

# Free Schools in 2013

## Application form

Mainstream and 16-19  
Free Schools

## Completing your application

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

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

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

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

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

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

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

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

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

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

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

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

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

[REDACTED]  
Department for Education  
[REDACTED] London [REDACTED]

### **Data Protection**

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

## Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED] Swanbourne Bucks [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p><input checked="" 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</p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p><input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	
11.	Company name: Sir Thomas Fremantle School
12.	Company address: [REDACTED]

	[REDACTED] Swanbourne Bucks [REDACTED]	
13.	Company registration number: 7955870	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<p><b>Company members</b></p> <p>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.</p>		
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: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name: [REDACTED]	

### Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] – [REDACTED]
	2. Name: [REDACTED] – [REDACTED]
	3. Name:
19.	Please provide the name of the proposed chair of the governing body, if known: Possibly, [REDACTED], but this has not yet been fully decided

### Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"><li>• their name;</li><li>• their Companies House and/or Charity Commission number, if appropriate; and</li><li>• the role that it is envisaged they will play in relation to the Free School.</li></ul>	
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 X No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes X No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes X No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	NA
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: NA	
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: NA	
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: NA	



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

X Done

### **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: 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:	Sir Thomas Fremantle School (note: this name has been agreed with [REDACTED], [REDACTED])
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" 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:	2017/18
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████ (note, this is the adult education centre. We plan to share the site, including the library if possible)
11.	Local authority area in which the proposed school would be situated:	Bucks
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	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.	

## Section C: Education vision

C1

### **VISION FOR THE SCHOOL**

- 1) A school where the self esteem and confidence of pupils is developed through significant opportunity to play sport, participate in plays, concerts and exhibitions, participate in a wide range of extra curricular activities and trips and experience substantial opportunity for leadership
- 2) A school which uses this enhanced self esteem, through a broad curriculum characterised by setting on ability, small classes, active participation of pupils and independent learning to ensure that each child achieves his or her potential
- 3) A school which serves the local rural community, reducing travel time and cost for pupils to enable them to participate more easily in extra curricular opportunity, and that supports and enhances the local community.

### **WHY ARE WE SEEKING TO ESTABLISH A FREE SCHOOL?**

#### **Need for the Sir Thomas Fremantle School**

The list below will be expanded upon throughout this section:

- A need for a new school which serves the Winslow area
- Parental demand for a non selective school
- Parental demand for a school with an ethos that develops the individual, places high importance on sport and the arts to develop self confidence, self esteem and leadership to maximise learning potential
- The significant gap in performance between Grammar Schools and non grammar schools locally. In the one non grammar school where performance is higher, over subscription makes entry to this school effectively impossible for pupils local to the Winslow area.
- Oversubscription in most Aylesbury Vale non Grammar Schools, and substantial oversubscription in Grammar Schools meaning that there is neither effective choice nor availability (see table of secondary school places)
- Growth in number of pupils PRIOR to building programmes completed (see table below to demonstrate)
- Significant growth in numbers predicted; one local school's catchment area increasing from 132 in 2011 to 161 by 2014, a 22% increase (anecdotal evidence)

Table of Places	+/- PAN										
	PAN	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Aylesbury Vale Academy	180	181	146	132	134	139	1	-34	-48	-46	-41
Buckingham School	210	177	173	149	152	147	-33	-37	-61	-58	-63
Cottesloe School	200	205	199	198	197	180	5	-1	-2	-3	-20
Grange School	240	237	240	238	226	196	-3	0	-2	-14	-44
John Colet School	180	183	180	175	170	173	3	0	-5	-10	-7
The Mandeville School	180	184	182	177	177	189	4	2	-3	-3	9
Waddesdon CE School	140	143	145	151	146	148	3	5	11	6	8

**Proposed Age Range:** 11-18 (there is substantial choice in local primary provision)

**Curriculum:** A strong focus on Sports and the arts. A full range of subjects to be taught, including English, Maths, Science (including separate Sciences), Humanities (including RE), two Modern Foreign Languages, Sport, Art, Drama, Design Technology, Information Technology (taught through other subjects) and computing, Music, PSHE. Vocational and community work opportunities and substantial opportunities in extra curricular activities. This curriculum is expanded upon later in the application.

**Location:** In or around Winslow. See separate section of application for details.

**Approach to teaching and Learning:** The school will seek to develop independent learning skills and metacognition in pupils. It is recognised locally by headteachers, teachers, parents and indeed members of the steering group for this application, that the 11+ exam taken by virtually all pupils in the County can have a very detrimental effect on confidence on some pupils. Therefore, the school will focus, through its ethos and approach towards sports, performing arts, leadership opportunities etc, on developing self esteem and confidence in pupils to maximise their learning in all subjects. Such an approach will also be highly effective for pupils who already have high levels of self esteem.

### **WHAT WILL MAKE SIR THOMAS FREMANTLE SCHOOL DISTINCTIVE?**

The school's approach to competition, performance and opportunity in extra curricular activities will make the school distinctive. All pupils will have an opportunity to represent the school in sporting fixtures at their ability levels whereas in surrounding schools only the most able in their sport typically have such opportunity. There will be significant time given to sport in the curriculum – 5 lessons per week as opposed to 2 in local schools. There will be regular concerts and performances at all age levels presenting greater opportunity than at local schools. A substantial extra curricular programme will exceed that of other schools locally, with transport available after school to maximise opportunity to attend these clubs. It is believed that such an approach will develop enjoyment, self esteem and confidence in pupils to maximise their learning.

The school will achieve class size of around 20, making it distinctive from other local schools, where class size can exceed 30 in the most popular schools.

The schools approach to well being and health of pupils will make it distinctive; a highly active house system, leadership opportunities and confidence building activities will underpin the philosophy of the school to such an extent that they drive pupils' confidence.

### **Targets and Aspirations in the Context of the area**

Buckinghamshire operates a fully selective secondary system based on success at an 11+ examination, taken early in Y6. In the Winslow location, there are three usual grammar options; two of these schools are graded outstanding, the other good with many outstanding features. There are three non grammar catchment schools; all are graded satisfactory. There is another secondary school just out of catchment, which is graded outstanding, however this is extremely over subscribed. The table below illustrates the success rates of pupils at GCSE for these schools:

	5 GCSE A-C (%)	English Baccalaureate (%)
Grammar 1 Royal Latin	99	71
Grammar 2 AGS	99	75
Grammar 3 AHS	100	77
Secondary 1 Buckingham School	48	3
Secondary 2 Cottesloe School	51	8
Secondary 3 Aylesbury Vale Academy	26	1
Out of Catchment Secondary Waddesdon School	72	34

And at A level

	Average Points Score
Grammar 1 Royal Latin	869
Grammar 2 AGS	1025
Grammar 3 AHS	989
Secondary 1 Buckingham School	646
Secondary 2 Cottesloe School	613
Secondary 3 Aylesbury Vale Academy	Data unavailable
Out of Catchment Second. Waddesdon School	820

Therefore, the achievement of pupils at the non grammar schools within catchment of the Winslow area is significantly less.

It is the view of the group that the outstanding secondary school is also characterised by high expectations of pupils in terms of dress, behaviour and achievement. This addresses the significant loss of confidence for pupils on being unsuccessful at the 11+.

There is much evidence for the success of such an approach: A local primary school recently moved from LA special measures to 'outstanding' in three years based around the implementation of a curriculum based around broad opportunity in sports, the arts and music. This curriculum raised the self esteem of pupils and led to them achieving significantly more in their academic studies. The school moved from being one of the lowest ranked schools academically in Bucks, to one of the highest in three years; another local school saw a substantial increase in achievement, progress increasing from 3NC points to 4.26 points; exclusions fell from nearly 50 in the previous year to just 2 and the school became so popular with parents that it became substantially over subscribed. Tellingly, the ethos and curriculum provision the school will operate is typically found within the independent sector, where pupil achievement far out performs that of the maintained sector.

Further, 'The Arts, creative and cultural education – an international perspective' (2000 Sharp/Le Metais- published QCA) identifies with wide evidence the value of the style of education the school will include in promoting pupils' learning and experience.

The adoption of such an approach at Sir Thomas Fremantle school will not only assist lower ability and under privileged pupils to achieve more, but will also attract higher achieving pupils who would otherwise attend grammar schools. This can be evidenced by the high rates of pupils who, although capable of passing the 11+, remain in independent education where a similar curriculum and approach is offered. Therefore, the school will be truly non selective in that it will attract pupils from the full range of ability levels.

The School's education plan reflects the above ethos. Sufficient staff appointed will be able to offer sport or arts based subjects as their primary or secondary specialism; there will be an expectation on staff to offer extra curricular activities; the financial plan illustrates how sufficient staff can be employed to allow the class size target to be met; whole school provision mapping will enable each child's progress to be monitored effectively and barriers to learning identified, recorded and intervention provided to address them. Again, the staffing plan demonstrates how sufficient levels of staffing will achieve this.

Sports fixtures will be arranged at all levels as required to meet the aspirations of pupils – fixtures against both maintained and independent schools will be organised and an active House system will provide further opportunity. Performance opportunities at all age groups will be calendared

through the year, to include performances at school and in local theatres, and the school will seek wider opportunities for pupils at regional and national level.

High levels of attendance will be expected, and policy will identify methods to ensure this to include parental and pupil contracts. Equally, behaviour policy will be strong, based on an emphasis of reward through the House system, with clear sanctions available to ensure that pupils do meet expectations. Links with local business will enhance pupils' preparation for later life, and links with the adult learning centre will provide wider opportunities for the small percentage of pupils for whom academic qualifications may prove unobtainable, however the expectation will be for pupils to achieve both 5 GCSEs at A-C as a minimum, as well as the English baccalaureate.

High standards of learning will be ensured through effective monitoring of teaching standards, including learning walks, observation and work scrutiny, clear performance management targets linked to whole school objectives and priorities with a particular emphasis on the dissemination of best practice and expectation, within small, setted classes, of at least three levels of differentiation as a norm.

The targets for pupil success will increase as the school develops. It is believed that, initially, most parents whose children are successful at 11+ will retain a wish for Grammar school education because a fully non selective approach will be unique within the county at secondary level. It also believed that pupils moving into the school in other year groups are, initially, more likely to move from non grammar schools. Therefore, initial targets on attainment are in line with the leading secondary school and a local independent school. However, it is believed that, by September 2015, the reputation of the school will be sufficient that we attract a fully broad intake, and whole school targets will fall in line with those achieved at grammar schools.

However, from the outset, in terms of pupil progress, expectation will be for achievement at least 33% above national expectations for all pupils (ie 4 NC progress points), irrespective of SEN, ethnicity, economic disadvantage, rural disadvantage etc.

The table overleaf below illustrates our targets, which are governed by our expectation of progress:

	5 A-C GCSE	English Bacc.	Attendance	Progress	Opportunity
2013 Entry @ L4+ E+M	99% + in line with local Grammar Schools	70% + in line with local Grammar Schools	96% + (in line with primary schools, and local Grammar schools)	4 NC pts pa+	Representing School in fixtures for all; leadership opportunities for all; access to extra curricular opportunity; performance



					opportunity; community and vocational opportunity
2013 Entry @L3- E+M	70%+ in line with the best performing local non grammar school	40%+ in line with the best performing local non grammar school	As above	4 NC pts pa+	Representing School in fixtures for all; leadership opportunities for all; access to extra curricular opportunity; performance opportunity; community and vocational opportunity

It is the expectation to have no exclusions. However, pupils do sometimes do things wrong, and sometimes these can be serious enough to warrant exclusion. The school aim is for no more than 1% exclusions, temporary or permanent, in any academic year

The school's aim is for pupils, at the point that they leave, to hold strong academic qualifications, or, if this is unsuitable, a good vocational experience; to hold positive views about themselves and their place in society, including their responsibilities and to be confident in presenting themselves, to give them the best opportunity of success in the employment market. Such targets are ambitious because they exceed typical levels of attainment from comparable pupils at other schools but realistic because the progress levels expected will lead to such achievements.

### **HOW WILL SIR THOMAS FREMANTLE SCHOOL'S CURRICULUM REFLECT OUR PARTICULAR ETHOS?**

Our ethos is about raising self esteem to maximise learning opportunity:

**Sport:** 5 lessons per week for all (with an opportunity to opt for additional arts for two periods); extensive fixture list for all ability levels

**Performance:** plays and concerts, with rehearsal time built in, for all age groups; individual music and drama (eg LAMDA) opportunities; GCSE and A level opportunities. In addition to optional GCSE and A level lessons, drama will be taught through English, and where appropriate, other subjects with curriculum enrichment days annually, and rehearsal days for productions. Music will be taught throughout KS3 and an option beyond. Regular performance opportunities will occur with concerts, assemblies, house competitions etc and there will be extra curricular clubs. Individual music lessons will be encouraged.

**Extra Curricular:** Substantial numbers of clubs available at lunch and after school, with all staff expected to offer at least one club or activity. Possibility of extra qualification courses linked to extra curricular activities in response to

parental and pupil demands

**Leadership:** Substantial leadership opportunity through teams, house system, school council, activities and performances etc

**Learning:** open ended tasks, including homework, use of ICT, active participation by pupils in their learning, culture of taking risks in learning without sanction for teachers and pupils will all lead to development of metacognition in pupils.

**Community and Vocational aspects:** Vocational experience will be available through links with local business; DofE will be an option as an extra curricular activity; regular careers and higher education options will be presented to parents and pupils through curriculum evenings and enrichment days.

### **Transport and Rural living**

The school's intake will be largely from the rural community in and around Winslow. It is expected that the school will become oversubscribed quite quickly, based on interest generated in a relatively short time and the anticipated success of the school as well as the experience of other schools operating a similar philosophy. Therefore, it is probable that the intake may be exclusively from this community. The community itself faces challenges especially around transport. Public transport is limited.

Currently, pupils living in and around Winslow face lengthy bus journeys to get to school, often taking in excess of an hour. Such journeys do not create an effective start to the day. Transport is generally only provided for journeys to and from school at normal times, this means that extra curricular opportunity is restricted for many as no transport is available to bring these pupils home after their activities.

### **Need for an additional school**

There is substantial building underway in and around the area of our proposed school. The Vale of Aylesbury plan, which has just completed consultation, proposes between 4000 and 9000 new homes in the area. Already, substantial developments are underway north of Aylesbury (██████████), East of Buckingham and South of Winslow (██████████, 3000 homes). There has been considerable local interest in proposals to build up to 3000 new homes around Winslow on an old airstrip. In addition, the continued expansion southwards of Milton Keynes will bring more people into catchment for North Bucks Schools. A new railway line, the East/West link, due to be completed in the Winslow area in 2017, will open up links to Milton Keynes, Bletchley and Aylesbury. There will clearly be substantial need for additional school places.

### **In summary:**

- There is a need for another option in the Winslow area because local secondary schools underperform compared with Grammar schools within catchment, and high achieving secondary schools close to

catchment

- There is a need for a non selective secondary school to provide an alternative for the full ability range, including pupils who are disadvantaged.
- The curriculum of the school will be distinctive in that it will offer significant opportunity in sport, the music and the arts. This will be characterised by 5x50 minute periods of timetabled sport per week; competitive inter school and house fixtures at all ability levels so that all pupils who so wish can experience the benefits of representing their school; a wide range of extra curricular sporting opportunity (including links with local clubs); regular performance opportunities at all age levels, within and outside of school, including timetabled activity and a range of extra curricular activities. However, the curriculum will still offer a full range of subjects, including at GCSE and A Level. This is achieved by shortening lesson length slightly from the traditional hour, to 50 minutes, thus creating an extra period in the day and reducing time slippage in lessons.
- The school's pedagogy is based around high expectations of all aspects of school, including behaviour, appearance, progress and achievement of all pupils, commitment and community benefit matched by the broad curriculum to catch the enthusiasm of pupils and thus raise their self esteem.
- In order to be effective in meeting the needs of all pupils, class size will be targeted at a maximum of 20.
- Leadership – with an active House system, a range of sporting teams, regular performances etc there will be a significant opportunity for leadership opportunities for pupils. This will further enhance the raising of self esteem for pupils.

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

## Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>		60	60	60	60	60	60	60
<b>Year 8</b>		60	60	60	60	60	60	60
<b>Year 9</b>		60	60	60	60	60	60	60
<b>Year 10</b>		0	60	60	60	60	60	60
<b>Year 11</b>		0	0	60	60	60	60	60
<b>Year 12</b>		0	0	0	48	48	48	48
<b>Year 13</b>		0	0	0	0	48	48	48
<b>Totals</b>		180	240	300	348	396	396	396

Reasoning:

- Y7 Numbers – we have spent much time considering whether we should aim for 60 or 80 pupils as our PAN, and for initial entry. We strongly believe demand will be there for this higher number, and financially and in timetabling the higher number is better without contradicting our small school/small class ethos but at this stage, for two reasons, we have submitted an application based on 60 pupils. The reasons are: 1) We do not want the application to fail because, by the application deadline, we will not have sufficient demand; the locality is unique because of the 11+ across the entire County – many parents assume that their children will pass this and will not commit to any back up school at this stage, later they will want the back up. For 2013, with the school untested, we will not draw substantial numbers from those who would pass the 11+ although once the school is running we believe that the curriculum and ethos we offer will draw more such pupils. An understanding of the culture locally may be necessary to fully understand this point. 2) We would need to spend

more time reviewing our chosen site to ensure that it has capacity for the extra numbers

- Y8 Numbers 2013 – at this stage, we have received more demand than expected and therefore believe that we can fill the year group by September 2013.
- Y9 Numbers 2013 – We expect much demand from parents with children at local middle schools – many Bucks parents currently send their children to Beds. Middle schools to avoid the local secondary schools. We also expect to pick up a small number of parents from a large local prep school, which ends at Y8. Again, it is likely that demand will grow following the application deadline as entry is still a distance away for this group of pupils.
- Y12 numbers – we expect that around 80% of pupils will seek further education for A levels. We would expect around 25% to move to local colleges, grammar schools etc, but would expect to replace these with pupils from other schools, for example where they have not met the entrance criteria to Grammar School 6<sup>th</sup> form.
- We think it unlikely that there will be much change in numbers, if any, in Years 10, 11 and 13 because of exams
- We know that the nearest large middle school to Bucks has 15% of its pupils from Bucks schools, and we believe that many or most of these parents will prefer to stay within the county rather than go through the Middle and Upper School changes. Therefore, alongside local immediate demand, we are confident that the school will quickly become over subscribed.

## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

<b>D1 Curriculum</b>			
<b>How the curriculum reflects the ethos of the school</b>			
<p>The curriculum will be broad and balanced, but also reflect the school's ethos of providing extensive opportunity in sport, music and the arts. It achieves this through a combination of 'curriculum days' when a focus is provided on a specific aspect of the above, and a significant contribution, within the taught curriculum, for sport.</p> <p>It is expected that all pupils take part in representing the school in at least one of sport, performance or competition of some form. Extra curricular opportunity raises confidence, self esteem and enjoyment in school, leading to improved attendance and higher achievement in school life; therefore, it will be expected that all pupils attend at least two extra curricular activities per week. This will be presented to pupils and parents/carers at the point of entry as well as during all pre entry events and tours, but will be flexible to recognise that, where a pupil has an exceptional talent that is better served by outside coaching, the school will support this. Hence the ethos can be delivered in practice.</p>			
<b>Sample Calendar for the Year</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Sport	Fixtures at A,B, C team level in rugby and Netball; basketball, badminton, table tennis fixtures. House competitions above	Fixtures at A, B, C team level in football and hockey; squash, and swimming fixtures. House fixtures in above	Fixtures at A, B and C team level in Rounders and Cricket; tennis and athletics fixtures. House events in the above
Drama	Year 9/10 Christmas Production Small scale production from clubs	Year 7/8 Major Production Small scale production from clubs	6 <sup>th</sup> Form review Small scale production from clubs House drama
Music	Christmas Concert	Spring low key concert; House music	Major summer concert
Arts	KS3 Art exhibition	KS4 Art exhibition	6 <sup>th</sup> Form exhibition; House art
Others	House	House	House

	competitions and regional events as arise, eg debating, chess, poetry	competitions and regional events as arise, eg debating, chess, poetry	competitions and regional events as arise, eg debating, chess, poetry
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**Reiteration of Evidence for the Success of this type of curriculum**

The evidence for the success is discussed in section C. However, it is valuable to reiterate that there is evidence of great success in local schools who have adopted such an approach with younger pupils, there is substantial evidence of high levels of success in the Independent Sector where such an approach is common, and there are many examples of research into this approach to learning which indicate the benefits. ('A metacognitive learning Cycle' Blank, 2000; OU Post Graduate Study Course Curriculum and Assessment studied by Principal Designate; 'Learning in the arts and Student Social and Academic Development', Deasy 2002; Expert panel on National Curriculum in Sport thoughts and discussions including contributions from Principal Designate 2011 etc etc)

**Appropriacy of the Curriculum within the setting**

Recent figures indicate that just 1 in 15 pupils struggling at primary school go on to achieve 5 GCSEs at A-C. It is believed that the school's ethos of developing confidence, self esteem and enjoyment in school through specifically identified curriculum entitlement in subjects such as sport, the arts and music will lead to a significantly higher number of these pupils to achieve high standards at GCSE (at least 5, A-C) and beyond. Equally, the small classes and emphasis on differentiated lesson planning will mean that all pupils, at their ability range, will have their needs met, leading to greater levels of progress, and ultimately, attainment.

