

West of Wokingham Secondary Free School Application Form



Proposed by CfBT Schools Trust and WoW PG
www.cfbt.com/freeschools



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Section 1: Applicant details

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

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

Details of Company Limited by Guarantee
Name: CfBT Schools Trust
Company address: ██████████, Reading, ██████████
Company registration number: 7468210 Please see Appendix 1A for a copy of the company's Memorandum of Association and Articles of Association
Main contact
Name: ██████████ – Schools Director
Address: As above.
Email address: ██████████
Telephone number: ██████████
Members and Directors
Please confirm the total number of (a) Company Directors [3Trustees] and (b) any other members of the Governing Body [0] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Trustees
Name: ██████████
Name: ██████████ Position: ██████████
Name: ██████████ Position: ██████████
Members
CfBT Education Trust is the sole member. West of Wokingham Secondary Free School will site within CfBT Schools Trust. It will have a local governing body that is a committee of the Schools Trust Board.

Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? **Y**

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

CfBT Schools Trust is a UK based subsidiary of CfBT Education Trust
Company No. 867944
Charity No. 270901

CfBT Education Trust's involvement in the West of Wokingham Free School will abide by the Tripartite Agreement signed with the DfE in December 2010.

Other UK based subsidiaries of the Education Trust are as follows:

- **CfBT Advice and Guidance Ltd**

Company No. 3370728

Charity No. 270901-0

This subsidiary will have no direct input to the management of the Free School

- **Kings Monkton School**

CfBT subsidiary. This is an independent school based in Cardiff.

Charity No 681/6014

This subsidiary will have no direct input to the management of the Free School

- **St Mark's Academy**

CfBT co-sponsor since 2006.

URN 134003

This subsidiary will have no direct input to the management of the Free School

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Printed Name: [REDACTED] – [REDACTED]

Date: 26 May 2011

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

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

Section 2: Outline of the school

Proposed school name:	Currently working under West of Wokingham Free Secondary School							
Age range:	11-18							
<p>Proposed numbers in each year group at point of opening and explanation of how student numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	86	112	112 (140)	112 (168)	112 (168)	112 (168)	112 (168)
	Year 8	(28)	86	112	112 (140)	112 (168)	112 (168)	112 (168)
	Year 9	(28)	(28)	86	112	112 (140)	112 (168)	112 (168)
	Year 10		(28)	(28)	86	112	112 (140)	112 (168)
	Year 11			(28)	(28)	86	112	112 (140)
	Year 12				(22)	(22)	86	88
Year 13					(22)	(22)	70	
<p>At present we have based our budget and staffing calculations on the assumption that the school will be operating as a 3FE in Year one (3x28) and 4FE school thereafter. However the level of interest in the school generated to date (see Section 5: Evidence of demand) suggests that demand is likely to outstrip the number of places on offer within a few years. We would therefore like, subject to further consultation, to review whether the school could sustain 6FE by 2014/15. The figures in green in the table above show our projections for the growth of the school overtime.</p> <p>The rationale for these numbers follows the continuing increase in student numbers in the proposed catchment area. Although there are more than 160 children requiring secondary school places from 2012, we are aware of the preference of some parents to send children to the same secondary school as older siblings, so have shown reduced numbers over the first few years. The pressure on local primary school places shows a substantial increase in student numbers from 2015, and figures from Wokingham Borough Council (WBC) show that this trend will continue over the coming years. WBC has already had to take emergency measures to provide enough primary places this year.</p>								

	<p>In addition to this current situation, the council plans to build a further 6,000 – 8,000 houses in nearby villages, which will push the number of children requiring secondary places even higher. We anticipate having to apply oversubscription criteria by 2015.</p> <p>As a result of the work undertaken to establish the level of demand for Yr 7 places in 2012 and 2013 we have been approached by a significant number of parents who would consider moving their current yr 7 students (those children who are due to start local secondary schools in September 2011) to the new Free School. We are therefore considering running with a small cohort of year 8 and 9 students from September 2012 (figures in red in table above). We have not included these students in staffing and cost calculations at present but will use the formal consultation process to confirm whether or not this is a viable option for both parents and the school.</p>
<p>If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.</p>	<p>N/A</p>
<p>Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).</p>	<p>No</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>No</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>The school will be situated in Wokingham Borough, and neighbours West Berkshire, Hampshire and Reading Boroughs.</p>

Being designated as a school with a religious character will allow you to admit students or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Section 3: Educational vision

3.1 Rationale: why are we setting up a Free School?

The original idea for a Free School in the West of Wokingham came from a group of local parents frustrated at the lack of secondary school places in the area following the closure of Ryeish Green School in 2010. They wanted a good quality local secondary school serving the local community.

