progress as well as the progress towards the school development plan.
- Comparing academic attainment with academic potential, together with previous academic performance will allow teachers to build a powerful profile of individual progress for every child throughout their career at Chichester Free School. We will also be able to track our school performance against a national database.
- To give us the tools required for placing the pupils in the correct groups for teaching, we will use the base-line data outlined above to ensure pupils have clear targets across their academic curriculum as well as those relevant to the Community & Skills curriculum and Leadership Programme.
- The more qualitative measures will be monitored and evaluated through an annual pupil questionnaire, feedback from the School Council, as well as parent questionnaires.

Self-Evaluation

- In order to obtain sufficient information the self-evaluation cycle will be commenced in July with a summer of analysis by all staff who are involved in this process.
- Senior leaders, department heads and teachers will be required to analyse different elements of data and monitoring information.
- We expect everyone, at whatever level, to be self-critical and able to measure success against a set of agreed standards.
- Views will be collected from pupils, parents, governors and support staff. Those who contribute to the school's process of self-evaluation, improvement planning and delivering results will be encouraged to state their opinions clearly and unreservedly.

Our Pupils will learn to set personal targets.

- Pupils set personal targets for themselves, identifying how they are going to achieve these targets.
- Targets are set with timescales and are reviewed on a regular basis. Targets that are achieved will be recognised and celebrated before a new target is then identified by the pupil. If a target is not achieved, the reason for this will be discussed and then the next steps identified. This latter course may involve continuing with the original target or setting a new, more realistic one.
- These targets are recorded visually as a reminder for pupils.
- The process of setting and working towards a target is as important as the actual target itself and is the beginning of the personal learning planning process.

Goals

Learning Intentions (what we are learning) lead to targets. Targets lead to goals. Pupils will be encouraged and reminded to think about why they are learning. For example; "It will help us with our reading and writing", or "This will help us with our project for this term". They may also be about life skills; "It will help us to make decisions", "It will help us to get on with different kinds of people", "This will enhance our employability prospects". This will assist our pupils in understanding that learning is a journey in which we work towards our goals.

- Older pupils are encouraged to start thinking about the goals they are hoping to achieve over a number of years.

In peer and self-assessment we are helping pupils to:

- Evaluate the end product of their learning – the work they have produced.
- Reflect on the learning process – how they felt about the learning process.

The benefits for pupils in this development include:

- giving them the confidence to be wrong and to make mistakes
- actively involving them in their own learning
- developing a sense of responsibility
- increasing their self-awareness of what they can do and how they learn
- providing them with high quality feedback and support

We will encourage pupil self-evaluation and have clear strategies for encouraging this, to be clearly displayed on classroom walls.

- Teachers will share orally and visually with pupils WHAT they are learning and HOW they will know that they have been successful in that learning (The Learning Intention and the Success Criteria).
- A part of the classroom display will be devoted to this visual display, and questions or statements about what happens when we learn. These will act as visual prompts for pupils' thinking when they are discussing their learning.

Ofsted

We will make use of "Parent View" which is an online service that will allow parents and carers to give their views about our school. It features 12 questions that cover a range of issues important to parents. Once a small number of surveys are completed, the results for the school are visible in Parent View although individual responses are not.

Staff performance Management

As part of our Performance Management strategy, staff will be involved in Continuous Professional Development (CPD) activities including an annual review to establish targets, which will be linked to the school priorities and outcomes as defined here.

As with all effective performance management and CPD systems, we will be able to identify and plan for staff training and support in order to achieve our school aims.

We have added further detail on performance management in our education plan, as we believe it to be a vital component of the success of our teaching staff and their ability to be exciting and inspirational. We will have a clearly defined policy for performance management.

Chichester Free School Passport

The process for monitoring and supporting pupils' progress is conducted through open communication between the pupil, subject teachers, the pupil's tutor group teacher and parents.

This is achieved through routine parent consultation events, an open door policy and by building rapport with pupils and their families.

The Chichester Free School Passport will be introduced from Reception for each pupil and will serve to inform pupils, teachers, other school staff and parents about where the pupil is at, what their goals are for the coming term and targets to ensure they succeed in reach those goals.

As they move through the years, pupils will be encouraged according to their individual needs and abilities) to take increasing responsibility for maintaining their Passport.

The Passport will be monitored and assessed by both class and subject teachers and the pupil's

House tutors. The portfolio will contain sections as follows:

- Evidence of key competencies
- Individual half term targets
- Tracking records to show participation in community and extended day activities
- Attendance Certificates
- Achievement Certificates – certificates will consistently refer to specific areas of success, eg. defined area of our ethos that the award evidences
- Photos and letters of recognition as evidence of outstanding personal achievements in any area of school life
- Tracking evidence of pupil participation in the extended day programme
- Through our House structure we will monitor and track pupil participation in clubs etc and the evidence of their involvement in their community.

Details of our school passport have also been included in our plan, as we believe that it should not only be used as a tool for the record of assessment, but also as a record of all round achievement.

Internal Systems of Evaluation

All pupils will be informally assessed as a matter of routine, through:

- Teacher observation
- On-going assessment in the early years
- Questioning and discussion
- Evidence of learning – exercise books, paper, posters, oral presentations, performances, photographic and video evidence
- Self-assessment
- Peer assessment
- Marking work in consistent ways – monitoring

For KS1 & KS2, literacy testing will take place through Salford Reading & Writing Tests. Our year one pupils will be tested using the new phonics/reading test. This will enable to identify pupils needing further support.

All new intake Year 7 pupils will be tested in English and Maths. This will allow us to identify any strengths and weaknesses, but would not form part of the admission process.

Every half term through an internally designed formal assessment that is Key Stage appropriate. This data will be used in conjunction with National Curriculum test results and further assessment data provided by our own prep department and all feeder schools.

External Systems of Evaluation

End of KS2 SATS and PIPS Baseline - Pre-prep and Prep pupils

PIPS (Performance Indicators in Primary Schools) Baseline is a standardised assessment system that is designed to monitor pupils' educational progress during the early years.

What does PIPS do?

PIPS provides an annual assessment of attainment in the areas of reading, mathematics and phonological awareness. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. By assessing children throughout the pre-prep and prep stages it allows teachers to build a powerful profile of individual progress for every child throughout. Comparisons with national data also enable teachers to highlight gifted and talented/SEN pupils early on in their educational career. We will test our pupils at reception and years 3 and 6.

Key Benefits

- Provides a comprehensive profile of each pupil's ability
- Quick and easy to use
- Reliable objective monitoring
- Individualised assessment
- Tracking pupil progress
- Valuable evidence for self-evaluation
- Analysis of SATs results
- Longitudinal monitoring

MidYIS - the Middle Years Information System - Senior pupils

These tests are aimed at the secondary phase and we will test our pupils at years 7 and 10. There is however an optional follow-up additional test that we would consider using in Year 8 to provide further differentiation of our pupils' abilities.

All tests are designed to fit into a lesson period and will be strictly administered to ensure that all pupils are exposed to the same instructions, explanations and examples, ensuring fair, high quality, reliable data.

What does MidYIS do?

The tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement.

MidYIS is not an IQ Test as it is designed to provide a measure of 'typical' performance so that our teachers can judge how much 'effort' will be required to take pupils to external examinations.

The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections. The Additional Test provides extra Writing Speed and Listening Comprehension sections. All sections contribute to an overall measure of ability that strongly predicts subsequent achievement.

Test results can be used to identify our pupils' strengths and weaknesses, inform teaching and learning, identify gifted pupils and help identify pupils with special educational needs. Non-verbal measures are particularly important for pupils for whom English is an additional language. Accommodated tests and instructions are available for visually impaired and hearing-impaired pupils.

ALIS - The Advanced Level Information System - Sixth Form pupils

The Advanced Level Information System (ALIS) provides performance indicators for Post-16 students.

ALIS analyses a wide range of qualifications, including A / AS levels, Applied A-Levels, BTEC National and International Baccalaureate Examinations (amongst others)

ALIS will be used at the start of the year 12. It uses GCSE data and its own alternative baseline tests as measures of ability. This enables ALIS to provide predictive data and value-added analyses specific to each student and each subject studied. From this we can track pupils' individual performance against ALIS prediction, as well as review department performance against ALIS to identify and monitor where we are achieving good value-added.

EYFS Baseline assessment

At the end of the Foundation Stage, we will report pupil attainment across the 13 scale points.

Assessment in the EYFS will be on-going both from teacher observation and direct interaction with pupils. The final scale point for each pupil of the 13 areas of learning will be used to define where pupils will be streamed in year 1. Year 1 teachers will continue to use this assessment strategy until pupils have achieved scale point 9, which is the equivalent of National Curriculum level 1.

QUALITATIVE OUTCOMES

We have a clear idea of what we want our pupils, teachers and whole school to achieve. We have set out our targets above and how we intend to measure the success we achieve against those targets in a quantitative way.

We have another set of targets which are less easy to quantify in terms of measuring success but are equally as important to making Chichester Free School a success in general.

Chichester Free School will make valuable contribution to the lives of every pupil so they will;

- Recognise and understand the values and ethos that are central to the school's vision more readily through consistent and highly visible reinforcement throughout the whole school. This will be of particular benefit to the new Year 7 pupils and sixth form intake who will recognise from existing role models our clearly defined ethos and embedded approach to learning.
- Contribute more fully to school life particularly through pastoral mechanisms which will exist in the school, so that pupils feel secure and have the confidence to seek support, participate, explore and take risks with their teaching and learning.
- Recognise the positive peer influences that will be evident and respected through the various ways pupils will be organised, such as our vertical House system and tutor groups.
- Identify opportunities for effective teaching and learning, because they are more visible to both teachers and pupils, due to effective communication across the whole school.
- Know where improvement is needed in order to succeed.

- Experience problem-free transition from one section of the school to the next due to the continuity, progression and relevance of the curriculum.
- Form positive relationships and cement them over a longer period of time, enhancing mutual understanding, mutual support and respect for others.
- Enjoy positive relationships with parents/carers and external agencies who work on behalf of pupils that are both professional and supportive, through continuity, regular review, sharing of information and open communication.
- Enjoy self-confidence, a pre-requisite of self-belief, independent thinking, ambition and commitment.

We intend that pupils in our school community will be happy to be part of our community. Yet we also want to challenge our pupils and our staff so they make the best of themselves and reach their potential. This can be achieved through the planning and management of:

- Curriculum continuity and progression to ensure that pupils entering the next phase of their learning have the sufficient academic and social skills to meet the new challenges that they will face.
- Cost effective strategies through shared facilities and resources, including intellectual capital to maximise teaching and learning opportunities and effectiveness.
- Staff and accountability through reflective practices which are consistent for all aspects of work throughout the school. Through a dynamic system of performance management which encourages excellence; whole school communication including the governing body, and cross-phase working so that staff are fully informed and appropriately qualified to deliver best practice.
- Pupils and accountability by allowing opportunities for role models and building a sense of community so that younger pupils feel safe and secure within the school and happy in their learning; providing opportunities for leadership and undertaking key responsibilities for older pupils; consistent monitoring of behaviour and attendance across the whole school to ensure pupil well-being and learning effectiveness.
- Assessment and pupil tracking will be purposeful and consistent in design and delivery.
- Whole school culture, which will be imparted from day one and reinforced at every opportunity by all staff.
- Restoring community pride through brand management. We are already developing our reputation as an aspirational place of learning, doing this by showing how we are committed to our community, to all-round excellence and to the successful and fulfilling future of our individual pupils.

D5. ADMISSIONS POLICY

Our admissions policy is written to reflect the inclusiveness of our school. As stated in our vision, we absolutely do not want a family's background, location or faith to be a barrier to their child's success. Unlike any other school in our local areas, our admissions policy welcomes all pupils and Chichester Free School will truly reflect the broad community we live within.

ADMISSIONS POLICY

CHICHESTER FREE SCHOOL

Nurture • Challenge • Inspire

The Chichester Free School is a publicly funded, co-educational, all-through school set up by a newly established trust. The school will have the following agreed admission number for the academic year 2013/14;

Reception	60 pupils
Year 1	30 pupils
Year 3	30 pupils
Year 7	60 pupils
Year 8	30 pupils

- Responsibility for the admission of pupils rests with the Governing Body.
- Once admitted to the school pupils will automatically transfer from one key stage to another.
- The Admissions policy has been designed to give every child a fair and unbiased chance of entry to Chichester Free School.

Admissions Criteria

1. All children with a statement of Special Educational Need that names Chichester Free School will be offered a place at the school.

Where the number of applications for admission is greater than the number of places available for any given intake, the following over subscription criteria will apply, in the order set out below:

2. Children who are looked after or previously looked after.
 - A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

- Previously looked after children are children who were looked after, but ceased to be so because they were adopted¹ or became subject to a residence order² or special guardianship order³ immediately following having been looked after.
3. Children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice, explaining why these needs can realistically only be met by Chichester Free School. The definition of what constitutes medical or social needs for this purpose will be set out in the school's prospectus.
 4. Children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of their entry to the school; the school may require proof of relationship.
 5. Children of staff in either or both of the following circumstances:
 - a. Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made.
 - b. During 2013/14 and 2014/15 where the member of staff is employed at the school at the time at which the application for admission to the school is made.
 - c. Where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
 6. After places have been filled under any of the first five criteria, offers will be determined by random allocation using a computer programme. The random allocation process will be supervised by an independent body and a new round of random allocation will be used each time a child is to be offered a place from a waiting list.

Offer of places

1. Letters informing applicants of the outcome of their applications will be sent by first-class post on 1st March 2013.
2. Applicants to whom places are offered will be required to inform the Governing Body of their decision by the date on the letter.

Appeal procedure

1. Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time.

¹ Under the terms of the Adoption and Children Act 2002. See Section 46 (adoption orders).

² Under the terms of the Children Act 1989. See Section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

³ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. The Appeal Panel will be independent of the Chichester Free School. The determination of the Appeal Panel is binding on all parties. The School shall prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process. The School may, if it chooses, enter into an agreement with the Local Authority or any other organisation for it to recruit, train and appoint Appeal Panel members and to arrange for the process to be independently administered. Full details of the procedure will be sent to parents with the decision letter on 1st March 2013.

Waiting List

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the waiting list. The order of the waiting list will be determined in accordance with the over-subscription criteria, not in the order in which applications are received or added to the list. A new round of random allocation will be used each time a child is to be offered a place from a waiting list.

Notes

The School may refuse admission to applicants who have been permanently excluded from two or more other schools. The ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose. The school will consult and co-ordinate its arrangements, including over the rapid re-integration of children who have been excluded from other schools and who arrive in an area after the normal admissions round, in accordance with local in-year fair access protocols for securing schools for unplaced children.

Applications for vacancies that arise outside the normal annual admission round will be considered at any time during the year. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the oversubscription criteria.

Sixth Form

Admissions to the Sixth Form are from the school's Year 11 pupils and from those wishing to join the Sixth Form from other schools.

Admission is decided upon an applicant's academic merits. Those wishing to study A level courses will need a minimum of five GCSEs at grade C or above. The Governors consider that the maximum entry into Year 12 will be 50 in 2016/17 and 2017/18 and 75 in 2018/19. From all applications received by the deadline;

- Up to 75% of the places are offered to Year 11 members of Chichester Free School.
- Up to 25% of places are offered to those applying from outside the school.
- Applicants wishing to study Maths need to have achieved at least an A grade at GCSE. Those wishing to study Science subjects need to have achieved at least a B grade in their particular choice of subject.
- In the event of over-subscription, all applicants who have met the academic criteria will be ranked in order of their average points score (aps) at GCSE.
- For the cohort of Chichester Free School applicants, from those who meet the academic criteria, the school will select in line with the oversubscription criteria. The same procedure will take place for the cohort of external applicants up to capacity.

D7. UNDERSTANDING OUR COMMUNITY

RIGHT...FROM THE START

Chichester Free School's working group understands the constant need for reflection and re-evaluation to ensure the education we offer is continually fit for purpose. Our recent focus on community engagement activities has been underpinned by our desire to get it right, from the start. Through this process of identifying the needs of our local community we have started as we mean to go on.

Chichester Free School has conducted several community engagement activities and public consultation events with a wide range of groups and individuals.

As a result:

- We have received little challenge or negative feedback to our proposal, with 13% stating they were either not sure or happy with the current provision.
- We feel confident that we have the backing of the wider community, with 67% stating they would definitely send their children to Chichester Free School and 20% highly likely.
- Our vision and ethos are in place and we are fully committed to this new school.
- We continually share this vision at every opportunity and continue to listen to possible alternatives as they arise.
- Our identity as a school for the people of Chichester and the surrounding areas is emerging.

We have been connecting with individuals and groups from:

- Local government (West Sussex County Council, Arun District Council, Arundel Town Council, constituent MPs' offices)
- National and local education bodies & initiatives (Sussex Rural Community Council, Sportsmanship First, Arts Council of England & Trinity College - Arts Award, Youth Coaching, Creative West Sussex)
- National and local services (National Apprenticeship Service, Youth Coaching Academy UK, Voluntary & Community Action – Chichester District, Childrens' Centres, libraries, Talk Point centres)
- Local education settings (pre-school, primary, secondary, sixth form, FE and HE establishments)
- Home & flexi-school networks
- Community centre activity groups (brownies, scouts, sports & arts groups, Help The Aged, MIND)
- Local parents and pupils
- Private sector organisations
- Charity groups
- Local individuals who can offer their support, guidance and expertise

The following table illustrates the general groups we have met with, the outcomes of our discussions and, finally, it shows how we aim to address the appeals they raised.

Community Engagement	Anecdotal Community Appeals	Chichester Free School Strategy
Parents and carers	<p>Requested more options at secondary level.</p> <p>Be aspirational. Embrace healthy competition.</p> <p>Be excellent in everything you do, don't specialise – offer choice.</p> <p>Have a more 'open' admissions policy.</p> <p>Show that you know and care about our children.</p> <p>Support the families too – offer childcare, transport facilities, convenient location, extend learning opportunities to parents too.</p> <p>Teach pupils relevant life skills.</p>	<p>We will keep the curriculum as broad as possible and use after school clubs to offer subjects that might not be available otherwise.</p> <p>Our house system encourages healthy competition.</p> <p>We do not have a specialism; our offering is broad and balanced.</p> <p>Our admissions policy is totally open to everyone.</p> <p>We will offer individual passports to monitor progress. House system will also nurture.</p> <p>Wrap-around care with breakfast, after-school and holiday clubs. Look into transport facilities – we'll need to source some external funding. We will work closely with the community and parents to share all facilities.</p> <p>Through our "community and skills" programme we will teach life skills</p>
Other community groups and individuals	<p>Requested a general desire for networking services to support isolated groups like the elderly, foreign nationals.</p> <p>Provide youth clubs.</p> <p>Provide networking opportunities for local businesses and entrepreneurs and other groups.</p> <p>Offer an excellent careers service and apprenticeship schemes.</p>	<p>Work with community groups to see how we can help.</p> <p>Work with local business using our community support staff.</p> <p>Currently in consultation with Youth Coaching Academy UK to make provision for youth life coaching and careers counselling activities.</p>

Educational Establishments, Governing Bodies, Specialist Providers	Establish a culture of inclusion and collaboration to offer services to other members of the community, eg. NEET pupils, youth clubs. Offer more choice for parents, especially at secondary level. Teach pupils relevant life skills.	Currently in consultation with external service providers to share facilities and resources.
County Council, MPs, Local Government, Local Council members	Support the Think Family strategy. Liaise with West Sussex Youth Offending teams.	Work with WSCC, look into offering parenting programmes and offer general support to outside agencies.

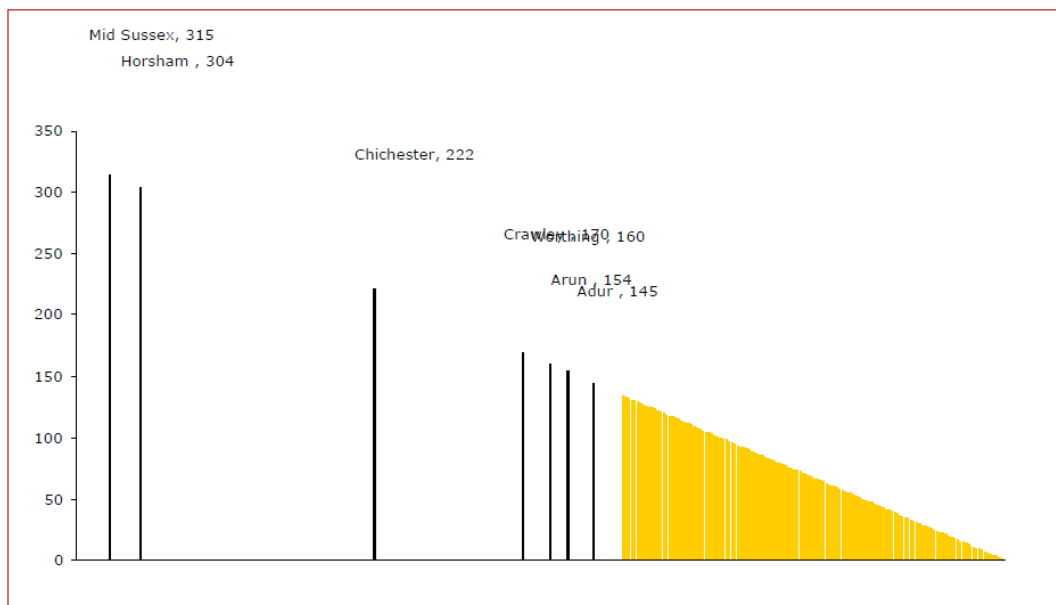
LOCAL RESEARCH & STATISTICS

Deprivation

Over 12,000 people in rural West Sussex are income deprived and over 2,800 children are living in income-deprived households.

We looked at the Indices of Deprivation 2010. The report we referenced was Department for Communities and Local Government. The report measured deprivation and provided a comparison across England. From this we were able to identify small geographic areas with the greatest needs. The report used 38 separate indicators including income, employment, health deprivation, education and barriers to housing and services.

This chart shows the West Sussex rankings in 2010. It shows that within our catchment area, the areas to the south of Chichester i.e. Bognor Regis and east to Littlehampton are the most deprived within our borough.



The 20 most deprived wards in West Sussex are shown in the table below. Both national rankings (out of 7,932 wards in England and the West Sussex rankings (out of 145 West Sussex wards) are shown. Two wards, River and Ham (Littlehampton), are within the most 10% deprived wards in England and a further seven wards are within the most 20% deprived.

West Sussex Ranking (out of 145 wards)	National Ranking (out of 7,932 wards)	District	Ward
1	517	Arun	River
2	568	Arun	Ham
3	982	Arun	Marine
4	1085	Worthing	Central
5	1444	Arun	Pevensay
6	1464	Adur	Eastbrook
7	1505	Adur	Southlands
8	1508	Arun	Hotham
9	1553	Worthing	Heene
10	1731	Crawley	Broadfield South
11	1800	Arun	Orchard
12	1943	Adur	Mash Barn
13	2005	Crawley	Broadfield North
14	2024	Worthing	Selden
15	2039	Adur	St Mary's
16	2054	Worthing	Northbrook
17	2130	Crawley	Bewbush
18	2235	Chichester	Chichester East
19	2262	Adur	Churchill
20	2346	Adur	Peveler

Ham and River wards (Littlehampton) currently fall within the Local Neighbourhood Improvement Area. Marine, Pevensay and Hotham wards all fall within the Bognor Regis area of West Sussex, all of which are in our "catchment area".

In their public consultation with young people living in Bognor Regis, St. Modwen, regeneration specialists for the area, found that young people were choosing to visit Chichester in their leisure time instead of remaining in Bognor Regis because they see Chichester as a better, safer place to be and regard it as more aspirational.

Whilst Chichester is often perceived as being a wealthy, "well-to-do" area, it has been reported by Chichester District Council that it has pockets of significant deprivation. Some statistics from that report are...

- 25.8% of Chichester East residents have no qualification which is worse than the average for the Chichester District, the County and region.
- Selsey North has a high level of children living in low-income families and there are issues in terms of health in all age categories.
- Tangmere has a considerable number of children living in low-income households. Tangmere also has a relatively high level of dwellings which are rented from a social landlord (22.7%) when compared to both national (19.3%) and district levels (14.7%).
- A high number of people living in the East Wittering area are income deprived and it is seen by local residents as one of the least safe places to live within the district.

Chichester District Council is preparing a new plan for the future of Chichester District

(excluding the area covered by the South Downs National Park). This plan will be called the Core Strategy, and will cover the period to 2028.

What is the Core Strategy?

The Core Strategy is the 'masterplan' for Chichester's Local Development Framework (LDF). It will set out a broad vision and objectives to deliver the aspirations of the Sustainable Community Strategy 'Chichester – A Very Special Place' to the period to 2028.