Pupils in North Bucks are typically from affluent backgrounds, yet success at the English Baccalaureate is just 8% and 3% for North Bucks non Grammar Schools; in a local non selective Independent School the figures are close to 70%. Therefore, the type of education to be offered is highly appropriate for these pupils, and will lead to higher standards of achievement.

**Curriculum in Detail**

The curriculum within KS3 is common to all. All subjects are set throughout the school, where numbers allow. The ethos of the school also sets high expectations. Therefore, in KS4, English Baccalaureate subjects are common (ie, English, Maths, Science, a language and a humanity) and there is the opportunity within the curriculum for more able pupils to take an additional three options, as illustrated below. High achieving pupils will also be able to take additional subjects through independent study supported within the extra curricular programme, and sports time will be used, for pupils with particular interests in this area, for additional qualifications in this field.

In KS5, the staffing model demonstrates the capability to offer a full range of A level options, and the school will seek to develop relationships with the adult learning element of local provision, and local secondary schools, to

meet the demands of pupils and parents. The week will be broken for KS5 pupils into five basic blocks, spread over the week: one for sports, three for each of the A Level subject chosen and a fifth for private study. The private study time could be used by students who wish to study an additional A Level. Staffing provision, combined with contingency and surplus funding, will cover these costs. Links to other secondary schools and adult learning will be sought to widen the range of subjects able to be offered, but without this the school is staffed to be able to offer a standard range covering all 'usual' curriculum subjects.

During the course of the year, cross curricular, curriculum enrichment, day and residential trips and rehearsal days take place, reflecting the needs of the curriculum and the wishes of the pupils.

Minutes taught per week	Key Stage 3	Key Stage 4 (normal print = for all pupils; italics = taught as an option)	Key Stage 5 (All options, 3 or 4 can be chosen)
English	250	250	300
Maths	250	250	300
Science	150	200	300
French or Spanish	100	150	300
Spanish or French	50	<i>100</i>	300
Humanities	200	100	300
Art	100	<i>100</i>	300
DT	100 (carousel including Food and nutrition, resistant materials and textiles)	<i>100</i>	300
Music	50	<i>100</i>	300
Sports (PE, Football, Netball, Rugby, Hockey, Cricket, Rounders, Tennis etc)	250	250	250
PSHE	Taught through other areas of curriculum and tutor time	Taught through other areas of curriculum and tutor time	
ICT	Delivered through other curriculum areas to a planned syllabus	<i>100</i>	300
Drama		<i>100</i>	300
Sport Qualifications		<i>100</i>	300



Duke of Edinburgh/Community Service		Yes	Yes
Latin		Possible	Possible
Mandarin		Possible	Possible
Parent/Pupil wishes		Subject to demand	Subject to demand

The times allocated to these subjects are appropriate, with lesson numbers broadly in terms with a local grammar provision; with effective teaching in small classes, with differentiated learning outcomes based on ability, progress is quicker than in a large class, and as much can be achieved in a 50 minute lesson as in a more traditional 1 hour lesson, where there is often time slippage. Success in the independent sector, where lessons are typically less than one hour, evidences this. The allocation of times indicates a priority for the academic subjects of the English Baccalaureate whilst the time for sport reflects the importance of this. With curriculum enrichment days in arts based subjects alongside clubs and rehearsal times, this priority within the ethos of the school is reflected in timetabling. PSHE is taught effectively by tutors, who get to know their tutees well, seeing them twice daily as a minimum

, and PSHE is supported with occasional curriculum days to cover key aspects necessary for all, groups and individuals (eg talks by the police to all; social skills to groups and individual support by the pastoral leader where required).

Key Stage 4: Options can be used as additional time in the English Baccalaureate subjects. This will address attainment issues.

Key Stage 4 and 5: Additional subjects can be taken using extra curricular activity time.

All Key stages: 100 minutes of sports time for each group will be offered as additional arts activities for non-sporty children. This is because not all children will gain as much benefit from this amount of sporting activity, especially if they are not 'sporty' pupils – however they will still receive more than the recommended amount of sports time. Equally, with a focus in the school ALSO on arts type subjects, extra time in these areas will also provide extra opportunity in these areas.

Across all key stages there will be some subjects on carousel within Art, DT and Science to provide the most effective overall coverage. For example, it could be that in teaching separate sciences, two of the three are taught each term on rotation, or the additional period is used in rotation between the three disciplines. Final decisions on details such as this will depend on recruitment and views of staff with expertise in these fields. Such considerations will also be borne in mind during timetabling.

All pupils take the English baccalaureate subjects at GCSE (unless individual circumstances specifically mitigate against this, when more vocational options could be offered. However, this would be the extreme exception).

Up to 3 further GCSEs can be taken in curriculum time, with additional subjects studied in extra curricular/own time.

Three or four A levels can be taken, with spare time allocated for private study. Links will be sought with other schools to maximise the range of subjects that can be offered.

### Sample timetables, including details on options

Sample Pupil Timetables:

Examples of how a typical week would look for pupils in Years 7, 10 and 11

Y7	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	Registration	Registration	Registration	Registration	Registration
P1	English	DT	English	Music	Games (additional arts)
P2	Maths	DT	Maths	Humanities	Games (additional arts)
Break					
P3	French	English	Science	French	Maths
P4	Humanities	Maths	Science	Science	English
Lunch		Chess Club			
Tutor Period Assembly	Whole school	Tutor Time (PSHE)	House Assembly	KS3 Assembly	Tutor Time (admin)
P5	Art	Spanish	Games	English	Humanities
P6	Art	PE	Games	Maths	Humanities
Activity				Football Club	
Homework	English	Spanish	Science	Humanities (eg History)	Humanities (eg Geography)
Homework	Maths	Maths	English	French	Humanities (eg RE)

Y10	Monday	Tuesday	Wednesday	Thursday	Friday
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Registration					
P1	Humanity (History)	English	Games (additional arts)	Science (Physics)	Science (chemistry)
P2	Option (Computing)	English	Games (additional arts)	Science (Physics)	Science (chemistry)
Break					
P3	English	French	Option (drama)	Maths	Maths
P4	Maths	Humanity (History)	Option (Spanish)	Maths	English
Lunch	Latin GCSE Club		Debating Club		
Tutor Period Assembly	Whole School	Tutor Time (PSHE)	House Assembly	KS4 Assembly	Tutor Time (admin)
P5	Games	Option (Computing)	English	French	French
P6	Games	PE	Maths	Option (Spanish)	Option (drama)
Activity		Duke of Edinburgh	Latin GCSE Club	Computing Club	
Homework	English	English	Drama	Drama	English
Homework	Computing	Computing	Maths	Maths	Maths
Homework	Science	History	History	Science	Science
Homework	French	French	Drama	Drama	French

Options:

Options are likely to be taught simultaneously, so only one subject from each Option can be chosen, up to a maximum of three. Such a plan works within our proposed staffing structure. Popular subjects may appear twice, to allow greater choice. Advice is given on options, and as far as possible option groups will reflect the interests and wishes of pupils. Because of the importance we place on core subjects, where staffing allows some of the Option time can be allocated to additional English, Maths or Science which, although reducing the overall number of subjects to be taken, increases the opportunity to gain the English Baccalaureate. Such decisions would be informed by our provision map showing progress and targets.

2 <sup>nd</sup> MFL Drama Computing	Computing Art Sport	Art Music Humanity (History)	Food Technology Resistant Materials Humanity (Geography)
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Y12	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
P1	English Lit. (A Level 1)	History (A Level 2)	Music (A Level 3)	English Lit. (A Level 1)	PE (Private Study)
P2	English Lit. (A Level 1)	History (A Level 2)	Music (A Level 3)	English Lit. (A Level 1)	Private Study
Break					
P3	Music (A Level 3)	Private Study	Games		Music (A Level 3)
P4	Music (A Level 3)	Private Study	Games		Music (A Level 3)
Lunch	Orchestra			Year 7 Band leader	School Council
Tutor Period Assembly	Whole School	Tutor Time	House Assembly	KS5 Assembly	Tutor Time
P5	History (A Level 2)	English Lit. (A Level 1)	History (A Level 2)	Games (arts option)	Private Study
P6	History (A Level 2)	English Lit. (A Level 1)	History (A Level 2)	Games (arts option)	Private Study
Activity		Duke of Edinburgh	Dance		Theatre Studies
Homework	Per subject				
Homework					
Homework					
Homework					

Options:

Options are likely to be taught simultaneously, so only one subject from each Option can be chosen, up to a maximum of Four. Such a plan works within our proposed staffing structure. Popular subjects may appear twice, to allow greater choice. Advice is given on options, and as far as possible option groups will reflect the interests and wishes of pupils.

English Lit French Biology Music	English Lit Physics Spanish Sports Sci	Maths Chemistry Art History	Maths Further Maths Art Geography	Drama Computing DT (eg Food tech) DT eg Resistant Materials
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Notes: as explained in D1, some subjects (eg separate sciences) will operate on a carousel – this is not reflected in these sample timetables  
The use of double periods is again subject to the views of staff with expertise in these fields; it is planned that HoD will decide on the break down of the teaching time for their subjects

The extra focus on English and Maths in homework, and the additional curriculum time allocated compared with, for example, Science, demonstrates the key importance given to these core areas in which good knowledge and skills will impact positively on other areas of the curriculum. Homework in KS4 and 5 would be extended tasks

The timetables demonstrate how a commitment to extra curricular activities grows as the pupils get older.

### **Structure of the Day**

Each day is made up of 6x50 minute lessons, plus tutor/assembly and registration time. Tutor time and assembly time, along with appropriate elements of other subjects, will address and develop the social and moral education of the pupils, plus the ethos of opportunity and success will ensure that pupils' self esteem and confidence are high. Further details are listed elsewhere in this application.

### **Extra Curricular, Leadership and SMSC Education**

A substantial extra curricular programme is offered to meet the wishes of the pupils and the skills of the staff, and also to address school development priorities, such as sufficient provision in drama, music or sport. Older pupils can use this time to study additional GCSE subjects, which would be determined by a combination of demand and teacher expertise. However, a strong surplus exists in the finance plan, and some of this would be used, if still available, to provide additional options. It is expected, by the time the school is fully staffed, to be able to offer upwards of 50 clubs and activities per week.

The range of extra curricular clubs will depend on the expertise of staff and the wishes of pupils, but below is an example of the range of clubs which might ultimately be offered. It will be an expectation that teachers each run at least one club.

Academic	Sporting	Artistic/Cultural	Other
Latin	Football	School Plays	Faith
Mandarin	Netball	Orchestra	Cookery
Curriculum subjects	Hockey	Choirs	Beading
3 <sup>rd</sup> Foreign language	Rugby	Bands	Games
Private Study	Cricket	Dance	Library
Catch Up	Rounders		Newspaper
Homework	Tennis		Leadership training
	Squash		
	Fitness		

	Athletics		
	Basketball		
	Gym		

Etc

A strong fixture programme will be developed. It would be envisaged, in line with Sports bodies regulations and guidance, to combine age groups to maximise opportunity. This would allow A,B,C and sometimes D teams in all major sports for all year groups. There would also be fixtures in 'minor' sports, for example swimming or basketball.

Performance opportunities are also important, and it would be envisaged that major productions would occur for year groups as outlined above, with smaller productions subject to pupil interest, for example, run through clubs. Similarly, concerts in music including various bands, choirs and orchestras would take place regularly. It would be envisaged that some performances would take place outside of the school in local, regional and national venues. The school would actively seek to participate in local, regional and national competitions in a range of activities, from enterprise to spelling bees.

Leadership is a key aspect of the school's ethos, as this prepares pupils for later life, develops confidence and self esteem and assists in the maturation process. Through the House system, prefects, teams, class responsibilities etc leadership opportunities would be available to all pupils during their education at the school. A list of possible club, activity and leadership opportunities follows.

Heads of School	School Council	Team captains
Heads of House	Class reps	
House Year Heads	Eco leaders	
Prefects	Transport leaders	
Subject Monitors	'Buddy' pupils for new pupils at the school	
Peer Mentors	Tour Guides	

PSHE: This will be taught mostly through tutors, and the syllabus will be geared towards the needs of the pupils. Anti bullying, SRE, drug and alcohol education, cyber safety will be part of a core of common themes taught, employing where appropriate outside speakers and providers to lead themed days or lessons for pupils. Further, it is anticipated that the Pastoral leaders and Pastoral Support leader will provide small group and individual support as required. Such need and intervention would be recorded and monitored through the school provision map.

The school will work closely with the local community through charitable work, work experience and social events, helping pupils to develop their understanding of their responsibility to the local and wider communities. Religious education, including studies of other religions, will be a part of the Humanities programme, and moral, cultural and religious themes will form the basis of assemblies, including House assemblies.

The focus on reward, pupil involvement in designing a code of conduct, peer mentoring, a prefect system, fixtures, events and performances and the house system will combine to promote pupils self confidence, self esteem and sense of community, thus reflecting the ethos and philosophy of the school.

**Assessment, tracking and target setting**

The school will broadly follow the national curriculum and exam syllabus for each subject. APP and syllabus guidance will be used to track progress, based on sound assessment, to ensure that all pupils meet the minimum requirement of expected national progress plus 33% (ie 4NC points per annum). Further details of this follow later in this application.

**The plan outlined above meets the ethos of the school, and is supported by the financial plan submitted. It is deliverable also within the sensitivity plan.**

**D2  
School Terms**

In line with Local Authority term dates as this makes it easier for parents with pupils at more than one school, thus meaning currently 195 days, to include 5 staff training days. This is broken into a traditional three terms, each with a half term.

Therefore, the number of teaching days will be the same as for the LA in any given year. The Buckinghamshire term dates are not yet available for 2013/14, but the example below is for 2012/13

Autumn term	Thursday 6th September 2012	Friday 26th October 2012
-	Monday 5th November 2012	Friday 21st December 2012

Spring term	Tuesday 8th January 2013	Friday 15th February 2013
-	Monday 25th February 2013	Thursday 28th March 2013
Summer term	Monday 15th April 2013	Friday 24th May 2013
-	Monday 3rd June 2013	Wednesday 24th July 2013

### **School Day Timetable**

6 x 50 minute lessons per day

Breakdown:

8.50 Registration

8.55-9.45 Lesson One

9.45-10.35 Lesson Two

10.35 – 10.55 Break

10.55 – 11.45 Lesson Three

11.45-12.35 Lesson Four

12.35-1.25 Lunch and extra curricular activities (optional)

1.25-1.50 Tutor time and assembly plus afternoon registration

1.50-2.40 Lesson Five

2.40-3.30 Lesson Six

3.30-4.45 Extra curricular activities (optional)

The best lessons are, according to OFSTED, characterised by (amongst other criteria) good subject knowledge, good pace to lessons and high expectations of pupils. It is therefore possible to achieve the same objectives in a 50 minute lesson as in a 1 hour lesson, the slightly shorter period ensures good pace to the lesson as there can be no allowance for time slippage. Monitoring of lessons through learning walks will ensure that lessons have good pace, with appropriate training for staff who fall short in this area, including observations of colleagues, discussions with HoD and senior management and, if necessary, external training. Shortened periods are common in the independent sector where pupils traditionally out perform pupils from maintained schools. Through the provision of 50 minute periods the school day can include a 6<sup>th</sup> period allowing the provision of additional time for sport and the arts. This fits with the school's ethos. Further, smaller classes will allow for work more closely tailored to the individual. The use of double periods ensures sufficient time for practical subjects to develop effective learning, and will be determined by HoD as they consider how to best use their time allocation within the curriculum.

Extra curricular activities are optional, but in line with the school ethos of raising opportunity for additional experiences, the expectation is that pupils will attend at least two sessions per week.

The shape of the day, in blocks of two periods, allows for effective time to be provided for lunch time activities and ensures that pupils never need more than two sets of books in a block of time, assisting with organisation for pupils, especially those who find organisation challenging. The blocks of two



lessons sandwiched between a break time maximises activity in sports provision since changing time will impact less on teaching time.

### **Organisation**

Pupils organised pastorally and academically.

**Pastoral organisation:** In year group tutor groups of approximately 20 pupils when school is full (16 in Y12/13), with the tutor overseeing pastoral, including behaviour matters, welfare, administrative and academic matters for tutor group. This allows the tutor to: ensure tutees participate to gain the maximum opportunity in their circumstances to gain from what the school offers; to take an overview of their academic progress to ensure that they are meeting their targets and to liaise with parents. Tutor groups will not be organised on ability. In line with the school's ethos, the tutor will thereby ensure that all pupils in their group are accessing the extra curricular programme, are progressing in line with expectation and will be a first point of contact for parents. Ultimately, Key Stage Heads will take a broad view of their section, including behaviour. Tutor time (sometimes used for assembly time – see below) will also enable the delivery of SMSC type opportunities and learning through the PSHE programme.

Typical organisation of tutor time: 1 x whole school assembly; 1 x Key stage assembly, 1 x House assembly, 2 x tutor period/class assembly/PSHE. Pastoral support through the tutor, KS leader, house staff and pastoral support staff will ensure that the school's ethos of raising self esteem and confidence is ensured, and monitored through the provision map, with matters disseminated to other staff through briefings and the provision map.

**Academic Organisation:** Pupils will be set on ability from shortly after joining the school in Y7. Pupils will be set for English, Maths, Science and Sports (Games) in KS3, with additional within these if timetabling allows. The table below demonstrates this. It is believed that setting enables teachers to plan differentiated lessons more effectively, as the range of ability within a class will be less. This will also allow pupils to progress more quickly. Sets will be determined annually, based on best available assessment information, combining standardised testing, exams and teacher assessment leading to accurate measures of the pupils' position in the National Curriculum levels and/or predictions of likely GCSE and A level grades. Very occasionally, where need is significant and academic data non conclusive, it may be necessary to consider social implications in setting arrangements, in order to maximise pupil progress. Data recorded on the provision map will assist with this.

The sample table below illustrates this:

English Sets Y7			
Level	Number	Set	Explanation
5A and over	3	1	Most able pupils
5B	5	1	Most able pupils

5C	6	1	Most able pupils
4A	12	1+2	Teacher assessment, judgement of social factors, standardised tests separates this group
4B	14	2	Mid-ability pupils
4C	6	3	Lower ability pupils
3A	6	3	Lower ability pupils
3B	3	3	Lower ability pupils
3C	2	3	Lower ability pupils
Below level 3	3	3	Lower ability pupils/additional support likely

It is likely that pupils joining Y7 (and Years 8 and 9 in 2013 only) may be taught for a short time in mixed ability groups where timetabling allows, as data from different schools is not always comparable. In KS4, groups will be set in English Baccalaureate subjects, and sport, as far as timetabling allows, with options only set where numbers allow. Setting would only occur in KS5 where numbers and social considerations make such a move, in the judgement of staff, pupils and parents, appropriate. It is anticipated that sets would be of similar size.