Their nearest school is more than three miles away; takes 278 children per year; and is oversubscribed by over 160 children each year. It was therefore only able to offer places to children living up to 1.78 miles away in 2011. There are 4 further schools (7+ miles away), which are also oversubscribed annually by more than 230 children. Places are not offered to children living more than 3.56 miles away. Children living in the rural villages in the west of Wokingham struggle to gain places in any of these schools and parents have no choice about which school their children will attend. This will only become worse as a minimum of 6,000-8,000 new homes are planned for the area over the next five to ten years.

These children are bussed to many different schools, many miles away. For example, when the 30 year 6 children left Farley Hill Primary school in September 2010 they ended up in 19 different secondary schools. The local community wish to provide a school that children can easily reach, which they can attend with their friends. They also want the school to become a centre for the community, providing activities for local residents - children and adults - and foster a greater sense of community.

Here are a few of the many comments the West of Wokingham Parent Group (WoW PG) have received from parents:

"We feel pressured to move so my child can attend a school which is not many miles away"

"I fully support this campaign as local secondary education provision is beyond a joke"

"We need this - I don't want my children leaving the house at 7.15 to sit on a bus for an hour every morning"

"The area has a genuine need for a secondary school, and with new houses being planned for the area it is vital that the infrastructure for the local community is in place to accommodate these new developments"

"The whole community wants Ryeish Green to reopen and it defies all logical thinking that we are even in this situation"

“Wokingham schools are oversubscribed; it is ridiculous that Ryeish Green has been closed. Many of the new housing developments provide a primary school but these children have to go to a secondary school eventually and our schools are full to bursting. We do not have a choice in our secondary schools; expressing a preference means nothing. You cannot even be sure that you will get a place in your catchment school if you put that as a first preference. Well done for trying to take a stand.”

To view more comments, please see 

It is very easy to see the difficulty parents find themselves in when you look at a map of the area, which shows the location of all of the local secondary schools. Even when you ignore county boundaries, there is a large area that has no school. The recent housing development in this area has seen the number of families increase, and this is expected to continue with developments of 6,000-8,000 new houses. The nearest schools are oversubscribed long before the distance criteria allows families living in the west of Wokingham villages including Shinfield, Spencers Wood and Farley Hill access. This sees children travelling long distances to reach school, many leaving home at 7.00am. Our aim is to provide secondary school that many children can walk to, and that requires far less miles to be travelled on overburdened roads. We also wish to see the creation of a community hub, providing a central area for the community that it does not currently have.

Using the map below, we have tried to show graphically the problem with allocation of secondary school places within the Wokingham Borough in 2011. The circles shown indicate the farthest distance from the school that children are offered places, due to the oversubscription criteria. Not everyone living within the circle was offered a place, due to some unusual shaped catchment areas that were in place for 2011 admissions. Please also note that the 2011 cohort was considered small, so these problems will escalate.

The catchment areas have changed for 2012 applications, and a large section of Wokingham Borough now falls into a joint catchment area for the 4 schools 7+ miles away from the west of Wokingham villages– The Holt, Forest, Emmbrook and St Crispin’s. The villages are not in catchment for the nearest school, Maiden Erlegh.

The nearest secondary school, Maiden Erlegh, is 4.5 miles away from the proposed site. Despite taking 278 students per year it was oversubscribed by 165 places in 2011 and therefore only offered places to those children living within a 1.786 mile radius of the school. Village children were unable to gain places there.

The Holt School is a single sex girl’s school and is extremely popular. Students were drawn from the south east side of the school only and in 2011 this extended to only 1.226 miles from the school. This catchment area now takes children from all addresses around the school, and we anticipate that this distance will drop to less than a mile from 2012.

██████████

The Emmbrook School is a co-educational school and has a wider designated area. In 2011 it drew children from 3.796 miles from the school. Not all applicants were offered places and the school was oversubscribed. As many of the villages are 7+ miles from the school, village children would not be offered places.