The Core Strategy will balance the environmental capacity and natural beauty of the area with the need for development. It will identify how much housing, employment and other planned development will be needed. It will contain policies to protect the environment and show what types of development will take place, where, when and how.

It will be accompanied by an Infrastructure Delivery Plan to show how essential infrastructure such as new roads, schools, shops, open space and health facilities will be provided at the right time in conjunction with development, and it will identify who will provide this, and how it will be funded.

A substantial amount of new housing is already being built or has planning permission, in particular in Chichester City where the Graylingwell (750 homes) and neighbouring Roussillon Barracks (252 homes) developments are underway. Altogether existing planning permissions and identified brownfield sites are expected to provide a total of 2,246 dwellings in the South of the District, and 49 dwellings in the North of the District (excluding the National Park). This will meet the bulk of future requirements over the next few years, but in the longer term further housing will be needed.

The district has put forward a number of options for the development of this area

Target A - 305 homes per year

- Requires identification of new sites to accommodate a further 3,200 homes in addition to current housing permissions

Target B - 330 homes per year

- Requires identification of new sites to accommodate a further 3,750 homes in addition to current housing permissions

Target C - 355 homes per year

- Requires identification of new sites to accommodate a further 4,300 homes in addition to current housing permissions (Equivalent to the housing target set in South East Plan)

Target D - 380 homes per year

- Requires identification of new sites to accommodate a further 4,850 homes in addition to current housing permissions

Target E - 415 homes per year

- Requires identification of new sites to accommodate a further 5,620 homes in addition to current housing permissions

There may be a chance of significant housing development in Chichester and the local authority have suggested that Chichester City might grow by approximately 2000 dwellings and Tangmere might grow by 1500 dwellings by 2028. Bognor is also growing of course. Arun District Council are going through the same consultation with similar suggested growth figures for Bognor Regis and the surrounding area.

Responding to Chichester District Council's most recent consultation on housing locations, West

Sussex County Council said:

Primary Schools:

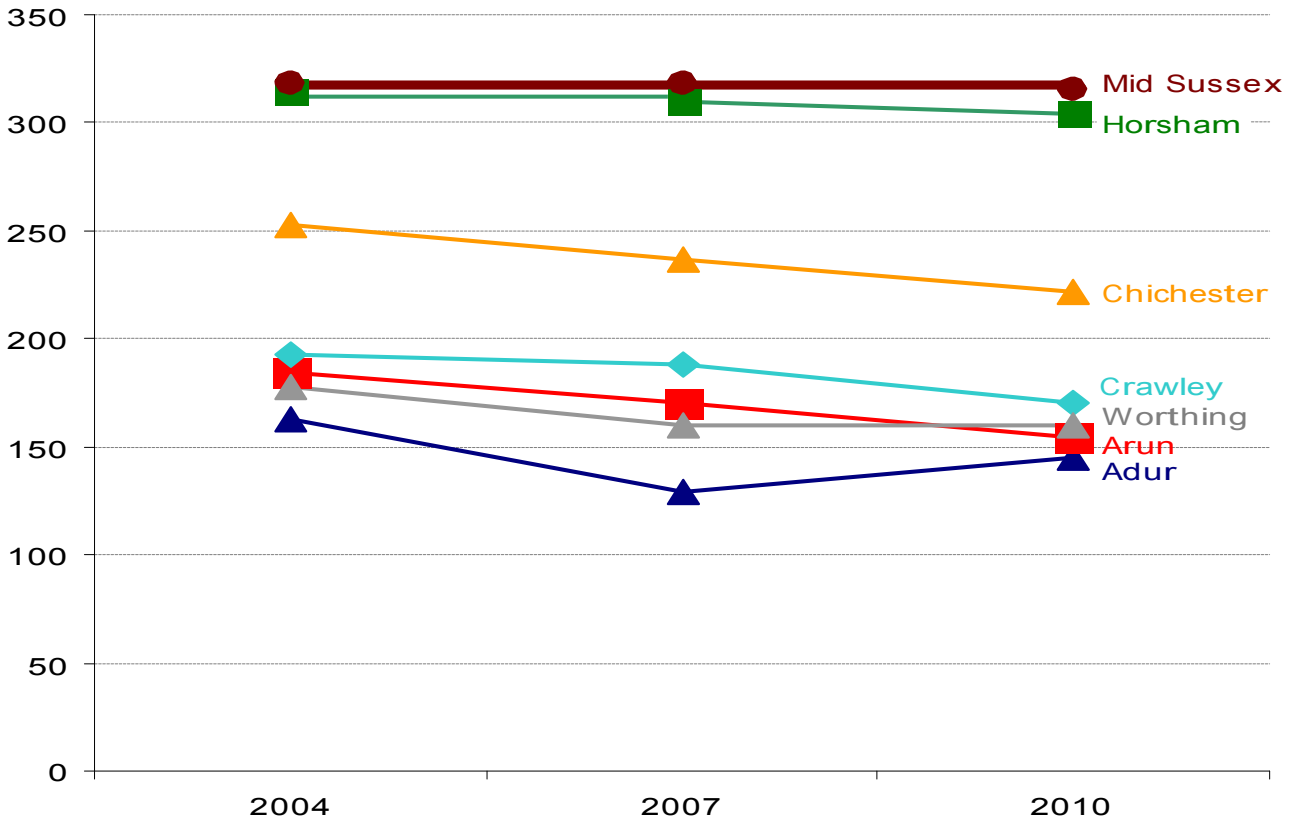
“We ...are certainly in a position where any further housing in Chichester would necessitate the need for financial contributions as a minimum and, perhaps, a new primary school site depending on the eventual location and numbers”

Secondary Schools:

“The secondary schools in Chichester are currently operating at just over 90% capacity. These developments will remove any surplus capacity and require more capacity to be provided for secondary aged children. Without any great detail, we can only work on very broad figures. The cumulative impact of these developments could generate circa 800 additional secondary aged pupils and, as such, a new secondary school may be required”

This chart demonstrates the change in rankings between 2004 and 2010.

- It measures relative deprivation so things are likely to have got better within indices.
- In 2010 West Sussex ranked 130th out of 152 upper tier authorities on the Indices of Deprivation, in 2007 West Sussex ranked 132nd.
- The most deprived lower tier authority in West Sussex is Adur (ranked 145th out of 326 local authorities).
- Between the 2007 and 2010 indices, Arun had the largest “fall” on the index (i.e. has become relatively more deprived than other areas), with large falls also in Chichester. (Chichester and Arun being our main catchment areas).



We also referenced the “Skills and enterprise in Rural West Sussex” report produced for West Sussex County Council by Simpson Consulting Ltd dated September 2010. The key findings in this report show that the challenges for this area include;

- Areas of low skills equilibrium such as Chichester where labour market mobility is less, the workforce is less well qualified and demand for higher skilled occupations and knowledge economy presence is weak
- Variable performance at Level 2 among young people, particularly in Chichester

It also quotes the educational attainment of young people and states;

- The national target is for 85% of 19 year olds to achieve Level 2 on the National Qualification Framework by 2013. DCFS statistics show that although there has been an improvement there is some way to go to achieve 85% by 2013.
- Mid Sussex and Horsham perform better than county and regional average, Chichester district still underperforms on this measure.

District/ region	Level 2 achievement at 16-19
Chichester	67.3%
Horsham	78.3
Mid Sussex	71.8
W Sussex	70.1
South East	67.9

Level 2 achievement in rural districts in 2009
Source: DCFS

According to the Chartered Institute of Personnel and Development's (CIPD) latest Labour Market Outlook study 2011, the number of employers planning to take on higher education leavers under the age of 24 is 38 per cent, compared with 47 per cent last year.

Questioned as to the steps that need to be taken to improve recruitment among young people, employers pinpointed higher levels of literacy (53 per cent) and numeracy (42 per cent), as well as employability skills, such as good customer service skills (40 per cent) and good communication (40 per cent).

The CIPD urged the Government to redouble its efforts to ensure that the education and skills system is fit for purpose and that young people can find a foothold in an increasingly competitive jobs market.

LOCAL SECONDARY SCHOOL RESULTS:

The national average for 5 GCSEs, grade A* to C including English and Maths is 58%
6 out of 10 of these schools had a drop in results from 2010

The Regis School 39% (Bognor Regis)	Bishop Luffa 83% (Chichester)
Manhood Academy 39% (Selsey)	Chichester Girls 63%
Littlehampton Academy 42%	Felpham 55%0
Bourne Community College 49%(Emsworth)	St Philip Howard 69% (Barnham)
Westergate Community College 47%	Chichester Boys 49%0

OUR RESEARCH – THE PRIORITIES

Through research we identified needs around children and young people and the local economy.

- Children and young people need to feel more confident to learn and develop healthy lifestyles.

West Sussex children fall below SE and national average in relation to emotional health and well-being, desire for more health related information, having someone to talk to, health related concerns and feeling happy. Health, social care and wellbeing is a West Sussex County Council priority.

- Children and young people want to feel and be safe.

41% of children in West Sussex are less likely to have their initial social care assessments carried out within 7 days compared to the national average of 72%.

West Sussex children are less likely to say their school deals well with bullying.

West Sussex has a higher proportion of first time entrants to the criminal justice system than the SE and national average.

West Sussex has successfully created a new Youth Support and Development Service (or YSDS) by bringing together Youth Service, information, advice and guidance services (Connexions) and the Youth Offending Service.

- Increasing participation

To meet targets to reduce NEET levels, recommendations were made to consider and develop an appropriate curriculum for full participation (16-18), which includes a range of options, clearly defined Area and West Sussex progression routes, the “English Baccalaureate”, Apprenticeships (also to complement the county’s strategy to support local employment) and recommendations from the Wolfe report.

- Provide strong universal parenting support services

As part of our ethos we will work hard to develop and maintain strong relationships between school and home and additionally we plan to offer parenting programmes within school.

We plan to support transitions into primary and secondary schools, thus assisting parents of children who are disabled or who have learning difficulties.

- The knowledge economy has a weaker presence in terms of percentage of jobs in the rural districts, particularly in Chichester.
- Educational attainment for young people at Level 2 is still variable at local level and is below target in Chichester.
- Among the rural districts Chichester has the least well-qualified resident working age population and Horsham the best. Chichester is below the county and regional averages for population qualified to Level 2 and above.
- In terms of entrepreneurship and enterprise, it is a mixed picture across West Sussex.

Female self-employment rates are significantly lower than those of males and local enterprise is not being translated into growth in the business stock within rural West Sussex.

- In terms of institutional effectiveness including education settings and leisure facilities, there may be some lack of choice in rural areas, particularly given local transport issues.

OUR DISTINCT COMMUNITY

Our south coast community is rural to semi-rural. The combined population of Chichester and Arun districts is 253,000 with an even split between young, working age and older people. Chichester and Arun districts have a combined population of approx. 38,000 children. There is a low incidence of single parent families in the region. Up to 1 child in six is part of a single parent family in Chichester, and in Arun there are approx. 3,000 single parent households.

Projections show a steady growth of the ageing population (60-85+). The area is not culturally diverse, with few people from black and minority ethnic groups however, there is a steady rise in the growth of Eastern Europeans to the location.

It is important that we value individuality and diversity as well as community and togetherness. We have a balanced view of the needs of our local communities because our location is not particularly large or complex.

In summary, we have identified the needs of the community as follows:

- Pockets of deprivation exist in East Chichester and in Bognor Regis
- Large gaps in achievement exist around GCSE results of local secondary schools
- Local strategic priorities around children and families relate to early intervention and prevention. There is overwhelming local need to make provision that supports young people, particularly vulnerable young people, to give them opportunities to have a voice and influence in decision making and to make a positive contribution to their communities.
- Local strategic priorities around the local economy relate to supporting the needs of the rural economy including the skills needs of local businesses, apprenticeships for local companies, especially in manufacturing, and supporting entrepreneurship and business creation among young people, particularly females.

Different groups identified the following skills and attributes as necessary for leading an effective life:

- having self-belief, being confident
- speaking clearly, making eye-contact
- presenting a tangible point of view
- possessing the right, respectful attitudes
- caring for their appearance appropriate to the setting
- being ambitious

Bibliography:

Evidence supporting the priorities for the Children and Young People's Plan 2010-2015, West Sussex County Council.

The Future of Youth Support and Development Services for Young People in West Sussex, October 2011

West Sussex 14-19 Strategic Plan, 2010-2015 – Evaluation January 2011, West Sussex County Council.

Transforming Futures Together, Performance Framework 2011/14, West Sussex County Council.

Skills and Enterprise in Rural West Sussex, September 2010, produced for West Sussex County Council by Simpson Consulting Ltd.

Indices of Deprivation 2010, Results & Analysis Report, May 2011, West Sussex County Council, NHS Research Unit

Regeneration Proposals for Bognor Regis, School's Workshop, January 2008

DISTINCT OUTCOMES FOR OUR SCHOOL

By listening to our community we have formulated the following set of outcomes for our school:

- Chichester Free School will be an all-through setting to offer pupils and families consistently excellent education and reduce negative transition experiences for pupils entering Year 7.
- Every pupil will work in an innovative school environment within an aspiring location.
- We will accommodate a 'nurture unit', a resource to be accessed and benefited from by all, including external users as necessary.
- Every pupil will enjoy sustained interest and enthusiasm in their learning, and therefore sustained attendance, as a result of the school's unique timetabling, pupil organisation and teacher input.
- Pupils and their families will benefit from the low-cost, excellent quality of substantial extended day activities and wrap-around care.
- The community will benefit from the school's availability as a venue for designated evening activities, some of which will generate income for the school.
- The community will benefit from the varied, low-cost services that the school will directly provide.
- As part of its commitment to diversity, the school will enjoy a collaborative relationship with a local free boarding school in Midhurst that accommodates pupils from inner London as well as a free school located in south east London.
- No matter when they leave the school, every pupil will achieve valuable 'life learning' through our first-rate student services team who will provide a full range of services uniquely available to primary, secondary and sixth form pupils.
- Amongst other aims, our unique "Community and Skills" programme will engage pupils and individuals from the wider community in discovering more about where they live.

COMMUNITY AND SKILLS - A CURRICULUM FOR THE COMMUNITY

Chichester Free School has a balanced view of community. We will present an integrated, mandatory curriculum programme entitled “Community and Skills” that will be accessed by all pupils within the primary, secondary and sixth form sections of the school with regular activities focusing on “community” aimed at:

- Raising awareness about our local environment and community
- Enabling the understand of what ‘community’ means
- Recognising the features that define a community

For example, covering aspects such as Enterprise & the Economy, Arts & Culture, Faith & Family will allow learners to:

- Explore important local issues
- Understand local needs
- Share good news about what surround them
- Recognise and acknowledge in positive ways, through revealing inspiring local success stories, the efforts local individuals and groups are making to benefit society
- Respect and accept individuality and diversity as essential features of our community

In line with our whole school vision, the programme will be geared up to ensure that pupils feel inspired to enter their community with a realistic, confident, responsible view of their place within it and a desire to be involved and to make their own positive contribution.

The Framework

“Community and Skills” is part of the school’s formal framework of learning and aims to support the informal processes that exist to ensure our pupils learn within an environment that nurtures, challenges and inspires them.

These informal processes include aspects such as:

- The hidden curriculum
- Strong leadership
- Commitment from parents
- Community commitment

Designed to bring the community together, “Community and Skills” is also an opportunity for Chichester Free School to extend its learning programme to members of the general public who will be able to participate in a far-reaching and flexible programme of regular events throughout the year, such as:

- Lectures
- Workshops
- Exhibitions
- Networking sessions

The “Community and Skills” programme is integral to our school ethos. It is intrinsic to a number
120

of whole school policies, including the behaviour policy and the education plan and so will serve to reinforce our school values. Through it, we will succeed in:

- Knowing our pupils and their families, including their priorities and concerns within a wider context
- Presenting a school environment where pupils feel safe, valued and able to succeed
- Becoming a conduit for building trust and respect within our school and wider community.

In the collaborative spirit that we have set for the school, direct contact with these organisations will ensure that Chichester Free School sets the benchmark as a well-reputed provider of skills-based workshops to develop the personal growth of pupils, parents, carers and other individuals within the community; the school will also share its facilities with a number of community groups to help them cut costs. Pupils will be given the opportunity to become ambassadors for Chichester Free School and gain recognition for their leadership award.

As well as looking at the external features of our local community, the planned life coaching activities for this programme will consider aspects of the individual, doing so to:

- Support the overarching aims and ethos of the school
- Support the personal development of all our pupils
- Support the personal development of all our staff

Individual pupils will be able to utilise the expertise from the life and community coach who will ensure learning is accessed in flexible and appropriate ways. Each and every pupil will have regular access, in confidence if necessary, to a far-reaching student services provision, including:

- The full range of youth life coaching activities led by a variety of trained teachers, peers and qualified coaches
- Invitations to attend a monthly youth coaching forum in central Chichester, an event sponsored by Youth Coaching Academy UK that brings young people from different settings together
- Opportunities to attend private one-to-one and/or family coaching and counselling sessions
- Careers guidance workshops and tutorials to inform pupils' next steps

“Community and Skills” in the Sixth Form

As part of our commitment to enable senior pupils to develop relevant life skills, a great deal of this programme will be organised and co-ordinated by our pupils within the sixth form.

At sixth form, this programme will engage pupils in activities to support their needs at this crucial stage in their education. For example, they will be involved in:

- Peer life coaching activities, including attendance at relevant local networking forums
- Careers guidance workshops and tutorials
- Self-directed careers research and preparation
- Acquiring recognised qualifications and accreditation in youth life coaching skills
- An Enterprise in Education scheme aimed at encouraging entrepreneurship and the concept of business creation
- Managing funds and assets generated through the “Community and Skills” programme

Community Volunteering Scheme

Through the role of the Careers and Community Coach, Chichester Free School will develop relationships with community groups, county council and district council teams, charities and voluntary services that exist locally with the intention of developing a successful school-run volunteering scheme.

We understand that school-run volunteering schemes are most effective when the pupils have input into their design (Choosing to Volunteer, Ofsted, December 2011), so our Year 9 and 10 pupils will be encouraged to identify local issues that matter to them through specific sessions within the Community & Skills curriculum, such as attending talks by representatives from a variety of local charities, volunteer and other groups and attending debates.

With the knowledge and experience they gain, pupils will be expected to contribute their thoughts and ideas towards the design and management of the school's volunteering scheme.

The volunteering activities will vary and depend on the identified community needs as established by the local organisation(s) whilst maintaining strict codes of practice to safeguard our pupils as well as vulnerable members of our society.

The purpose of the Community Voluntary Scheme is to allow pupils to participate in worthwhile activities that support the needs of our local community so that they can work with new people and gain skills, experience and motivation to broaden their horizons.

Initially, pupils will shadow experienced volunteers for 3 separate hours and gradually they will assist them in their work to achieve the aims of their organisation or charity.

The scheme will be tiered: Bronze, Silver and Gold Award, which indicates the different service levels that pupils offer:

- Bronze Award – 5 hours of volunteering, positive evaluation (good, very good)
- Silver Award – 8 hours of volunteering, positive evaluation (good, very good)
- Gold Award – 12 hours of volunteering, positive evaluation (good, very good)
- Bronze*, Silver*, Gold * Award – a special commendation award where the same hours of volunteering are delivered as above, but the positive evaluation states that the pupil's contribution was "outstanding".

Pupils who receive the above special commendation will be directly considered for a number of leadership roles around the school.

SECTION E: EVIDENCE OF DEMAND AND MARKETING – PART 1

- Column A proposed number of places in each year group.
- Column B number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Column D demand (column B) as a percentage of the places available (column A).

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	62		103%	60	47		78%
Year 1	30	49		163%	60	62		103%
Year 2					30	49		163%
Year 3	30	80		266%				
Year 4					30	80		266%
Year 5								
Year 6								
Year 7	60	87		145%	90	79		88%
Year 8	30	103		343%	60	87		145%
Year 9					30	103		343%
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	381		254%	240	507		211%

RATIONALE FOR PHASED OPENING

Our decisions regarding the phased opening of Chichester Free School came about through our research and the canvassing of opinions of local families, which concluded in the following:

- Open Reception – it is a the natural point of entry for pupils
- Open Year 1 – for those pupils who were unsuccessful in obtaining a place at their preferred school of choice a year ago and who now wish to move school
- Do NOT open Year 2 – as pupils are settled and re-applying at KS2 is a more beneficial transition
- Open Year 3 – as more pupils transition from infant school to junior school and it is a more natural transition to remove a pupil from primary school just before they enter KS2
- Do NOT open Years 4-6 as pupils are settled within KS2 and moving them may have a detrimental effect
- Open Year 7 – it is a natural point of entry into the secondary phase of education
- Open Year 8 – to enable pupils to join the school at the pre-GCSE programme stage, in time for them to settle and prepare for course options. Also for those pupils who were unsuccessful in obtaining a place at their preferred school of choice a year ago and who now wish to move school

THE SCHOOL SURVEY

We have been collecting and continue to collect survey information to ensure that we are secure in our demand for Chichester Free School.

As illustrated in the following table, 727 families (with children ranging from two years old to seventeen) have indicated whether they would choose Chichester Free School as their first choice.

	Definite	Highly Likely	Not Sure	No	
No. of families	488	140	78	21	727
% of total	67%	19%	11%	3%	100%

The survey questions were preceded by the school's Vision and Ethos, as follows:

OUR VISION

We will **NURTURE** each child so they are known. There will be a strong sense of partnership to support the child, home, school and community.

We will **CHALLENGE** each child through an academically robust curriculum and broad ranging extended day programme to ensure depth and breadth of learning. Their education experience and the qualifications they will have access to will stimulate and challenge them and encourage a passion for learning.

We will **INSPIRE** everyone, young and old, so that we are all part of a positive environment that exists primarily to create confident, happy, creative and articulate young people, who will emerge with a clear and empowered vision for their future.

OUR ETHOS – THE FOUR CARDINAL VIRTUES

To achieve our vision, our school ethos is underpinned by the four virtues, which have their origins in Greek philosophy. Through our core curriculum, the recruitment of the right people and through the commitment we expect from our pupils and their families, these virtues will be understood, followed and fixed in the minds of everyone to help our pupils, and us all, go on to lead rich and fulfilling lives.

Temperance – Self-control and independence

Chichester Free School will provide an exciting range of academic and non-academic activities to nurture independence and self-control, inspire pride, and develop leadership and inter-personal skills. Our pupils will contribute fully to the life of the school, both in the classroom and beyond, with high standards of behaviour at all times.

Wisdom – Knowledge and understanding

The curriculum will have a strong focus on literacy, numeracy and languages, and creativity will run through all the subjects, through content and delivery. A “stretch and support” provision will be

in place to help all pupils fulfil their potential. We will recruit and train the very best team of staff who will be committed to delivering an exceptional quality all-round education.

Justice – Fair and moral rightness

Our house system will nurture all pupils as individuals and keep them safe within a positive, caring, fair and supportive environment. Pupils will be given opportunities to develop as responsible, moral, respectful citizens and active members of their local community. Inter-house competition will be encouraged to develop recognition that through effort and excellence it is only right that reward follows.

Courage – Confidence and intrepidity

Learning will take place within the security of our positive school environment. As each pupil develops confidence and a positive self-esteem they will naturally find the courage to take risks with their learning. We will provide a range of competitive sporting and non-sporting activities to cater for differing interests and abilities, which will promote healthy competition. Older pupils will be prepared for life after school, with the skills and fortitude to face the future.

Chichester Free School Questionnaire January 2012

Exact copy taken from our website

Introduction

Chichester Free School

Nurture Challenge Inspire

Our vision is clear and simple, yet vital to the success of both your child and the school.

Nurture

Where your child will be known and where there will be a strong sense of partnership between child, home, school and community.

Challenge

Where the curriculum and extended day programme will stimulate and challenge your child, encouraging a passion for learning.

Inspire

Where we will create confident, happy, creative and articulate young people, who will emerge with a clear vision for their future.

Do you want a school for your child which:

- Provides a stimulating and challenging curriculum to help your child achieve their full potential
- Offers an exciting range of extended day and after school activities
- Encourages full participation and high standards of behaviour at all times.
- Develops a strong partnership with parents to help achieve and maintain high standards.

- Has a house system that will nurture all pupils as individuals within a supportive environment.
- Has inspiring staff that will deliver exciting, exceptional quality education.
- Gives your child the tools to become responsible citizens and participating members of the community.

We are a group of parents, teachers, education professionals and volunteers from Chichester and the surrounding areas who are passionate about opening a new school in Chichester.

Our supporters include teachers and parents from existing schools in a wide area around Chichester who want to transform educational standards and offer more choice.