#### Key Stage Three Setting Groups

Setting Subject	English (5 periods)	Maths (5 periods)	Science (3 periods)	Sport/Games (4 periods)
Linked Subject sets	Art (2 periods)	Humanities (4 periods)	French/MFL (2 periods)	
	DT (2 periods)	Music (1 period)	Spanish/MFL (1 period)	
	PE (1 period)			

These subjects are chosen as lead subjects as they are core subjects and are a part of the English Baccalaureate. Sport/Games is selected because the entire year group are taught as a whole, so setting is possible without impinging on other areas. This also supports the school ethos of providing competitive fixtures at all ability levels.

It will be possible to move between sets at other times where progress indicates such a move is the best option. Such moves are difficult, because of consideration of the impact on other learning and set size, as well as the impact on self esteem where the move is downwards. Therefore, such a move would only be considered where it is the overwhelming belief of teachers, parents and the pupil that this the best move in terms of general progress. In such circumstances, support and time to catch up on other learning, if it has been hampered, would be provided. For example, through changes in homework, consideration of removal from some lessons, 1-1 support etc.

Setting is the most effective way of delivering the school's ethos in terms of progress since pupils of similar ability will be in the same groups making differentiation easier, and objectives more relevant to pupils' needs. Therefore, teaching is more focussed on the specific objective, and differentiated expectations more closely matched to the pupils' needs and levels. Simply, the wider the ability band the harder it is for the teacher to match the lesson objective to the needs of the individual pupil.

**Number in Sets and Classes**

	Tutor groups	Set subjects	Options
Key Stage 3	20	20	n/a
Key Stage 4	20	20	15-20*
Key Stage 5	16	n/a	8-20**

\*staffing levels in the financial plan allow for this

\*\*staffing levels in the financial plan allow for this; some KS5 pupils will be on private study, where numbers can be much higher, allowing these small class sizes within the key stage

**D3 Strategy for ensuring the needs of pupils with differing abilities will be met.**

## **Introduction**

It is believed that the ethos of the school, to develop confidence and self esteem to maximise learning through the provision of high quality and extensive sporting, performance, artistic and leadership opportunity, alongside a wide extra curriculum provision, will enhance the learning of pupils from all groups in the school. For hard to reach pupils, or those enduring financial hardship or rural deprivation, the motivation from the curriculum design, the transport available (including after school clubs) and the hardship fund will support their engagement with the ethos of the school. This will be further enhanced by the active role played by tutors in ensuring that their pupils do attend clubs, take part in fixtures etc.

The ethos of the school is one that, through the broad curriculum and wide opportunities to raise self esteem and confidence, clearly places the individual pupil at the centre of all that it seeks to achieve. Notwithstanding this, school policy will seek to embrace best practice through discussions with other schools, outside providers and the expertise within the steering group and, in time, staff appointed. Specific policy will relate to the school provision map which identifies EVERY pupil; specifically - SEN policy; GT policy; Access and Inclusion policy, Equal Opportunities Policy and curriculum and assessment policy.

In line with the ethos of the importance of the individual, a key factor in addressing the needs of pupils of differing abilities will be a curriculum that also develops metacognition through independent learning; clear feedback, raising self esteem to ensure pupils are comfortable taking risks in their learning and through homework that allows independence. Therefore, it must be understood that whilst the National Curriculum and exam syllabi will be the foundation of what is taught, it will be the needs of the individual child that will be the starting point for teachers. Through this, the most able will not be restricted by the exam syllabus, and those that find work more challenging will have realistic and achievable targets.

The steering group recognises that a range of individual needs can present barriers to learning and lead to progress that is less than the potential of the pupil. Although it is recognised that starting points will be different, expected progress for ALL pupils will be at least 33% above national expectations (ie 4 NC points/2 NC sub levels as opposed to 3 NC points per annum).

Considerable expertise exists within the steering group to oversee the provision for addressing the needs of individual pupils. The Principal Designate is an experienced Head who has also held the role of SENCo. He will oversee SEN in the first one or two years of the school until an appropriately qualified member of staff can replace him in this role. There are three experienced teachers and an experienced teaching assistant in the steering group. One of the teachers is a senior member of staff in a school specialising in the education of pupils with considerable special and additional needs.

### **Explanation of the Provision Map**

The provision map is the tool which will ensure that target setting, monitoring, assessment and dissemination of information to teachers is maximised to promote best learning. The provision map includes every pupil, and is a data base. Various commercial software, such as SIMS, can be adapted to provide the format for the provision map. It is the responsibility of:

- The Key Stage leaders to oversee the maintenance and updating of the provision map for their key stage. These staff are accountable to the Headteacher.
- The SENCo to oversee entries and dissemination of information for pupils identified as having SEN
- The Heads of Department to ensure that their department's information is up to date.
- The GT coordinator to oversee entries and dissemination of information for pupils identified as being GT in their area
- The form tutors to ensure that their tutees' information is up to date and properly disseminated
- Pastoral leader to ensure that pastoral, including behaviour and welfare information, is up to date and properly disseminated
- Subject teachers to ensure that they are regularly checking the provision map to keep them up to date with the situations regarding their tutees.

An example of an entry for an individual pupil is given below; to be updated termly or as needed.

Name	Form	SEN GT	Levels Sept.	T1 T2	EoY T	Set	Acad.	Past	Other
██████████	7AB	GT English  Poor motor skills	E 6C M 5C Sc 5C H 4A G 4A Fr 3C Sp Beg Art 3C DT 2A Sport 2A	6B 6B 5B 5B etc	6A 5A	1 1 etc	Writing master class		LSA support DT and art; fine motor skills.

As can be seen, the targets take the pupil forward to 4 NC progress points, and intervention is in place for the child's strengths in Writing and weakness in Art/DT. The map would be updated as needed, with assessment information updated termly.

**Expected Numbers and Pupil Profile:** Comparative data is difficult to use accurately as Grammar Schools locally do not publish data on the Government website, and local primary schools do not break down such data based on whether pupils move on to Grammar school or secondary school. However, a reasonable expectation would be 2% of pupils to hold a statement (equating to approximately one pupil per year group) and 12% of

pupils to be identified as holding SEN without a statement (equating to approximately 6 pupils per year group). These figures are based around benchmarking figures for local secondary schools.

From the experience of the steering group, including teachers, governors and a headteacher, the benchmarking data, knowledge of the local community and the role of Grammar Schools in educational thinking locally, it is possible to estimate a profile of pupils within the school. This has provided a base for the school's plans around supporting pupils of different abilities.

Identifier	Percentage of pupils per year group	Number of pupils per year group
Gifted and talented in a given area	10	6
Gifted and talented in several areas	5	3
Stated	2	1-2
SEN not stated	12	7-8
Temporary special needs	6	4
Roma/traveller, EAL and other cultural or language reasons to present a stronger than expected likelihood to fail to access the curriculum	2	1-2
Children on 'at risk' register	0-1	0-1
Pupils with low self esteem based on 11+ failure*	45	27

\*this figures has been reached on the following basis, which is anecdotal as no research can be found into this subject: 28% of pupils pass the 11+ and these pupils have a choice of a non grammar school, Sir Thomas Fremantle, a single sex and a co-ed grammar. A reasonable expectation will be that a third of pupils select this school. Of the remainder, approximately half will not have poor self esteem because of the 11+

**Identifying Pupils with special needs, including GT pupils, and pupils with temporary special needs**

The school's philosophy of raising the self esteem of every child to maximise learning is reflected in the explicit recognition that, at some time in their educational career, most pupils will experience times when they have special needs. These can be for many reasons – illness, family circumstances etc. The table below indicates the processes of identifying pupils with special needs. As a secondary school, it is likely that many pupils will join the school with SEN already identified, through a statement, school action, information from primary school etc. The table identifies ways to identify special needs that have not been previously spotted.

Stage 1: Member of staff reports concerns/observations to form tutor
Stage 2: Form tutor, as teacher with responsibility to monitor progress and well being of their tutees, completes a 'round robin' to assess the feelings of other staff
Stage 3: The form tutor speaks with the pupil to ascertain their feelings.

At this stage, the form tutor may also speak with the pupil's parents/carers, but this may be delayed to later if the circumstances are particular sensitive

Stage 4: The matter is referred to SENCo, pastoral leaders, GT coordinator etc depending on the nature of the need. This member of staff speaks with parents

Stage 5: Interventions planned and reported on provision map. See below for interventions (which may include referral to specialist service providers, such as Education Pyschiatrists)

Stage 6: Interventions reported and monitored

Stage 7: Interventions reviewed and adapted as required

**Types of Intervention:** A variety of interventions can be used, and sufficient budget allowance has been included. For Statemented pupils, the guidance in the statement would be followed. For other pupils, a range of interventions can be applied – again funding for all has been included in the budget plan and there is sufficient scope within the staffing structure to provide these. Interventions can include, but are not limited to:

- 1-1 tuition
- Small group support
- Additional work
- Extra time within the curriculum
- Use of outside agencies to provide training and expertise for both pupils and staff; for example, where EFL requirements exceed the skills in the school, there is provision within the school budget to provide outside expertise.
- Use of emergent and existing technologies, for example kindles to assist pupils with reading difficulties/dyslexic traits; laptops to assist with accessing lesson objectives; tri-boards to assist with writing
- Pastoral unit and support
- In addition, subjects are set to provide lesson objectives that provide best fit for pupils, and within lessons differentiated objectives (for example, Could Should Must objectives) will be used to fine tune expectations

The table below indicates the type of intervention that might be used for various particular needs, depending on the individual and circumstances surrounding them.

Need	Intervention
Statemented	Follow guidance on statement
Dyslexia and lang dev.	External assessment if concerns are strong; classroom support from LSA; use of ICT, such as laptop, ipad or kindle, to assist with spelling/reading etc; angle board for writing; tasks to reduce writing whilst still providing challenge in thinking; individual advice to teachers
Dyscalculia	Classroom support from LSA; individual advice to teachers

EAL	External support; training for school staff; trained LSA support
GT	Extended independent tasks in homework and classwork; masterclasses; accelerated progress towards exams; identification with parents of outside school opportunities
Social relationships	Pastoral support programme; monitoring of lesson/break time behaviour; use of the pastoral support unit/time out cards; counselling
Behaviour	As above; EBD advice is necessary from outside provider; training for staff; front foot management – avoiding potential conflict situations; counselling
Temporary behaviour	Identifying cause of problem; pastoral support unit; counselling
Temporary self esteem	Identify cause of problem; opportunities for success and responsibility; staff aware of need for reward; pastoral support programme
Temporary physical difficulties	Flexibility to allow pupils to leave lessons when quiet; support moving around school; ICT for recording; extra time for key work; 1-1 support, eg amanuensis
Motor Skills	Classroom support from LSA; advice, support and training from outside provider
Learning behind	1-1 tuition; work with parents; classroom support individual or group; vocational studies and links with the local business community and adult learning centre to develop other skills for the workplace
Progress slipping	As above
Low self esteem	The ethos, driving the curriculum, addresses this.

The list is not definitive, but demonstrates some of the range of interventions that can be used and how the school will place the need of the individual at the centre of its plans.

**Ensuring Access and Progress:** Access to the curriculum will be assessed by measuring progress and through discussions with pupils, parents and staff – both formal and informal. Progress will be measured through the provision map, with expected progress as above and interventions for all pupils who fall of their progress line. Staff briefings, questionnaires and discussions will also be used to ensure access to the curriculum, and for pupils with identified special needs, or on School Action/Action +, IEP targets (again, stated in the provision map) will be monitored with the responsibility lying with the SENCo.

It is a part of our ethos to provide a broad curriculum, and this will ensure that all pupils have the opportunity for success at the school. This will be a strong attraction to pupils who might find a typical school curriculum less appropriate whilst in no way detracting from the opportunities of the most able academically.



**Reporting to Parents:** Informal discussions will be on-going with an 'open door' policy, and the tutor expected to be the first point of contact in most cases. Half termly grades will be issued to demonstrate progress, with two face to face consultations and one written report also provided.

In line with the school ethos, a key method of ensuring progress and for catering for pupils with different abilities will be through the broad curriculum and extra curricular opportunities, including leadership opportunities. Such a provision enables pupils to develop self esteem and confidence, and therefore to tackle academic subjects with greater confidence.

As well as through setting and differentiated objectives within lessons, gifted and talented pupils will have wide opportunities to further progress, including but not limited to:

- Links with other schools to provide master classes in a broad range of areas
- Use of local community and business to develop skills out of school contexts
- Access to highest quality drama, sports, music and arts teaching and provision.
- Note – it is intended to liaise with primary schools to provide master class opportunities for their GT pupils – staffing numbers allow for this.

### **Use of ICT**

ICT will be delivered through other subjects, except where it is being studied for a specific qualifications. Technology will be mobile, and can be used to support children with specific difficulties, for example word processing can help pupils with dyslexia to feel more confident about their writing; kindles can help children to study the same literature as their class mates where reading the actual texts may prove difficult. An ICT technician is to be employed from the outset of the school (see budget proposal). Another key area will be the establishment of a school intranet to allow pupils with SEN to access lesson plans and objectives, allowing them to work at their own rates in making the progress necessary.

Further, monies are allocated within the budget proposal to purchase software that can be used to assist pupils with SEN, or who struggle to access the curriculum. Again, our ethos is to start from the needs of the individual in providing ICT support and intervention, rather than identifying a package and trying to fit the pupil to it.

In summary, ICT can be used to:

- Provide an alternative access to source material from books
- Provide an alternative method to record information from writing, eg typing, diagrams, voice recognition
- Provide access to a wide range of extension activities and information for GT pupils
- Provide high motivation activities to engage pupils' interests, eg video filming and editing

- Assist pupils with physical difficulties to access and record work

As a key ethos of the school centres around the importance of self esteem in pupils' learning, it is important to note that a key barrier to learning for pupils with SEN is a lack of self esteem because they can work slowly and untidily. The use of ICT is a strong motivator for such pupils, as work produced will look neat and professional.

### **Use of Outside Agencies**

Where the needs of the pupil exceed the available expertise within the school, money has been allocated in the budget proposal to bring in expert support to work with the school and pupil to address those individual needs. It is proposed to 'buy in' to packages available from local authorities, on a best value basis. These to include:

Cognition and learning

Educational Psychologist

ASD, EAL, Roma/traveller, Behaviour support, Downs Syndrome etc as required.

### **Work with Partners**

Partners are defined as:

- Other local schools
- Other education providers
- Local sports clubs
- Local community
- Charities

It is proposed to engage with such groups fully, meeting regularly with schools to share best practice and share resources; meeting with local sports clubs regarding facilities and coaching, widening opportunity for all pupils including those with special educational needs and engaging with the local community to create opportunities to learn from local businesses, speakers and charities.

Such liaison will be both formal, with regular meetings in line with practice in the area (currently termly) for schools, and also invitations to relevant persons from others on the list to establish links.

A key factor in the opportunity for local children is that many primary schools are very small, most have just a single class per year, and many are smaller than this. Therefore, the extra curricular opportunity presented to the children is limited by the number of staff available, and also the numbers who take up the activity. In one local primary school, where extra curricular activities are offered, the school has to use external providers with resultant high costs: for example, a DT club is offered at ██████████ per term, and a drama club at ██████████ per term. Therefore it is planned that the school will offer, staffed by Sir Thomas Fremantle teachers, clubs, fixtures and activities after school in sport, drama, music and dance offered to Years 5 and 6 pupils from local primary schools. These are activities in line with the

school ethos of promoting sport, performance and fixtures to raise self esteem and enjoyment of school. The principal designate operated a similar system, offering high quality drama and rugby in line with the RFU continuum (as opposed to tag), when head of a local maintained school. The activities were extremely popular. It is probable that such activities can begin before the school opens proper.

### **Links to the SEN Code of Practice**

We believe fully in equal opportunities for all pupils and it is our intention to involve all pupils, irrespective of their individual needs, in the full curriculum varying delivery only where it is in the interests of the individual pupil (for example, a pupil with physical impairment may not be able to play rugby, so alternative sports provision will be in place)

The school is fully committed to a policy of inclusion. The physical structure of the proposed building supports this view, as access is good within the building which was formerly a secondary school.

Therefore, we will adhere fully to the SEN Code of Practice and follow best practice guideline. Our intention is to have a fully trained SENCo to lead in this area. Within the steering committee, one member is a senior teacher in a special school and the Principal Designate is a former SENCo.

### **Specific Roles and Responsibilities:**

Headteacher – ultimate accountability to SEN governor, governing body and members

SENCo – strategic development and day to day running of SEN provision; ensuring statutory requirements are met, and best practice identified, shared and followed

GT Coordinator-overseeing the GT provision and progress of pupils in school (note: GT is defined as, for Sir Thomas Fremantle School, at least 2 Sub levels above national expectation and top 10% of year group. Therefore, a pupil starting Y9 would need to be at least 7B and top 10% of the year.)

Tutors – ensuring provision map is up to date, and reported, for their pupils; usual liaison with parents as first point of contact; **overseeing the progress of their tutees**

HoD - ensuring provision map is up to date, and reported, for their subject; advise subject teachers on best strategies for meeting the various needs of pupils in their subject

Teachers – following the guidance and targets on the provision map/statement etc

Teachers/technicians/LSAs – supporting pupils as required, following the interventions identified.

Admin – keeping the provision map up to date by inputting information

### **Measuring Success**

The success of the school's strategy will be measured through progress made from pupils, from feedback from parents, staff and pupils themselves and through attainment of pupils in public exams. As has been stated, it is expected that ALL pupils make a minimum of 4NC points per annum, above the national average, and high targets have been set for the achievement of pupils in examinations, as outlined in other sections.

#### **D4 Targets:**

##### **Outline of targets**

We recognise that many of the most able pupils locally will take, and pass, the 11+. In Buckinghamshire, around 28% of school places are in Grammar Schools. However, we still expect to have a range of abilities within the school. Therefore, our targets are set out below: (note, we believe that pupils joining the school initially into Y9 will be, in many cases, pupils who are not succeeding at their current schools or there would be no reason to move them. However, by our second full year of operation we believe that we will be able to attract a properly broad mix of abilities and that our ethos will deliver standards well above national average for non selective schools, and higher than all other local non Grammar provision.

Realistically, the overall standards achieved by grammar schools in terms of results will not be achieved because Grammar schools only take the top 28% of achievers at the 11+ whereas Sir Thomas Fremantle will take a full range of abilities.

However, we feel that the ethos and approach underpinning our philosophy will lead to high levels of success for pupils.

These tables demonstrate that Sir Thomas Fremantle School, through its ethos and how this drives the curriculum and structure of the school, will deliver standards in excess of similar local and highest performing non grammar schools, and in line with, or close to, selective schools in academic achievement, alongside considerable achievement in targets around participation, behaviour and attendance.