The Forest School is a single sex boy's school and was able to offer places up to 6.552 miles away. Parents often prefer co-ed education for boys, so the Forest can offer places farther away than the Holt Girls School.

Although St Crispin's School was able to offer places to all applicants who expressed a preference and where no higher ranked preference could be offered, it is exceptionally difficult to access from the villages and is the furthest away. It takes approximately 45 minutes from the villages to St Crispin's School when travelling by car in the morning, and much longer by bus.

The designated areas have now changed; the Holt, Forest, St Crispin's and Emmbrook now share a catchment that the villages will fall into however in practise, and this is something Wokingham Borough Council have acknowledged, the new radial catchment will be even more limiting for families living in the villages, as it will give access to families who were previously restricted from attending by unusual shaped catchments. In reality, due to the limitations of two single sex schools, two oversubscribed schools and the distance criteria people living in the rural villages in the west of the Wokingham Borough will always be allocated the least popular school and have no choice.

Information and data is drawn from the "Wokingham Borough Schools Allocation of Places for September 2011" found on the Wokingham Borough Council school admissions website.

The rural west of Wokingham area suffers from what is known locally as a "missing generation". The villages have young families and older people, but there has been a great tendency for people to move away from the area as their children reach secondary school age and for people to avoid moving here if they have children of that age. Those children that do live here do not know each other as they attend many different schools, and have very little opportunity to enjoy extra-curricular activities locally.

Most of the local families want their children to succeed academically, and to have the opportunity to enjoy a wide range of traditional subjects, but they also want their children to be involved in extra-curricular activities which are currently not available locally and require families to travel large distances to access them.

The type of school CfBT and WoW PG are proposing would give children access to excellent academic teaching, local sports and activities and a social network they cannot currently enjoy. In addition to this these opportunities will be opened up to the wider community, ensuring everyone benefits from this improvement in local amenities and to help build the feeling of inclusion and involvement.

We are also very keen to allow the children attending the five feeder schools to continue their education together. This is a desire that is currently impossible, as local children are spread across many different schools (up to 19 in many years). The move from primary to secondary school is currently much harder than it needs to be, with children split from the friendships they have built up over the preceding seven years.

The size of school we will offer is also unique to the area. Even if the school grows to 6 forms of entry it will be substantially smaller (with up to 1,100 students) than Wokingham Borough Council's other schools, which they want to grow to 1,500-2,000 students. We do not believe that schools have to be this large to be successful and local parents support this belief.

The CfBT Schools Trust and WoW PG partnership

A proposal to establish a Secondary Free School in the west of Wokingham was originally submitted to the DfE by the WoW PG in 2010. Whilst the proposal received some positive feedback the DfE felt, owing primarily to site issues, it would not be feasible to establish a school in time for a 2011 opening, so the group were advised to resubmit their application in 2011.

During 2010 CfBT had been working with another parent action group: All Saints Action Group (ASAG) to establish a junior Free School in Reading. This proposal was successful and the school will open this September.

CfBT were keen to replicate the partnership approach deployed in creating All Saints Junior and were looking for another local Free School parent action group to help them achieve their ambition of creating a family of Free Schools which would be mutually self supporting within the Thames Valley area.

CfBT therefore approached WoW PG to express an interest in their proposal and discuss whether they would be interested in submitting their 2011 application in partnership with CfBT and establishing the new Free School as a CfBT Trust School.

As a locally based company CfBT had a good understanding of the local area, as well as a good reputation and standing in educational circles which was key in WoW PG's decision to partner with them.

CfBT's preference for delivering excellent academic teaching while ensuring a broad and interesting curriculum fitted very well with WoW PG's vision for the Free School, and their desire to involve the local community in the delivery of the education was vital. "It takes a village to raise a child" is a message that WoW PG all feel strongly about, and working with CfBT want to show what can be achieved when the community feel they "own" the school.

3.2 WoW Secondary School Vision

This vision document will be displayed in the reception, for all visitors to read.

An outstanding and happy school where all children are empowered, through knowledge and self confidence, to take responsibility for themselves and their community.