Thank you for your time....we can't do this without you.

1. Would you choose Chichester Free School as your child(ren)'s first choice?

- Yes
- Not sure
- No. I'm satisfied with the local provision

2. You would choose Chichester Free School because (select all that apply)

- the school makes provision for boys and girls, aged 4-18
(74% responded)
- the school provides a stimulating and challenging curriculum to help your child achieve their potential
(90% responded)
- the school offers an exciting range of extended day after school activities
(63% responded)
- the school encourages full participation and high standards of behaviour at all times.
(85% responded)
- the school develops a strong partnership with parents to help achieve and maintain high standards.
(81% responded)
- the school has a house system that will nurture all pupils as individuals within a supportive environment.

(72% responded)

the school has inspiring staff that will deliver exciting, exceptional quality education.

(81% responded)

the school gives your child the tools to become responsible citizens and members of the community

(80% responded)

Other (please state below)

3. The school plans to open its doors in September 2013, in which school year group(s) will your children be in September 2013?

Nursery School - under age 2

Nursery School - age 2

Nursery School - age 3

Nursery School - age 4

Reception

1

2

3

4

5

6

7

8

9

10

11

11+

4. Please tell us when your children were born

	DD	MM	YYYY	
child one				
child two				
child three				
child four				
child five				
child six				

5. Where do you live?

In Chichester

2 mile radius of Chichester

3-5 mile radius of Chichester

6 mile + radius of Chichester

6. Please provide your postcode here:

7. Would you like to be updated on our progress?

Yes

No

8. Please provide your contact details, including email and telephone number here:

Name:	
Address 1:	

Address 2:	
City/Town:	
County	
Post Code:	
Email Address:	
Phone Number:	

9. If you are interested in joining the group of volunteers currently working hard to achieve a 2013 opening of Chichester Free School, please leave your contact details here with a brief description of your area/s of interest or expertise (even if you're just good at giving moral support or spreading the word) and we will be in touch. Many thanks.

10. Where did you hear about Chichester Free School?

<input type="checkbox"/> Leaflet <input type="checkbox"/> Friends/Family <input type="checkbox"/> Radio <input type="checkbox"/> Newspaper <input type="checkbox"/> Other

Powered by SurveyMonkey

The following lists just some of the comments that have been made on the Chichester Free School survey:

- We need a good secondary offering excellent teaching as there are very few options of secondary schools that are not religious based in the local area
- I think there is a clear need for a school which nurtures individual excellence without recourse to religion.
- No real choice unless you are willing to compromise your beliefs and go to church every Sunday to get your children into Bishop Luffa.
- The local area could do with another excellent school; it may well force the High Schools to up their game.
- local state schools are under performing
- It needs a new good school as currently there are none that are not religion based.
- Very limited choice of secondary schools in Chichester area.
- There is not a wide enough choice in the district.
- We currently independently educate our children as the choice in this area is very limited unless you are able to get your child into a church school
- I would definitely have been if my children were younger, sadly too old. A mixed non church school is needed. The idea of excellence in teaching practice would fill a much needed gap as I believe the current provision in this area is failing too many children.
- choice, demand, excellence
- At present we don't feel that we are provided sufficient choice within the Chichester area and we welcome the introduction of a school with a more traditionally based curriculum.

- Limited choice for good quality secondary education in area
- I think the need for a secondary school is probably greater than for a primary school. Is going for a 4-18 school too ambitious? Our main concern is for a good quality 11-18 school with emphasis on academic achievement in core subjects and competitive sports. Also a hard line taken in terms of discipline.
- Chichester needs more choice of mixed education
- Because demand is greater than choice in Chichester
- Limited local choice for non-religious families
- A mixed school option (that is not a faith school) is sadly lacking in the area. Also, all the schools in Chichester are enormous and I believe there are advantages in small educational establishments.
- Lack of schools need a good education!!!
- For such a wonderful city in many ways, Chichester is very let down by lack of choice in secondary schools. Those we have are far too big and intimidating for many children. Also, if your family aren't regular church goers (and don't wish to pretend they are simply to enable their children to attend the school), the choice of school in Chichester is limited to one!
- I am strongly opposed to the institutional discrimination exercised by our only co-ed secondary school, Bishop Luffa. I am not a church-goer which means I have only one option available when it comes to my children's' education.
- Not enough secondary school choice in Chichester.
- Do not want my children to go to a single sex school and would not qualify for Church of England senior school.
- I'm interested, subject to finding out a lot more about the funding, staff, curriculum, facilities etc. etc. There is a lack of decent, free schools in the area.
- An alternative co-ed school will be a good thing.
- Not enough high quality free education available in Chichester, especially considering the vast number of homes being built in the area and Bishop Luffa having a very tight catchment area with religious criteria.
- The Bourne currently has a good rating but i am interested in the ethics of this new school.
- There seems little alternative in the state sector to Bishop Luffa which requires one to be a dedicated supporter of The Church of England proven by weekly church attendance, not everyone is able or willing to do this, there should be a good alternative available. If one enters the private sector at secondary level then children are forced to commute some distance i.e. Portsmouth, Petersfield, Seaford or further. Schools offering excellent provision supporting individual potential are largely unavailable within Chichester and surrounds, particularly at secondary level.
- There is little choice in Chichester and I would value another option for my children.
- Choice of good secondary schools is very, very limited
- Need mixed secondary provision that provides high quality teaching and which achieves great results
- I would like to send my boys to a mixed secular school in Chichester and currently there are none available. Local provision is dominated by faith schools and we are not religious and do not want our children to attend such a school.
- Chichester needs a mixed school that is non-exclusive!
- No choice of 'good' schools at the moment
- More and more parents that have children in private or state schools are coming to me with advice about Home edding. I think unless they are very passionate and in tune with their children, to take a step towards a different way of teaching is a struggle and a scary prospect for them.

- There are certain subjects that I as a mother cannot teach to a knowledgeable /exam/ or experienced standard to help my children achieve the career goals and paths that they wish to follow.
- Limited choice Have home-ed in the past
- We need a Free School because there is a need for schools that are not controlled by the government that no nothing about our children and that are controlled by the parents that know everything about their own children.
- We feel that there is a lack of provision in the area for truly individualised education both in terms of the support offered to learners and the curriculum on offer. Whilst not being sure what a 'free school' would entail, we would be highly supportive of a school that offered something other than the norm with the goal of children reaching their potential a priority.
- There is always a need for a choice where schools are concerned. One which uses individual support and excellent teaching does seem to be out of the norm.
- To cover the areas we are unsure about within our home schooling plans
- would be interested in flexi schooling with parental involvement as daughter currently home educated
- We need a secondary school because the ones in the area are either exclusive (Luffa) or have terrible reputations
- It would be really nice to have another option for schooling my children, it seems a 'given' where they will go and variance isn't really an option.
- It would be great to have an excellent mixed school that accepts children not based on religious preference.
- the area needs another choice and i think another school given the limited places in the local area would most definitely be a good thing
- There needs to be somewhere where a Childs individual needs are met
- Only 2 schools in Chichester area, only one mixed Chichester school which is impossible to get in to.
- Def need in Chichester as we are not religious and we would like our son to go to a mixed school so at the moment there is nowhere for him to go.
- The local community needs an option of a mixed school where you do not have to meet certain criteria.
- Not enough choice of good secondary schools locally that don't have selection criteria dependant on religion.
- A co-ed school, providing a high level of education for the Chichester area is well overdue. If you are not a regular churchgoer then the only option is a single sex school or mixed school out of the area.
- I would like my children to go to a mixed school, but the best one around our area is Church led for the enrolment and we as a family do not go to church, so it would make us very hypocritical to go just to get into that school.
- There is a lack of provision for a mixed school whereby the admissions process is too restricted.
- To have a school where the needs and learning goals of the pupil and not the state is highest. Schools have too much focus on league tables and Ofsted they forget about enjoyment of learning for the child.
- It would be nice for my sons to attend a mixed secondary school that doesn't have the requirement of church attendance. It is also worrying to hear that local schools are underachieving in most areas.
- not enough choice
- I feel there is a need for a mixed sex school that is not based on a tight admissions procedure.
- Co-educational option really important to me and at present there is no choice in Chichester
- Mixed school with consistent provision. High academic standards

The following tables indicate the locations of the families who have stated that they would choose Chichester Free School as their first choice, together with the age of their child in the first year and second year of opening.

2013	
5	In Chichester
5	In Chichester
5	2 mile radius of Chichester
5	PO22
5	PO19
5	PO19
5	PO19
5	Po20
5	PO20
5	Po20
5	PO19
5	PO21
5	PO20
5	PO20
5	PO19
5	PO20
5	po20
5	po18
5	Po19
5	PO10
5	BN18
5	2 mile radius of Chichester
5	In Chichester
5	BN18
5	PO19
5	PO20
5	PO19
5	PO19
5	PO20
5	2 mile radius of Chichester
5	PO19
5	2 mile radius of Chichester
5	3-5 mile radius of Chichester
5	3-5 mile radius of Chichester
5	po20
5	PO21
5	PO20
5	PO19
5	bn17
5	PO20
5	PO20
5	PO19
5	BN18
5	PO19
5	PO22
5	PO19

5	PO19		
5	PO19		
5	6 mile + radius of Chichester		
5	PO19		
5	3-5 mile radius of Chichester		
5	3-5 mile radius of Chichester		
5	In Chichester		
5	In Chichester		
5	BN18		
5	po21		
5	Po19		
5	PO19		
5	BN18		
5	PO19		
5	po10		
5	Po20		
6	po20		
6	PO19		
6	PO19		
6	2 mile radius		
6	6 miles + radius of Chichester		
6	6 miles + radius of Chichester		
6	6 miles + radius of Chichester		
6	2 mile radius of Chichester		
6	2 mile radius of Chichester		
6	In Chichester		
6	In Chichester		
6	2 mile radius of Chichester		
6	PO21		
6	PO19		
6	PO19		
6	GU28		
6	PO19		
6	PO20		
6	PO19		
6	PO19		
6	Po19		
6	BN18		
6	bn13		
6	PO18		
6	po19		
6	BN18		
6	PO20		
6	PO21		
6	Po22		
6	PO21		
6	po19		
6	PO20		
6	2 mile radius of Chichester		
6	6 mile + radius of Chichester		
6	6 mile + radius of Chichester		

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6	PO21		
6	PO19		
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8	PO19		
8	po20		
8	PO21		
8	Po19		
8	BN18		
8	3-5 mile radius of Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	In Chichester		
8	6 miles + radius of Chichester		
8	2 mile radius of Chichester		
8	3-5 mile radius of Chichester		
8	6 miles + radius of Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	In Chichester		
8	2 mile radius of Chichester		
8	2 mile radius of Chichester		
8	In Chichester		
8	3-5 mile radius of Chichester		
8	In Chichester		
8	PO19		
8	PO19		
8	PO19		
8	PO19		
8	PO21		
8	PO22		
8	Po19		
8	PO19		
8	2 mile radius of Chichester		

8	2 mile radius of Chichester
8	In Chichester
8	PO19
8	bn17
8	PO19
8	BN18
8	bn18
8	Po20
8	PO18
8	po19
8	PO19
8	PO19
8	BN17
8	PO19
8	PO19
8	6 mile + radius of Chichester
8	In Chichester
8	In Chichester
8	In Chichester
8	3-5 mile radius of Chichester
8	3-5 mile radius of Chichester
8	In Chichester
8	3-5 mile radius of Chichester
8	2 mile radius of Chichester
8	3-5 mile radius of Chichester
8	PO19
8	Bn18
8	PO21
8	po20
8	PO20
8	PO20
8	PO19
8	PO2
8	rh20
8	PO21
8	po22
8	PO19
8	PO18
8	po19
8	po10
8	PO20
8	PO19
8	PO20
12	PO19
12	PO19
12	PO22
12	po18
12	Selsey
12	PO20
12	In Chichester
12	In Chichester

12	In Chichester
12	6 miles + radius of Chichester
12	In Chichester
12	PO18 [REDACTED]
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	In Chichester
12	6 miles + radius of Chichester
12	2 mile radius of Chichester
12	In Chichester
12	In Chichester
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	3-5 mile radius of Chichester
12	In Chichester
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	2 mile radius of Chichester
12	In Chichester
12	3-5 mile radius of Chichester
12	2 mile radius of Chichester
12	In Chichester
12	PO19 [REDACTED]
12	PO19 [REDACTED]
12	6 mile + radius of Chichester
12	PO19 [REDACTED]
12	PO21 [REDACTED]
12	2 mile radius of Chichester
12	In Chichester
12	In Chichester
12	2 mile radius of Chichester
12	In Chichester
12	PO10 [REDACTED]
12	PO20 [REDACTED]
12	PO19 [REDACTED]
12	PO20 [REDACTED]
12	BN18 [REDACTED]
12	PO19 [REDACTED]
12	PO20 [REDACTED]
12	Po20 [REDACTED]
12	6 mile + radius of Chichester
12	PO20 [REDACTED]
12	PO18 [REDACTED]
12	PO19 [REDACTED]
12	PO19 [REDACTED]
12	In Chichester
12	2 mile radius of Chichester
12	In Chichester
12	In Chichester

12	In Chichester
12	In Chichester
12	In Chichester
12	In Chichester
12	In Chichester
12	2 mile radius of Chichester
12	In Chichester
12	In Chichester
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12	In Chichester
12	In Chichester
12	p019
12	Bn18
12	BN18
12	p020
12	PO20
12	PO20
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12	PO2
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12	bn17
12	BN18
12	PO21
12	po20
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13	PO19
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13	2 mile radius of Chichester
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13	6 miles + radius of Chichester
13	6 miles + radius of Chichester
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13	In Chichester
13	In Chichester
13	2 mile radius of Chichester
13	3-5 mile radius of Chichester

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13	6 mile + radius of Chichester	
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13	PO20	
13	BN17	
13	2 mile radius of Chichester	
13	PO20	
13	PO20	
13	In Chichester	
13	2 mile radius of Chichester	
13	In Chichester	
13	In Chichester	
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13	BN17	
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4	2 mile radius of Chichester
4	In Chichester
4	2 mile radius of Chichester
4	PO20 [REDACTED]
4	PO21 [REDACTED]
4	po19 [REDACTED]
4	PO19 [REDACTED]
4	PO21 [REDACTED]
4	PO19 [REDACTED]
4	PO22 [REDACTED]
4	po22 [REDACTED]
4	Po21 [REDACTED]
4	PO20 [REDACTED]
4	Po20 [REDACTED]
4	po22 [REDACTED]
4	PO18 [REDACTED]
4	Po21 [REDACTED]
4	PO19 [REDACTED]
4	PO21 [REDACTED]
4	PO22 [REDACTED]
4	po20 [REDACTED]
4	In Chichester
4	2 mile radius of Chichester
4	2 mile radius of Chichester
4	3-5 mile radius of Chichester
4	2 mile radius of Chichester
4	In Chichester
4	PO19 [REDACTED]
4	PO19 [REDACTED]
4	6 mile + radius of Chichester
4	2 mile radius of Chichester
4	Po20 [REDACTED]
4	po18 [REDACTED]
4	po19 [REDACTED]
4	PO20 [REDACTED]
4	PO21 [REDACTED]
4	PO21 [REDACTED]
4	2 mile radius of Chichester
4	3-5 mile radius of Chichester
4	PO19 [REDACTED]
4	In Chichester
4	In Chichester
4	In Chichester
4	PO19 [REDACTED]
4	PO19 [REDACTED]
4	po19 [REDACTED]
4	PO21 [REDACTED]
11	2 mile radius of Chichester
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11	2 mile radius of Chichester
11	In Chichester
11	In Chichester
11	In Chichester
11	PO20 [REDACTED]
11	po19 [REDACTED]
11	Bn18 [REDACTED]
11	PO21 [REDACTED]
11	gu29 [REDACTED]
11	Po19 [REDACTED]
11	PO20 [REDACTED]
11	PO18 [REDACTED]
11	2 mile radius
11	po20 [REDACTED]
11	In Chichester
11	2 mile radius of Chichester
11	In Chichester
11	PO18 [REDACTED]
11	6 miles + radius of Chichester
11	In Chichester
11	6 miles + radius of Chichester
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11	2 mile radius of Chichester
11	PO20 [REDACTED]
11	6 miles + radius of Chichester
11	3-5 mile radius of Chichester
11	6 miles + radius of Chichester
11	In Chichester
11	2 mile radius of Chichester
11	In Chichester
11	3-5 mile radius of Chichester
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11	2 mile radius of Chichester
11	PO22 [REDACTED]
11	6 mile + radius of Chichester
11	2 mile radius of Chichester
11	2 mile radius of Chichester
11	In Chichester
11	PO19 [REDACTED]
11	PO19 [REDACTED]
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11	Po18 [REDACTED]

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11	BN18		
11	PO20		

This map indicates the approximate location of parental demand in relation to our potential site (the encircled areas in orange).
NB. The graphic is merely a representation and not indicative of the actual number of responses.

MIDHURST

ARUNDEL

CHICHESTER

LITTLEHAMPTON

BOGNOR
REGIS

SELSEY

SECTION E: EVIDENCE OF DEMAND AND MARKETING – PART 2

COMMUNITY ENGAGEMENT AND EQUALITY OF OPPORTUNITY

Consultation with the wider community is critical to the success of Chichester Free School. We embrace the importance of on-going and meaningful engagement and involvement throughout the development, implementation and evaluation of Chichester Free School and these processes are and will continue to be an inherent feature of the practices within our school.

Section D7 details our commitment to on-going community engagement activities and the plans we are putting in place for working in partnership with others. We have received support from local community groups, organisations and stakeholders as follows:

We have been successful in meeting key stakeholders individually or via the support of other organisations (see below) who have allowed us to share information about Chichester Free School. We continue to forge positive relationships with individuals and groups who we intend to work in partnership with at pre-opening and when the school is open.

- Local government (West Sussex County Council, Arun District Council, Arundel Town Council, constituent MPs' offices)
- National and local education bodies & initiatives (Sussex Rural Community Council, Sportsmanship First, Arts Council of England & Trinity College - Arts Award, Youth Coaching, Creative West Sussex)
- National and local services (National Apprenticeship Service, Youth Coaching Academy UK, Voluntary & Community Action – Chichester District, Childrens' Centres, libraries, Talk Point centres)
- Local education settings (pre-school, primary, secondary, sixth form, FE and HE establishments)
- Home & flexi-school networks
- Community centre activity groups (brownies, scouts, sports & arts groups, Help The Aged, MIND)
- Local parents and pupils
- Private sector organisations
- Charity groups
- Local individuals who can offer their support, guidance and expertise

As evidenced through the wealth of support that we have from key stakeholders and members of the wider community (identified in Section D7), the school is already developing its appeal to the public, and we continue in our efforts to be visible to the general public in order to sustain this appeal.

BACKGROUND EVIDENCE

In Section D7 we defined the need for a new school. In summary,

- There is a current shortage of primary pupil places in Chichester due to demographic changes
- Local community and family needs demonstrate there would be some benefit to having a co-ed, all through (4-19) school nearby

SCHOOL LOCATION

We have a firm view on the ideal location of our school but have not yet secured a site. This has impacted on our evidence of demand, as some families have expressed that they would not commit without knowing this essential information.

Nevertheless, we are still assured by the response rate to date. To date, over 700 parents have stated that Chichester Free School would be their first choice. We are confident that many, many more families will come forward as soon as a site is secured.

We refer to the map above, which shows the geographic location of families who have specified their intention to choose Chichester Free School as their first choice.

Our desired location will enhance the level of demand for our school because it will be convenient to many families and will serve to benefit a wide range of families from a variety of backgrounds, as advocated in our educational vision.

The school's Admissions Criteria has been designed to give every child a fair and unbiased chance of entry to Chichester Free School, There will be no catchment area.

DEMOGRAPHIC CHANGE AND PRIMARY SCHOOL FORECAST

These are pupil projection figures provided by West Sussex County Council as cited in the Education Vision.

- It uses birth data and local knowledge to calculate forecasts.
- It takes into consideration the current housing forecast.
- It does not take into consideration the significant further planned development.
- It works on an assumption of 95% being full to capacity, to allow room for influxes
- The assumption of 95% is under review and is thought to be changing to 93/90%
- This new assumption will show a more urgent and significant shortage of places and for secondary, will begin to demonstrate a need by 2014/15

Primary Schools in Chichester

Academic Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Forecast NOR	2865	3017	3057	2888	2928	2955	2981	2996	2996	2996
% of Capacity	100%	104%	105%	99%	100%	101%	102%	103%	103%	103%

Secondary Schools in Chichester

Academic Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Forecast NOR	3881	3888	3896	3936	3967	3988	4010	4023	4023	4023
% of Capacity	91%	92%	92%	93%	93%	94%	94%	95%	95%	95%

Primary Schools in Bognor Regis

Academic Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Forecast NOR	3854	4024	4066	3834	3859	3880	3894	3920	3927	3927
% of Capacity	102%	106%	108%	101%	102%	103%	103%	104%	104%	104%

Secondary Schools in Bognor Regis

Academic Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Forecast NOR	2647	2638	2672	2742	2785	2822	2847	2891	2904	2904
% of Capacity	89%	89%	90%	92%	94%	95%	96%	97%	98%	98%

COMMUNITY-WIDE BARRIERS TO QUALITY EDUCATION

We are conscious of the existing community-wide barriers that families currently face. Restrictions are placed on families who:

- Live by Christian principles but do not or cannot regularly attend Anglican or Catholic religious settings
- Practice a religion outside of the Christian faith
- Are immigrants or refugees to the area and whose first language is not English – percentage figures for such pupils ranges from 0.6% (a central Chichester secondary school) to 6.2% (a Littlehampton secondary school)
- Currently feel they have insufficient education options regarding their SEN child
- Do not live within the catchment areas of the high achieving schools
- Currently home educate their children

The main objective for Chichester Free School is to provide another choice of quality education for ALL local children and their families.

CHICHESTER FREE SCHOOL - AN APPEALING ALTERNATIVE

Chichester Free School is attractive because it has a strong focus on diversity and inclusion, as evidenced in our Vision and Ethos as well as in our Education Plan. Diverse learning opportunities will occur through:

- A broad co-curricular extended day programme that will include activities that might be

considered hard to access by pupils from deprived or disadvantaged families, eg. sailing, horse riding, art therapy, creative & performance arts including musical theatre

- The Community & Skills curriculum, which is the school's own unique and innovative approach to PSHE and citizenship and youth life coaching
- The structure of our pastoral support for pupils, which will ensure that every pupil has one-to-one time with a form tutor as well as a peer coach throughout their time at the school

These features have been communicated regularly throughout our marketing and community engagement campaigns and have led to our increasing attractiveness.

Yet there are further, specific features of the school that we are promoting to individuals and groups within the wider community. We have invested time in communicating in detail the following features that we believe will appeal to their diverse needs and interests.

PROMOTING MULTI-CULTURALISM AND RELIGIOUS DIVERSITY

- The iGCSE programme
- The rich foreign languages programme
- The intervention strategies we have in place for our EAL pupils
- The relationships we already enjoy with other schools based in south and central London, and those located abroad with whom we intend to meet
- World arts & culture workshops that will take place through the co-curricular extended day programme
- Whilst we understand the need to promote a widely Christian ethos, the content of daily worship will reflect the needs of the school and all its pupils. Daily worship and RE activities will refer to aspects of morality through a wide range of starting points, for example storytelling of Aesops Fables and Hans Christian Anderson, dramatic role play. During daily worship we will embrace the cultural and religious differences that exist within the school and wider community, to celebrate the essence of what it means to have values and beliefs that promotes understanding and compassion between people and nations

PROMOTING INDIVIDUALISM

- The far-reaching curriculum with its stringent academic element, essential skills element, mandatory life-coaching element and overall content that is relevant to pupils from all walks of life
- The varied and inspiring ways we shall organise our pupils to allow them time for valuable one to one coaching and tutorials with teachers and peers, as well as providing private study time for those who will benefit from this independent working arrangement
- The trained use of specialist resources to maximise learning

PROMOTING CHOICE THROUGH ADMISSIONS

- Our admissions policy is non-selective, non-faith based and has no catchment area
- Our admissions process is open, transparent, consultative and fair

- We expect to receive applications from families with children who face singular or multiple challenges in their learning as well as EAL pupils and children considered to be gifted in specific or many areas. The school's admissions process will demonstrate to families that we will consider pupils individually and regardless of their background, ability or faith. Where we are confident that we can fully support the individual's learning needs, we will.