<b>By 2015/16</b>	<b>5 GCSE A-C (%)</b>	<b>English Baccalaureate (%)</b>
Grammar 1 Royal Latin	99	71
Grammar 2 AGS	99	75
Grammar 3 AHS	100	77
Secondary 1 Buckingham School	48	3
Secondary 2 Cottesloe School	51	8
Secondary 3 Aylesbury Vale Academy	26	1
Out of Catchment Secondary Waddesdon School	72	34

SIR THOMAS FREMANTLE	72	35
By 2017/18	5 GCSE A-C (%)	English Bacculaureate (%)
Grammar 1 Royal Latin	99	71
Grammar 2 AGS	99	75
Grammar 3 AHS	100	77
Secondary 1 Buckingham School	48	3
Secondary 2 Cottesloe School	51	8
Secondary 3 Aylesbury Vale Academy	26	1
Out of Catchment Secondary Waddesdon School	72	34
SIR THOMAS FREMANTLE	85	65

Progress by 2013 Y7 entry at GCSE (first full cohort)	English (% achieving expected progress)	Maths (%achieving expected progress)
Grammar 1 Royal Latin	99	99
Grammar 2 AGS	99	99
Grammar 3 AHS		
Secondary 1 Buckingham School	62	65
Secondary 2 Cottesloe School	64	56
Secondary 3 Aylesbury Vale Academy	26	10
Out of Catchment Secondary Waddesdon School	88	76
SIR THOMAS FREMANTLE	99	99

And at A level

	Average Points Score
Grammar 1 Royal Latin	850
Grammar 2 AGS	869
Grammar 3 AHS	1025
Secondary 1 Buckingham School	646
Secondary 2 Cottesloe School	613
Secondary 3 Aylesbury Vale Academy	Data unavailable
Out of Catchment	820

Secondary Waddesdon School	
SIR THOMAS FREMANTLE	850

	Attendance – absence authorised and unauthorised (%)
Grammar 1 Royal Latin	4.8
Grammar 2 AGS	4.7
Grammar 3 AHS	4.1
Secondary 1 Buckingham School	8
Secondary 2 Cottesloe School	7.5
Secondary 3 Aylesbury Vale Academy	8.4
Out of Catchment Secondary Waddesdon School	4.6
Sir Thomas Fremantle	4 (achieved because enjoyment and success at school through sport, music, drama, the arts etc are such an essential part of the school's ethos)

### **'Softer' Targets**

Pupils have opportunities to play regularly in sports fixtures, and to take part in a range of music, drama and artistic events and activities, which are of high quality. – success criteria: each year every pupil represents the school at some event and takes part in a minimum of two extra curricular activities per week. Monitored by tutors

Pupils have significant leadership opportunities – success criteria: all pupils have at least one formal leadership opportunity

A wide range of activities, including residential trips, will be included in the curriculum and extra curriculum. With the hardship fund to support those in financial need, it is expected that all pupils will have achieved at least one residential experience and several clubs

For those pupils unable to access fully the academic curriculum, vocational, work experience, careers advice and community work will have prepared them effectively for the workplace. We would expect all of our pupils to move onto further or higher education; KS5 at Sir Thomas Fremantle or into work upon leaving the school.

### **Behaviour Targets**

Whilst it may be unachievable, the school will not move from a target of zero permanent exclusions, as to do so would be an acceptance of failure within an ethos that seeks to raise self esteem. Therefore targets, based on experience of teachers on the steering group, relate to temporary exclusions, and pupils who, on the behaviour policy or in their conduct, are at 'significant risk of exclusion'.

	Number of pupils per year group with temporary exclusions	Number of pupils per year 'at significant risk of exclusion'
KS3	0-1 (0-1%)	1-3 (1-5%)
KS4	1 (1%)	2-3 (3-5%)
KS5	0-1 (0-2%)	1-2 (2-4%)

**The strategy to achieve these targets is best summarised by:**

High standard learning, regularly monitored, with clear targets and interventions where necessary

Monitored teaching to ensure it is effective

A wide range of extra curricular opportunities to raise self esteem and confidence, allowing for better attainment in the classroom

High expectations of behaviour to help ensure effective learning takes place in the classroom.

Therefore, our pupils will move onto higher education or the workplace academically successful, confident and skilled for the next stage of their life, and, through the pastoral influences and self esteem aspects of their education, ready to play an important and productive role in their community and society as a whole.

(Note: it is worth stating that another target will be to achieve a teaching grade of 1 by OFSTED/School improvement team. The process for achieving this will be:

- Appointment of high quality staff, with appropriate skills, personal attributes and knowledge
- Clear expectations of what makes an outstanding lesson, using OFSTED criteria in training, and outcomes to assess, without diluting the enthusiasm and creativity of great teachers – creating an environment in which experimentation is encouraged and, provided lessons are learned, failure is an accepted part of improvement
- Regular monitoring through learning walks, book and planning scrutiny, moderation of assessments, review of attainment outcomes and observations
- Reporting through feedback and appraisal
- It is planned to use the new criteria for teachers as a performance management tool and a useful self assessment tool for teachers.

### **Appropriacy of Targets for the Proposed ethos of the School**

The ethos of the school is one in which self esteem is promoted through sporting, performance, leadership, artistic and extra curricular opportunity leading to improved self esteem and therefore higher standards of progress and attainment. The above targets can therefore be seen as appropriate as they reflect the 'soft' targets associated with self esteem, they demonstrate high levels of progress and attainment levels above comparable provision within the area, and close to selective provision. As important is that the small percentage unable to access the academic curriculum will still be prepared to play a meaningful and active role in the workplace and society. Behaviour targets are challenging, but the school has a philosophy based around the motivation of pupils through raising self esteem. Pupils in such a situation will display high quality behaviour. Further, whilst the school will aim to admit pupils from a variety of backgrounds, the reality is that the area is affluent, with generally motivated and aspirational pupils and parents. Provided appropriate challenge is provided to such pupils, their behaviour is likely to be good.

### **Monitoring, Review and Reporting of targets**

The table below sets out how the various targets will be monitored, reviewed and reported:

Target	Monitoring	Review	Report
English Baccalaureate	Progress towards on provision map; analysis of results	Systems for assessing interventions, to include training, school review of success of groups etc; comparisons with national and local data to establish trends	To pupils and parents through half termly grades, face to face consultations and written reports, plus actual grades. To pupils using marking and tutorials with tutor; to governors via Curriculum Committee. Accountable through OFSTED and reports to DfE
5 GCSE A*-C	As above	As above	As above
Pupil Progress	Through provision map	On individual basis, considering interventions	As above to parents and OFSTED
A level Points	As for GCSE	As for GCSE	As for GCSE
Attendance	Role of tutor.	Individual basis –	To parents on



	Picks up pupil attendance falling below target	consideration of the issues for the individual	reports; to OFSTED
'Soft' targets	Role of tutor	Consider the impact of the curriculum and out of school activities and circumstances on the individual	To parents
Behaviour	Behaviour log with records kept by tutor, then KS leader and on Provision map if necessary	As above	To parents, to OFSTED

The table above sets out the systems for individual pupils as the ethos of the school focusses on the individual; from individual success comes whole school success. It is a building block of the philosophy that the school starts with ambitions for the individual, not whole school targets, because it is believed that whole school targets encourage schools to:

- Neglect the progress of pupils who have achieved the school target prior to the target date
- Neglect the progress of pupils who will not achieve the school target

However, if whole school targets as outlined above are not achieved, this will reflect individual failure, and therefore the following areas will be reviewed to assess why such failure is occurring. The extent of the review will depend on the level of lack of success:

- Of the quality of learning and teaching, identifying priorities for improvement
- Of school ethos – consideration of its impact
- Of curriculum and time allocation – consideration of impact
- Of extra curricular activity/enrichment days etc, consideration of impact
- Of the allocation of resources, including human resources
- Of the impact of outside provision
- Of the appropriacy of the targets compared to the intake of pupils, and comparing with local and national trends and expectations

It is planned that appropriate challenge will be provided by:

- OFSTED, through normal inspection regime
- Parents, through the popularity of the school (measured by applications) and questionnaire (annual)

- Pupils, through their feedback on the provision from the school (annual questionnaire and informal feedback in discussion and through school council)
- Staff, through formal and informal discussion of their perception of the school's success (through staff involvement in the annual SDP, through discussions during appraisal and informally)
- Governors, through questioning in their role as critical friends, comparing results with other similar schools (through termly Curriculum and Full Governor meetings, through head teacher performance management)
- School improvement team – the budget has a line for the purchase of school improvement advice from the LA. The LA is regarded as high performing, so appropriate challenge will be presented (budget for 2-4 days per annum, with full review between OFSTED inspections)

### **Assessment and tracking systems**

Tracking systems will follow the provision map outlined earlier in this application.

Assessment will be ongoing, combining AfL and formal assessment (ie tests, standardised pieces, exam condition work, exam papers), with assessment reported internally every half term, and to parents half termly. Regular feedback will be given to pupils, and to parents where requested.

Assessments will be regularly monitored and moderated, and intervention strategies used to ensure that pupils meet, or exceed their targets. For example, an average pupil would expect to enter Y7 at level 4B and end Y8 at level 5B. This is a progress of 6 points in the national curriculum, or three points per year. Our expectation would be that by the end of Y8 this pupil would be achieving 33% higher than this, ie 8 points, so the pupil would be level 5A. Continued over the life of the school, it will be possible to achieve the high targets outlined above.

Assessments will be included on the pupil's Provision Map, which also includes the barriers to learning, and interventions used and in place. This will be monitored regularly to ensure that pupils do not slip under the net. It must be stressed that the expectations for pupils with SEN are the same in terms of progress as for pupils without SEN.

Responsibility for monitoring the provision map is described elsewhere. In summary, tutors will have the first line responsibility for tracking and highlighting the progress of their individual pupils across their learning. Regular briefings and staff meetings, plus written electronic communications, will ensure that information is disseminated and where pupils fall off their individual target lines interventions will be applied, as described in D3 subject to the pupil's needs.

Example of tracking sheet (initially using Excel, but in 2014 sufficient funding is in place to allow purchase of a system such as SIMS which can be bespoke)

Pupil Name: [REDACTED] 2013 entry DoB [REDACTED]  
English

	Entry Level	Y7 1	Y7 2	Y7 3	Y8 1	Y8 2	Y8 3	Y9 1	etc
Target	4b	4b	4a	5C	5b	5b	5A	6c	
Achieved		4b	4a	4a	4a	5c	5A	6c	

(note, in Y7 pupil begins to fall off target; tutor or HoD highlight and intervention introduced, referenced on provision map; by end of Y8 intervention has worked and pupil back on track. Note also that the pupil is achieving at an average level on entry, but is above average by the end of Y8 – the principal designate has personal experience of running such a system, and seeing progress rates in excess of 4NC pts per annum)

The table below demonstrates the assessment, tracking and reporting cycle of the year:

September	Baseline assessments for new pupils, with targets set. Parent/Pupil/Tutor consultation to agree targets for all across year
October	Half termly effort and attainment grades reported to parents, using teacher assessment
November	Formal assessments across school (ie tests, mock exams)
December	Provision map updated with termly assessment grades; assessments reported to parents
January	Review of progress of all pupils at beginning of year through tutor meetings, departmental meetings and whole school meetings
February	Half termly effort and attainment grades reported to parents, using teacher assessment
March	Parent/Pupil/Teacher consultations on progress
April	
May	Exams begin.
June	Half termly effort and attainment grades reported to parents, using teacher assessment
July	Full reports to parents. Final year progress and attainment levels recorded and targets set for next year, to be reviewed in September with pupils and parents
August	Exam results

Note: where progress or effort are unsatisfactory, or where parents request, additional meetings will be held.

Annual reviews for statemented pupils held as required

**Accountability:**

Headteacher and senior management for overall levels of progress and

attainment

KS leaders for success within their KS

HoD for success in progress and attainment in their department

Teachers for delivering high quality learning and teaching, using the provision map to inform them where required

Tutors for monitoring the progress of their tutees, reporting concerns to other staff, and for ensuring that the high opportunity levels embedded in the ethos of the school are realised by tutees.

Support staff for providing such support as they are directed to deliver, communicating their work to teachers

#### **D5 Admissions**

Admissions policy will be set in accordance with school admissions code, school admission appeals code and admissions law as it applies to maintained schools. The school will form a part of the LA coordinated admissions procedures. **It is confirmed that the school will adhere to transparent and fair admissions policies and practices.**

The school PAN will be 60 into Year 7. 60 pupils will be accepted through KS3 and 4, although as new admission rules coming into force by 2013 allow admission authorities to deal with in year transfers, other than at the beginning of Y7 the school will deal with such admission requests. 48 pupils are accepted into Years 12 and 13, although if pupils meet entry requirements into these year groups (5 x GCSE at grades a-c) they will be accepted into Year 12 and then 13 if they are already pupils at the school.

Much consideration has been given to this number, as the school site proposed could comfortably cope with 80 pupils per year. Such a number would not impinge on the vision for the school, and additional numbers increase the ease with which the curriculum can be offered and provides, according to a sample financial plan carried out. Based on the experience of the steering group as parents, governors and, in some cases, educational professionals, there is no doubt that the school could be filled at this number.

However, some understanding of the locality is necessary. Many parents believe that their children will pass the 11+ when they in fact do not and there is more than an educational wish locally to experience grammar education. There is a certain pride for many parents and pupils. Therefore, the group has been extremely conscious that many parents will choose the school after their child's 11+ result – whilst in a short time the group believes

that the success of the school, and the education it offers, will supersede the view of grammar school education as being somehow 'better' this will not happen immediately – the culture of the area is too ingrained. Therefore, the school has chosen the figure of 60 pupils because it believes it can demonstrate demand for this number of pupils in the timescale necessary for the initial application. There is a strong belief that this demand will continue to grow beyond the deadline for application, and will surge as the 11+ comes closer, and then results are issued. Such a belief is supported by the substantial interest and take up of places that come to Bedfordshire Middle Schools from Buckinghamshire as pupils enter Y6 and onwards to 11+ results in November, and appeal results by February or early March.

### **Oversubscription Criteria**

(Children with statement of special educational need where the school is named on the child's statement will be given a place at the school)

- 1) Looked after, or previously looked after children
- 2) Siblings including step siblings, half siblings and any other legally acceptable definition of sibling, in the widest sense
- 3) Attendance at the following feeder primary schools for at least two years: Swanbourne CE School, Great Horwood School, Winslow School
- 4) Attendance at the following feeder primary schools for at least two years: Overstone School, Cheddington School, Edlesborough School, Stewkely School, Newton Longville School, North Marston School, Grendon Underwood School, Buckingham Park School, Quanton School, Whitchurch School, Wingrave School
- 5) Where the above criteria does not separate applicants, straight line distance from home (gate) to school (gate), using the LA criteria, which uses the same software as Transport Direct, will be applied, with priority given to those living nearest to the school for the majority of their school week.

Entry into Y12 will have the following priorities, with applications made directly to the school:

- 1) Currently in the school having achieved a minimum of 5 GCSE or equivalent at grades A-C
- 2) Criteria listed above, with a minimum of 5 GCSE or equivalent at grades A-C

Entry into other year groups will be determined by order of application subject to availability of places.

Notes: 3a and b – this to help ensure that, in a rural community with long travel times, we are able to recruit the best teachers.

4 – these schools have been chosen as some of the deprivation locally is rural; journey times to existing catchment secondary schools are long.

These two village schools are the closest village schools to Winslow and therefore have priority.

5 – These are the other local village schools, plus Winslow which, although a

town, would be geographically close to the school

**Appeals:** The school will appoint an independent appeals panel to hear cases, with the school being the admissions authority.

**Waiting Lists:** The school will keep a waiting list based on the above criteria, keeping parents informed annually, or subject to requests for information, where their child lies on the list. The school will adhere to LA practice with regards to waiting lists, should the above cease to be accepted practice in the County.

#### **How the Admissions Plan links to the school's ethos and purpose**

- 1) It prioritises the school's commitment to the local rural community who are served by relatively underperforming secondary schools compared to grammar and the best out of catchment secondary school
- 2) It recognises its responsibility to a full range of pupils by emphasising non academic elements to its entry requirements (without detracting from the importance of academic subjects, progress and success)
- 3) It recognises the importance of the local community by both prioritising siblings and attendance at local primary feeder schools, with higher priority going to those schools closest to the proposed site, and secondary priority going to other rural primary schools.
- 4) The school's vision and ethos places the individual pupil at the centre; it is their self esteem, confidence, progress and attainment that are key. Therefore, as a non selective school, the admissions policy does not seek to prioritise any particular group of pupils other than in regards to the element of the vision relating to the serving of the local rural community.

#### **How does the Admissions Plan ensure that Hard to Reach pupils are included?**

- The school includes on its steering committee an educational professional experienced and senior within a special school setting, to advise the team
- The group has sought to engage with a local social welfare professional, discussing ways to ensure that disadvantaged pupils can access the school. Such a relationship is planned to be formalised should the school's application progress
- The group have planned meetings with LA representatives to ensure that admissions are fully inclusive
- As a non selective school, evidence suggests that the school will attract more pupils qualifying for FSM, as this figures is considerably lower in Grammar Schools than in non Grammar Schools
- By delivering a curriculum with a strong emphasis on sports and

performance elements the school will be attractive to pupils who may have been 'turned off' by more traditional academic routes – at the same time the school's intention to capture the enthusiasm of pupils through such an approach to ensure their academic progress and success will lead to disadvantaged, behind and hard to reach pupils achieving good standards of attainment and exam results

- The school will offer transport, including after clubs, to outlying villages, tackling rural deprivation which is especially challenging for financially disadvantaged families
- The school will operate a hardship fund to ensure that disadvantaged pupils can properly access all the school will offer

**Strategy should the School not be able to adhere to the LA coordinated admissions policy in Year 1, because of deadlines**

- Consultation with the local authority as to acceptable procedures
- Principal Designate will be available to commit substantial time to the school from the point of its confirmation
- Principal Designate to take up confirmed employment from the earliest point possible. This, and the point above, ensure that an employee is available to deal with entrance matters.
- The school will accept applications with the same deadlines as the LA as far as possible; it will use the same deadlines as the local authority for the allocation of places. It will use the over subscription criteria listed above. It will apply the appeals procedure as outlined in the policy, the steering group or governing body ensuring that an independent panel is in place. For entry into years other than Y7, the school would, in line with expected changes to the admissions procedures, be responsible in any case from 2013. It would therefore accept places on a first come basis, advertising places through local media, posters etc.

## **D6 Behaviour, Welfare and Attendance**

The School's ethos of raising confidence and self esteem through opportunity, leadership and a broad curriculum underpins the approach to behaviour management.

### **Strategies for the promotion of good behaviour**

Behaviour policy will be based on reward, with sanction used as a secondary resort.

#### Rewards

Action	Reward
Good manners, work, actions etc	Verbal praise
Good homework, particular effort in class, particular helpfulness, improvement, actions to the benefit of the community	House points
Collection of House points, outstanding work and homework, particular helpfulness, kindness and improvement	Commendation
Several commendations, exceptional work, homework, helpfulness and kindness	Headmaster's commendation
Long term commitment to and effort in an activity	Colours
Long term commitment to effort, helpfulness, kindness and support	House colours
Exceptional commitment to, and leadership in, an activity or aspect of school	Leadership responsibility
Note: it is planned that the school would run some form of prize giving annually.	

Pupil input into the above, as well as staff input and regular review for pupils, parents and staff will be used to fine tune the rewards and to ensure that there is support for the system from the users and recipients

#### Expectations:

High standards of behaviour, manners and dress are expected to be the norm.

A pupil designed and well publicised Code of Conduct will provide a framework of expectation. Such matters to be included would be statements on the values of the school, approaches to manners, dress and attitude, relationships towards others and the development of a culture of understanding and tolerance.



Parent/Pupil/School contracts, parental curriculum evenings and the school website will ensure that parents and pupils are aware of the expectations of behaviour, and the principles underpinning the school's approach to this aspect of schooling.

**Sanctions:**

Pupils' behaviour does sometimes fall short of expectation. The most effective sanctions are delivered promptly, are mildly onerous, fair and proportionate to the offence. Research and experience demonstrates that in such delivery sanctions are accepted and understood by pupils and parents, and tend to be successful. Equally, although occasionally an exceptionally out of character action may require a severe sanction, the most successful systems are fully understood and supported by all, gradually increase in seriousness and provide pastoral support for the miscreant. In many settings, restorative justice produces effective results, making the victim feel appeased and the culprit develops a greater sense of the impact of their actions. All of the above is reflected in the table below:

Incident	Sanction	Administered by
Minor discretion	Verbal reprimand	Relevant adult
Minor breach of uniform, poor manners, class discretion, poor effort	Stripe (3 permitted in any week)	Relevant adults
Poor homework, poor attitude in class leading to work not completed	Next breaktime detention	Class teacher/tutor
3 strikes in a week, irresponsible behaviour, rudeness	Formal lunch detention	Senior management
On going concerns of low level misdemeanour	Report; pupils take report form to each lesson and receive an update on their behaviour. This is a positive experience and, when discussed with the tutor, can lift pupils' self esteem	Tutor
Repeated poor behaviour, rudeness, dangerous behaviour, damaging school property, or the property of others. Truancy	After School Detention – parents informed. Relevant staff meeting to consider implications of behaviour. Where f.easible, safe and appropriate in cases of damage to property, repair or replacement of damage, and full	Senior management

	apology to victim	
Very disobedient, violent, bullying or extreme breaking of school rules	Internal exclusion – parents informed. Pastoral care plan introduced Restorative actions where the misdemeanour relates to a specific victim, or extreme damage. This can be in form of discussion, listening to the victim, repair or replacement of damaged property, apologies etc	Senior management
Serious bullying, violence, rudeness or illegal behaviour	Temporary or permanent exclusion – parents informed. Pastoral support for pupil in either reintegration into school, or integration into a new school	Head

We believe it is in the best interests of the pupils to operate a zero tolerance approach to violence, bullying (in all forms), racism, homophobia, drug use, smoking and alcohol use on the way to and from, or in school. We believe that this message is best delivered by setting of clear standards by staff, regular reinforcement through PSHE and assembly time and sanctions when pupils break the rules.