The school will promote the ABC (Achievement, Behaviour and Character) of all pupils by:

A - Achievement

- encouraging and supporting all children to achieve the English Baccalaureate and as a minimum expect all students to achieve a grade C in English and Mathematics at GCSE (4.2);
- employing a highly skilled and motivated team of teaching and non teaching staff who share our vision and are committed to achieving high aspirations for all students (4.4);
- using robust student data to drive continuous improvement; we are committed to publishing an annual impact report (4.4).

B - Behaviour

- having consistent expectations of behaviour and dress such that students take pride in themselves and their school, and are known locally for their courtesy and manners (4.5).

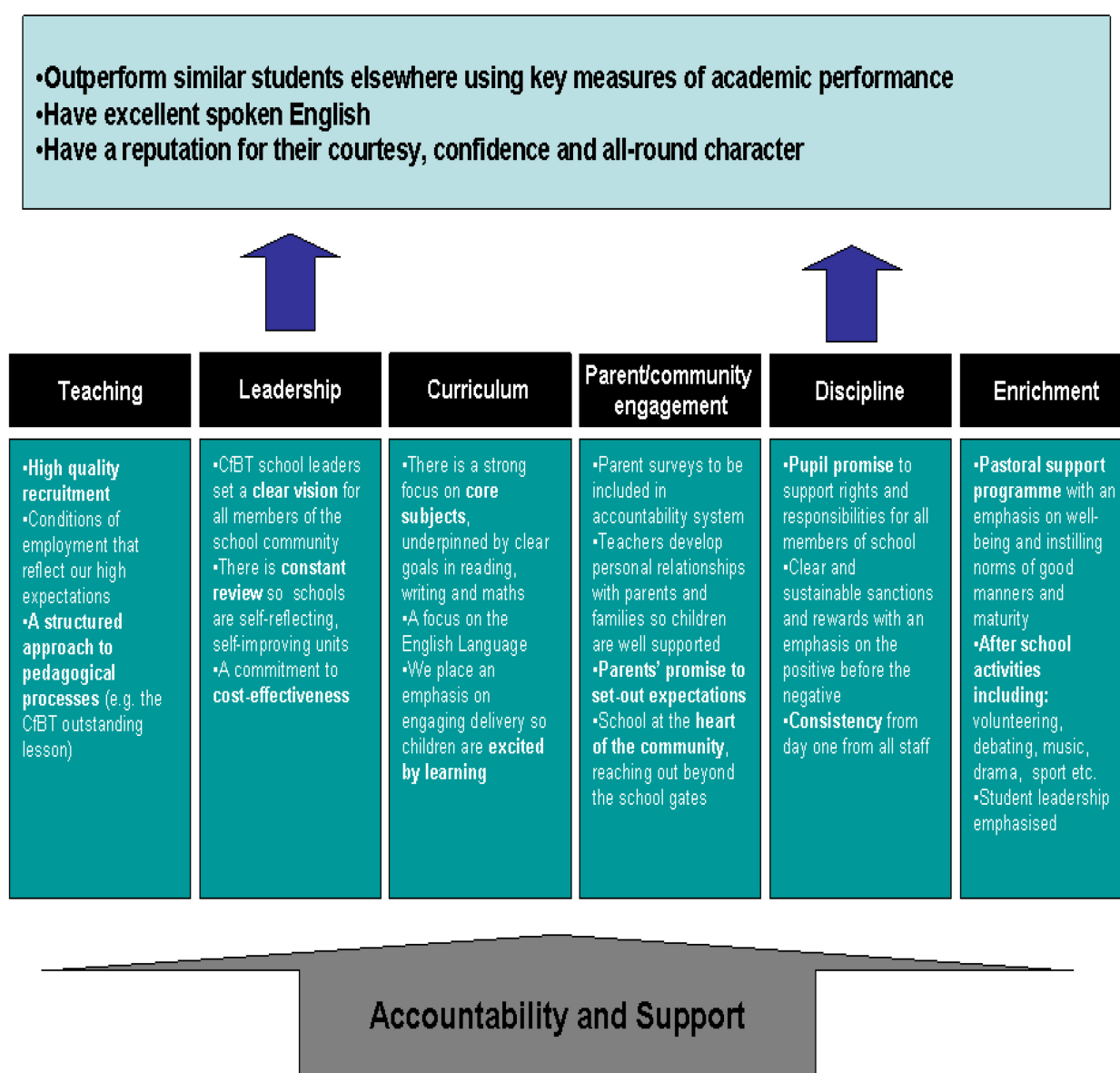
C - Character

- being a nurturing, community school with a cross key stage buddying programme, strong and competitive house system and mixed ability tutor groups (4.3);
- employing a dedicated Community Liaison Officer to build relationships with parents, local employers and groups, and to arrange character, community and aspiration-building trips targeted at each student's particular strengths and needs (4.3 and 4.6);
- coming together as a school, House or Key Stage once a week to build and continually reinforce the sense of shared endeavour and success (4.3).