PROMOTING FINANCIAL SECURITY

- Wrap-around childcare at a competitive price to assist working families
- As an incentive for pupil engagement to lead extended day activities, pupils will be rewarded through discounts on their co-curricular area(s) of interest
- Entrepreneurial activities within school where pupils can generate revenue for the school and obtain rewards in return
- We are developing our ideas to assist families who currently home educate their children. This large group has stepped forward requesting assistance in providing various programmes of study that will accommodate extra numbers of pupils as well as giving them access to examination courses and entry onto final examinations

PROMOTING CITIZENSHIP

- The school is likely to be a new-build. We will create a multi-purpose state of the art environment that can be used by the wider community. Business networks, self-employed individuals and charity and volunteer groups have already come forward seeking support in this
- Our staffing plans detail two roles that will share responsibility for managing all community engagement activities including out of hours events
- Pupils will be involved in a number of community activities, many of which will be tailored to suit their interests and needs

MARKETING STRATEGY

We continue to build on the community engagement work as outlined in Section D7 by targeting the marketing of our school towards the families, community groups and individuals that can relate to the education barriers as defined above.

The consistent message that we are bringing to the community is this:

Chichester Free School will exist to nurture, challenge and inspire each and every pupil, regardless of their background, ability or faith. The school is committed to providing opportunities where every child will succeed both academically and personally and will do so within an environment that is fun, stimulating and safe.

We have utilised a number of different approaches to marketing:

On Foot

We have distributed in excess of 2,000 professional-looking promotion leaflets within Chichester, Arundel, Felpham, Bognor, Selsey, Emsworth and other smaller communities.

These leaflets have been:

Strategically placed in the following environments:

- Libraries
- Doctors and Dentists surgeries
- Leisure Complexes
- Pre-School Settings
- Local Sports Clubs, including golf, tennis and rugby
- Village Halls
- Shops/petrol stations
- Indoor soft play areas
- Residential areas within Chichester and the surrounding area including private dwellings and social housing
- Public notice boards in towns and villages

Handed out to individuals through:

- Face-to-face campaigns in high visibility locations and at varied time slots, eg. youth clubs, children's after-school activity clubs, supermarkets and leisure centres
- Held stalls at local farmers' markets and other community fairs and forums, such as Arundel Festival
- We have visited local families who reside in areas within the Index of Multiple Deprivation 2011 as having a rank of below 25%

We continue to approach new prospective parents via face to face approaches.

- Spoken with Eastern European families at events and venues where they are known to congregate such as social clubs, places of worship and pre-schools and schools where their children currently attend

Once we are approved for pre-opening we will:

- Design a school brochure, which will eventually be accessed online via our website and sent to individuals via email. We would aim to make this available as soon as possible after our application is accepted, as it is our intention to be included in the West Sussex admissions round which starts in October 2012. We would also aim to review this information pack on an annual basis

This information pack will include:

- The School Vision and Ethos; Curriculum Information; Details About Our School Day; The Extended School Day (childcare and the co-curricular activity programme); Information on

Premises; Pastoral Care; Youth Coaching in Our School; Working With Our Community; Contact Information.

- Deepen our consultation approach by meeting with small groups of parents/coffee mornings etc, in homes or village hall settings to discuss our plans and asking the more committed parents to help us spread the word and attend youth clubs/organisations that they help organise to reach out to other parents and children
- Organise a public launch event that will be widely publicised throughout this region of West Sussex. In attendance will be: the governors, members and the Head Designate

Print & Broadcast Media

We continue to engage with the local media (radio and print) through:

- Regular press releases regarding updates and new information about the school in a number of free parents' listings magazines, West Sussex Gazette, Chichester Observer, Spirit FM, parish news publications
- We have been supported through a number of positive media releases:

Spirit FM news bulletins in 2011 and 2012 and Chichester News, Chichester Observer and the West Sussex Gazette wrote positive articles that relayed our vision, ethos, the progress of our bid as well as a plea to local people to visit the website and complete the online survey

Website & Social Media

We continue to make best use of Social Media by:

- The Chichester Free School website www.chichesterfreeschool.org.uk, which is updated regularly, and includes links to our Survey. The website sections include:
 - The Team
 - Our Vision
 - Education in the News
 - FAQs
 - Community Support
 - Have Your Say
 - Updates and downloads
 - Useful Links
 - Working with families
 - Contact Us (including email, telephone and address)
- The Chichester Free School page on Facebook, which is regularly updated

Email and Telephone Contact

Regular emails are sent to our database of interested parents and community members, ensuring they are kept well informed and up to date with our progress.

We have a dedicated mobile telephone number. One group member has responsibility for ensuring all phone calls are answered and any voicemail messages are responded to promptly.

Support from Local Government, District Councils and Other Schools

As well as the support we have from our local constituency MPs, Andrew Tyrie and Nick Gibb, we have also met with Councillor Griffiths, Cabinet Member for Education and Schools, on several occasions. Additionally, we have had great support from local Bognor Regis, Arundel and Chichester District Councillors.

Numerous meetings have taken place with the Local Authority and Town Councils, which have proved to be both professional and constructive.

Ongoing meetings are taking place with regards to premises, with Arun District Council's Paul Dendle, Councillor for Planning & Environment, being very supportive of our aims.

Met with the leader of West Sussex County Council and Chichester District Council, whose follow-up letter we disclose below:

Dear [REDACTED],

Free school proposal

Thank you for briefing me on your proposal to establish a Free School to serve the Chichester/Tangmere/Bognor Regis area.

It is a very interesting and exciting concept.

I am keen to see a significant improvement in educational achievement in Chichester District. There is a perception of comfort and affluence here that belies the poor achievement and low skills that result in low wages and an inability to compete in the local jobs and housing markets. I am determined that with our partner organisations we will reduce worklessness and enable those who are able to gain greatly enhanced skills. We have identified Chichester East, Chichester South and Tangmere as areas in particular need of attention.

As you know there is likely to be major house building in the local area. I have little doubt that new schools – at primary and secondary level – will be required. Your proposal could, therefore, be very timely as it would offer increased capacity and a new and innovative approach.

Please keep me informed of the progress with the bid.

Yours sincerely

Heather Caird
Leader of the Council

BY EMAIL TO [REDACTED] at [REDACTED] 15.02.2012

We have also:

- Held face to face meetings with the local MP for Bognor Regis & Littlehampton, MP for Chichester and MP for Arundel and South Downs, all of whom offer their support

Nick Herbert, MP for Arundel and the South Downs confirmed that he will publicly endorse Chichester Free School through a public comment on our website. Nick Herbert, Andrew Tyrie, MP for Chichester and Nick Gibb, MP for Bognor Regis & Littlehampton and Minister for Schools are due to meet at the next MPs meeting to discuss ways that they can support our work to find suitable premises or land and to help us find a benefactor who can assist us financially in our voluntary activities. Nick Gibb expressed his wholehearted support for our school proposal but due to his role in central Government, he is unable to publicly declare this as it may be regarded as a conflict of interest.

Other Schools

We have worked hard to gain the support of local schools and continue to reach out to them in a conciliatory way.

In Section F3 we have detailed three schools who have been particularly supportive of our aims and have put forward specific ways in which they can assist us once we are at the pre-opening phase.

These schools have outstanding reputations and results. We have been given access to their best policies and good practices so we can learn from, share and build on their success.

Should we discover areas in our educational expertise that aren't being sufficiently addressed these schools have offered us the option of looking to them for ad hoc advice.

MARKETING AT THE PRE-OPENING PHASE

We will continue to target our marketing to prospective pupils and their families. We will:

- Print posters to be distributed in local shops, post office notice boards, leisure centres, youth clubs, etc. to advertise a number of launch party dates. These events will be led by the Head Designate and key influential figures who are in support of our campaign for a new all-through school in the area
- Consider printing additional leaflets to be distributed door-to-door
- Purchase a few full uniforms to be used as promotional resources
- Publish our website link onto other local organisation's websites, particularly the LEA schools database but also the websites of: parish councils, Spirit FM and our link organisations such as Chichester Music Academy, Chichester Music Services and Youth Coaching Academy (UK)
- Publish a definitive prospectus for Chichester Free School
- Ensure that Chichester Free School is included in the West Sussex County Council

admissions document

- Provide Open Days for potential pupils and families to meet the Head Designate personally and to gain a firm understanding of the school and its place within the wider context of local education provision

We will continue to target our marketing to the wider community to develop ways in which we might work. We will:

Target market	Purpose
Entrepreneurs, local businesses, local authority depts, eg. youth service, consultants, advisers and practitioners	Define our strategy, design and plan activities around Careers Coaching, Entrepreneurship and Community Work Placements
External commercial service providers, volunteer groups, individual expert practitioners	Define a strategy and design plans to share best practice and resources for curriculum workshops, co-curricular extended day programme, external after-school clubs (Brownies, Scouts, youth clubs)
Local schools, academies, colleges and universities, local area school networks	Define a strategy to share best practice and resources across schools for teaching and learning as well as to support continuing professional development across the schools.
Support groups that are central to SEN, EAL and G&T pupils	Define a strategy to enhance our provision to pupils of Chichester Free School as well as to benefit support groups who require additional resources for their clients
Home educators and their children	Define a strategy to support their needs and interests, such as a Saturday School for specific programmes of study and to use the school as an examination centre.

WORKING WITH THE WIDER COMMUNITY

Section D outlines the various ways in which the school's education plan will be supported through the work with the wider community and in particular gives details about the Community & Skills curriculum.

Section F outlines details about the role of the Director of Teaching and Learning, a SLT role with responsibility for overseeing the Community & Skills curriculum. This role will include overseeing the monitoring and evaluation of this area of teaching and learning.

The Community & Skills curriculum will be managed, delivered and evaluated by two Coaching & Community professionals who will also have responsibility for training other members of staff, when appropriate.

An assistant will undertake administrative duties with some assistance from senior pupils, to support this important school initiative. Senior pupils will be coached to work with a wide variety of volunteers as part of their education.

SECTION F: CAPACITY AND CAPABILITY

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

The Chichester Free School group have a team of professionals with excellent and wide-ranging areas of educational expertise who have contributed to the plan, putting forward ideas and challenging new philosophies to ensure they are robust and practical.

- **Primary**
 - ◆ EYFS
 - ◆ Curriculum design
 - ◆ Home school partnership
 - ◆ Arts and creative curriculum
 - ◆ Assessment and monitoring
 - ◆ Safeguarding
 - ◆ School improvement
 - ◆ Pastoral care
 - ◆ Literacy support
 - ◆ ASDAN curriculum
 - ◆ SEN

- **Secondary**
 - ◆ School standards and Improvements
 - ◆ Curriculum planning
 - ◆ Focus of literacy
 - ◆ SEN and inclusion into mainstream
 - ◆ Headship
 - ◆ Subject specialisms
 - ◆ Assessment and monitoring
 - ◆ Pastoral care
 - ◆ ASDAN curriculum
 - ◆ Access to funding
 - ◆ Increased financial efficiencies
 - ◆ Marketing
 - ◆ Entry to University

The broad experience of the professionals detailed below illustrates that we have the expertise in all the key areas important to our school including; safeguarding and child protection, pastoral care, curriculum planning, staff organisation, creative arts, pupil assessment and school improvement.

Chichester Free School believes that partnerships with outside organisations are vital and in particular, links other schools. We have been networking and have established some excellent relationships with a number of other schools, some local and some further afield.

We are planning to work with some of them should we be approved. These schools were specifically chosen because of their outstanding reputation and results. We have been given access to their best policies and good practices so we can learn from, share and build on their success (please see section F3 for details). Should we discover areas in our educational expertise that aren't being sufficiently addressed then we will call on these schools to offer help and advice.

The following list details the individuals who have been actively involved in the bid to open Chichester Free School in September 2013. The list includes biographies and/or CVs as well as information regarding their commitment during the pre-opening phase.

EDUCATION SUB-COMMITTEE MEMBERS

[REDACTED]

[REDACTED] is [REDACTED].

[REDACTED] was [REDACTED].

[REDACTED].

[REDACTED] has committed to working approximately 20 hours a week throughout the pre-opening phase on top of her full time teaching post and this would double during the school holidays.

Key role in the project

Section C1: instrumental in defining the Chichester Free School vision and ethos.

Section D1: as leader of the education sub-committee, [REDACTED] [REDACTED].

Section D4: involved in defining whole school and individual pupil outcomes and targets.

Pre-opening involvement and beyond:

- Oversee the Pre-Prep and Prep curriculum
- Planning schemes of work to reflect our academic and creative curriculum aspirations
- Planning an overview of themes in partnership with secondary colleagues
- Implementation of policies which accurately reflect our vision and ethos
- Design the Chichester Free School passport for all pupils 4-19

- To be involved in the recruitment of teachers by offering strategies for interview set against agreed criteria, in order to establish the creative/inspirational qualities of prospective members of staff

██████████

██████████ has ██████████.

██████████ is prepared to commit approximately 8 hours per week throughout the pre-opening phase and can increase this during school holiday periods.

Key role in the project

Section D1: as a member of the education sub-committee, ██████████ ██████████.

Section D4: involved in defining individual pupil outcomes including qualifications and targets for the senior school and sixth form. ██████████ also advised on a number of enrichment programmes.

Section F3: ██████████ has been involved with the whole staffing model – its design and the staffing structure. She has also advised on salaries and responsibilities.

Pre-opening specialisms:

Senior School curriculum planning

Staff recruitment

School financial planning

Site development advisor

██████████

██████████.

██████████ has ██████████.

██████████ was ██████████.

██████████ is prepared to commit between 10 and 15 hours per week during the pre-opening phase, and more during school holidays.

Key role in the project

Section C1: instrumental in defining the Chichester Free School vision and ethos.

Section D: as a member of the education sub-committee, ██████████ took responsibility for the behaviour and attendance policy of the school. ██████████ provided insight into structures and systems that will support our school's vision and ethos, doing so through his own experience as a pupil within the public school system.

Section D4: involved in defining whole school and individual pupil outcomes and targets.

Pre-opening specialisms:

Curriculum planning - schemes of work and outline lesson plans

Extended project planning – themes subjects, schemes of work and outline lesson plans

Leadership Programme – strategic planning and specific planning of The Chivalry Club

Member of the Governing Body

Pupil Organisation Advisor – the House system, engagement with various Guilds to sponsor each House

MFL/English/EAL Advisor

██████████

██████████ fully supports the vision and beliefs of Chichester Free School.

██████████.

██████████ would like to assist and support the formative years of Chichester Free School and is able to offer approximately 6 hours a week throughout the pre-opening phase and beyond.

Key role in the project

Section D: advisory role on literacy framework and intervention

Pre-opening specialisms:

Literacy Consultant

██████████

██████████ started her career in ██████████.

██████████ is keen to work with Chichester Free School to share her knowledge and passion for special education. She believes that, with careful planning and preparation, children with special needs can successfully integrate into mainstream education. ██████████ has been on hand to advise Chichester Free School and has helped shape the special needs education plan.

She is happy to continue in this capacity and will offer 2-3 hours a week throughout the pre-opening phase.

Key role in the project

Section D3: instrumental in advising and supporting us in defining our policy and strategy around inclusion, particularly in relation to SEN, EFL and G&T pupils.

Pre-opening specialisms:

SEN Advisor

██████████

██████████ is ██████████.

██████████.

██████████.

██████████.

██████████ is prepared to help when he can and making an allowance for his incredibly busy work schedule, he will be on hand to offer advice and guidance along the way. If Chichester Free School becomes a reality, ██████████ will endeavour to make more time available to the team in pre- opening and beyond.

██████████

██████████.

██████████.

██████████.

██████████ is prepared to commit to between 2 and 4 hours a week during the pre-opening phase.

Key role in the project

Section D1: ██████████ introduced us to ██████████.

Pre-opening specialisms:

SEN Advisor

Community & Skills (ASDAN) Advisor

Senior Curriculum Advisor

██████████ & ██████████

██████████ completed his teacher training at ██████████.

██████████.

██████████ is ██████████.

Secondary school provision in the Chichester area has long been a source of conversation amongst family and friends and ██████████ is very keen to help provide an alternative for our community.

██████████ is prepared to commit to between 4 and 6 hours a week during the pre-opening phase.

Pre-opening specialisms:

Pastoral Care Advisor

Sport Advisor

██████████

██████████.

██████████.

██████████ is prepared to commit to between 1 and 2 hours a week during the pre-opening phase and beyond.

Pre-opening specialisms:

Literacy Curriculum (reading and creative writing) Advisor

Education Appendices

[REDACTED]
Curriculum Vitae

Date	School /Setting	Roles and Responsibilities
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

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

[REDACTED]
Curriculum Vitae

[REDACTED]

Previous
Employment

[REDACTED]

Education and Qualifications

[REDACTED]

Other Responsibilities

Courses Attended

[REDACTED]

Interests

[REDACTED]

[REDACTED]

Curriculum Vitae

Personal Statement

[REDACTED]

Current Employment

[REDACTED]

Employment History

[REDACTED]

Qualifications

[REDACTED]

Interests

[REDACTED]

[REDACTED]

Curriculum Vitae

Recent Assignments

[REDACTED]

Key Achievements:

[REDACTED]

Supporting Statement

- [REDACTED]

[REDACTED]
Previous Experience

Education:
[REDACTED]

Other Educational Employment:

As an Author
[REDACTED]

As an Examiner
[REDACTED]

Consultancy Work
[REDACTED]

National Strategy work
[REDACTED]

Teacher Training Work
[REDACTED]

Other work interests:
[REDACTED]

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

This is a key area where Chichester Free School group have identified the need to secure additional help after opening in September 2013.

Our financial plan has been designed by [REDACTED] with the help of [REDACTED] and [REDACTED] from [REDACTED] Chartered Accountants who have come forward to support our bid.

[REDACTED] has been involved particularly with the whole staffing model and has designed the staffing structure and advised on salaries and responsibilities.

[REDACTED] has been involved more with the non-payroll costs and has spent a significant amount of time researching figures for comparison. She has also put together the support staff plan with pay details.

[REDACTED] and [REDACTED] have produced the final plan including the sensitivity analysis.

[REDACTED] have agreed to help us during the pre-opening phase by helping with all aspects of finance including putting together the whole school budget.

[REDACTED]'s Role at pre-opening:

[REDACTED] has offered up to 2 hours per week of his time for the duration of the application and pre opening phase. This will include assistance with all financial aspects of the process from:

- Initial budgeting and forecasting
- The development of the internal financial controls and accounting systems

In addition to this [REDACTED] would be able to offer the following advisory and support services that will be required by the school in due course:

- Company secretarial support
- General accounting support
- Provision of accounting and audit services for annual statutory accounts
- Specialist taxation advice including VAT consultancy
- Payroll bureau services

[REDACTED] BA(hons), ACA

[REDACTED] is a partner with [REDACTED], [REDACTED].

[REDACTED].

As a long standing local business, [REDACTED] believe they have a duty to put something back into the community and the Chichester Free School is an ideal opportunity to do this.

Upon acceptance of our proposal however, we will need to appoint at least one governor specifically responsible for overseeing the finance of the school in the pre-opening phase and beyond.

██████████ has ██████████.

██████████ has ██████████.

██████████, ██████████ and ██████████ will continue to take responsibility for the school finances until a suitable replacement is found.

Chichester Free School understands that sound financial and corporate management is a statutory obligation. We will endeavour to recruit our finance governor/s from the local community and steps have already been taken to approach local businesses to identify possible candidates.

We will also work with local charity groups such as Rotary and the Lions, the Chamber of Commerce and business networking groups to widen our search. We have a close working relationship with our local paper, The Chichester Observer, and trust that they will continue their support and coverage of the school campaign which has already brought forward a number of willing volunteers with a myriad of expertise.

We are also aware of the organisation “School Governors’ One-Stop Shop” and the National Governors Association and believe that they would make good partners in the search for expertise should we need further assistance.

Upon appointment, the new finance governor will work closely with the core group of volunteers in the pre-opening phase to work on our initial financial proposal and develop a detailed plan. This plan will include such things as:

- ◆ 3-5 year financial plan
- ◆ Setting robust policies and procedures to ensure strong financial management
- ◆ Securing financial management IT systems
- ◆ An annual budget including approving salary levels

It will be our aim to appoint the Principal of Chichester Free School as soon as possible after acceptance of our proposal and we will ensure that he/she has a sound understanding of school finance and financial management systems.

During the pre-opening phase, the new Principal will work closely with the Governing Body to ensure strong financial management systems are in place that will ensure a sound platform for our Business Manager to work from, once in post.

The finance governors will need a sound understanding of general finance and school budgets then work to get to know our school and understand its specific needs, strengths and areas for development. They will work closely with the Business Manager and Principal to ensure that aims and objectives within the strategic planning are realistic and affordable. We will design a detailed job description for this role to ensure that potential candidates are fully aware of what the job

entails and the responsibilities that it comes with.

Over the first 5 years we will expand the finance governance to form a finance sub-committee. The Governors will consider termly management accounts at the Governors' meetings when the Business Manager will deliver a briefing. The Chairman of this committee will be responsible for signing-off the Annual Accounts and audit report.

We will also give due consideration to using the Schools Financial Value Standard. We believe this will be an invaluable tool for the governors to help ensure robust and sound financial management.

As the school opens and develops, the new finance governors will work with the senior leadership team to implement the school's strategic financial plan and oversee the management of this plan. They will monitor the work of the School Executive, notably the Business Manager, to ensure that they are exercising proper controls over the School finances.

The Business Manager will be employed on a full time basis as soon as possible before the beginning of the first year and will have a thorough understanding of the financial responsibilities of Chichester Free School and will make the necessary arrangements for the annual audit, set of accounts and report. The Business Manager will work closely with the Principal, and will report directly to him on financial matters.

To ensure robust financial management systems are in place, we will ensure the Business Manager also has a clear and defined understanding of:

- The school structure and roles, including:
 - ❖ leadership team responsibilities
 - ❖ the academic structure – Heads of subject /department and teachers in those departments
 - ❖ the pastoral structure – House Leaders, Attendance Office, Form Tutors
 - ❖ additional responsibilities (TLRs) – who has responsibility for what
 - ❖ the support staff structure – day-to-day line management and informal reporting lines
- Teachers'/Support Staff pay
- School funding/budget allocation and the various methodologies and formulae for Primary, Secondary and Sixth Form
- School grants, including start-up funding
- The core business of the school being that of educating and preparing young people for their futures. One of the key roles for the Business Manager of Chichester Free School will be to allocate resources to ensure all pupils are fully prepared for further education or the world of work when they leave the school. To allocate funds appropriately, our Business Manager will have a clear understanding of educational issues, school strategic plans, and of the day to day practicalities of teaching and learning within the school.
- The priorities identified in the Self Evaluation Form and the School Improvement Plan and of how he/she can contribute to addressing them.
 - Our Business Manager will need to:
 - ❖ cost and resource proposed developments and ensure their inclusion in the annual spending plan
 - ❖ ensure staff and infrastructure support for improvement initiatives
 - ❖ publicise and promote school improvement priorities to staff within their area of responsibility.

- National policies and any changes in funding
- Human Resources, Health and Safety, Estates, Catering and Contract Management

In the event that we exhaust all possibilities and are unable to secure the financial expertise we require for pre-opening, we will need to find an external agency to support us. We have been in contact with a few education consultancies to explore our various options and will evaluate our needs at the pre-opening phase in order to make the appropriate appointment.

Chichester Free School would aim to work with an expert education consultant with a proven track record who could offer us the financial expertise we need. We understand that we would need to go to competitive tender to employ the services of an outside agency and that we are not able to negotiate such contracts before the appropriate time after approval. We would also rely on the Department of Education to support us in the pre-opening phase or until we were able to engage the services of a suitable agency or team member.

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

Sussex Education Trust Ltd has been established and is limited by guarantee. The current members are [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

These members of Sussex Education Trust Ltd are leading the core group and, together with a committed team of parents and teachers, they have been largely supported by a varied and diverse group of community members with excellent, wide-ranging areas of expertise.

We used a skills matrix which allowed us to easily identify all areas where these individuals may be able to help.

To bring the culture of Chichester Free School to life and to implement the business case, this core group will seek to recruit additional members for the pre-opening phase. The key functions for this group will be to:

1. Further develop our Educational Plan as set out in Section 4
2. Ensure the delivery of our objectives through a fair, transparent and robust procurement procedure
3. Recruit the key staff required for opening
4. Fill any gaps in the skill base for the governing body

We have worked hard to secure individuals and organisations that are willing and able to take us into the pre-opening phase and beyond (see table below of section leaders).

We understand that there will be some areas that will require more attention in pre-opening and less when the school is functioning. We have put together a plan of initial areas of responsibility and division of roles, which is to be found in section D6. This will relate back to the individuals listed in this section. We continue to seek to expand our current group so we don't have to rely so heavily on a few individuals.