Where sanctions are needed, we will train staff to ensure that they are appropriate to the offence, timely, mildly onerous and carried out. Behaviour will be monitored through records kept of more serious breaches, and from informal feedback at briefings and staff meetings. Pastoral leaders will ensure that behaviour is monitored for their stages of the school, and tutors will oversee behaviour for their pupils. Where appropriate, notes will be recorded on the provision map.

The school will also contain a staffed pastoral unit to which pupils can take themselves should the judge themselves that they are struggling with their behaviour. This 'time out' approach is highly effective in preventing situations from escalating.

The outline above is an example of the sort of sanctions to be used; again there would be an expectation of staff, pupil and parent contribution to the behaviour policy, which encourages support of the system. Such contributions can be received through discussions, school council input, staff meetings, letters to parents inviting feedback and working parties.

### **Strategies for the promotion of good attendance**

It is believed that motivated, confident and successful pupils will want to attend school, and the school ethos will be about the above, through academic success and the sporting, cultural and artistic opportunities stressed throughout this application. Therefore, attendance targets are above local and national averages.

The tutor, as pastoral care leader for the tutor group, oversees attendance and will work with the administrator or teacher working with responsibility as attendance officer, to monitor attendance, with strategies planned with senior staff for tackling poor attendance. However, the philosophy of the importance of the needs of the individual, which runs through the school, means that each case will be dealt with on its merits – provision within the budget is made for EWO support if required.

Any unauthorised absence will be dealt with directly with parents/carers, as well as the pupil, as such incidents are not acceptable.

Where problems persist, initially outside agencies will become involved, with the support of the law if necessary.

The table below demonstrates the progression of actions regarding attendance:

Type of absence	Action
Off school	Phone call/text/email expected from parent or school rings parent to assess situation
Off school for long period	School meets parent to discuss ways of supporting pupil during their absence, for example work set, attending for some of the day etc. Such an approach is sensitive to the circumstances of the pupil
Regular periods of short absence	Tutor monitors; discusses with pupil, parent. Identification for absence and patterns assessed. Pastoral support (eg spending some time in the support unit) put in place
Truancy/unauthorised absence	Parent informed. Sanction for pupil. Continued or repeated truancy, school informs LA and brings in EWO support with possible fine for parents
Regular authorised absence leading to absence over 4% without good reason	Discussion with parents and pupil. Strategies discussed and tried. Record on provision map. Review of success or otherwise. Ultimately, EWO support and possible fine for parents
School refuser	Pastoral support and outside agency support where required

### **Strategies for the promotion of pupils' welfare:**

A variety of approaches will be employed to ensure the welfare of pupils. Secure safeguarding and child protection procedures, in line with LA guidance, will be employed. A designated person, and deputy designated

person will be trained to lead in this area.

Underpinning the welfare of pupils is the emotional well being that comes from the confidence and self esteem to be found through the sporting, fixtures, performance and extra curricular opportunities, and the chances for leadership and focus on reward, which are the ethos of the school.

More formal systems and provision are outlined below:

- Training for first aid for staff
- Pastoral support provided by all staff, with the tutor the normal first point of call and oversight for the tutor group
- Dedicated pastoral support LSA (from 2014 as funding allows, other staff to take the responsibility in 2013)
- Dedicated pastoral support unit, to provide respite areas
- School council to provide pupil voice
- Peer mentors, to provide leadership opportunities and peer support
- Strong house system
- Outside agency support as required (covered in budget plan)
- Social and emotional well-being through assembly, PSHE, tutor time etc
- CPD for staff subject to need and interest
- Clear and regular communication with parents
- Pastoral intervention plans where required
- Parent and pupil questionnaires to ensure voice is heard
- School development plan to reflect welfare findings and needs
- Termly parent curriculum meetings, alongside initial meetings for new parents and the open door approach to parental questions, will ensure that parents understand how to best support their children in all aspects of their schooling

### **Strategies for the elimination of bullying**

Bullying is not acceptable. A clear definition will apply, covered in the anti bullying policy, and encompass repeated behaviour, and various types of bullying to include physical, verbal, sexuality, gender, racial, verbal etc. An open approach to bullying will encourage pupils to come forward. Some tenets will include:

- Bullying always dealt with by senior staff
- Pastoral support for victim and perpetrator
- The clear definition for all as to what constitutes bullying is regularly reinforced
- Serious sanctions, including permanent exclusion, for perpetrators, especially where they do not change their behaviour.

The philosophy outlined above will ensure that pupils feel safe, lessons are

typified by excellent concentration, behaviour and work ethic, teachers can concentrate on teaching rather than classroom management and through these pupils maximise their learning potential. However, the best way to prevent bullying is to create an environment in which it is less likely to occur. The school's ethos in promoting self esteem will support this, as pupils who feel good about themselves are less likely to bully. Other actions, both implicit within the ethos of the school, and explicit in direct teaching, to include:

- Anti bullying teaching in PSHE, including development of understanding of the feelings of the victim
- Clear and open procedure so victims feel that they can talk, and perpetrators know they are likely to be found out
- An atmosphere of positivity towards all
- A total intolerance in all walks of school of any form of discrimination
- Peer mentors, worry boxes and tutors who know their pupils extremely well
- An open door policy for parents. It is expected that senior staff are always visible and available before school
- Visiting speakers to inform on the effects of bullying
- A clear and effective ICT policy, including agreements from pupils, regarding ICT use
- Regular advisory meetings for parents on bullying, and particularly cyber bullying and how to spot and stop bullying
- An open awareness in all the school does that the victim of bullying (or any other misdemeanour) does not carry guilt
- The many activities – team sports, House events, plays, concerts etc, which develop a sense of camaraderie and collaboration

#### **How the ethos and philosophy of the school link with reward and sanction strategies**

The ethos of the school centres around the self esteem of the individual. The behaviour policy is based primarily on reward, which further develops self esteem. Many of the strengths of the ethos – teamwork in sport, collaboration in drama and music, enjoyable activities such as after school clubs and trips – develop mutual respect and love of school which encourage good behaviour.

The ethos of the school places much emphasis on the individual and the sanction systems are flexible, so that sanctions can be delivered to match the circumstances of the situation, especially through the tenets to be instilled in staff that sanctions must be prompt, mildly onerous, fair and appropriate to the offence, and that sanctions only progress in seriousness where circumstances dictate.

The school will be a caring, tolerant and kind school in all that it does; such values will be shared by pupils, and reinforced in everyday activities.

## **D7 Community**

### **The Community to be served by the school:**

Substantial demand exists for another school in the local community. This is evidenced through initial feedback to the suggestion of the school with over 300 pupils' interest registered, including children currently still pre-school; through the large number of parents who make use of schools in Bedfordshire and Milton Keynes (for example, the nearest Middle School to Bucks has 90/600 pupils from Buckinghamshire, overwhelmingly from North Bucks villages) and through parental and pupil anxiety evidenced at most primary schools in the County around the time of 11+ (witnessed by teachers, from the number of tutors who operate in preparing pupils for 11+ and from parental comments).

The area of the school is rural, with poor public transport links. Journeys on LA provided transport can be long, with schools the following distances from Winslow, the centre of the school's coverage – clearly journeys from the many villages surrounding Winslow can be much longer. Transport issues can limit pupils' opportunity to access extra curricular provision. It is believed that North Bucks was identified recently by the LA as an area suffering from rural deprivation, and the then operating extended services programme targeted the area.

Substantial building programmes are taking place in North Bucks, especially around Aylesbury, Buckingham and with apparent plans for Winslow and the Beds/Bucks border near Wing. Pressure on school places will increase in the future.

The targets listed for pupil achievement are appropriate and challenging because they are higher than other non grammar schools, and – despite being a non selective school – do approach standards of attainment met by grammar schools through the delivery of a broad curriculum that develops self esteem and maximises learning potential.

School	Distance from proposed school (using aa route planner and post codes)
--------	--

Grammar 1 Royal Latin School	6.2 miles
Grammar 2 AGS	11.1 miles
Grammar 3 AHS	11.2 miles
Secondary 1 Buckingham School	6.0 miles
Secondary 2 Cottesloe School	16.9 miles (tends to serve to west of Winslow)
Secondary 3 Aylesbury Vale Academy	10.1 miles (tends to serve south of Winslow)

It must be remembered that these distances are longer, because buses run a route through other villages, roads are narrow and windy and the coaches large.

The area is relatively affluent, with pockets of deprivation in nearby towns. By wide advertising, transport links run and liaison with primary schools, it may be, subject to admission rules, possible to target some of these areas of deprivation for the school.

We expect our pupils to come from a largely rural community in North Bucks, with possibly a small number of traveller pupils. We do not anticipate, because of our location, an especially diverse ethnic mixture in the school and will seek, through cross curricular days and community activities, to promote understanding of other communities locally, nationally and globally.

We plan to offer a transport services for pupils to travel to and from school at a break even rate.

It is widely perceived, backed up by OFSTED reports, that grammar education surpasses non grammar education locally. Whilst this application does not offer a view on this, notwithstanding its recognition of some of the challenges around self esteem facing schools dealing with 11+ 'failures', nevertheless, feedback from parents and teachers indicates strong support for a school able to offer a mixture of high academic standards supported by the ethos outlined in this application, especially the focus on sport and performance opportunities. Two relatively local schools that employed such an approach saw, respectively, 30% and 10% increases in numbers in a short period, leading to both schools becoming oversubscribed, and a large number of independent schools operate in the area, offering a similar approach to learning as reflects the ethos of Sir Thomas Fremantle school.

Table outlining key characteristics of the local community and how the school's ethos, structure and curriculum will address these:

Characteristic	How these will be addressed
Many pupils with low self esteem due to 11+ failure	Ethos of the school, emphasis on sport, performance, arts, extra curricular opportunity, leadership etc will raise self esteem, leading to higher performance in academic subjects
Highly rated and successful grammar schools locally	Whilst Sir Thomas Fremantle recognises and supports the right of parents to select grammar schools, where they are able, non grammar and other types of school, nevertheless it's emphasis on sport,

	performance opportunities and clubs is something that is not equalled by Grammar Schools locally, and therefore may be attractive to many parents who would otherwise choose a grammar option.
Transport problems for outlying villages	Transport to be provided, either by LA or at break even cost, with hardship fund and after clubs transport also, increasing opportunity for pupils to participate fully in the life of the school
Where deprivation and disadvantage exists, it is furthered by the isolation of the village communities	As above
New Housing	New school places provided

**Links already established with other schools and the community**

- Discussions held with adult learning LA official regarding how the school can support and help sustain adult learning within the community – strengthened wish to use the Winslow Centre; reinforced the belief that such a move would enhance opportunities for the Adult learning, youth club, pre school and library already on the site by providing substantial extra use of the site thus ensuring its viability
- Discussions held with Social Welfare official discussing ways in which the school can strengthen links with disadvantaged elements of the community – to lead to plans to work with local feeder primary schools to provide a ‘through’ education for such pupils, ensuring continuity in their education
- Discussions due to be held with senior LA representative
- Discussions held with local parish councillors – led to further suggestions for using parish and district councils to enhance the plans due to be carried out during late February and March
- Discussions held with, and letters outlining proposal, local primary schools and Governing bodies. Those who would talk very supportive of idea – some schools do not wish to engage with the plan at this stage
- Three public meetings held – helped to fine tune curriculum provision, especially around sport and arts; helped to ascertain local wish for vocational opportunities and work experience, now in curriculum plan; shaped oversubscription criteria especially around use of feeder schools rather than distance
- Discussions held with Governors from local Grammar School to establish probability of link and assistance with setting up of Sir Thomas Fremantle school. Discussions are planned with Governors



and senior staff at other local secondary schools

- Discussions held with pupils at a range of local secondary and grammar schools, establishing what they value in education. Shaped thoughts around lesson length, curriculum time, extra curricular provision, options choices, pastoral and social matters, sports and arts provision
- Leafleting, open invitation for email questions and feedback, website with opportunity for local community suggestions and informal discussions with numerous members of the public, both parents and not parents. Shaped belief in the overwhelming wish for the school
- Discussions with some local businesses. Impact on the local community seen as extremely positive as will preserve library, bring more people into the town for local shops, help house prices and negate concerns around local building projects limiting access to other schools
- Discussions with some local residents. Initial feelings again positive that the opening of the school would not be detrimental to the immediate locality
- Discussions with some local sports groups. Support for a school with an emphasis on sport as will provide more players for team. Enthusiasm for use of facilities.

#### **Plans to work with other Schools and the Community**

- Establish links with other secondary and grammar schools to share facilities for the benefit of all pupils. The school's expertise in sports, performance and other strengths that develop can provide benefit to other school's pupils whilst such benefit can be reciprocated
- Work with a local school for severely disabled pupils to provide benefit to these pupils and personal development for the school's pupils
- Provide masterclass, performance and sporting opportunities for local primary schools, including senior pupil leadership support
- Provide facilities for local primary schools, such as in sport, science and performance, where primary school provision, especially in village primary schools, is limited.
- Share staff training with other schools, hosting when appropriate
- Share our site with the local adult education training establishment, making better economic use of the facility and, subject to safeguarding conditions, sharing some of our 6<sup>th</sup> form courses and also vocational studies and courses
- Establish links with other schools, maintained and independent, for sporting fixtures
- Make our concerts and performances open to the public; provide expertise, resources and facilities for other local groups on the site

- Work with local sports clubs sharing facilities and training opportunities; local rugby, football and cricket clubs are within walking distance of the site, and the site can provide community benefit and impetus for other sporting ventures
- Undertaking charitable work and community service
- Help secure the local library through shared use with the school.
- As mentioned earlier, it is planned to offer after school activities, fixtures and performances for Years 5 and 6 in areas of focus in the school, namely sports, music, drama and dance.
- Buckinghamshire abandoned school dinner kitchens some years ago. On a break even basis, the school can offer itself as a hub for local small primary schools to offer a lunch delivery service. Informal discussions have already taken place with one primary school. Costs for school meals have not been included in the finance plan as they would represent a break even in and out cost, with charges reflecting this. It would be estimated at charges of £2.10 per meal within the school, with approximately 40% uptake, with an additional element to cover transport for other schools. Some other local secondary schools offer a similar service in other parts of the county.

We believe, at this stage, that the local library is under threat of closure; the establishment of the free school at the site would enable the library to stay open, being shared between the school and the local community, thus reducing costs.

### **Promotion of Community Relations**

The school's pupils will be ambassadors for the school, supporting local good causes, including residential centres, a special school, local sports clubs and primary schools. The provision of a local secondary school will be welcomed by many parents, because it means that the long bus journeys for pupils to existing schools can be eliminated.

Access to the proposed site, which used to be a school, is satisfactory, and particular care will be taken during drop off and pick up times to ensure that the impact on the local residents is minimised. Staff will supervise, for example, arrival at school. The provision of transport facilities will minimise the impact of cars travelling to the school.

Many shops on the local High Street are closing and the provision of the school would provide a key employment opportunity for the small town, and would also generate business in the town both through use by pupils and parents, and also in attracting inhabitants to the town.

Direct actions planned to enhance community relations are listed below:

- Active support for local charities; School council to establish termly charity fund raising events
- Helping out at local pre school and old people's home; performances,

concerts etc

- Termly meetings planned with local community leaders to measure feelings
- Clear guidance to parents around parking (very large car parks are on the proposed site) and pupils about behaviour outside of school
- Vocational and work experience work with local businesses, subject to appropriate safeguarding and health and safety checks
- The school's use of the building brings income into the building, and better resourcing, enhancing the local community's use of the site out of school time
- Planned links to the adult education programme; eg shared A level teaching
- Creation of jobs for local residents

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

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	60	65		108	60	74		123
Year 8	60	44		73	60	65		108
Year 9	60	34		57	60	44		73
Year 10					60	34		57
Year 11								
Year 12								
Year 13								

<b>Totals</b>								
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## **Section E: Evidence of demand and marketing – part 2**

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

### **E Part 1 – to be read in conjunction with figures in application form**

#### **Evidence of Demand (as at Monday 20<sup>th</sup> February – numbers strongly expected to increase)**

Total Number to have answered yes to the statement 'The School, if successful, will be my first choice secondary school for my children': 402

Total Number who could join the school in 2013: 180

Total Number due to join, in 2013:

Year 7 65  
Year 8 44  
Year 9 34

Total Number who could join in 2014 into Year 7: 60

Total Number due to join in 2014 into Year 7: 74

Evidence of extended demand:

Number due to enter school into Year 7 in:

2015 37  
2016 61

Total number of pupils who will be in KS1/Foundation/Y3 in 2013, but have still expressed their interest in answering the question above: 72

Parents have further been asked to indicate that they support the ethos of the school as it is planned. They have been invited to ask questions and raise concerns. Support has been total. Questions have been raised on the following issues:

- 1) Oversubscription criteria – this has been amended to offer high priority to feeder primary schools as a result
- 2) Vocational and work experience opportunities – these have been included within the curriculum
- 3) Guarantees that the school will be funded centrally – this has been confirmed

- 4) Guarantees that the school will have a governing body – this has been confirmed, with explanation around how such a body is formed (which is detailed later in the application)
- 5) Details on the range of GCSE and A level subjects to be offered – these have been explained and supported.
- 6) Considerable support has been received by the group for setting up this opportunity for the school

It must be noted, as stated earlier, that Buckinghamshire is unique in England as it is a fully grammar/secondary system. Therefore, likely success in this is a factor to delay secondary school choices. Whilst it is believed that this school will attract pupils of all abilities in its own right, such a process will take time to establish, and is difficult to establish whilst the school still awaits confirmation. Therefore, demand will be significantly higher. This is supported by evidence of the number of local pupils who attend local middle schools in Beds despite attending primary school in Bucks.

Further, the steering group has been deeply conscious of not raising expectations of parents; it is certain that the school will be oversubscribed and therefore has limited its search for demand to the immediate rural locality, plus the small market town of Winslow.

### **Assessing parental demand:**

The group has used three methods to establish demand:

- 1) Public meetings
- 2) Flyers
- 3) Website

On each the philosophy, ethos and proposed curriculum basis has been outlined. Contact details have been supplied for questions to be asked, and there have been q/a sessions at the public meetings. Parents/Carers have then been asked to show that they agree with the following statement: *'The new school, if successful in its application, will be my first choice for secondary education of my child/children.'* They are asked, if they support this statement, to submit their postcode and a contact – email ideally. A breakdown of the interest is included as an appendix, along with a map.

Public Meetings:

- Explanation of the ethos driving the school
- Statement that the group does not seek to criticise existing provision, but feels that the community needs additional choice
- Explanation of the proposed curriculum, including extra curricular activity and exam programmes
- Explanation of pastoral, welfare, behaviour and care aspects of the school
- Details of the day to day running of the school, including transport
- Confirmation of funding and governance matters
- Confirmation of what is required in an expression of interest, and that this does not constitute a place guaranteed.
- Question and answer sessions.

A copy of the form for parents to complete is below:

The new school, if successful in its application, will be my first choice for secondary education of my child/children.

I support the ethos and philosophy to underpin the school, as outlined at the public meeting.

Postcode	CURRENT year group of child/ren	Contact email (or phone if no email)	I am happy to help with the setting up of the school. (Please state any expertise and how many hours per week you might be able to commit)

Attendance at meeting one – 50 people; meeting two – 40; meeting 3: Take up seemed high, but is difficult to judge as many parents had already signed using the website, or had emailed their support and confirmed their support for the ethos of the school and that the school would be their first choice secondary school, in line with the details above. Certainly, at the three meetings only voice of concern was heard, and this related to catchment.