The CfBT School Design

We are confident of achieving our goals because we know what works. In 2007 CfBT commissioned ██████ of ██████ to conduct extensive research to highlight the key features of unusually effective government schools around the world.¹ We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right.

The CfBT School Design has six pillars: *teaching, leadership, curriculum, parental/community engagement, discipline* and *enrichment*. These are highlighted in the diagram below, together with key features of our practice (more detail can be found underneath). The six pillars are supported by our robust accountability system and our offer of focused and effective professional development opportunities for staff.



¹ <http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary%281%29.pdf>

Teaching

There are three aspects to our vision for teachers:

1. High quality recruitment
2. Conditions of employment that reflect our high expectations
3. A structured approach to pedagogical processes.

1. High quality recruitment

Our starting point is an evidence-based view that the single most powerful determinant of school effectiveness is the quality of teaching. For this reason we will put great stress on the need to recruit and retain outstanding teaching staff. We intend to do this through an energetic recruitment approach which highlights:

- our provision of outstanding opportunities for professional and career development;
- our invitation to teachers to join a vibrant global community of teaching practitioners. We will create a worldwide virtual community of teachers linking together CfBT staff in the Middle East, Africa and Asia;
- our goal of using the school as an integral part of the CfBT research programme. We will make the WoW Free School a research-engaged school with substantial opportunities for practitioner research (see sub-section at end for more detail).

2. Conditions of employment that reflect our high expectations

We envisage a staff contract that goes beyond national terms and conditions in relation to contact time. There will be a contractual requirement that teachers will lead extra-curricular activities (linked to their own passions), supervise breaks and eat lunch with children. Every teacher will be expected to take a share in whole school responsibilities but there will not necessarily be an incentive allowance for these. To improve quality and reduce cost some specialist lessons will be conducted by skilled but inexpensive coaches and experts in such areas as sport and drama (see section on curriculum).

3. A structured approach to pedagogical processes

There are three key aspects of our approach to pedagogy.

- **The CfBT outstanding lesson** forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter.
- **A clear focus on assessment for learning.** Unusually effective schools tend to have particular strength in the area of Assessment for Learning. Amongst other practices, we will pay close attention to each child's performance in the core subjects and detailed records will be kept identifying next steps for learning.
- **Catch-up and stretch support.** We will use assessment information to target under-achievement at all ability ranges. A student with the potential for a Grade B currently at a Grade C needs extra support just as much as a student with the potential for a Grade C currently on a Grade D. Practices will include one-to-one learning and parental engagement. We will also have clear support processes for students with Special Educational Needs (SEN) or those who are particularly gifted.

Leadership

The second most powerful determinant of school effectiveness after teaching quality is the quality of leadership and management. The CfBT School Design sets out the key management processes that are used by the highest performing government-funded schools in the world (see below). These will be put into action at the WoW Free School. Specifically:

- **Vision** Our Principal will share and embed our high expectations vision for all students. It will be his/her responsibility to make sure all staff are inspired and ready to deliver our shared goals. The Principal will also share our vision beyond the school gates to the local community through regular and structured communication.
- **School self-evaluation.** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. The WoW Free School will have the capacity for systematic self-review and our Principal will have the information needed to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad. (For more detail see 'Accountability' below.)
- **A commitment to cost-effectiveness.** In our experience schools often pay insufficient attention to the careful use of resources and the need to maximise the educational return on investment. Central to the idea of the WoW Free School as a highly cost-effective school will be the approach to the management of the human resource. The contract with staff will offer them exceptional opportunities and support (in particular action research support – see details at end of section) in return for an exceptional level of commitment. A staffing model will be put in place that is designed to ensure the best possible outcomes given the money available. Compared with maintained schools the staff profile will be weighted towards exceptionally talented and motivated early stage career teachers, supported by a handful of more experienced staff. There will be a flatter than usual – and therefore less expensive – management structure.