Function	Responsibility
Project Lead	[REDACTED]
Project Management	[REDACTED]
Finance	[REDACTED]
Legal	[REDACTED]
Human Resources	[REDACTED]
ICT	[REDACTED]
Marketing	[REDACTED]
Governance	[REDACTED]
Premises	[REDACTED]
Health and Safety	(tbc)
Purchasing	[REDACTED]
Education	[REDACTED]

All members of Chichester Free School confirm that they understand and accept the following:

- ❖ Free Schools must have arrangements to safeguard and promote the welfare of children who are pupils at the school;
- ❖ Free Schools are required through their Funding Agreement to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools;
- ❖ Free Schools must meet the Education (Independent School Standards) (England) Regulations 2010; and
- ❖ The model Free School Funding Agreement.

COMPANY MEMBERS

██████████

██████████ is ██████████.

██████████ comes from ██████████.

██████████ lives in ██████████.

██████████ will commit 25 hours per week at the pre-opening phase and

beyond. Key responsibilities:

Project management & leadership

Premises

Finance

Staffing

Community engagement & marketing

Communications with Council and District authorities

Pre-opening specialism:

Project management and leadership

Premises and liaison with Partnership for Schools

Recruitment

Community engagement

Role once the school is operational

██████████ would like to be considered for the role of Business Manager and/or School Governor

██████████

Please see section F1 for details about ██████████.

██████████

██████████.

██████████

will commit 20 hours per week at the pre-opening

phase.

Pre-opening specialism:

1. Community & Skills Curriculum Developer

Continue to engage with professional groups, community groups, agencies and individuals to develop the following aspects that are relevant to the Community & Skills curriculum:

- Inclusion
- Create a policy and plan the youth life coaching provision throughout the whole school

- Create a policy and plan for the inclusion of the full range of community activities that will take place within the school
- Continue to identify potential partners with the school and create a policy around Working with the Community
- Create a policy and plan the careers coaching service for the senior and sixth form sections of the school
- Create a policy and plan the various features of the leadership programme

2. Extended Day Programme

Continue to forge relationships with external service providers to:

- Negotiate and design the extended day programme

3. Arts Curriculum Developer

Continue to engage with teachers and professional arts practitioners to:

- Create a cohesive arts policy
- Design and plan the full range of arts provision within the school curriculum

4. HR advisor

- development of HR policy and systems
- design of essential resources (suitable for recruitment and retention of staff, performance management including CPD and staff and pupil induction...)

Role once the school is operational

Roles that interest [REDACTED] include: Head of Extended Day Programme, Life & Community Coach

[REDACTED]

Please see section F1 for details about [REDACTED].

Role once the school is operational

[REDACTED] would like to be considered for Chair of Governors of Chichester Free School.

HUMAN RESOURCES

[REDACTED]

[REDACTED] was [REDACTED].

[REDACTED] has offered approximately eight to ten hours a week to this project during the pre-opening phase.

Pre-opening specialism:

Overseeing the recruitment process and formulating staff contracts in adherence with recruitment law.

Designing core resources (job descriptions, person specifications, core competencies)

INFORMATION TECHNOLOGY

[REDACTED]

██████████ has ██████████.

He has committed five hours per week during the pre-opening phase and beyond. He also states that he is flexible and can work evenings, weekends and during school holidays periods.

Pre-opening specialism:

IT advisor on most appropriate technologies and value for money systems.

PURCHASING AND PROJECT MANAGEMENT

██████████

██████████ has ██████████.

She is able to offer up to seven hours per week throughout the pre-opening phase of this project.

Pre-opening specialism:

Design the tender process for procurement ensuring it is comprehensive, transparent and provides the best possible value for money.

PREMISES

██████████

██████████ is ██████████.

██████████ is willing to offer up to five hours per week during the pre-opening

phase. Pre-opening specialism:

Working closely with Partnership for Schools to design the school in line with our vision.

██████████

[REDACTED] is [REDACTED]

[REDACTED] is willing to offer approximately 2 to 3 hours per week during the pre-opening phase of this project.

Pre-opening specialism:

Work with [REDACTED] and Partnership for Schools in trying to secure premises and have input in design and build of school.

MARKETING AND COMMUNITY ENGAGEMENT

[REDACTED]
Please see section F3 for details about [REDACTED]

[REDACTED]
Please see section F3 for details about [REDACTED]

[REDACTED]
Through the Youth Coaching Academy (UK) and NOCN Accreditation to level 3, [REDACTED] is [REDACTED].

[REDACTED] has committed to give approximately one to two hours per week during the pre-opening phase.

Pre-opening specialism:

Advisory role to assist the core group in integrating life coaching into the curriculum.

LEGAL

[REDACTED] is [REDACTED].

[REDACTED] will commit approximately 2 hours per week during the pre-opening phase and beyond.

Pre-opening specialism:

Legal Advisor on the Funding Agreement, HR law and procurement law.

GOVERNANCE

[REDACTED]

[REDACTED] was [REDACTED].

[REDACTED] is willing to commit to 3-5 hours a week during the pre-opening

phase. Pre-opening specialism:

PR & Marketing Advisor

Governance Advisor – recruitment

Role once the school is operational

Member of the Governing Body

OTHER SCHOOLS

[REDACTED]

The London Oratory School

[REDACTED] has [REDACTED].

[REDACTED]

[REDACTED] took over as [REDACTED].

[REDACTED]

██████████ has been ██████████.

██████████ has agreed to happily give what time he can manage.

We have received a number of individual offers of help through our survey, such as:

- Subject based teachers
- A photographer
- Website and graphic designers
- Leaflet distributors
- Administrative staff
- TV and film director
- A building control officer
- A surveyor
- A catering manager
- School governors
- A theatre director
- A professional musician and singer

We would like to increase our base of specialists in the following areas:

- Health and Safety
- Project start-up

We will use similar methods as before to recruit more expertise by recruiting from the local community and taking further steps to approach more local businesses to identify possible candidates.

We will also work with local charity groups such as Rotary and the Lions, the Chamber of Commerce and business networking groups to widen our search.

We have a close working relationship with our local paper, The Chichester Observer, and trust that they will continue their support and coverage of the school campaign. We will also make use of local volunteering schemes, one of which is co-ordinated by the local paper.

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

Our approach to staffing is directly in line with our vision and ethos and has been designed to ensure that we are able to deliver our education plan. We are very clear in our vision and ethos of what we want to provide.

We have focused on delivering a staffing plan that includes members of staff who will be responsible and accountable for these aspects and they will be focused on making sure the vision and ethos of Chichester Free School are realised.

All the staff of Chichester Free School will need to understand and work to our vision and ethos at all times and throughout all aspects of their job. This will mean they will be excellent teachers with good communications skills and patience. They will appreciate the importance of our local community and work with the school to develop these links wherever possible. They will be kind, considerate and respectful of the other staff members and the pupils. They will make sure they do all they can to ensure every single pupil fulfils their potential.

Our vision outlines the elements which are simple yet vital to the success of the school.

Nurture

Where your child is known and where there is a strong sense of partnership between child, home and school.

Challenge

Where the curriculum and extended day programme will challenge and stimulate your child, encouraging a passion for learning.

Inspire

Where we create confident, happy and articulate young people, who will emerge with a clear vision for their future.

Chichester Free School will provide our pupils with the foundations for life by providing essential personal skills alongside a broad education.

Temperance – Self-control and independence

An exciting range of extended day activities to nurture independence and self-control, inspire pride, develop leadership and inter-personal skills. Our pupils will contribute fully to the life of the school, both in the classroom and beyond, with high standards of behaviour at all times.

Wisdom – Knowledge and understanding

The curriculum will have a strong focus on literacy, numeracy and creativity throughout all the subjects and a “stretch and support” provision will be in place to help all pupils fulfil their potential. We will recruit and train the very best team of staff who will be committed to delivering exceptional quality education.

Justice – Fair and moral rightness

Our house system will nurture all pupils as individuals and keep them safe within a positive, caring, fair and supportive environment. Pupils will be given opportunities to develop as responsible, moral, respectful citizens and active members of their local community.

Courage – Confidence and intrepidity

We will build each pupil's self-confidence and self-esteem throughout their life at the school. We will provide a wide range of sporting activities which will cater for differing interests and abilities which will promote healthy competition. Through an early intervention approach, we shall provide ongoing youth coaching for our pupils from Prep right through to Sixth Form so that our pupils will be prepared for life after school, with the skills and fortitude to face the future.

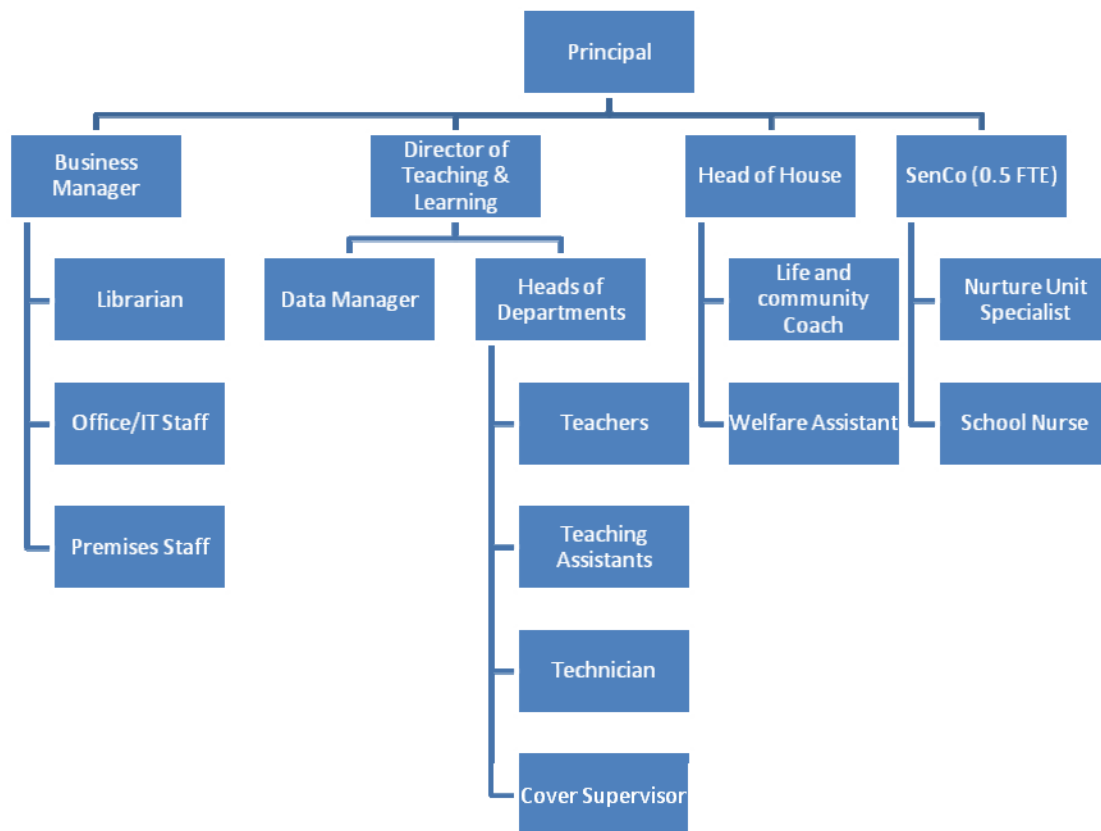
The phased build-up of staff will obviously place certain limits on our ability to employ all the members of staff we need from day one. It will be essential that the members of staff we recruit within the first few years are able to bring a wide range of skills and experience to Chichester Free School.

In those first few years the staff will have to share the responsibility for all aspects of the school and ensure that the pupils are not affected by this phased build up. Our eventual staff plan makes good provision to allow us to offer an excellent pastoral system but in the build-up, this responsibility will be shared amongst all the staff members.

This chart demonstrates how the numbers of FTE staff will increase in line with pupil numbers.

Year	2013	2014	2015	2016	2017	2018	2019
Pupils	210	360	540	770	940	1085	1170
Leadership	3	4	4	5	6	6	6
Teachers	11.5	22.5	33	49.3	59.3	65.3	70.6
Support	5.7	8	11.3	15	18.5	22.3	26.9
Administration	7.5	8.1	11.9	14.8	16.2	18.6	18.6
Total Staff	27.7	42.6	60.2	84.1	100	112.2	122.1

Year One Staffing Structure



Appointed governors, particularly the Chair of Governors, the HR Governor and the Finance Governor will be recruited in the first instance to ensure good, ethical practice is maintained throughout the staff recruitment process, and that it remains financially viable.

Members of the governing body and the individuals we have highlighted who will be available during pre-opening, will be called upon to assist in the development of essential aspects of work in order to make the school ready for its pupils.

The recruitment of staff will be phased in, in line with the gradual growth of the pupil numbers. As such, in the first four years, we will deploy staff to take on considerable responsibilities that may be handed over or shared with future members of staff in the years to come.

All staff and voluntary assistance that is available throughout pre-opening and in the first year of operation will be involved in the creation of essential policies and strategic documents to ensure that effective systems are defined and in place before the school opens.

EMPLOYMENT IN YEAR ONE

Principal (full time)

See Section F5 for details regarding the role and responsibilities of the Principal.

Business Manager (full-time)

Please refer to section F2 for a detailed description of the role and responsibilities.

Reports directly to: The Principal

Director of Teaching & Learning (full-time)

This is a highly senior role with a broad remit from the outset. However, it is envisaged that this role will become streamlined as new members of staff join the leadership team. It was felt that the Director of Teaching & Learning role was essential from day one because we are committed to fulfilling our commitments to the outcomes that we have defined within this proposal.

Key responsibilities:

- Assist the Principal in the first three years
- Monitor the quality of teaching of the academic curriculum throughout the school
- Monitoring and assessment of pupils' academic progress throughout the school
- Induction and performance management of all staff, including CPD
- E-learning
- Overseeing the design and delivery of the Skills & Community curriculum.

The Director of Teaching & Learning will:

- Deploy an effective monitoring and assessment strategy, including all essential resources to ensure whole school and individual pupil outcomes are achieved
- Manage the performance management system and CPD for all teaching staff
- Manage the Data Manager
- Liaise with the Head of House to gain an understanding of pupil progress in the Community & Skills curriculum
- Oversee the long term and medium term planning of the academic curriculum
- Manage the senior school department heads of English and Maths
- Manage the teaching staff throughout the school

The Director of Teaching and Learning will work closely with the Deputy Principal (Academic) in overseeing monitoring, assessment and evaluation throughout the school and together they will inform the Data Manager who will report to the Director of Teaching and Learning.

Reports directly to: The Principal

Head of House (full-time)

We will employ one Head of House in year one. Eventually there will be four Houses within the school.

The Heads of House will develop their knowledge of all pupils within the House, bringing with them a style of leadership that will create a clear awareness of the high standards required and that sense of trust that will encourage pupils and tutors to seek guidance and support where appropriate.

They will meet with individual parents to acquaint them with matters of high achievement or

concern and to discuss the same with them towards positive outcomes.

This role requires an individual who is able to develop a positive approach to discipline and lead disciplinary processes. They must possess a character that quickly establishes them as a respected authority figure. Through their own positive, kind and respectful attitudes and behaviours, this person will set the benchmark for others to follow.

Key responsibilities:

- Oversee the pastoral systems throughout the school for the first three years
- Oversee the Community & Skills curriculum for the first three years, with support from the Life & Community coach
- Support the academic progress of pupils within their House

The Head of House will:

- Deploy an effective behaviour, attendance and discipline strategy throughout the school
- Monitor and track pupil progress to determine those who are off-target in respect of attendance, behaviour, attitude or other social and emotional reasons
- Manage the welfare assistant in their pastoral duties

Reports directly to: The Principal

SENCo (part-time)

We plan to employ our SENCo on a part-time basis in year one and full time from year two.

Key responsibilities:

- Strategic direction and development of SEN provision
- Teaching and learning of SEN, EFL and G&T pupils
- Leading and managing staff
- Efficient and effective deployment of staff and resources including the nurture unit

The SENCo will:

- Manage the day-to-day operation of provision for SEN, EFL and G&T pupils
- Provide professional guidance in the area of SEN, EFL and G&T in order to secure high quality teaching
- Provide professional guidance in the effective use of resources to bring about improved standards of achievement of all pupils
- Define recruitment needs and create HR resources for the recruitment of future teaching staff within this area of education

Reports directly to: The Principal

Finance Officer (full-time)

Key responsibilities:

- Manage the schools financial administration on a day to day basis and be responsible for all relevant financial and accounting procedures

- Monitor budgets and all expenditure on a monthly basis and maintain all financial records and accounts required by the headteacher and governors
- Work with the Business Manager to produce reports and financial summaries as required
- Manage the Finance Assistant (from year three)

Reports directly to: Business Manager

Primary Head of Literacy (full time)

Although this is not a senior leadership role, for cost effectiveness and given the number of pupils in the school, this role will in effect be acting Head of Pre-Prep and Prep.

Key responsibilities:

- Oversee the teaching and learning within the Pre-Prep and Prep sections of the school for the first year

The Primary Head of Literacy will:

- Manage all teaching staff within this section of the school
- Deploy an effective Literacy strategy across the Pre-Prep and Prep school

Reports directly to: The Director of Teaching and Learning

Secondary Head of English (full-time)

A recent Ofsted report looking at the barriers to good literacy showed that poor development of speaking and listening skills at an early age is holding children back from learning to read and write. The report also stated that most effective schools had at least one senior member of staff with an excellent knowledge of how to teach literacy well.

They understood the stages of language development and how and when to provide additional support.

Key responsibilities:

- Define policy and strategy for the subjects of English within the school curriculum
- Define recruitment needs and create HR resources for the recruitment of future teaching staff within this subject area.

Reports directly to: The Director of Teaching and Learning

Secondary Head of Maths (full-time)

To demonstrate our focus on Maths in the school's curriculum, we will appoint a Head of Maths from the outset.

Key responsibilities:

- Oversee the teaching of Maths throughout the whole school
- Define policy and strategy for the subjects of Maths within the school curriculum

- Define recruitment needs and create HR resources for the recruitment of future teaching staff within this subject area.

Reports directly to: The Director of Teaching and Learning

Other staff employed in year one:

Life & Community Coach (part-time)

The management of the Community & Skills curriculum will eventually be shared with the Careers and Community Coach from year three. In the first instance, they will be managed by the Head of House but from year three they will report directly to the Director of Teaching & Learning.

Key responsibilities:

- Manage and deliver the youth coaching programme throughout the school
- Work with prep, pre-prep and secondary teachers and external individuals and agencies to establish needs
- Attend curriculum meetings to ensure the aims of the vision and ethos are met
- Pupil induction

Reports directly to: The Head of House

Data Manager (part-time)

Key responsibilities:

- Manage the systems of pupil monitoring and assessment (SIMS and its modules)
- Manage the examination procedures and all related aspects by working closely with the invigilators and cover supervisors.
- Liaise with welfare officers and librarians for additional support

Librarian (part-time)

Key responsibilities:

- Assist the data manager in maintaining computerised monitoring and assessment records
- Eventually with the support of the Assistant Librarian from Year 5, help pupils to use the library to maximum benefit, including the e-learning facilities on offer
- Managing a budget for book purchases and other library resources
- Inventory control
- Teaching essential skills to pupils – referencing, research and independent learning skills in line with our ethos.

Reports directly to: Business Manager

Nurture Unit Specialist (part-time)

Key responsibilities:

- Support the SENCo in their role
- Manage the day-to-day SEN provision for the school in the absence of the SENCo

Reports directly to: The SENCo

Marketing and Admissions Manager (part-time)

Key responsibilities:

- Forging relationships with the community through our strategic delivery of community outcomes
- Admissions events
- Sixth form recruitment
- The prospectus
- Website management
- General promotion of the school and its achievements
- PR and publicity to share the celebration of its achievements with the wider community

Reports directly to: Business Manager

Welfare Assistant (full-time)

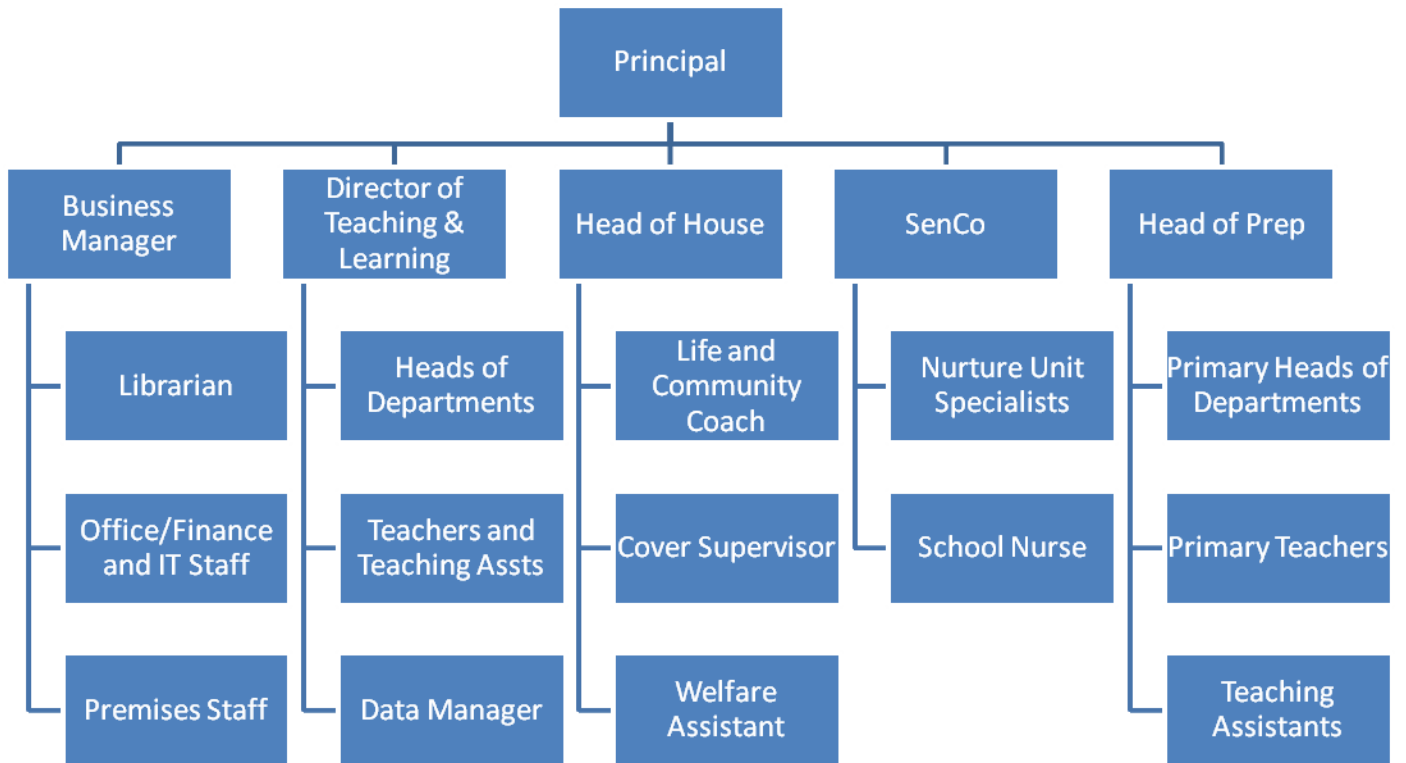
When the school starts there will be just one Welfare Assistant, but eventually there will be four.

Key responsibilities:

- Assist the Head of House in co-ordinating information received about pupils and ensure that action is taken where appropriate to ensure pupil wellbeing and safe-guarding
- Each Welfare Assistant will liaise with staff to develop intervention strategies for pupils who are deemed to be under-achieving or coasting
- Assist the data manager with the tracking of pupil progress using the designated computer system

Reports directly to: The Head of House

Year Two Staffing Structure



EMPLOYMENT IN YEAR TWO

Head of Prep (full-time)

We will have an intake in reception, year one and three in the first year so we feel it is important to ensure the primary phase of the school is supported as soon as possible.

Key Responsibilities:

- Deploy the strategy for teaching and learning in Pre-Prep and Prep school
- Oversee the day-to-day running of the Pre-Prep and Prep school
- Line manage the Head of Pre-Prep
- Manage all the primary phase subject leaders, teachers and teaching assistants.
- Liaise with the key subject leaders who are responsible for their subjects across the school, and the primary subject leaders to ensure that the strategic plan is being followed and the pupils are achieving the expected outcomes

To demonstrate our commitment to the emphasis we place on Literacy, Maths, Science and modern foreign languages, we aim to introduce these subject leaders into the school as swiftly as possible, bearing in mind cost considerations.