Flyers: The following flyers have been used

**Sir Thomas Fremantle School**  
**A proposed new secondary school aiming**  
**to open in September 2013, under the**  
**Free Schools Programme, near Winslow**

- Small classes
- High academic standards
- Significant opportunities in sport and performance (music, dance and drama)
- Extensive provision of GCSE and A level studies
- High expectations of behaviour and dress
- Nearly 200 pupils' interest registered since mid January
- A successful application will depend on demand. In particular, we are currently looking for pupils presently in Years 4, 5, 6 and 7
- Email [REDACTED] or visit [www.sirthomasfremantle.org/](http://www.sirthomasfremantle.org/) for information or to register your interest
- Next meeting: 16<sup>th</sup> Feb. 7.00pm  
[REDACTED], Winslow [REDACTED]

Website: The address for this is [www.sirthomasfremantle.org/](http://www.sirthomasfremantle.org/) It includes a forum for parents to raise issues and discuss matters, and has two way links to a Face Book site



## **E2**

### **Measures to ensure a broad and varied intake:**

- 1) A curriculum that values competitive and performance subjects as well as academic
- 2) Provision within the budget to meet the needs of a range of pupils in terms of support
- 3) Transport provided to groups suffering rural deprivation
- 4) The intention is to work with primary schools to identify pupils who might particularly benefit from the school's ethos and curriculum, and write (or contact as advised by the school) to these families. However, we will need to talk with the LA also to ensure that such an approach has their support
- 5) Specific staff responsibilities for inclusion and parental support
- 6) Discussions held with Social Welfare official discussing ways to make the school attractive to this with disadvantage. Discussions are in early stages, but include ideas around seeking to work with feeder primary schools to ensure smooth transition in the learning journey.
- 7) Establishment of a hardship fund
- 8) Planned broad advertising of the school to reach all aspects of the community, including flyers, meetings, facebook and website.

**Contact with Local Authority:** The group are due to meet with a senior representative shortly to discuss the school, its ethos and pupil intake. This meeting was due prior to the application's submission but had to be cancelled by the LA representative and then the representative was on holiday. However the meeting will take place shortly.

Discussions took place with a representative regarding the probability of LA support for the plan, with the response was that the LA was happy for education to be provided by Free Schools provided that they enhanced children's learning. Discussions around demand also took place with the LA representative unable to identify exact demand going forward whilst final plans for new housing are still under review; however, irrespective of the levels it was agreed that substantial housing would be built.

Discussions have taken place with Governors at local primary schools, and a secondary school. Informal discussions have been held regarding liaison with Adult education with a senior representative of the LA.

**Identification of school place need:** Information is being sought on this. The overwhelming majority of pupils take the 11+ in Y6, and under 30% of pupils receive grammar school places. It is known that the highest performing local non grammar school is also substantially oversubscribed. This to such an extent that a large, and local to the school, building development has been excluded from this school's catchment.

As it is believed believe that the site will be leased from the LA, there are no plans to sub lease at present, feeling that the resources we use will revert to the LA during non school time. However, facilities will be improved in these rooms if the school uses it, eg through science, ICT, stage lighting etc.

Further, the future of the building as an adult education centre, the attached library and the associated community use of the building will be secured as it will have all-day full use, rather than slight daytime use as at present.

**Capital Funding:** There is no capital funding at this stage. We believe that some may be available connected with local development, but this is only informal feedback. Should the application be successful, there are two members of the steering group who have professional experience of bids in education, and will be seeking funding sources for the set up of the new school. A small sum has been included in the budget plan to cover any shortfall in sums received, although this has been added to the revenue section as there is no capital section.

The group are seeking to bid for the advertised Barclays Bank [REDACTED] set up grant but have not included this in the budget plan.

Demand established at time of writing . All demand is from within 10 miles of the school, most within 4 miles. One application is from Sweden, but this family are returning to the area in 2013. Another is from near Wellingborough, this family will move to the area shortly. These two applications do not show up on the map of demand.

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

<b>Section F</b>		
<b>F1</b>		
Resources needed to operate the school (when full)		
Resource	Already in proposed site?	Where to access?
21 classrooms	Yes	
Sports and changing facilities	Yes	
Hall/Performance/Meeting facilities	Yes	
Specialist teaching spaces	Partly	Creation of Science Lab. Discussions with Ashfold School locally who recently fitted a new Science lab
Educational Resources	No	Educational Suppliers such as Herts (seeking best value). Typical resources identified through experience of the steering group, discussions with other providers (discussions with Governors from a local Grammar School regarding links have already taken place) and advice from staff as appointed
Administration Resources	No	As above
Signage	No	As above
Furnishings	Partly	As above
Transport	No	2 <sup>nd</sup> hand mini bus suppliers; transport operators – best value
ICT equipment	Partly	Comparisons of suppliers, eg RM, Stone
MIS	No	Comparisons of suppliers, eg SIMS
Insurances	No	Comparison of approved suppliers, eg Zurich; steering group member with specific experience and expertise
People and Skills		
Skills	Person	Where from?
Running school		
Principal	Identified	Steering group; [REDACTED] will go forward as [REDACTED]; an experienced and successful Headteacher who led a local school to outstanding and who has worked extensively in a variety of settings in schools. CV in appendix

Bursar	To advertise	Applications; offer of advice from local [REDACTED]. Also [REDACTED]. CV in appendix. Also, use advice from local Grammar School and previous bursars with whom the Principal Designate has worked
Teachers	To advertise	Applications. See staffing for the process
Support Staff, including LSA, technicians and drivers	To advertise	Applications. See staffing for the process
Administrative Staff	To advertise	Applications
Caretaker	To advertise	Applications
Cleaners	To advertise	Applications
Setting up and leading		
Educational Expertise	Identified	Steering group; see list of experience
Financial Expertise	Identified	Steering group; see list of experience. It is planned to outsource school auditors, using a tendering and interview process led by steering group members with expertise in this field.
Business Expertise	Identified	Steering group; see list of experience
ICT Expertise	Identified	Steering group; see list of experience
Marketing Expertise	Identified	Steering group; see list of experience
HR Expertise	Not yet available	Outsourced and in budget plan. See relevant section of application for details.
Legal Expertise	Not yet available	Outsourced and in budget plan. . See relevant section of application for details.
Governance Expertise	Partly available	Steering committee contains three experienced [REDACTED]. The Principal Designate is [REDACTED]; [REDACTED] is a [REDACTED]. [REDACTED] is an [REDACTED]. In the budget plan is a line to contract a Clerk from the LA who will guide the Body through its various duties; also lines for School Improvement support and Governor training to ensure appropriate challenge is provided
Buildings and Premises	Plans to be leased and shared	To be discussed
Health and Safety	Building plans to be leased and shared	Outsourced unless within existing structure. See later sections for process
Project Management	If needed	Outsourced. As above

### Steering group expertise and time

Name	Time (hours per week)	Skills and/or areas of commitment
	20	
	5	
	3	
	3	
	2	
	3	
	4	
	2	
	2	
	1	
	5	
	2 (more if needed)	
	3	
	5	
	3	

We have received two other offers of significant help. A husband and wife team who are also town planners have offered their advice as LA workers and in understanding planning requirements as required if the bid is successful. A retired science teacher has offered to assist with the setting up of science labs.

#### **Plans for addressing gaps in Educational Expertise:**

We believe that we hold, or can outsource, the relevant and necessary educational skills for setting up the school.

In running the school, the principal designate has considerable experience in leading KS3 but less with KS4 and KS5. Therefore, the first senior appointment will be to address this gap by 2014 with a teacher (senior or deputy) to oversee KS4 and KS5. The timescale for this is:

- Use governor expertise and discussions with other schools to identify the skills needed in the appointment (Autumn 2013)
- Advertise for this post (Early Spring 2014). As a senior post this will be advertised both locally, using the LA website and local press, and nationally using the TES.
- Shortlisting and interviews: it is planned that the Principal Designate, governors and a Headteacher from a local secondary or grammar school will conduct the interviews, which would include an observed lesson in the visiting Headteacher's school, formal interviews, question answer sessions with pupils and tasks

related to the role, on top of the usual safer recruitment checks and procedures.

- Appoint for September 2014. As the school is unlikely to have existing KS4 pupils, it may be necessary to see the candidates teach in their own settings.

### **F2 Finance**

The group has significant expertise in finance. Qualifications and experiences of the steering group are sent separately. It is believed that sufficient expertise is available to manage the budget during the setting up process.

However, once running, the school will have, in addition to the expertise already existing, a bursar with experience of operating school budgets to deal with the day to day running of the school budget, and advise on strategic matters and an outsourced audit team (budget aware). It is planned that there will be separate Finance and Audit committees on the Governing body also.

The process for securing such a person will begin prior to the school opening, to start immediately in September 2013 unless start up funding, or an advance on funding, is available for an earlier start.

The details of the final post will be decided through a combination of existing expertise on the steering group, consideration of job descriptions listed on the TES and other sources for similar roles in similar schools and advice from equivalent staff at local secondary schools. Discussions with governing bodies has already begun to allow this. The interview process will be based around best practice as advised by the group identified above.

Time commitments during the set up stage are listed in F1.

**F3 – Expertise to set up and run school**

Members (confirmed): [redacted] (Proposed Chair); [redacted], [redacted],  
[redacted] (confirmed): [redacted] (Section 1 form completed, not sure if needed)  
[redacted] (confirmed): [redacted]

Directors (proposed, but not yet confirmed so no Section I form – to be submitted if these people do apply to become directors): [redacted], [redacted] + 2, probably from list below (see appendix for details of the skills of this group; all posts subject to appropriate scrutiny through the application process)

Other Governors (proposed): [redacted], possibly other members of the steering group. It is planned to consider Governance of the school in much more detail if the school is successful in its application. In particular, the role of educational expertise from outside the group, other parents and local community members need to be represented to ensure that the school Governance in outward looking. However, it is not possible to find people until the school is confirmed as, for example, we do not know which parents will have children at the school, or a cohort of parents to vote on such positions.

See suggested framework for roles and responsibilities, all of which will be appropriate to the school funding agreement, articles of association and other legal requirements.

**Links to the vision:**

The table below, notwithstanding the formal structure of the body, shows how the consideration of the ethos of the school is shaped by the skills, enthusiasms and experience of the proposed members and directors. In particular, it should be noted that the substantial interest in the school reflects local residents who are enthused by the proposed ethos. It is expected that further skills will come from these people.

Ethos element	Particularly relevant person(s)	Experience
Commitment to the importance of the	[redacted]	[redacted]

individual as the centre of what is provided	[REDACTED]	
Commitment to a fully non selective approach engaging all aspects of the community	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	As above [REDACTED] [REDACTED]
Recognition of the need for a local school	Entire group	Local parents
Sporting Opportunity	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
Drama and performance opportunity	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
Music opportunity	[REDACTED]	Musical family
Leadership opportunity	All	As parents
Learning and teaching expectations and methods	[REDACTED], [REDACTED], [REDACTED] ( [REDACTED] ) – [REDACTED] not currently wishing to become director/governor)	[REDACTED]
Links to business	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

As is shown in F1, the school will seek to outsource areas where there is a lack of expertise, or where additional expertise is needed. In particular, this includes HR, building and premises, health and safety and legal expertise/support.

The Governing body will tender for these, seeking at least three bids and interviewing these to identify which provide the best support for the school. It will seek advice from experts in other schools to support in this process, which would happen once the school has been approved. Monies have been allowed in the budget proposals. Whilst all members of the steering group will contribute to all aspects of the schools development, specific responsibilities are as below:

Name	Time (hours per week)	Skills and/or areas of commitment
[REDACTED]	20	[REDACTED]
[REDACTED]	5	[REDACTED]
[REDACTED]	3	[REDACTED]



		3		
		2		.
		3		.
		4		.
		2		.
		2		.
		1		
		5		
		2 (more if needed)		
		3		
		5		
		3		

**F4 Staffing Structure**

Name	No.	No · Le ss on s P/ W of 30	Key Roles and responsibilities
Head	1	12	Overall responsibility and accountability, marketing, strategic development, appraisal
Deputy	1	15	Heads KS4 and KS5, and oversees learning and teaching
Senior Leader	2	20	Day to Day organisation, Pastoral care/Inclusion, Head of KS3
Heads of Department	9	24	SEN, English, Maths, Science, Humanities, Languages, Sports, Arts, technology. Ensure provision map and syllabus is up to date. Contribute to whole school policy making and monitoring. Budget requests for department in line with whole school and departmental priorities. Tutoring
Teachers	12.5	27	Delivery of high quality teaching, CPD, mentoring depending on experience and level. Tutoring
NQT	2	24	Delivery of high quality teaching, CPD. Tutoring
Pastoral Leader	1		Collaborative working with Pastoral Care leader, liaison and support for parents. Running pastoral care unit.
LSA	5 x 0.5		Classroom support as required. Individual or small group support as required.
Cover Supervisor	2		Short term cover for absent teachers; remainder of time operating as LSA.
Tech	1		ICT, DT, Science, Arts as required
Sports Coaches		15	Working with sports lessons

All teaching staff will contribute to the extra curricular programme and are linked to a House.

Total number of teaching periods required: 630

Total number of teaching periods available: 664 (includes ppa/management time)

Spare lessons to be used as additional A and GCSE level options, depending on skills and demand, ppa time, or for additional support or for occasional supply cover

**Funding tables: This plan leads to the following % operational surplus**

Year	Before start up grant	After start up grant
13/14	6.3	21.25
14/15	3.9	10.9
15/16	12.6	16.8
16/17	4.1	6.4
17/18	3	4.3
18/19	5.8	na

This demonstrates the financial strength of the plan, which would aim to see an annual surplus of around 5% to account for additional costs (for example increments, although the plan assumes teachers moving up the pay spine, and accounts for this) or changes in funding. It also means that, apart from a small element in Y2, the start up grant would not be needed.

Sensitivity plan:

Year	Before start up grant	After start up grant
13/14	0.25	15.7
14/15	1.2	8.8
15/16	4.25	7.6
16/17	3.1	5.6
17/18	0.4	1.7
18/19	3.6	na

Again, the financial plan is proved to be sustainable. (Note – the [REDACTED] start up grant for advertising and training is not reflected in these figures, it has been added to the non payroll expenditure advertising line in the budget plans, for ease of management of funding). Savings are made in the sensitivity plan through the following:

- Costs based on pupil numbers are reduced, as pupil numbers are reduced
- Staffing surplus in the timetable is reduced. This does limit some flexibility, for example in small group support, but does not challenge the overall philosophy
- Administrative and ancillary staff reduced.

A sample plan for 2013 staffing leading to 2017 staffing for both the full financial plan, and the sensitivity plan, is included in the appendix.

#### **Phased Development of Staffing Structure**

(number of ppw)	2013/14	2014/15	2015/16	2016/17	2017/18
Head	1 (12)	1 (12)	1 (12)	1 (12)	1 (12)
Deputy	0	1 (15)	1 (15)	1 (15)	1 (15)
Senior Leader	0	0	0	1 (20)	1 (20)
Heads of Department	2 (48)	4 (96)	4 (96)	5 (120)	9 (216)
Teachers (Ft/Pt/NQT)	10 (258)	11 (246)	17 (375)	16 (415)	16 (387)
Pastoral Leader	0	1	1	1	1

LSA (excludes those funded through statements)	2	3	5	5	5
Cover Supervisor	1	2	2	2	2
Tech	1	1	1	1	1
Sports Coaches (lesson per week)	(5)	(10)	(15)	(15)	(15)
No. of lessons to be taught	282	296	482	554	630
No. of lessons available	323	364	512	596	664

**Roles and Responsibilities during Phased Development:**

As 2017/18+	2013/14	2014/15	2015/16	2016/17	2017/18
Head	Day to Day running incl. extra curric. With admin support. Heads SEN/Arts/Sports	Head KS3 Heads Arts Extra curricula r with Admin	Head KS 3; Heads Arts Extra curricula r with Admin	Head KS 3; Heads Arts Extra curricula r with Admin	Overall accountability; marketing; serious parental concerns and behaviour matters; some teaching. Normal Head responsibilities; designated person
Deputy	xxxx	+ Day to day running Heads Sci	+ Day to day running Heads Sci	+ Day to day running with SL Heads Sci	Heads KS4/5; leads on learning and teaching. Exams. Some teaching. Deputising for headteacher
Senior Leader	xxxx	xxxx	xxxx	+ Day to Day running with DH	Pastoral care and inclusion; designated person; oversees tutors and Houses. Ensures equal access and opportunities, and reaches out to wider community.  Head KS3; Day to Day

					running including cover, calendar etc; extra curricular
Heads of Department	M, E	M, E, SEN, MFL	M, E, SEN, MFL	SENCo, E, M, Sport, MFL	Monitoring teaching and learning, syllabus and curriculum in their department. Resourcing. English; Maths; Science; SENCo; Humanities; MFL; Sports; Arts; Technology
Teachers	Leads on, hum, tech, MFL, Sci	Leads on, hum, tech, sport	Leads on, hum, tech, sport	Leads on, hum, tech	Normal duties of teacher in promoting high standards of learning – follows criteria in planned PM document starting Sept. 12; tutor, club and House staff
Pastoral Leader					Runs support unit; supports pupils, parents and staff on range of pastoral issues
LSA					Classroom support and individual support as required as usual with LSA
Cover Supervisor					Covering short term absence for colleagues. Additional LSA support at other times.
Tech					ICT maintenance. Other areas as time allows eg drama, science, DT.
Sports Coaches					Teaching games
Bursar	Additional support with running day to day school				Day to day finances; advice on strategic matters with finance. Heads Admin and Ancillary staff; compliance issues. Tendering
Registrar	Additional support with running day to day school	Additional support with running day to day school	Additional support with running day to day school		Marketing and admissions; Head's PA. Leads admin team

School Secs	Additional support with running day to day school	Additional support with running day to day school	Additional support with running day to day school		Admin matters; reception, phones, SEN paperwork; ordering resources; oversees daily registers and contacts parents
Caretaker					Daily maintenance of school. Leads cleaners and contractors
Cleaners					Cleaning

**Section F 5**

It is intended that one of the steering group, [REDACTED], will go forward as [REDACTED]. [REDACTED].

It is envisaged that he will take up his post as soon as possible, which at present is believed to be two terms prior to the school opening. His role during this time will include, in conjunction with the Governing body:

- Researching, preparing and writing the school policies which will underpin the school's work, and reflect its ethos, vision and curriculum
- Overseeing the preparation of the buildings, including (if successful with the The Winslow Centre) finalising details of the shared use
- Marketing the school and hosting various events to promote the school
- Meeting prospective parents and pupils on an individual basis
- Designing criteria for selection on the over-subscription criteria
- Appointing the best staff available in line with the details of this application
- Writing a school development plan
- Organising and purchasing the resourcing of the school ready for September's intake
- Working to establish precise links with the local and wider community on a variety of issues to include fixtures, transport, links with local business and charities etc
- Undertake such training as is needed to fulfil his role during the first year of the school's operation

### **Appointment of staff**

The school will seek to appoint staff in the Spring and Summer terms 2013, in line with submitted application. As well as a Headteacher, Senior Manager and Head of Department amongst the steering group, the group also includes a member who has specialised in recruitment through her work as MD of a national educational consultancy.

Posts will be advertised in the local press and Buckinghamshire and nearby LA websites. Senior leaders' positions will also be advertised in the TES.

The recruitment process will follow safer recruitment protocols, for which the principal designate has been trained.

Following applications received, a shortlist will be drawn up and references checked. Arrangements will be made with other schools to enable the candidates to be able to be seen working with pupils at interview, and the interview process will be full, including relevant questions on safeguarding.