Reports directly to: The Principal

Primary Head of Numeracy (full-time)

Key responsibilities:

- Together with the Primary Head of Literacy, oversee the teaching and learning within the Pre-Prep and Prep sections of the school

The Primary Head of Numeracy will:

- Manage all teaching staff within this section of the school
- Deploy an effective Numeracy strategy across the Pre-Prep and Prep school
- Provide professional guidance in the delivery of effective Numeracy activities

Reports directly to: Head of Prep

Other Roles Appointed in Year Two

In line with the growth in pupil numbers we will appoint:

- Head of Modern Foreign Languages (full-time)
- A second Nurture Unit Specialist (part-time)
- Additional Primary Teaching Assistants
- A second Head of House

EMPLOYMENT IN YEAR THREE

Head of Pre-Prep (full-time)

Key Responsibilities:

- Deploy the strategy for teaching and learning in Pre-Prep through the EYFS
- Oversee the day-to-day running of the Pre-Prep section of the school
- Manage all the Pre-Prep teachers and teaching assistants
- Liaise with primary subject leaders to ensure that the strategic plan is being followed and the pupils are achieving the expected outcomes

Reports directly to: The Head of Prep

Careers & Community Coach (part-time)

Key responsibilities:

- Deliver an effective and comprehensive careers advice and support service to all senior and sixth form pupils
- Work with the Life & Community Coach to co-ordinate all community engagement activities to support the learning of our pupils
- Liaise with the Work Placement Co-ordinator to develop work based and volunteer activities for pupils

Reports directly to: Head of House

Work Placement Co-ordinator (part-time)

Key responsibilities:

- Promote, plan and deliver a full programme of work-based experiences for senior and sixth form pupils
- Engage with stakeholders to ensure a wide-range of opportunities exist for all pupils
- Liaise with the two coaches to deliver experiences that are appropriate to the needs of the pupil
- Liaise with form tutors and pupils to identify individual interests and needs to ensure that placements are effective and appropriate to each and every pupil

Reports directly to: The Principal

Other Roles Appointed in Year Three

- Two additional Heads of House
- Additional subject leaders (English and Science)
- Five additional secondary teachers
- Primary Head of Science
- Additional primary teacher
- Secondary HLTA
- Art & Design technician
- Additional primary TA
- Office manager
- Additional welfare assistant
- Finance assistant
- Assistant caretaker

RECRUITMENT IN YEAR FOUR

The Deputy Principal (Academic)

Key responsibilities:

- Overall management and delivery of the curriculum
- Take over the line management for all Heads of Department
- Provide quality assurance within the school and work with the central leadership team, heads of departments and senior teaching staff (TLRs) to make sure we are delivering what we have set out in our plan
- Monitor and evaluate department self-evaluations, check planning and make sure the plans are being implemented

Reports directly to: The Principal

Heads of Departments (full-time)

Key responsibilities:

- Manage a team of teachers including performance management reviews with regular observations and monitoring the standards of assessment (including marking) across their area of responsibility
- Develop plans and schemes of work and agree targets with the central leadership team
- Monitor and evaluate teaching in their specialist area .

Reports directly to: The Deputy Principal

Assistant Principal Pastoral (full-time)

This role will oversee all matters related to the pastoral care of our pupils.

Key responsibilities:

To make a major contribution to the strategic priorities of the school through

The leading and managing of pupil wellbeing including personal, social welfare, progress and guidance

Ensuring the development of a robust and effective system of target-setting for all pupils in liaison with the Heads of House

The leading of an effective team of Heads of House

The maintenance and development of effective Home/School liaison

Managing the Head of Extended Learning and extended day programme

Overseeing pupil progress and personal welfare and raising levels of achievement and standards of behaviour across the school.

In line with our ethos, they will work with the life coach and careers coach to develop student participation, involvement & responsibility in the community.

The Assistant Principal Pastoral will work extremely hard on building, sustaining and developing the Home/School partnership.

They will be responsible for monitoring, review and development of pastoral provision, ensuring active contribution to whole school development and that House practice, procedures and development reflect the vision and ethos of the school.

They will liaise with key members of staff regarding pupil progress & welfare issues as well as external agencies such as educational psychologists.

Reports directly to: The Principal

The Head of Extended Learning (full-time)

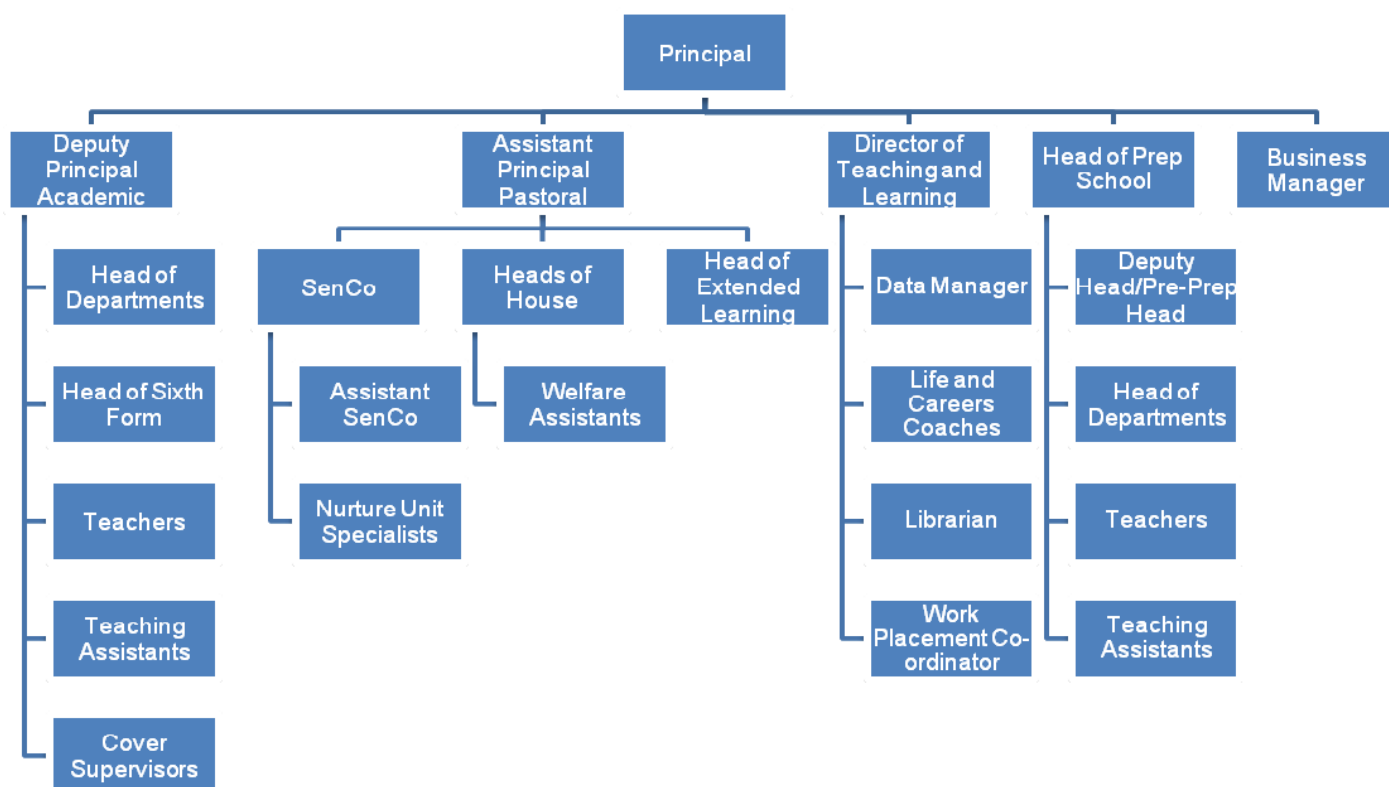
Key responsibilities:

- Develop and manage the extended day programme
- Work with outside agencies such as the Combined Cadet Force and the Duke of Edinburgh organisations to provide exciting and challenging options for the pupils by providing alternative clubs such as sailing and rowing, to take advantage of the amazing facilities we have locally
- Liaise with the life coach and careers coach as they all share a community focused remit. They will manage and coordinate after school and holiday care clubs that are delivered by outside agencies.

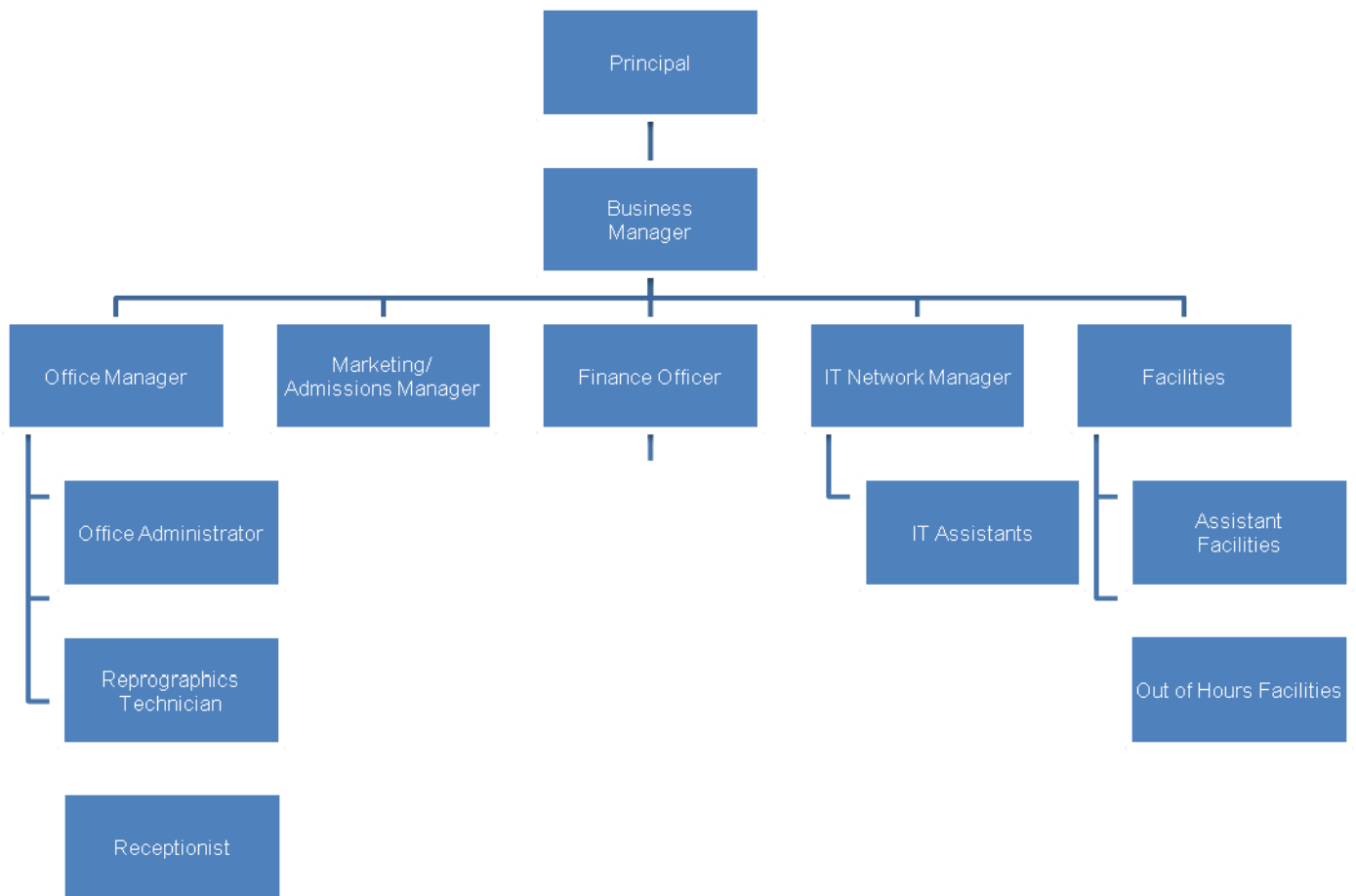
The Head of Extended Learning will have a duty to inform the Director of Teaching and Learning about individual pupil attendance and learning progress around the extended day activities.

Reports directly to: The Assistant Principal Pastoral

THE ACADEMIC TEAM AT CAPACITY



THE SUPPORT TEAM AT CAPACITY



The financial plan clearly shows that our staffing plan is affordable.

Throughout our proposal we have demonstrated a strong emphasis on the nurturing, pastoral side of our school as well as life skills and careers management. These aims are in line with our vision and ethos and our staffing structure has been designed to support that.

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.

RECRUITMENT STRATEGY

The provision of an excellent education for our pupils begins with the recruitment process.

This section outlines Chichester Free School's strategy for ensuring that we recruit and retain high-quality talent to ensure that we meet our whole school aims and objectives.

A successful recruitment process consists of the following activities:

- Create a policy detailing the necessary systems for successful recruitment and retention of staff (attractive package; aspirational organisation in which to work and a skilled management team that can demonstrate to recruits how the school supports staff through a range of systems such as induction and CPD) that documents a fair and legal process of recruitment and selection
- Identify, in priority order, the current and future recruitment needs of the school
- Identify the talent pool and where our competition lies by researching local and national job adverts, seeking information and advice from recruitment consultants and the county council education department team
- Identify the job description, key responsibilities, key duties and reporting lines to identify the relative worth of the role to inform pay and conditions
- Identify the required and desired qualifications profile, including the person specification and key competencies in respect of skills, abilities, knowledge and experience

As we are recruiting from external sources, it is important that we approach this aspect of work in a variety of ways to keep costs to a minimum. For example, before approaching a recruitment specialist, we shall continue to publicise the school to members of the general public through our leaflets, posters and our website. We will customise these sources of publicity to show that we are keen to hear from potential new recruits.

We will also continue to engage with the community, particularly with individuals and organisations that have expertise in education and/or a subject specialism that is relevant to the needs of our school. We will actively review any referrals that we obtain.

Traditional methods in searching the market such as media adverts, online recruitment, recruitment consultants, university recruitment and job fairs will also form part of our strategy.

APPOINTING THE PRINCIPAL DESIGNATE

The Principal of Chichester Free School will be tasked with the single and clear objective of leading Chichester Free School to fulfil and maintain its vision to nurture, challenge and inspire. The Principal will become the embodiment of the school and will be the most important factor under our control in determining the success of the school.

We understand that our Principal is not required to have any professional qualifications such as the National Professional Qualification for Headships (NPQH) or Qualified Teacher Status (QTS). Whilst these qualifications provide an excellent basis for school management, we appreciate that this opportunity will give us more flexibility to recruit the Principal who is right for Chichester Free School.

Our Principal must also:

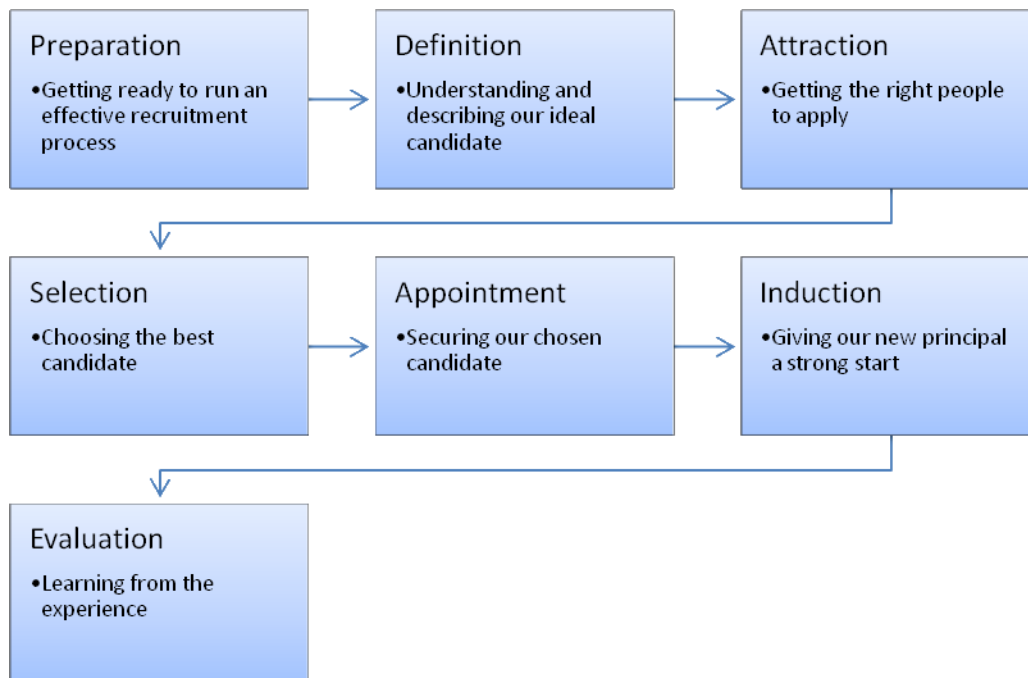
- Be passionate about teaching and learning with a commitment to excellence for learners at all levels and a desire to enable them to achieve their full potential
- Create an environment in which students prosper and achieve
- Have a strong vision for the future of Chichester Free School together with strong and positive leadership to enable the school to excel
- Be ambitious for the success of Chichester Free School; promote the school and act as the school's ambassador and advocate
- Lead Chichester Free School in the development of new approaches to academic study, research and delivery
- Be committed to meeting the needs of our local community

In order for our Principal to fulfil our vision and ethos, they must also have skills, competencies and knowledge in the following areas:

- Substantial experience in a senior management role, incorporating strategic and operational management skills, including a sound understanding of financial management
- Clear strategic thinker with ability to lead the development and implementation of strategic plans
- Experience of working collaboratively with a wide range of internal and external stakeholders at both local and national level
- Success in achieving targets within time and resource constraints
- The ability to lead others with energy and enthusiasm and to delegate effectively
- Problem solving approach and an ability to thrive on change
- Able to interpret complex information accurately and quickly
- Entrepreneurial qualities with the judgement and ability to seize appropriate opportunities for the school and its stakeholders
- Resilient and energetic, with the ability to work hard under pressure
- Knowledge and understanding of new Government legislation and requirements
- An understanding of curriculum planning and delivery within all areas of the school
- Awareness of regulatory and inspection frameworks, accreditation and validation processes, and successful experience of quality improvement
- Understanding of Free School funding mechanisms
- A comprehensive understanding of the statutory and compliance framework, including safeguarding and its importance within the school environment
- The ability to promote strategies which will enhance widening participation, lifelong learning and regeneration within the school's community
- A sound understanding, and commitment to equality and diversity

Regarding the recruitment of a principal, we have used the expertise of the education sub-committee, taken external advice and used the resources available from the National College for School Leadership.

We will follow this defined process when recruiting for a head and this will ensure that we are clear as to the leadership type and essential skills and experience we will require. It will ensure that we get the right person for the job and it will also help and guide the governors through this challenging and responsible decision making process.



The Chair of Governors will form a panel of between 5 and 7 members with experience, impartiality and interest. The panel will also include [REDACTED] who is our Human Resources expert (see section F3). We will consider asking a representative from one of our “partner” schools (see section F3) to join this panel as well as a senior member of the community. We will also ensure we have a mix of male and female members; someone with previous experience of employing a Principal; a good cross section of experience and enough time to commit to the whole process.

We envisage the whole process taking between 2 and 3 months so appreciate that as we would want our Principal to start in January 2013, bearing in mind that they will be subject to serve two terms’ of notice in their current job.

We need to start this process as soon as we receive approval.

We will ensure these panel members are appropriately trained and aware of any policies we need to consider e.g. equal opportunities and discrimination. The panel will write the job description and person specification based on the needs of Chichester Free School.

We understand that at least one member of the panel has been trained in safer recruitment and will incorporate the guidelines into our recruitment process. We will also refer to the National Standards for Headteachers which provides a framework for the role of the Principal. Set out in six, interdependent areas, the standards identify the knowledge requirements and professional qualities headteachers bring to the role. There are a number of different ways the standards can be used, including to assist in the recruitment of a new headteacher, as part of the performance management process, and as a professional development tool.

We will advertise for the Principal of Chichester Free School nationally and place an advert in the

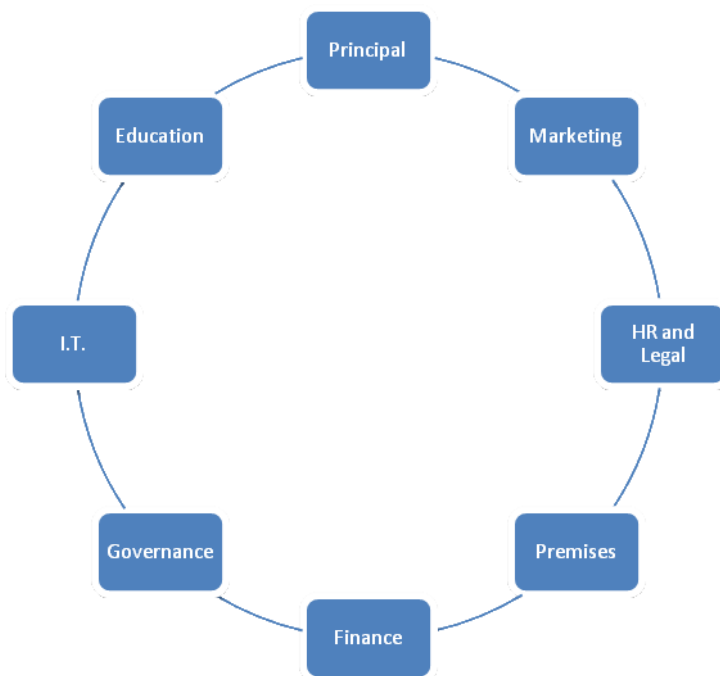
Times Educational Supplement. We will also advertise on the West Sussex Grid for Learning, which is an educational website provided by West Sussex County Council. In the advert we will outline the facts of the role e.g. location, salary, start date and closing date for applications. This will also be an opportunity for Chichester Free School to communicate our vision for the school and the essential criteria for application.

We will produce an application pack for prospective candidates that will tell them how to apply and more detail about the job and the school. We will devise an application form for all candidates to complete, making it easier for the interview panel to compare applications more easily.

The interview panel will shortlist approximately 6 candidates based on our essential criteria and take up references. The interview itself will need to be very detailed and rigorous to ensure all the relevant information is gathered and the panel will complete an assessment grid which will compare candidates.

Given that our particular position is quite unique, there will not be an induction process per se. We would organise meetings between all the group members and the new principal to ensure that he/she start to develop a working relationship with the people who are going to help them in the pre-opening phase. It is vital that these collaborative relationships function immediately and that the new principal starts to gain trust and respect from the volunteers. The new principal will need to work with the members of the group to understand every detail of our proposal and to really begin to live and breathe Chichester Free School. This will be crucial in ensuring our vision is brought to life.

During pre-opening phase the new Principal will play the key role in leading and project managing the process. The new Principal will work with each of our experts in the different key areas as outlined in section F3.

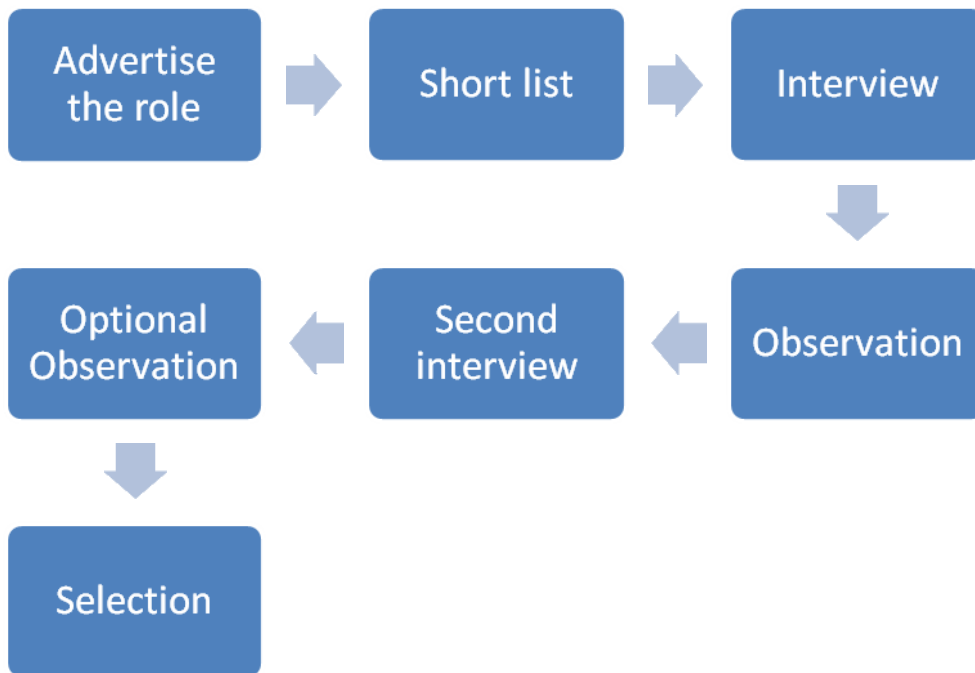


The new Principal will;

- ◆ Oversee the recruitment of a strong governing body as well as the finance sub-committee and the interview panel and play a part on each.
- ◆ Work with the interview panel to design and execute the recruitment of all members of staff needed for September 2013.
- ◆ Plan and draw up the financial budget plans required with the finance sub-committee.

- ❖ Work with the premises team and Partnership for Schools to help shape the plans for building the school.
- ❖ Play a significant role in marketing the school and lead the campaign to increase awareness of Chichester Free School.
- ❖ Engage with parents, stakeholders and the community.

APPOINTING OTHER STAFF AT CHICHESTER FREE SCHOOL



The plans for recruiting the other staff at Chichester Free School will be formulated and carried out by the new Principal with help and support from some members of the established interview panel and the other individuals who are available throughout the pre-opening phase, as detailed above.

The panel will go through a similar process for recruiting the rest of the necessary staff including the seven steps as detailed above. We will aim to start this process around March 2013 in time for the staff to hand in their notice and start with us in the September.

We intend to sign up to Teacher's Pay and Conditions but will take further advice about tailoring the contract to ensure the vision and education plan of Chichester Free School are delivered. More detail about the pay can be found in the finance section.

We intend to make use of the chance to employ teachers with no professional qualifications. As well as helping us to provide excellent value for money, this also gives pupils the benefit of education delivered by specific experts in their field such as sports and arts/drama professionals.

We also intend to employ staff with less experience, this will also demonstrate good value for money but we will ensure that a good balance of experienced and newly qualified teachers is reached. We will introduce a clear and rigorous system of monitoring and mentoring these unqualified or newly qualified teachers.

The leadership and staffing at Chichester Free School will be one of the most critical factors in achieving the high standards that we are expecting from its pupils. Good quality teaching is central to pupils' learning, their attainment and achievement and the school will seek, recruit, retain

and reward talented teachers of the highest ability and professional acumen. We will recruit teachers who embrace our vision and ethos and who put the success of the students at the heart of every lesson. The learning and career development of teachers will be highly valued in order to ensure we achieve our vision. Performance Management will be at the heart of Continuing Professional Development (CPD) and we will seek to engage with the local University and others to accredit this work.

To promote pupil learning and enhance continuity from the Primary School to Secondary School, specialist subject teachers will increasingly be used in the upper years of the Primary School. Likewise, older pupils in the school will be provided opportunities to support and mentor our younger children.

Chichester Free School will press for excellence without compromise to ensure that all pupils are nurtured and supported in the delivery of an outstanding educational experience tailored to pupil's individual needs and designed to inspire all to achieve. Learning will also be encouraged throughout the school by display and easy access to resources. ICT should be accessible in all areas to encourage exploration and learning. Staff will explore new and exciting ways to engage pupils, encouraging them to work together, lead groups, or undertake individual study.

APPOINTING GOVERNORS AT CHICHESTER FREE SCHOOL

Structure of the Chichester Free School Governing Body (SGB)

The School Governing Body shall meet at least once a term, on dates which will be agreed by the Governors at least one term in advance. Time will be allowed for a full consideration of the school's Strategic Development Plan. The Clerk shall supply the Governors with any papers to be considered at the meeting.

The School Governing Body will appoint sub-committees to consider particular matters i.e. finance human resources etc. These smaller committees will have agendas and minutes as if they were meetings of the full School Governing Body and any recommendations made by a Committee will be considered by the School Governing Body in a full meeting. These committees may have delegated powers from the School Governing Body but the full school governing body retains final authority in a few key agreed areas.

- Approval of the annual budget plan;
- Approval of targets;
- Approval of a limited number of high profile school policies;
- Final approval of the school's self-evaluation document.

The SGB will have three main responsibilities and will work closely with the Principal and the Senior Leadership Team to discharge them. The first will be to further develop the long-term vision for the Chichester Free School as outlined in this proposal, and to share in the medium and shorter-term strategic planning. The second will be to act as a 'critical friend', offering support and challenge as appropriate to ensure the progress of the school. The third will be to approve the annual budget and to make certain that the school complies with all legal requirements. The SGB will also be responsible for the appointment and performance management of the Principal and will also contribute to the recruitment of other senior staff. Individual Governors will be linked to departments within the school.

We envisage that in the early years there will be two meetings of the full SGB held each term. One to focus on increasing Governors' knowledge and understanding of various areas of school activities with presentations from staff followed by questions and discussion. The other will

concentrate on strategic and current issues and matters that arise from the work of the sub-committees. These working groups of Governors meet regularly each term and are attended by the relevant senior staff. We are proposing to set up the following Governor Committees/Working Parties:

1. Finance
2. Facilities
3. Teaching and Learning
4. Personnel

In addition, the Chairs of these sub-committees, together with the Chair and Vice Chair of the SGB, will meet each term with the School Leadership Team to form the Strategy Group which will discuss the school's wider and longer term development. Governors will be required to form panels to hear any serious disciplinary cases relating to staff or students.

Job Description for Chair of a Sub-Committee

- To be responsible for drafting agendas in consultation with Principal/member of the Leadership Team and Clerk to Governors.
- To chair committee meetings.
- To lead motivate and support committee members.
- To ensure new members are properly inducted.
- To ensure the committee's business links appropriately with the school improvement priorities.
- To sign approved minutes.
- To be responsible for ensuring governing body is informed of decisions made.
- To respect confidentiality.
- To ensure committee minutes and supporting documents are available to anyone who wants to see them.
- To ensure that the committee's work adheres to the agreed terms of reference and that the terms of reference are agreed annually by the full governing body.

The Teaching and Learning Committee will meet twice each term, attended by three Governors and the Deputy Principal, Head of Prep and Assistant Principal (Pastoral). It will be responsible to the School Governing Body for contributing to the planning and monitoring of all aspects of the curriculum and of teaching and learning. It will consider how the curriculum could be enhanced for the benefit of all pupils and the wider community. The committee will also have the duty of ensuring that the school complies with all statutory obligations in this area. The work of the committee will include the regular review of a number of school policies, for example policies for the curriculum, for assessment and homework, for Gifted and Talented students and for Special Educational Needs, for Religious Education, Creative Arts and for relevant aspects of the whole school equality policies (race, disability and gender). This Committee will advise the School Governing Body on the impact on the curriculum of any proposed changes in staffing, finance, pastoral, facilities and administrative arrangements, and oversees the provision the school makes to safeguard and promote the welfare of students in support of their learning and development. Formally, they will be responsible for monitoring the effectiveness of the school's pastoral arrangements on behalf of the Governing Body.

This committee, once the School has a full Governing Body, may need to subdivide to form a separate Pastoral Committee, as their work will include reviewing exclusions three times each year. Separately, a panel of Governors would be required to consider any exclusion of more than four days and to hear appeals against exclusions.

The Facilities Committee will advise the main School Governing Body on all matters relating to the school site as well as the grounds and playing fields, as applicable.

The sub-committee will consist of Governors, the Principal and the School Business Manager. The Committee will elect a Chair from its members (but not staff governors) at the beginning of each school year and they will meet approximately six times each school year.

Responsibilities:

- Budgets - The sub-committee's role will be to maximise the use of these funds to keep the school and grounds in the best condition possible.
- Health & Safety - The sub-committee also oversees the Health & Safety Policy for the school and monitors the school's compliance with this policy. It is very important to ensure that Chichester Free School will be a safe place for all pupils who attend and staff who work there.
- New Build - As well as maintaining all of the buildings, the sub-committee will also oversee any new building projects
- Catering - Another duty of the sub-committee is to review and monitor the provision of catering. This will involve receiving regular feedback from school staff and pupils and looking into any problems and issues. The catering arrangements will be examined at least once per school year.
- Planning – The sub-committee will also look any possible plans over a one to five year time frame to ensure that all developments are consistent with the overall plan.

The Finance Committee will advise the School Governing Body in relation to the management of school's financial resources so that it can discharge its statutory duties.

In practice this means the Committee will have a series of functions it carries out throughout the financial year; the main ones will be:

1. With the school's Leadership Team, to prepare the school's three year budget. This will comprise of a detailed budget for the forthcoming year and outline budgets for years two and three. This budget will be presented to the full School Governing Body for approval.
2. In preparing the budget, the sub-committee will consider long and short term issues, the School Development Plan and any priorities defined by the School Governing Body.
3. Financial monitoring is conducted at each sub-committee meeting. All expenditure will be reviewed against the budget and discrepancies investigated. If there are any areas of concern the sub-committee will request further information to be provided by the school. A monitoring report will be provided to the full Governing Body on a regular basis.
4. Detailed reviews of specific budget areas will be conducted by the school and presented to the Committee. These reviews will then be used to inform the school's financial planning process. Its work could approve lease of minibuses and computers.

The Personnel Committee will work to ensure that the school has teaching and support staff of the highest calibre to provide classroom and whole school education and care. It will ensure that the school meets all employment legislation especially in the areas of safeguarding the welfare of our staff and pupils. Committee members will be involved in the short listing and interviewing of

staff for new appointments and will have undertaken the Safer Recruitment Training required for this. It will establish protocols for appointments of staff and for conduct of staff and students within the school.

It will appoint a Disciplinary Subcommittee each year to deal with any staff disciplinary actions. We would make use of the helpful documentation on the work of a Governing Body as issued by the DFE in December 2011 (but obviously mindful of the specific responsibilities of governors of Free Schools):

<http://www.education.gov.uk/schools/leadership/governance/a0056838/decision-planner-for-governing-bodies>

It will be of the highest priority to find people who share our vision and ethos, have the appropriate skill set and the time and dedication to give to Chichester Free School. We understand the responsibility of the governing body for the overall conduct of the school with a view to promoting high standards of educational achievement and take our job of appointing them very seriously. We will recruit members of our governing body through a fair, transparent and robust process and will take all current legislation regarding equal opportunities into account.

The core group propose to draw upon the existing group of community members and stakeholders listed in this proposal to establish the governing body of the school. We envisage the governing body will start with approximately 6 governors and this will grow to between 7 and 10 during the first year of pre-opening.

We want to work with the individuals we have identified in this proposal for a while to make sure they understand their responsibilities and tasks and fulfil the competencies, before deciding to employ them as governors. During the process of putting together a willing group of volunteers we haven't gone through any formal interview or selection process or checks. We would want to make sure that the governors appointed to Chichester Free School met all our criteria.

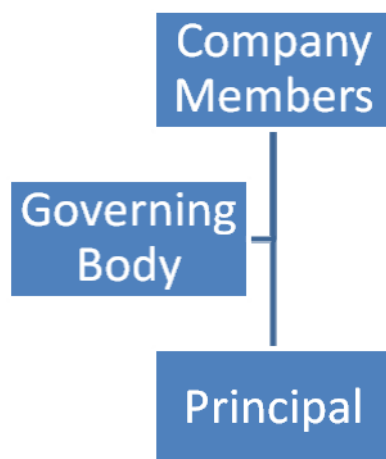
Potentially the governing body as it stands at the moment would comprise as follows;

Function	Responsibility
Chair of Governors	██████████
Parent Governors	██████████ ██████████
Finance	██████████
Human Resources/Legal	██████████
Education	██████████ ██████████

Should we need to recruit additional governors, we will continue our existing activity to identify other suitable candidates. We have detailed in section F2 all the ways we would go about this.

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

Chichester Free School organisation



The principal, whilst working with the governing body is also accountable to them. Both the governing body and the Principal are accountable to the company members. The members will make themselves available to meet with any member of the governing body or the principal should they have any issues or concerns. It is imperative that we keep all channels of communication open and that people feel able to speak their mind. The members will have the final say on decisions to be made, subject to any necessary approval by the DfE and in full consultation with all parties involved.

Company members

The company members will be the legal owners of Chichester Free School. The role of the company members is to take ultimate control of the school and play a strategic role in running the

school.

They will receive the reports from the Governing Body to ensure that the school's priorities and vision are being upheld and that the targets are being monitored and reported on as required.

If there are any concerns by the Chichester Free School Trust about a governor which may lead to their removal, the governor concerned must be informed by the Trust of the proposed removal and the reasons for it, and will be given the opportunity to reply in writing to the complaint made against him/her.

It is likely that any action to remove a governor in this way would follow a process:

- complaint
- investigation by the Chichester Free School Trust
- governor given the opportunity of a reply
- notice of intention to remove
- decision to remove taken by the Trust

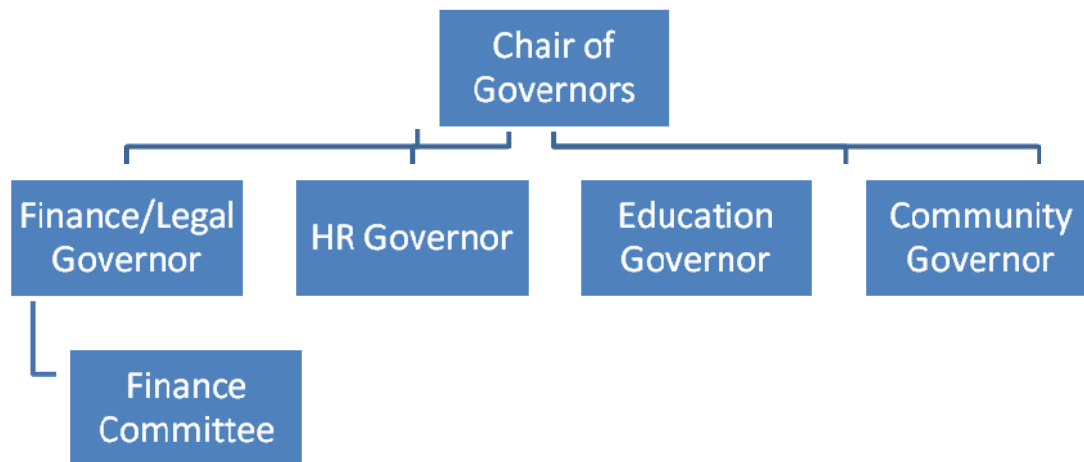
The Chichester Free School Trust will always try to prevent difficult situations arising in a number of ways:

- through induction training (concentrating on avoiding difficult situations)
- providing detailed guidance on confidentiality, dealing with difficult issues and visiting schools (as part of induction)
- by clarifying what is appropriate behaviour and what is not in specific circumstances.

We believe support and training is the most obvious form of intervention if our governing body is considered weak or incompetent.

As the Trust we would expect our Governors to accept and adopt a code of practice which sets out the purpose of the governing body and describes the appropriate relationship between individual governors, the whole governing body and the leadership team of the school. The National Governors' Association (NGA) has a model of such a code of conduct which would be our starting point. In addition, we are interested in the Governor Mark, which is a NGA approved quality standard for Governing Bodies. The quality mark is a non-prescriptive framework, which recognises that there are many approaches to achieving sustainable excellence in school governance within the leadership and management structure of the school.

Governors



The main responsibility of the governing body will be to uphold and maintain our vision for the Chichester Free School. We will expect the governors to fully understand the vision and ensure that it is realised throughout the school.

Nurture

Where your child will be known and where there will be a strong sense of partnership between child, home, school and community.

Challenge

Where the curriculum and extended day programme will stimulate and challenge your child, encouraging a passion for learning.

Inspire

Where we will create confident, happy, creative and articulate young people, who will emerge with a clear vision for their future.

The main responsibilities of the governors will include

1. Appointing the Principal and other senior staff
2. Implementation of a range of personnel policies and procedures
3. Staff performance monitoring and management including staff discipline appeals.
4. Oversight of the budget and auditing the finances.
5. Ensuring value for money at all times.
6. Determining aims, policies and priorities of the school.
7. Monitoring and evaluating the work of the school.
8. Setting statutory and non-statutory targets.
9. Securing high levels of attendance and good standards of pupil behaviour.
10. Agreeing the curriculum offer and ensuring it meets the needs of all learners
11. Ensuring the health, safety and well-being of pupils and staff.
12. Promoting links within the community

The main tasks of the governors will include

1. Working as a member of a team.
2. Attending meetings (full governing body, committees and working groups).
3. Speaking, acting and voting in the best interests of the school as one perceives them.
4. Representing the perspectives of constituents, where appropriate.
5. Respecting all governing body decisions and to support them in public.
6. Acting within the framework of the policies of the governing body and legal requirements.
7. Committing to training and development opportunities
8. Attending governor briefing sessions and ensure an up to date knowledge of current issues and policies
9. Getting to know the school: its needs, strengths and weaknesses.

The main competencies and values of the governors will include

1. Has belief that every child can fulfil their potential and should be given the opportunity to do so
2. Has high aspirations for the pupils and community served by the school
3. Works collaboratively and in partnership in order to achieve results
4. Solves the problem by discussing issues openly and honestly respecting other points of view
5. Sees the school as part of its community and a valuable community resource
6. Believes in openness and transparency
7. Builds effective working relationship in order to achieve results
8. Works as part of team and not as an individual

The main areas of expertise between the governors will include

1. Finance
2. Teaching and Learning
3. Legal
4. Marketing/Communications
5. Human Resources
6. Safeguarding
7. Information/Data
8. Community
9. Architect/Planning/Project Management

The Trust will want to consider ways to recruit high calibre governors and consider nominations by members of the Company/Trust in light of a skills audit of the Governing Body. There will need to be a meeting to consider nominations and meet with any potential governor ahead of their formal nomination. We would hope to use local contacts and businesses to ensure the key areas of expertise are covered. We have experience of approaching local employers to see if their staff might want to help, local branches of professional bodies e.g. Chichester and District Law Society, ACCA, as well as local business groups e.g Chichester Chamber of Commerce and Industry and the University of Chichester, NHS Sussex etc

Critical friend

In order to be strategic, the governing body must monitor and evaluate its work. This is a key part of the Governing Body role. Governors need to identify what aspects of the school they need to monitor and agree how and when this information should be provided. Governing Bodies act as a “critical friend” to the Principal and the school. They do this by supporting, challenging and advising through:

- Clarifying statements
- Asking searching questions
- Exploring alternative options
- Acting as a sounding board for ideas
- Giving a second opinion
- Helping where needed

Accountability

Governors are accountable for their school and its success. By being strategic and being clear about monitoring and evaluation requirements governors will have increasing confidence in their accountability. Governing Bodies are responsible for ensuring good quality education in the school and must interrogate data and study evidence to understand what progress is being made with strategic plans and statutory policies. That enables them to account to all key stakeholders about the performance of the school.

This can be summarised as:

- Assuring high standards of achievement
- Ensuring value for money
- Ensuring effective school management and organisation
- Ensuring that the school is working towards its common agreed aims and values

This means the Governing Body will monitor and review through receiving and discussing reports which:

- show whether the decisions they have taken have been acted upon are successful and are having the impact planned
- demonstrate the quality of education so that they know the school well in terms of what the school does well and what it needs to focus upon to do even better
- concern the health, safety and well-being of pupils and staff

There will be termly reports from the Principal or delegated members of the Senior Leadership Team to the relevant Governors’ sub-committees on progress re their specific areas of the School Development Plan which will include reference to the relevant whole school/pupil targets outlined in this plan. In this way the Governors will be able to monitor progress, challenge where the School is failing to achieve its milestones/targets and support the School through discussions on plans of action to address any concerns/problems. In addition to the School Development Plan goals and targets, the sub-committees will monitor aspects school policies of e.g. school behaviour policy and the number of exclusions etc. In this way, the Governors will have a clear overview of the School’s progress and performance. The Governor sub-committees and the full School Governing Body will need to be familiar with using benchmarking data that they will need to see to compare Chichester Free School’s performance against other schools. This will be achieved through a programme of Governor Training which all governors will be expected to participate in on joining the SGB. The Schools Network programme for governors provides Academies with access to continued professional support throughout the year and we would hope

this or similar services would be able for us to buy in for our Governing Body as appropriate and as identified in our skills audit, which we would need to review annually.

We will expect our SGB to seek information from external experts on issues such as the analysis of data, finance, personnel, special educational needs and school improvement. In this way they will get external support to gain new perspectives on information provided by the school so that they are confident that their understanding of the school's performance is accurate. In summary the range of information they will receive will include:

- ./ concise, focused reports from the Principal and Heads of Departments
- ./ external reports, for example from consultants and accrediting bodies
- ./ presentations from school staff, pupils and external experts
- ./ internal performance monitoring information
- ./ internal and external analyses of national tests using both benchmarking and comparative information
- ./ school self-evaluation reports
- ./ formal and informal visits to the school
- ./ questionnaires
- ./ discussions with parents, pupils and staff.

The SGB will visit Chichester Free School to talk to staff and pupils and to see the school in action. This will include a range of formal and informal visits, including attending school events, conducting 'learning walks' and visiting classrooms. There will need to be a shared understanding of the purpose of the visit, how it is to be conducted and how it will be reported back to the governing body and school leaders.

The Governing Body of Chichester Free School will:

- Ensure that every child attending the school is treated as an individual
- Base decisions on the fact that what happens in school has a profound impact on children's life chances.
- Never underestimate how the decisions taken will impact on children, staff, parents and carers and the wider community.
- Bring a strategic approach to planning, monitoring and evaluating performance to ensure that the values of Chichester Free School are embedded and the vision achieved.

This chart shows the initial areas of responsibility and division of roles within Chichester Free School. Upon approval we will draw up clear job descriptions for all the project team Members with the help of the Department for Education to ensure all parties understand their respective remits. Section F3 details the individuals taking on these roles in pre-opening.

Stakeholder	Function	Description of Role	Timing
Company Members, Directors and volunteer experts	Project Lead	<ul style="list-style-type: none"> Nominated representative of Chichester Free School To ultimately deliver the whole school project Ensure that the school vision is upheld Work with the volunteers and make sure agreed actions are met 	Pre-opening only
	Finance	<ul style="list-style-type: none"> Provide help in drawing up the initial budgets and cash flow forecasts Oversee the funding process Member of the governing body 	Pre- and post-opening
	Legal	<ul style="list-style-type: none"> Agree the terms of the funding agreement Ensure full understanding of legal responsibilities and implications Oversee all legal issues Member of the governing body 	Pre- and post-opening
	Human Resources	<ul style="list-style-type: none"> Form an interview panel and manage the recruiting process Oversee staff contracts and pay Understand all aspects of employment law Member of the governing body 	Pre- and post-opening
	ICT	<ul style="list-style-type: none"> Provide up to date information to allow informed decisions about ICT purchasing Draw up comprehensive list of requirements 	Pre-opening only
	Marketing	<ul style="list-style-type: none"> Fully understand the aims and ambitions of the school Engage with the local and wider community Foster good relations with local businesses who can offer help and support Drive the admissions applications to ensure the school reaches maximum capacity Design marketing literature and prospectus 	Pre- and post-opening

	Governance	<ul style="list-style-type: none"> • Provide guidance to members and principal about appointing governors • Interview potential governors to ensure they meet the Chichester Free School guidance • Organise training where applicable • Appoint Chair of Governors and Clerk to the Governors • Ensure governors understand and agree to uphold their areas of responsibility 	Pre- and post-opening
	Premises	<ul style="list-style-type: none"> • Work with the members to understand their vision for the school • Work closely with PFS to ensure the vision for Chichester Free School is realised • Work within short time frames and manage all parties involved to ensure the school is ready for a 2013 opening 	Pre-opening only
	Purchasing	<ul style="list-style-type: none"> • Ensure Chichester Free School provides excellent value for money • Write tenders if applicable for large purchases • Write guidelines and set out the process to be followed when making any purchase 	Pre- and post-opening
	Education	<ul style="list-style-type: none"> • Develop the education plan and plan every small detail • Work with the new principal to make certain the vision and ethos are understood and delivered • Draw up formal policies • Write the staff handbook • Make decisions about exactly how to furnish and kit out the school and implement 	Pre-opening only
School Staff	Principal	<ul style="list-style-type: none"> • Overall responsible for the school upon opening • Work closely with the project lead and education committee to deliver the agreed education plan • Work with the project lead and share overall responsibility for pre-opening phase 	Pre- and post-opening

	Business/Finance Manager	<ul style="list-style-type: none"> • Member of the Central Leadership Team • Overall responsibility for the financial strategy of the school and all financial decisions • Advises and challenges overall strategic decisions 	Pre- and post-opening
PFS/Design and Project Management Teams	Architect, surveyor, quantity surveyor and project manager	<ul style="list-style-type: none"> • Provide designs and drawings, costs and timings for construction • Provide advice to the education sub-committee about educational and school organisational issues • Responsible for monitoring costs and contracts • Advice for design, delivery and on-going maintenance of the school • Project managing the construction and responsible for the building project outcomes 	Pre-opening

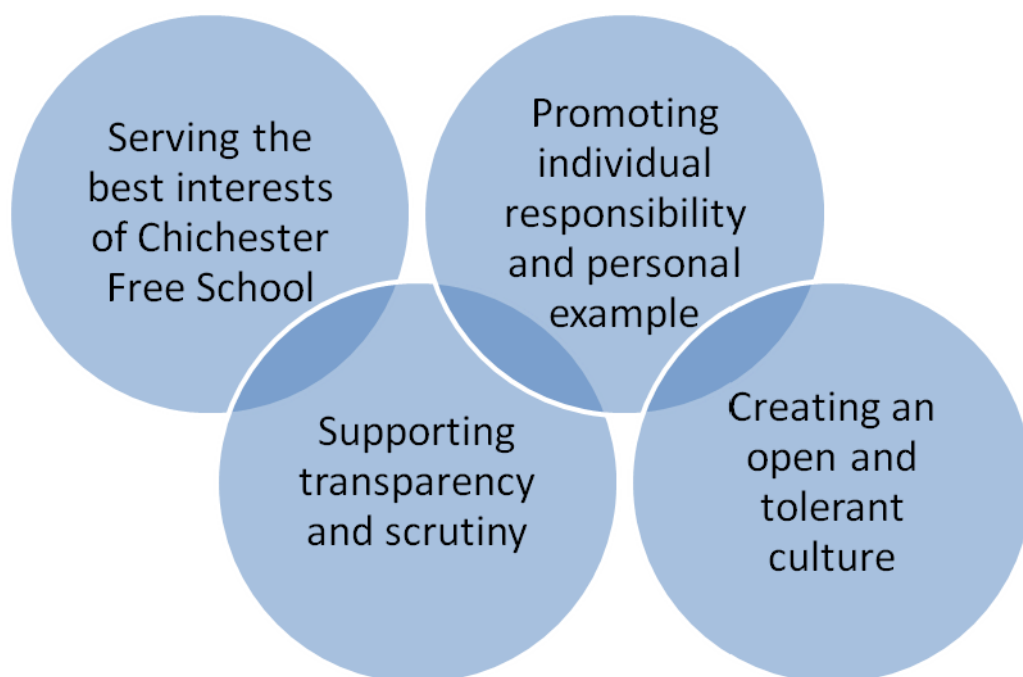
Managing Conflicts of Interest

Conflicts between public officials' individual private interests and their public duties have multiplied due to the contracting out of government functions such as education. Temporary school employees could in particular use information that is not available to the public concerning school policies to obtain contracts.