### **Sample Job Description:**

Head of English		
Teaching	Management	Additional

Teach approximately 24 ppw to a variety of classes	Develop the curriculum in English, paying full attention to the demands of exams syllabus, National Curriculum and other elements of English that enhance the philosophy of the school	Run a club, team or extra curricular activity
Plan, mark, assess and report learning in line with school practice and policy	Monitor all aspects of learning and teaching within the department and report findings to senior leaders	Undertake such daytime duties as may be required, eg supervising homework on a rota, break duty
Maintain good classroom order	Mentor, coach and support staff to ensure that their teaching maximises learning	
Self assess your own teaching against the criteria listed by the DfE, Sept 2012	In line with school criteria, establish set lists	
Identify and undertake such training as may be required to maintain and improve your teaching to the highest standard	Organise assessments, tests and exams for the department	
Write written and present verbal reports to parents as required	Ensure that the School Provision Map is up to date and reported in areas linked to English	
	Be responsible for resourcing the department, following school procedures	
	Take part in Performance management of yourself and your team	
	Identify training needs for your department, and find suitable provision	
	Undertake other duties as might from time to time be reasonably required by the Headteacher	

Sample Person Specification:

Subject teacher	
Essential	Desirable



Be educated to at least degree level	Be able to teach a second subject to exam level
Hold a teaching qualification	Hold a sense of humour
Embrace the ethos and philosophy of the school	Be prepared to lead on a subject whilst the school grows to capacity
Be flexible in approach to working	
Be able to teach a second subject to at least Y9 level	
Have the personal strength to maintain good order, and deal with parents	
Be prepared to take part in the extra curricular programme	

#### Sample Interview Process (pre-opening)

Games Teacher	Candidate A	B	C	D
9.00	Tour of School (Gov. A)	Teaching and Learning interview (Principal, Gov B)	Community Interview (Gov C and D)	Coffee break
9.45	Coffee break	Tour of School (Gov. A)	Teaching and Learning interview (Principal, Gov B)	Community Interview (Gov C and D)
10.30	Community Interview (Gov C and D)	Coffee break	Tour of School (Gov. A)	Teaching and Learning interview (Principal, Gov B)
11.15	Teaching and Learning interview (Principal, Gov B)	Community Interview (Gov C and D)	Coffee break	Tour of School (Gov. A)
12.00 all depart and appointment discussion				
Earlier time, with Principal observing	Observed lesson in own school/placement or at a local school	Observed lesson in own school/placement or at a local school	Observed lesson in own school/placement or at a local school	Observed lesson in own school/placement or at a local school

#### Sample Interview Process (post opening – 2<sup>nd</sup> day if more candidates)

HoD	A	B	C
9.00	Tour of School (sen. Teacher)	Observed Lesson (principal)	School Council Q/A (Admin supervise – feedback school council)
9.45	Observed Lesson (principal)	School Council Q/A (Admin supervise – feedback school council)	Tour of School (sen. Teacher)
10.30	Coffee with staff	Coffee with staff	Coffee with staff
10.45	School Council Q/A (Admin supervise – feedback school council)	Tour of School (sen. Teacher)	Observed Lesson (principal)
11.30	T+L Interview (sen. Teacher and principal)	Community Interview (Gov)	Task
12.15	Community Interview (Gov)	Task	T+L Interview (sen. Teacher Band principal)
1.00	Lunch	Lunch	Lunch
1.30	Task	T+L Interview (sen. Teacher and principal)	Community Interview (Gov)
2.15	Departs		

### **Governors:**

Most governors will come from the steering group. Elections will be held for parent governors once the school is open, and the steering group will identify skill shortages in the group and advertise clearly for potential governors who may fill these gaps. All governors will be subject to appropriate safeguarding checks.

The steering group contains three experienced school governors who can lead the process, and it is intended to buy into the LA clerking scheme, advice and guidance can also then be received from the appointed clerk.

The skills and experiences of the existing members of the steering group are detailed in the application notes of Section F1-4.

### **Recruitment and Skills**

Education – currently on steering group; approach headteachers in other schools to establish additional, external expertise

Finance – currently on steering group

Legal – not currently on steering group. See below

HR – not currently on steering group. See below

IT – currently on steering group

Business – currently on steering group

Community – currently on steering group – see below for methods to attract additional

support

Marketing – currently on steering group

Inclusion and global awareness – currently on steering group

H+S - not currently on steering group. See below

Existing governance – experience within group – clerk and training budgeted

Responsible Officer – see below

Other sources of attracting Governors: Advertising within the parent body; using knowledge within the group to ask individuals; using LA pool of those wishing to become governors; advertising within the local community, eg local paper, school newsletter; advice from other schools

Legal, H+S and HR support: The school will seek to outsource these areas, using expertise on the steering group and advice from other schools on what is needed. The school will tender to providers, including local authorities and educational specialists.

Through these tenders the school will identify the best providers who will work with the Governing body, Headteacher and bursar (who will also have a role in compliance matters) to ensure that the Governing body and headteacher receive the best advice and support, and the school is adequately protected with insurance and through its policy and practice. Allowance for such support is in the submitted budget proposal.

## **F6 Governance**

### **Roles and responsibilities**

The academy trust will operate in line with the requirements of its articles of association, funding agreement and other statutory requirements. Roles and responsibilities are laid down clearly here, along with lines of accountability; training and a clerk have been allowed in the budget plan.

Members: Overall responsibility for the running of the school. Ensuring financial security, appropriate safety, including safeguarding, procedures and policies are in place; ensuring all legal requirements are met and that the curriculum remains broad and balanced, and in line with the school's ethos and vision.

Governors: Challenge and check that members are fulfilling their obligations.

Challenge and hold to account the Principal. Significant developments to the running of the school should be decided by the governing body, within the school's ethos and vision, and Governors appoint Headteachers and Deputy Headteachers. Challenge the Headteacher to ensure that the school is fulfilling its legal responsibilities, ethos and needs of the parents, pupils and, where possible, the local and wider community.

Principal: The day to day operational management of the school and an input into the strategic development of the school. The principal is also accounting officer and chief executive of the school.

Potential Conflict of Interest: These will be considered, in line with guidance from the legal documents governing the school's operation, and advice from the clerk, when it arises. There is a husband and wife team on the steering committee – it is unlikely that both will chose to become governors.

At the outset of meetings, Governors will declare any interests, and will complete required forms regarding pecuniary interests. Where conflicts may occur, Governors may lose voting rights and may be asked to leave meetings, or to play no part in debates. In line with the whole school ethos of adapting to the needs of the situation, such decisions will be made on the circumstances.

Independent Challenge: Within the budget plan are funds to allow, from 2014, the provision of local authority school improvement advice and analysis of the school's performance, which will be reported to the Governing body. The school will also be subject to the usual inspection regimes.

**Accountabilities:**

Staff are accountable to the Principal

Principal is accountable to the governing body, and is challenged through the committee structure, and at the full body. The principal is accountable to the DfE as Accounting Officer

Committees are accountable to the full board, but have delegated powers within their terms of reference

Members have responsibility for ensuring the proper running of the school, and are accountable to the full board

The full board is accountable to the Secretary of State

In establishing and operating accountability procedures and practices, the school works in line with the MoA, funding agreement and other statutory procedures as may, from time to time, arise.

**Proposed annual cycle**

	Full Body (meet after committees)	Curriculum committee	Finance Committee	Resources Committee
Autumn term	Appointment of posts. Considers and approves SDP. Other matters as arise	Reviews exam results; progress data and other attainment data from previous year. Makes comparisons against national and	Reviews financial outcomes from previous year. Considers priorities and costs for SDP	Reviews resources, including staffing, from previous year. Identifies priorities for SDP

		local trends and inputs into SDP. Report from HoD		
Spring term	Report on aspect of SDP. Blue Sky type session on strategic developments. Report on aspect of SDP. Other matters as arise	Reviews progress over term; considers additional or changes to staffing for following year. Policy review cycle. Report from HoD	Policy review. Consideration of cost implications from other committees. Reviews current and predicted financial situation	Consideration of summer works. Policy review. Report from support team.
Summer Term	Policies signed. SDP considered. Report on aspect of SDP. Other matters as arise.	Reviews progress. Considers SDP priorities. Considers longer term strategic plan. Report from HoD	Strategic consideration of financial plan over five years. Input into SDP. Review of current financial situation	Input into SDP. Consideration of strategic developments on five year plan

Governor visits take place during the year, and are linked to SDP priorities.  
Audit committee meets annually

Structure:

Founding Members – responsibilities as above

Full body – duties as above. Authorises spends of over [REDACTED]

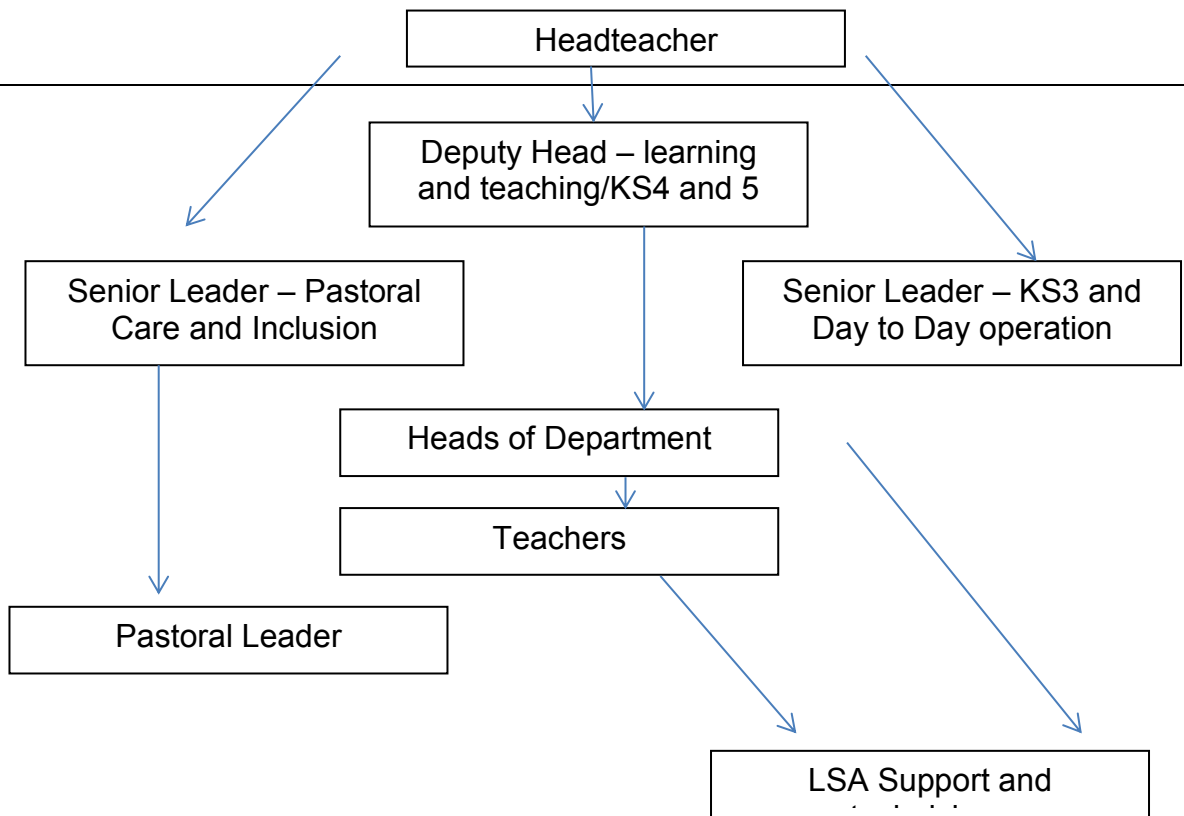
Chair of governors - fulfils duties of the chair as outlined in the MoA and FA. Leads meetings and takes on other responsibilities as

Curriculum Committee – reports to full body on all matters relating to curriculum, assessment, attainment, learning and teaching, pastoral, welfare and safeguarding matters. Has delegated powers to agree the

Finance Committee – reports to the full governing body on all matters relating to finance. Has delegated powers to authorise spends of up to £15000 on a single item. Meets termly

Resources Committee – reports to the full governing body and holds delegated responsibility for educational and human resourcing, health and safety matters and buildings and premises. Meets termly

**Final Staffing Structure hierarchy:**



## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

The ethos of the school is supported by the financial plan. The plan allows delivery of all that the school seeks to achieve.

The sensitivity plan makes savings through reductions in elements that are per pupil costs, such as in resourcing. Where numbers are lower it is possible to timetable creatively in, for example, sports and arts subjects to allow retained delivery of the ethos but in mixed aged groups, which allows reductions in teacher levels. Some administration savings can be made as there are less pupils to administrate. In specific terms, savings in the plan begin from those aspects which can be made without undermining the ethos of the school. Therefore, additional savings have been made through reducing the surplus in teaching time; this has the disadvantage of reducing extra support, but this was a 'bonus' under the main plan; coaches are removed from sport, as the small numbers and facilities allow year groups to be taught together in sports, slightly increasing numbers but allowing for more closely matched sets, so the disadvantages are balanced by the advantages.

Further, both plans delivery a healthy but realistic surplus. This is lower with fewer numbers. Figures have been gained using comparative data and through the experiences of the steering group, who include a number of governors and teachers, including an experienced headteacher.

Staffing models in the appendices demonstrate that both plans work, and can deliver the ethos of the school within the strong budget position presented.

The financial information was reviewed by a specialist from the New Schools Network, and advice from the NSN was followed in the preparation and fine tuning of the plan.

The plan is based around a conservative start up number of pupils, some flexibility in staffing numbers to allow for contingency, and a healthy contingency allocation.

If the school is full, this bid represents excellent value for money as it is likely that we would not need our full start up grant in the main plan, other than pre opening costs, and may not need the full grant even in the sensitivity plan. Also, as our preferred building is already a school is already in use as an adult education centre but has substantial underuse start up capital costs are likely to be lower than for a less suitable building.

## Section H: Premises

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

### Option One; [REDACTED], [REDACTED], Winslow [REDACTED]

**Chosen:** Already a school with appropriate facilities for our plan  
Perfect location midway between other secondary provision so supporting the local rural community making up much of our demand  
Low cost as already a school building, and as a public building sharing use makes economic sense  
Easy access and good car parking

**Current Use** – adult learning centre – our plan is to share the site with the learning centre, which is quiet during the school day.

**Current Freeholder** – Bucks CC

**Size** Mid sized secondary school closed because pupil numbers fell. Sufficient classrooms, sports facilities and other facilities to accommodate our school of 396 pupils plus the adult learning, we believe. Attached library to be shared with local community.

List of rooms: see assumptions

**Availability:** We have been advised by NSN not to discuss the use of the site yet with the LA or councillors. Currently, the site is used very little during the school day. We have spoken, as a courtesy, with the LA manager, who is not averse to the idea of its use as a school, and is keen for the building to receive more use. A meeting with the LA is planned before the end of February.

**Suitability:** Already a school, so everything needed in terms of rooms, safety etc is in place. Attached sports facilities and a number of performance spaces meets our plan to emphasise sport and cultural opportunities. Parking is good, and access satisfactory. In the appendix, is a more detailed breakdown of the site.

**Second Choice:** We are currently awaiting details from a local estate agent regarding some office buildings due to come on the market in Winslow. These would then be likely to be our second choice. Currently, second choice is [REDACTED], [REDACTED], [REDACTED]. This is approximately [REDACTED] from Winslow with extremely good access. The main building, and a substantial amount of outbuildings, would need some converting, but could represent a good site. As the [REDACTED] fits our criteria so well, and is an existing and very underused LA resource, the use of which, we understand, is currently funded directly from the DfE, we have concentrated on this building.

**Sourcing Buildings:** The group have used internet and estate agent searches, local knowledge and feedback from the public meetings and close ties with a large local estate agency, [REDACTED], in seeking to find



properties. No negotiations on any building have been entered into.

**Capital Investment:** [REDACTED]. [REDACTED]. [REDACTED].  
[REDACTED].

## Annexes

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

- (1) List of assumptions for financial plan, sensitivity plan and appendix indicating acceptable impact of reducing start up grant
- (2) CV of Principal Designate
- (3) Summary of experience and skills of key members of the steering group, plus Founding Members, including CVs
- (4) Full Details of Demand so far 20<sup>th</sup> Feb
- (5) Map of demand, showing unique postcodes 18<sup>th</sup> Feb (therefore not displaying siblings, or where more than one family from the same postcode has displayed an interest)
- (6) Sample staffing plans for full and sensitivity budgets for 2013/14 and 2017/18
- (7) Details of proposed site
- (8) Sent separately under email with financial plans

- 1) Assumptions:

### **Sir Thomas Fremantle School Assumptions. Normal text = full plan, italic text = differences in the sensitivity plan.**

Where figures are different in the sensitivity plan

but not specifically identified below they represent a reduction in costs/income based on reduced numbers OR a reduction in staffing to the level needed to deliver the ethos of the school.

### **Cover Sheet:**

E8: [REDACTED] fought with [REDACTED] and was a local resident. His descendent, [REDACTED], is a local landowner and has agreed for and supported this name to be used.

### **Pupil Number Input**

D-12/335: Assumes 60 pupils per year in 7, 8 and 9. Confidently expected by 2013 opening as already significant demand for Y7, plus will increase when 11+ results are published; demand will be there from Beds Middle Schools which already attract up to 15% of their intake from Bucks. Beds Middle Schools only 10 miles on good roads from Winslow. Overall demand figures indicate strong numbers going forward from 2014.

A conservative estimate for Year 1; demand will be considerable but whilst the school is new parents may be reluctant to move from existing Secondary Schools Our initial indications from parent feedback are that we will draw around 50%-60% of the children from local primary schools; we assume that these figures will become lower as pupils have to travel from further afield. On this basis we could expect: Winslow Primary 35+ pupils; Great Horwood

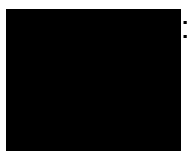
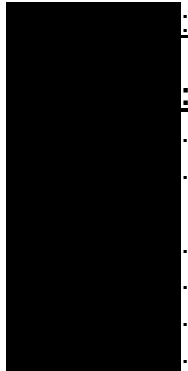
School 15+ pupils; Swanbourne School 12+ pupils; Steeple Claydon 10+ pupils; Newton Longville 10+ pupils; North Marston 5+ pupils – this more than fills the year group without expected numbers from further afield.

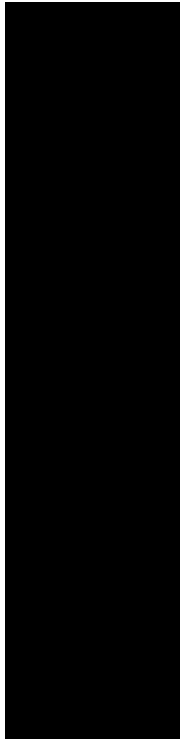
We assume that some pupils will not move on to 6<sup>th</sup> Form, but that we will also pick some pupils up from other secondary schools, including grammars where pupils do not obtain enough GCSEs to pass into the 6<sup>th</sup> form. Hence 48 per year in Y12 and Y13

D27: Reflecting current number in local secondary schools and grammar schools combined. Secondary school have a much higher number (around 10%), to Grammars (1%) but also many more pupils, as Sir Thomas Fremantle will draw across the full range, this figure of 9% is estimated.

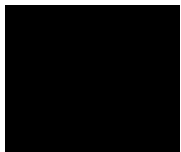
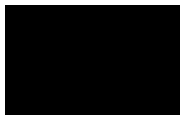
D28: Based on local benchmarking figures

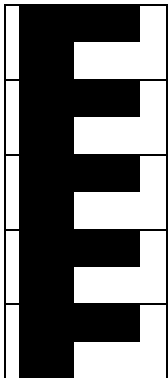
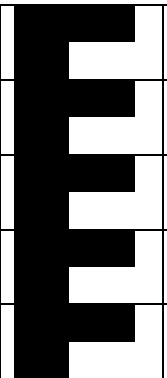
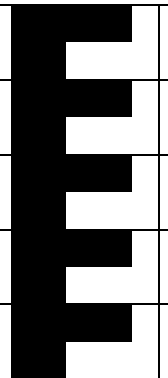
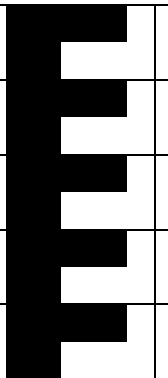
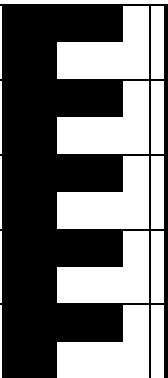
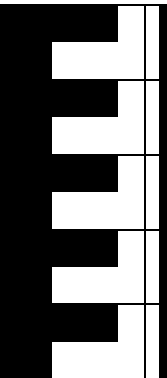
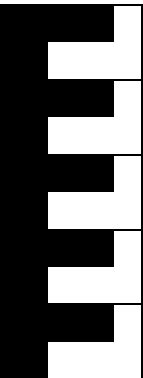
D29: No service bases nearby, hence conservative estimate.