The Organisation for Economic Co-operation and Development (OECD) has guidelines that define conflict of interest as: "a conflict between the public duties and private interests of a public official, in which the public official has private-capacity interests which could improperly influence the performance of their official duties and responsibilities."

If not adequately identified and managed by Chichester Free School, grey zones can provide opportunities for staff and stakeholders to take advantage of their public position for personal benefit.

Chichester Free School understand the need to avoid any potential conflicts of interest and will introduce an effective conflict-of-interest policy that strikes a balance between the interests of the school and the private interests our staff and stakeholders. This policy will include these four core principles set out by the OECD, for our staff and stakeholders to follow in dealing with conflict-of-interest situations in order to maintain trust within Chichester Free School. The policy will also set out a number of guidelines on how to identify, prevent, manage and resolve conflict-of-interest situations.



SECTION G: INITIAL COSTS AND FINANCIAL VIABILITY

chichester free school

section h

chichester free school

1 introduction

- 1.1 location
- 1.2 key geographic features

2 preferred sites

- 2.1 site A [REDACTED]
- 2.2 site B [REDACTED]
- 2.3 site C [REDACTED]

3 school size

- 3.1 all-through school arrangement
- 3.2 schedule of accommodation

4 summary

- 4.1 opportunities
- 4.2 next steps

premises
contents



location

Chichester is gloriously blessed in its location with the South Downs National Park to the north and a southern aspect towards the south coast and Chichester Harbour which is an area of outstanding natural beauty. The Witterings, Selsey and Bognor Regis form other population centres along the coastal fringe with strong links back to Chichester. The main east-west trunk route, the A27, circles around the southern edge providing fast routes to Portsmouth and Brighton. The south coast railway line also passes through Chichester with a branch line to Bognor Regis.

Chichester is the historic regional centre for West Sussex. It has played its role as Roman city and port, medieval Christian seat and present day administrative and commercial centre.



key features

Chichester has a rich variety of historic features, unspoilt landscape and urban richness including:

Pre-historic remains such as the trundle iron age fort and tumuli on the downs.

Roman Legacy with its Roman walls, Fishbourne and Bignor Roman Villas and the newly excavated Roman baths in the city centre.

Historic buildings such as the cathedral, city cross and Goodwood House. The city has many magnificent Georgian town houses and one of only 2 remaining medieval hospitals in the country.

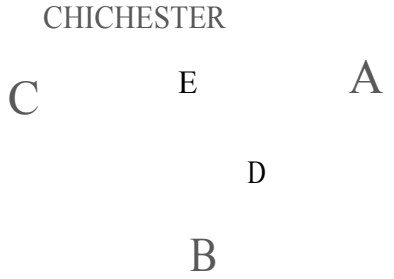
Cultural centres include Chichester Festival Theatre, the recently extended Pallant House Gallery and the newly built city museum.

Chichester University has developed as a nationally important sports education centre.

Outstanding landscape with the South Downs National park immediately north and Chichester Harbour and the sandy beaches of the Witterings to the south.

- Key local landmarks from top right clockwise: Goodwood House, view over Chichester from the Trundle iron age hill fort, mosaic floor at Fishbourne Roman Villa, Chichester Festival Theatre, Chichester Harbour and the Cross at the centre of Chichester.

[Redacted]



LITTLEHAMPTON

BOGNOR REGIS

SELSEY

[Redacted]

[Redacted]

[Redacted]

A Tangmere Site

B The [Redacted]

C [Redacted]

the preferred sites

Three locations have been identified as potential sites for the new Free School.

Tangmere village (A) is identified as a settlement hub in the emerging Local Development Framework and is proposed to accommodate growth of between 800 and 1,500 new homes and infrastructure. This is projected over a period of the next 15 years.

The former [Redacted] (B) is a building potentially suitable for conversion with good transport links to both Chichester and Bognor Regis areas.

Land adjoining [Redacted] (C) is currently being proposed by developers as an area suitable for a major expansion on the west side of Chichester.

Further sites for consideration are the County Council Drayton maintenance depot (D), suggested as a potentially redundant Local Authority site, and an area northeast of Chichester (E) designated in the Local Plan along with Tangmere as areas for future expansion.

2 preferred sites
2.1 tangmere premises

[REDACTED]

[REDACTED]

tangmere

The Address

Land adjoining the former airfield and adjacent to the settlement area with possible access off [REDACTED] to the south or [REDACTED] to the north, [REDACTED].

Context

The site occupies part of a former RAF base on the southern edge of the village of Tangmere. The village expanded around a medieval manor owned by the church. During the Second World War the very flat terrain lent itself to development as a major airbase with a distinguished record to follow. The air base continued operations after the war as a jet fighter station. More recently, because of its proximity to Chichester the village has expanded with modern housing estates and a high quality business park.

A group of landowners with controlling interest in areas C,D and other areas identified for expansion overleaf have formed a consortium to promote the Tangmere development vision. [REDACTED].



Current Use

The land adjoins the residential area to the west, the City Fields Business Park to the north and Tangmere Nurseries to the east. Immediately to the south is the Tangmere Aviation Museum. Potentially different areas which have different uses are available as a school site.


Area A has 3 large former aircraft hangers which are now let for warehousing and for a period helped store the European grain mountain. The properties continue to be let with one warehouse currently vacant. The warehouses and the surrounding land currently have planning approval for housing.

Area B is the former aircraft hardstanding and appears to have no current use.

Area C is arable land used growing crops such as wheat.

Area D is partially developed as offices and warehousing with undeveloped areas.

Ownership

The former aircraft hangers (A) now let as warehousing and approximately 7hectares of surrounding land are owned by  who have not been approached by the Free School group.

The wide strip of concrete apron (B), forming a brownfield site of approximately 8 hectares, is owned by West Sussex County Council. The County Council also own the tarmac and concrete access roads to the site.

2 preferred sites
2.1 tangmere premises

[REDACTED]

Ownership (continued)

The arable land (C), approximately 48 hectares to the south, is part of a larger area owned by the [REDACTED] for England.

[REDACTED] owns the majority of the business park land (D), 11 hectares) including the buildings on the southern side.

Availability

Area A

The former aircraft hangers have a B2 general industrial planning classification. Currently one of the hangers or warehouses is available to let but there is understood to be a current planning approval for residential development on this land.

Areas C&D

The proposal also has the support, in principle, of the consortium of landowners promoting and enabling the Tangmere vision (Church Commissioners for England, [REDACTED] and [REDACTED] Limited). Refer to letter from [REDACTED] included in section 4.2.

Description

The potential site is completely level and open. There are no distinguishing features other than its open nature. Rural views extend to the south and a line of glasshouses extends eastwards across the former airfield. To the north views extend across the roofs of the surrounding village to the South Downs.

2 preferred sites
2.1 tangmere premises



Suitability - development options

Tangmere offers a number of opportunities for developing the new Free School. This is because the available land can be used in a number of flexible ways and there are few physical constraints.

Option 1: proposes utilising one or more remodelled warehouses (A) to accommodate the free school start-up with combined sports and community centre. The warehouses could be partly or wholly retained as a permanent part of the development and long term use as a sports centre for both school and community could be a cost effective use. The playing fields could occupy part of the 'brown-field site and/ or the former airfield (area C).

Option 2: proposes building on the brown field site of the former airfield immediately to the south. This would be an all new purpose-built school which might have a phased construction and possibly use part of the former airfield (area C). A variation of this option is to build the whole school on the former airfield (area C).

Option 3: proposes utilising a site within the business park (D) in an existing or new building with access to playing fields on the former airfield. The advantage might be that the school could be built or aquired at full size but during the growth years of the school the unused parts could have an alternative viable use.

Kunskapsskolan, Nykoping is an example of a Swedish free school in a converted building, formerly a light bulb factory.

Marlowe Academy in Ramsgate has a large 'arena' at the heart of the school - a flexible and dynamic space.

A single large space could provide a highly flexible and adaptable learning environment. This is the idea of an 'educational barn' adaptable to different pedagogies for learning arranged around centralised shared spaces. Such inclusive dynamic spaces can be expanded or contracted during the school day ensuring a more efficient and suitable use of school resources.

The 'educational barn'.

Suitability - potential

The development of the Free School in Tangmere offers a major boost to the creation of a successful larger community. In a location that currently has planning authority support the school is seen as a positive driver of sustainable growth for the Chichester region.

The Tangmere location is likely to receive a high level of support from the Local Authorities, the site owners and local residents. Geographically the site is suitable, the topography is good and contentious issues are limited.

This site is well suited to the aims of the Free School group. Securing the objective of strong community links and the freedom to explore how a new school could raise local people's aspirations make Tangmere a suitable potential site.

[REDACTED]

[REDACTED]

former convent

The Address

[REDACTED], [REDACTED]. Located on the B2145 quarter of a mile from the southern urban edge of Chichester and 2 miles from the city centre.

Context

A former [REDACTED] built in 1872 which remained occupied by the Carmelite nuns until 1994. [REDACTED].

premises
2 preferred sites
2.2 convent

[REDACTED]

Current Use

[REDACTED] is currently vacant with no known immediate plans for its future use. The chapel was severely damaged by fire but now the remainder of the building is also falling into disrepair.

The surrounding land on the west side of the [REDACTED] is arable farm land and the fields immediately north and south are grazed by sheep.

Ownership

The Convent buildings and walled garden (A) are privately owned and are set within a defined field of approximately 3 hectares.

The adjacent field (area B) at approximately 5 hectares is owned by West Sussex County Council.

[REDACTED]

[REDACTED]

View from the North

Availability

Under its current status [REDACTED] is potentially available for re-development subject to negotiation with the owner. A planning application has been made for converting the the buildings into residential units but it is not known if these proposals are progressing. However it is clear clear that uncertainty over the future of this much admired local landmark still continues. The [REDACTED] lie outside the Chichester settlement area and mineral extraction rights apply to much of the undeveloped land immediately south of Chichester and the A27. Availability of area B has been tentatively discussed with Chichester District Council planning department and the issue of mineral rights does not necessary preclude appropriate development.

Description

This is a very level site with good access off the [REDACTED] and links to the A27. There is also a local campaign to have a foot bridge over the A27, to the north, which would provide good cycle access from Chichester. The fields are bordered by hedges and mature trees. Around the convent enclosure and close by to the north are lines and clumps of mainly mature beech trees. The imposing brick buildings are well built in a late Victorian style with coloured brick and stone embellishments. The main buildings are 2 storey with an attic floor. The range of buildings form the northern edge of a large walled compound which extends to the south.

2 preferred sites
premisses
2.2 convent



View A looking at the south elevation.

Detail of the statue above the main entrance.



Aerial view from the south.

View B looking at the north elevation.



Suitability

For the purposes of this report there is only a visual understanding of the external condition of the existing buildings. The fabric appears very robust although the large chapel on the east side was badly damaged by a fire and only the walls remain. The windows and doors are boarded up so that an initial assessment of the internal condition is yet to be done. However, it should be noted that the buildings were used as a hostel until 2005.

The existing buildings would have to be extended in order to accommodate the school at full capacity. Converting and expanding a building such as this is likely to present design challenges in order to achieve a suitable learning environment. However such challenges often lead to exciting and innovative design solutions. The existing buildings are well suited to provide the core accommodation and expansion could be carried out in phases extending out from the existing learning cluster wings.



A diagram suggest how the existing building could be re-used and how future expansion could be accommodated.

Suitability

There are obvious advantages of having an existing building available, parts of which could potentially be readily converted to school use. The convent buildings have an extremely attractive and suitable aspect. The form on plan is 'U' shaped with the entrance at the bridging point. The large chapel space projecting to one side and located at the front and near the main entrance would create a good main hall. Two accommodation wings project south either side of a courtyard and these could be come learning clusters either side of a, possibly, covered central space with a southerly aspect towards the enclosed playgrounds. The range of single storey building on the west side might convert to changing and sports facilities with easy access to the playing fields to the north and perhaps a new sports hall along side. Future expansion could take the form of additional learning clusters added to the south side of the central court.

This is an opportunity for an exciting and appropriate re-use of a historic building. This is a location with good access on a suitably level site. There is likely to be good planning and local support for the re-use of this much liked building that is at high risk of being lost unless economic re-use can be found.



View A looking east towards the city.



The Address

Land at [redacted], [redacted],
[redacted]

Context

The site is comprised of farmland that is part of a single identifiable area known as [redacted].

The northern side is known as the Broyle which has a number of Iron Age entrenchments and the Chichester Dyke. During medieval times it was more wooded and an enclosed hunting ground for deer and boar. From the late 13th century the bishops of Chichester farmed here until the land was sold off into smaller farm units in the 19th century. Since then the area has been continuously farmed and is also a popular walking area for nearby residents.

For the past 10 years or more the owner and interested parties have promoted the area as suitable for housing expansion for the city. A masterplan has been developed which includes up to 1,500 homes, a primary school and other infrastructure elements also includes a large area of parkland proposed as an amenity area for the city.

[REDACTED]

Current Use

The land is in arable use.

Ownership

Whitehouse Farm and all the land (A-F) identified as part of the greater development is the subject of a joint option to buy by [REDACTED] and [REDACTED]. Consultants [REDACTED] are engaged to act as agents for these parties.

Availability

The masterplan has been developed by consultants [REDACTED] for the purposes of planning consultations. This proposal will be submitted for consultation next July as part of the process for adoption into the draft Local Development Framework. Area E is proposed as housing with a new primary school and commercial elements at its centre. Area F and B is proposed as public green space. During initial discussions [REDACTED] have expressed their client's interest in the Free School proposal and suggested area A as a possible site. The agents have already been in discussions with the Bishop Luffa School for the development of area C as additional playing fields.



Description

The site is almost wholly an arrangement of fields each bordered by belts of fully mature and shapely trees which widen in places into small woods. These wooded margins provide drainage to the open fields with ditches that grow into small attractive streams.

On the southern side the land is almost level but on moving north the land soon rises giving views across the city and southwards over the coastal plain with glimpses of Chichester Harbour. The fields here develop gentle undulations and folds typical of the rural area extending north towards the downs.

The city presents a clearly defined edge to the 'masterplan' site largely created by path of the dis-used Midhurst railway line that is now a Sustrans cycle route known as Centurion Way. This route forms a well used pedestrian and cycle route around the north western side of the city.

premises
2 preferred sites
2.3 whitehouse farm

View looking east across area A towards the city.

View looking north across area B.

View looking north across area F.

Suitability - development options

There are 2 suggested options for the location of the Free School within the 'masterplan'.

Option 1: is suggested by [REDACTED] (consultants for the developers). The site, (area A @ 6 hectares) is a level area of open land at the extreme southern end of the larger site and near to the Bishop Luffa School. The suggestion is that the newly acquired playing fields might be shared on land (C) between the 2 schools. The intention is to provide much needed expansion of playing-fields for Bishop Luffa and an economic solution for the new school either in the short term as the school becomes established or as part of a longer term arrangement. There is an additional area, (area B @ 8 hectares) being suggested for playing fields that is equally suitable and could provide playing fields for the school at full capacity. Good pedestrian access would exist from Fishbourne to the south via the A27 pedestrian and cycle under-pass and from Chichester, the proposed housing expansion and the current Graylingwell housing development via Centurion Way.

Option 2: is a possible area at the north of the 'masterplan' site (area D). This has not been discussed with the agent but does offer a location serving the north of the city.



A schematic representation of 'all through' school organisation.

organisation

All through schools generally have smaller primary provision which allows the larger secondary school provision to take in pupils from other feeder primary schools in the region.

The organisation of school functions should reflect the developed educational model and ethos of the school. The learning environment should provide age appropriate spaces and appropriate interaction between different year groups.

This diagram shows how the school could be organised into smaller self contained house groups. In effect these could form schools within the larger school.

The Free School aims fully engage with the community. Successful extended school use also depends upon proper organisation which allows good security, access and practical building arrangements.

premises

No	Category	Room Description	No. of rooms	Average area	Area Total m ²	sub-total m ²	Target Area	comments		
1.0	Basic Teaching	Reception	2	66	132			Primary		
		General teaching	14	57	798			Primary		
		General teaching classrooms	14	60	840			Secondary		
		Seminar	3	40	120			Sixth Form element		
		General teaching	2	60	120			Sixth Form element		
		Practical Studios (Specialist rooms)	4	90	360			Flexible studio space within Learning Clusters for lightly serviced specialist use and general teaching- includes Science/ICT/Art/DT		
							2370			
2.0	Science	Laboratories	3	90	270			Additional 2 provided as studios		
		Teaching Room	1	71	71					
		Innovation labs (da Vinci)						Possible consideration		
						341				
3.0	IT Room	Primary						Provided in Resource areas		
		Secondary						Provided in Studios		
						0				
4.0	Design Tech	Multi- purpose Design Space	1	90	90					
		Construction Textiles (Graphics/design/CAD)	0	0	0			Provided in Studios		
		Food Tech	1	101	101					
		Design Technology	1	112	112					
		Engineering Design	1	90	90					
		Primary DT/Science						24	Primary	
						417				
5.0	Art	Art rooms	1	90	90			1 additional no. provided in Studios		
							90			
6.0	Music	Large Music								
		Small Music	1	Average 90	Area 90	sub- 90	Target 90	Comments Multi - use shared with primary		
7.0	Drama	Drama Practical Spaces						Shared space should be considered		
							0			
8.0	Halls	4 court sports hall	1	594	594					
		Activity studio	1	150	150			Issued L		
		Secondary Main Hall	1	230	230					
		Primary Main Hall							Shared with Secondary	
		Primary Small Hall						80		
						1054				
9.0	Learning Res.	Library	1	148	148					
		Primary SEN resource base								
		SEN resource base	1	21	21					
		SEN flexible learning	1	55	55					
		Primary Sm. Gp. Rm / interview / tutorial								
		Sm. Gp. Rm / interview / tutorial	0	0	0					
		Music practice	4	8	32					
		Music ensemble	0	0	0					
		Recording/ control room	0	0	0					
		Control Lighting/Audio	0	0	0					
		Kiln Room	1	5	5					
							Art Store (Digital editing suite)			
							Research Zone			
							Resource Base			
						404				
TOTAL TEACHING AREA						4766				
10.0	Staff & Admin	Staff & Admin						Some areas shared with secondary		
		Primary					100			
		Secondary					300			
							Average area	400	Target	comments
11.0	Storage teaching	Primary								
		Secondary					342			
						495				
12.0	Dining / social	Dining area	1	200	200			Shared Dining		
		Social area						Issued L		
						200				
TOTAL NET AREA						1095				
13.0	Catering facilities	Kitchen (inc. staff & stores)	1	107	107			Shared Kitchen		
							107			
14.0	Toilets					350				
						350				
15.0	Circulation					1500				
16.0	Plant					150				
17.0	Partitions					250				
						1900				
TOTAL NON NET AREA						2357				
TOTAL GROSS AREA (GIFA) m²						8218	m ²			

Size

The schedule indicates 8,200 square metres of gross internal floor area. The accommodation is for 420 pupil primary school, a 600 pupil secondary (11-16 years) and a 250 pupil sixth form college in an all through school arrangement. This is significantly less than the DFE Building Bulletin recommendations for separate primary and secondary school of comparative capacity. The intention is to create greater spatial efficiencies through curriculum analysis, development of the educational model and good planning. With design development it is expected that the building area be further reduced.

Flexibility also plays an important part in enabling the sharing of spaces between different curriculum and age groups. These might include flexible hall, activity and dining spaces. Suggested studio spaces can provide more lightly serviced specialist rooms for mixed science, art and technology use. The combination of resource and circulation can reduce awkward corridor spaces.

3 premises
school size

Our Ref: [REDACTED]
Your Ref:

[REDACTED]
Chichester Free School
[REDACTED]
Bognor Regis
[REDACTED]

[REDACTED]
London,
[REDACTED] T:
[REDACTED]
F: [REDACTED]

16 February 2012

Dear [REDACTED],

CHICHESTER FREE SCHOOL PROPOSAL – TANGMERE, WEST SUSSEX

Further to our discussions about your proposal to establish a Chichester Free School I confirm that we act on behalf of a group of landowners ([REDACTED]) who are promoting the sustainable expansion of Tangmere in response to its identification as a suitable location for major growth by Chichester District Council.

Chichester District Council has recently consulted the public on a number of options for accommodating the required level of growth within the District over the period to 2028. A common theme in all options is a significant level of growth at Tangmere (between 800 and 1,500 new homes) with the supporting infrastructure and community facilities to support such growth.

The landowners that we represent control sufficient land around Tangmere to deliver this growth and I have sent you a copy of our Vision document which we submitted to the Council's consultation in autumn 2011 for your reference.

We have met and discussed your proposal for a Free School and the potential for that to be located at Tangmere on land in the control of the landowners referred to above. I understand that your proposal is at an early stage, but would confirm that the landowners are supportive of the principle of your proposal and look forward to discussing it further with you in due course, should you be successful with your application.

Yours sincerely

[REDACTED] MA MRTPI
For and on behalf of [REDACTED] LLP
E: [REDACTED]
DD: [REDACTED]

opportunities

The Free School group has started to actively explore the potential of the suggested sites. In doing so it has made contact with the relevant parties in order to determine the level of interest. The attached letter (left) from [REDACTED] confirms support in principle for the Free School to be located on the Tangmere site.

The Free School group is also prepared to consider alternative means of funding in order to achieve their objectives. The following is a statement by [REDACTED] supporting the possibility of alternative funding for the Chichester Free School.

"In very simple terms, if the opportunity exists whereby one of our investment partners (whichever one this might best fit) can deploy funds in respect of build cost & land (if applicable) in return for a lease to a half decent covenant & for a return that makes commercial sense then yes, in principle this is doable. I guess the key point will be whose name is on the lease, since if it is the Government/ Dept of Education, or if they are acting as a guarantor, then fine, whereas if the funds are being channelled via a third party, potentially a Newco or charity with no business or trading record, or other worth, then I can foresee difficulties. Of course if it's a charity VAT recovery might be an issue also but let's not go there for now.

So in principle yes but as always subject to better understanding the key fundamentals. Happy to discuss when you have more, equally to speak to those who are heading it up if that helps?"



next steps

The Free School group is eager to move forward in the following areas:

- Full research of potential sites e.g., access, and planning constraints.
- Development options and potential to achieve objectives on alternative sites.
- Potential for sponsorship, e.g, Rolls Royce.
- Alternative funding possibilities.