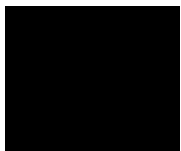




Also some monies here for Open Days etc.



						
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[Redacted]

2) CV of [Redacted], [Redacted]

**Curriculum Vitae**

[Redacted]

[Redacted]

**Profile:**

[Redacted]

[Redacted]

**Work History & Experience:**

[Redacted]

[Redacted]

[Redacted], [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
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- [Redacted]
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[Redacted], [Redacted]

[Redacted]

[Redacted]

[Redacted] [Redacted]

[Redacted] [Redacted]

[Redacted]

- 3) CV and details of other key members of steering group, including members and director currently confirmed

**CURRICULUM VITAE**

**NAME:** [REDACTED]  
**ADDRESS:** [REDACTED]  
**TELEPHONE:** [REDACTED]

**QUALIFICATIONS**

[REDACTED]

**EXPERIENCE**

[REDACTED]

[REDACTED]  
**Address** [REDACTED]  
**Home Telephone** [REDACTED]  
**Work Telephone** [REDACTED]  
**Email** [REDACTED]  
**Date Of Birth** [REDACTED]

[REDACTED]

**EMPLOYMENT EXPERIENCE**

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

CURRICULUM VITAE [REDACTED]

1. [REDACTED]

NAME: [REDACTED]  
ADDRESS: [REDACTED]

TELEPHONE: [REDACTED]

EDUCATION: [REDACTED]  
FURTHER TRAINING: [REDACTED]

2. [REDACTED]

[REDACTED] : [REDACTED]  
[REDACTED] : [REDACTED]  
[REDACTED] : [REDACTED]  
[REDACTED] : [REDACTED]

3. [REDACTED]

[REDACTED] [REDACTED]  
[REDACTED] : [REDACTED]

4.

[REDACTED]

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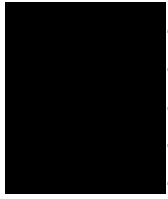
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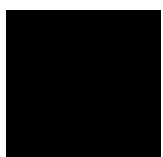
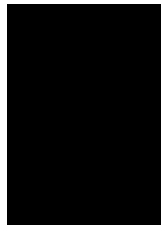
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[REDACTED]

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7.



Curriculum Vitae

[Redacted]

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- [Redacted]
- [Redacted]

**Full name:** [Redacted]

**Date of birth:** [Redacted]

**Address:** [Redacted]

**Email:**

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[REDACTED].  
[REDACTED].

**Full name:**

[REDACTED]

**Date of birth:**

[REDACTED]

**Address:**

[REDACTED],  
[REDACTED],  
[REDACTED]

[REDACTED]

**Email:**

[REDACTED]

**Family:**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Education:**

[REDACTED]

**Career overview:**

[REDACTED]

[REDACTED]

[REDACTED]

**Employment History:**

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

Qualifications - [REDACTED]

[REDACTED]

[REDACTED]

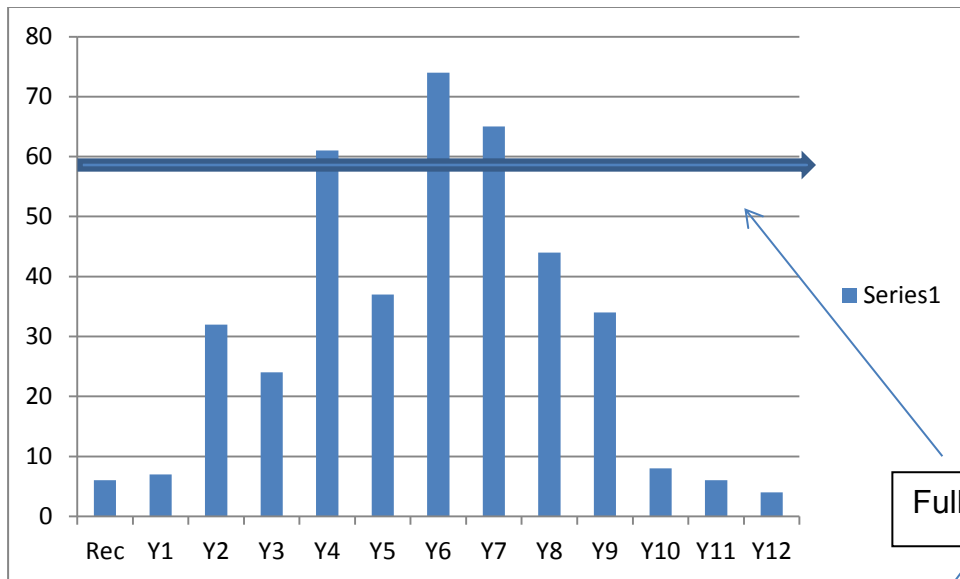
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4) [REDACTED]

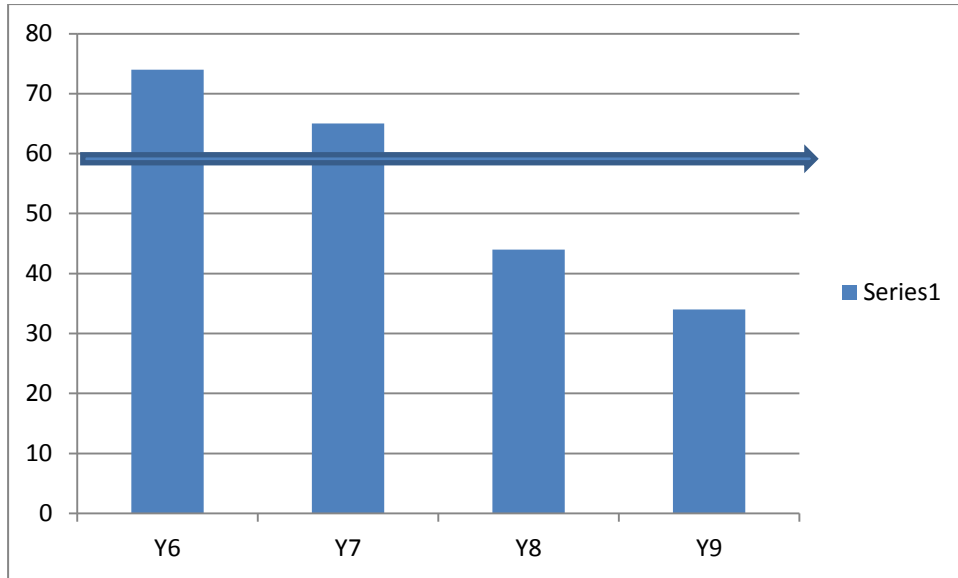
### Graphs of Demand (as at Monday February 20<sup>th</sup> 2012)

Total Statements: 'The new school, if successful in its application, will be my first choice for secondary education of my child/children.' Year group of pupils in 2013

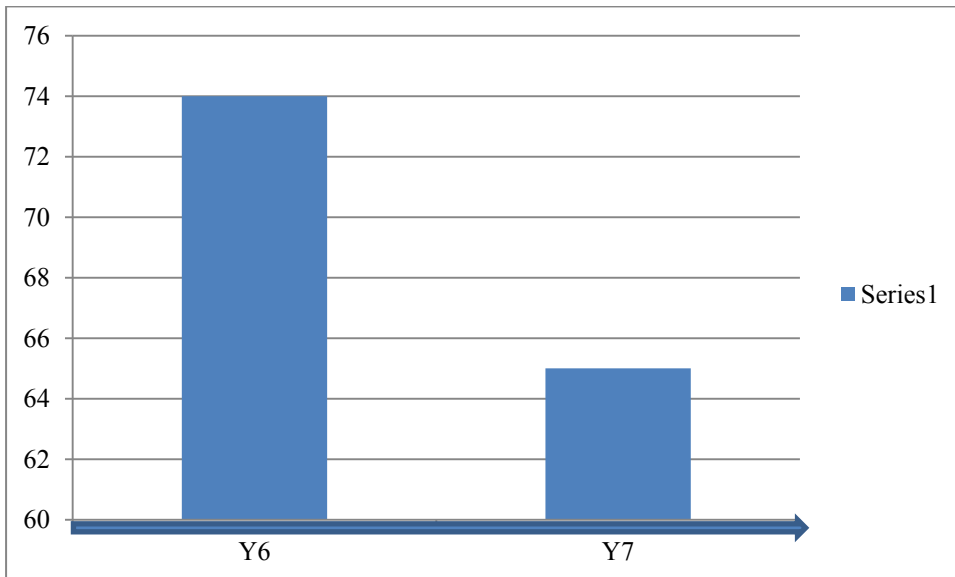


Statements for opening in 2013 and 2014 Y7 entry (Year group of pupils in 2013):





Statements for Y7 in 2013 and 2014 (Year group of pupils in 2013):



Note: the 11+ makes Buckinghamshire unique, because it operates across the entire County. Many parents will wish to wait until the last possible minute to confirm their priorities – given this, these numbers are very high as the Y7 total is ABOVE our PAN of 60. We are surprised to have so many Y8 and Y9s already, as many parents will wish to wait to see how their children settle. There are substantial numbers of pupils who will leave their Middle Schools in

nearby Central Beds to join in Y9; we have not targeted this area in any way as to raise hopes for such children when we are likely to be oversubscribed in any case, would be morally wrong, we feel, since these pupils would not then get places. We will seek demand from this area much closer to opening, if the need arises.

5) Map (shows unique postcodes in local area, therefore excluding siblings, more than one family at the same postcode and two expressions of interest from families due to move to the area shortly)

Sent separately on email or printed at end of document

6 Sample staffing plans:

Full Numbers:  
2013/14

Teacher	Less.							
Head	13	Y8 E 5	Y7 G 2	Y8 G 4	Y9 G 2			
HoD	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
HoD	23	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y7 Hum 4		
T1	27	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
T2	27	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y8 Hum 4	Y8 Hum 4	
T3	24	Y7-9 G 12	Y7-9 PE 9	1-1 etc 3				
T4	27	Y9 G 4	Y7 G 2	Y7-9 MFL 12	Y7-9 MFL 9			
T5	26	Y7-9 G 6	Y7-9 A 18	Y7 DT 2				
T6	22	Y8 Hum	Y9 Hum	Y7-9 Mus	1-1 etc 5			

		4	4	9				
NQT 1	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
NQT 2	24	Y7 E 5	Y9 E 5	Y9 Hum 4	Y9 Hum 4	Y8 G 4	Y7 G 2	
NQT 3	24	Y7-9 G 12	Y7-9 MFL 6	1-1 etc 6				
NQT 4	24	Y7 DT 4	Y8-9 DT 12	1-1 etc 8				

#### Sensitivity 2013/14

Teacher	Less.							
Head	13	Y8 E 5	Y7 G 4	Y8 G 4				
HoD	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
HoD	23	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y7 Hum 4		
T1	27	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
T2	27	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y8 Hum 4	Y8 Hum 4	
T3	24	Y7-9 G 12	Y7-9 PE 9	1-1 etc 3				
T4	27	Y9 G 4	Y7 G 2	Y7-9 MFL 18	Y7-9 MFL 9			
T5	26	Y7-9 G 6	Y7-9 A 18	Y7 DT 2				
T6	23	Y8 Hum 4	Y9 Hum 4	Y7-9 Mus 9	1-1 etc 2	Y9 G4		
NQT 1	24	Y7M	Y8M	Y9 M	Y8	Y9	Y7	

		5	5	5	Sc 3	Sc 3	Sc 3	
NQT 2	24	Y7 E 5	Y9 E 5	Y9 Hum 4	Y9 Hum 4	Y8 G 4	Y7 G 2	
NQT 3	24	Y7 DT 4	Y8-9 DT 12	1-1 etc 8				

### Full School

Teacher	Less.							
Head	11	Y8 E 5	Y7 G 2	Y8 G 4				
DH	17	Y12/13 M 12	Y10 M 5					
Senior 1	18	Y7-9 G 8	Y10/11 M 10					
Senior 2	20	Y10/11 Sci 8	Y12/13 Sci 12					
HOD 1 E	22	Y10- 11E 10	Y12- 13 E 12					
HOD 2 PE	22	Y7-9 G 12	Y9-10 PE 6	Y10 G 4				
HOD 3 MFL	24	Y7-9 MFL 18	Y13 MFL 6					
HOD 4 Art	24	Y10/11 A 4	Y7-9 A 12	Y13 Art 6	Y7 G 2			
HOD 5 Hum	24	Y8/9 Hum 4	Y10/11 Hum 8	Y12/13 Hum 12	Y9 G4			
HOD 6	24	Y7-8M	Y13 M	Y11 M	Y8 Sc			

M		10	6	5	3			
HOD 7 Sc	24	Y10/11 Sci 8	Y12/13 Sci 12	Y10/11 Hum 4				
HOD 8 Arts	22	Y12/13 Dr 12	Y13 G 4	Y12 Hum 6				
HOD 9 Tech	16	Y10/11 Comp	Y12/13 Comp					
NQT	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
NQT	23	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y7 Hum 4		
NQT								
Part time	15	Y12/13 MFL 12	Y11 MFL 3					
T1	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y7 Sc 3	
T2	27,	Y7/8 Hum 12	Y10- 13 G 12	Y12 Hum 3				
T3	25	Y7-11 E 25						
T4	26	Y10- 11 E 10	Y12/13 E 12	Y10/11 Dr				
T5	27	Y7-9 MFL 12	Y10/11 MFL 9	Y12 MFL 6				
T6	24	Y7-9 A 6	Y12 A 6	Y10/11 Art 4	Y8-11 G 8			
T7	26	Y9 Sc 3	Y7 Sc 3	Y10/11 Sci 8	Y12/13 Sci 12			
T8	227	Y7 E 5	Y9 E 5	Y9 Hum 4	Y9 Hum 4	Y8 G 4	Y7 G 2	Y12 Hum 3
T9	26	Y10/11 Sci 8	Y10/11 DT 4	Y12/13 DT 12	Y11 G 2			
T10	28	Y12/13 DT 12	Y7 DT 4	Y8-9 DT 12				
T11	26	Y10/11 M 10	Y12 M 6	Y10/11 Sc 8	Y11 G 2			
T12	25	Y7-9 Mus 9	Y10/11 M 4	Y12/13 M 12				
T13	18	Y9 G 4	Y7G 2	Y10- 13 G 12				

Full School at sensitivity level:

Teacher	Less							
Head	11	Y8 E 5	Y7 G 2	Y8 G 4				
DH	20	Y12/1 3 M 12	Y10 M 5	Y12 Comp 3				
Senior 1	21	Y7-9 G 8	Y10/1 1 M 10	Y12 Comp 3				
Senior 2	20	Y10/1 1 Sci 8	Y12/1 3 Sci 12					
HOD 1 E	22	Y10- 11E 10	Y12- 13 E 12					
HOD 2 PE	22	Y7-9 G 12	Y9-10 PE 6	Y10 G 4				
HOD 3 MFL	24	Y7-9 MFL 18	Y13 MFL 6					
HOD 4 Art	24	Y10/1 1 A 4	Y7-9 A 12	Y13 Art 6	Y7 G 2			
HOD 5 Hum	24	Y8/9 Hum 4	Y10/1 1 Hum 8	Y12/1 3 Hum 12	Y9 G4			
HOD 6 M	24	Y7-8M 10	Y13 M 6	Y11 M 5	Y8 Sc 3			
HOD 7 Sc	24	Y10/1 1 Sci 8	Y12/1 3 Sci 12	Y10/1 1 Hum 4				
HOD 8 Arts	22	Y12/1 3 Dr 12	Y13 G 4	Y12 Hum 6				
NQT	24	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y 7 Sc 3	
NQT	23	Y7 E 5	Y8 E 5	Y9 E 5	Y7 Hum 4	Y7 Hu m 4		
Part time	15	Y12/1 3 MFL 12	Y11 MFL 3					
T1	27	Y7M 5	Y8M 5	Y9 M 5	Y8 Sc 3	Y9 Sc 3	Y 7	Y13 Com

							Sc 3	p 3
T2	27,	Y7/8 Hum 12	Y10- 13 G 12	Y12 Hum 3				
T3	25	Y7-11 E 25						
T4	26	Y10- 11 E 10	Y12/1 3 E 12	Y10/1 1 Dr				
T5	27	Y7-9 MFL 12	Y10/1 1 MFL 9	Y12 MFL 6				
T6	24	Y7-9 A 6	Y12 A 6	Y10/1 1 Art 4	Y8-11 G 8			
T7	26	Y9 Sc 3	Y7 Sc 3	Y10/1 1 Sci 8	Y12/1 3 Sci 12			
T8	227	Y7 E 5	Y9 E 5	Y9 Hum 4	Y9 Hum 4	Y8 G 4	Y 7 G 2	Y12 Hum 3
T9	28	Y10/1 1 Sci 8	Y10/1 1 DT 4	Y12/1 3 DT 12	Y11 G 4			
T10	28	Y12/1 3 DT 12	Y7 DT 4	Y8-9 DT 12				
T11	27	Y10/1 1 M 10	Y12 M 6	Y10/1 1 Sc 8	Y13 Comp 3			
T12	25	Y7-9 Mus 9	Y10/1 1 Mus 4	Y12/1 3 Mmus 12				

## 7) Winslow Centre Details

### **Planned first choice location –** [REDACTED]

- 1) Former secondary school
- 2) Shared use with adult education currently operating there – plenty of capacity for both
- 3) Safeguarding issues solvable; separate end during daytime with separate entrance and secured doors for adult centre
- 4) Substantial shortfall in use during daytime

- 5) Currently other uses very likely to be cut or placed elsewhere
  - 6) Good community support as nearest secondary school long bus journey away
  - 7) Will secure future of attached public library which can have shared use with the school without affecting current opening hours
  - 8) Potential provision within building for both adult education and school provision
  - 9) Current and potential facilities: 15 office spaces – 4 needed for adult education; 5 suitable for conversion to 6<sup>th</sup> form and small group teaching spaces; 11 existing classrooms plus easy conversion of other large very large classrooms into 14 additional classrooms or 10 additional classrooms, dining hall and staffroom; 3 further classrooms probably needed for adult learning and 3 or 4 additional classrooms available in shared space with a pre school on site; changing rooms; substantial toilet facilities; school hall/gym; 3 x astro turf; 3 x tennis courts, large football pitch, large rugby pitch and other grass areas; large car park; library to share with local community
  - 10) Likely work needed: Conversion of large rooms into smaller rooms (probably 5 or 6 x stud walls); whiteboards in some rooms; upgrading ICT equipment probably through laptops and upgrading wireless; painting; some furnishings needed; science lab to be refurbished
  - 11) Minimum Classroom Facilities needed for 2013/14 – Five classrooms plus science lab, hall and art room; two small group spaces
  - 12) Minimum Classroom Facilities needed for 2014/15 – Twelve classrooms plus 2 science labs, hall and art room; two small group spaces
  - 13) Minimum Classroom Facilities needed for 2015/16 – Fourteen classrooms plus 2 science labs, hall and art room; three small group spaces
  - 14) Minimum Classroom Facilities needed for 2016/17 – Sixteen classrooms plus 2 science labs, hall and art room; four small group spaces
  - 15) Minimum Classroom Facilities needed for 2017/18 onwards – 16 classrooms plus 2 science labs, hall and art room; five small group spaces
  - 16) Total potential classrooms available, including small group spaces and rooms used by adult learning – 33
- 8) Appendix 8 – financial plan demonstrating reduced start up grant – printed separately and attached below or emailed.





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