Curriculum

We believe there is no contradiction in a curriculum that rigorously instils the basics whilst at the same time offering a broad range of learning experiences. Whilst we are determined to guarantee high standards in the core English Baccalaureate disciplines of English, mathematics, science, modern foreign languages and Humanities, we also want a broad offer with lesson time in areas such as music, sport, art, drama, D&T (there is more detail on the KS3 and 4 timetable and offer in Section 4).

Students' confidence in spoken English will be built through making sure drama and debating form an integral part of the English curriculum and the school will have strong links with the English Speaking Union who will help us to achieve this through staff training and enrichment events.

The curriculum content of those subjects which are not timetabled explicitly, such as PSHE, will be examined and where areas are considered important will be built into the curriculum of other subjects, addressed during tutor time and in one day workshops. For example, sex education will be covered at KS3 in Biology rather than PSHE, and issues around bullying could be picked up as part of drama.

We will also explore the possibility of developing an international component to the curriculum to reflect our global outlook and embed rich subject content.

Parent/community engagement²

The weight of evidence consistently demonstrates that one of the most significant factors in determining children’s educational outcomes is the degree and effectiveness of parental involvement in their learning. The genesis of the WoW Free School, fashioned in full partnership with a parents’ group, shows they are already committed to this principle.

Specifically our parental partnership for learning will include:

- an expectation that each form teacher (with which a group will stay throughout their five years at the school) will build a proactive relationship with the family of each child with regular phone and face-to-face conversations sharing information and celebrating success;
- a clear policy, training and advice on how parents can support learning through, for example, providing a dedicated place for children to study at home; encouraging reading; and supporting online learning using resources such as mymaths;
- an emphasis on early communication of concerns so that problems can be dealt with before they escalate;
- a key role for parental feedback in the accountability arrangements in the school;
- opportunities for parents to become involved in delivering after-school activities and clubs for students as well as members of the wider community.

To support our open approach the WoW Free School will have a Parents’ Promise (see below) which sets out what parents can expect and demand from us. And because engagement works both ways, we have also set out what we expect from parents. Having high expectations for family support for children is vital in creating a culture of learning in any school community. The draft Parents’ Promise, highlighted below, will be consulted on and then form the basis of the school’s parents policy.

WoW Free School promises to	WoW Free School invites parents to
Support and help you in your role as the child’s first and most important educator	Help us by communicating with the school about your child’s development needs
Listen to your views and take them into account when deciding school policy	Play a full part in the school’s arrangements for consulting and involving you
Make sure you are kept informed about the work of the school and your child’s progress	Support your child with work and help him or her to achieve any targets they are given

² For parents, read parents and carers

Address any concerns you may have and explain any decision or action that results from these	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that they can be resolved
Ensure that in all decision-making children's interests are foremost	Help us to decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of staff
Provide the best possible quality teaching in which children's learning can thrive	Contribute your own expertise and interests to the education delivered in the school

The WoW Free School will not only be for parents and students, but will form a key part of the community. Both CfBT and WoW PG are local organisations with a stake in making the area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population.

Specifically, we will make good use of the school as a community hub with opportunities for local groups to hire and use our space. Depending on demand and the facilities we have available we will look to employ a Community Liaison Officer to run a programme of holiday, breakfast and evening activities at an additional charge.

Discipline

The table below sets out our draft Students Promise which, like the Parents' Promise above, details how we intend to ensure excellent relationships between students and the wider school community. It also forms the basis of our code of conduct which guarantees the highest standards of student discipline and places an emphasis on positive and consistent behaviour management. Our staff will emphasis the positive before the negative but will be very focused on ensuring small infractions are not allowed to fester and escalate.

WoW Free School promises to	WoW Free School expects students to
Treat you as a unique and special individual, with dignity and respect	Work hard and help your teachers to help you
Listen to what you have to say and take your views into account	Show respect and courtesy to everyone at all times
Ensure your school is a happy, safe, secure and pleasant place for you to learn	Respect other students' right to learn and stay safe
Protect your right to learn	Look after and care for the school environment
Help you to achieve as well as you can and celebrate your achievements	Work hard to achieve the best you can in all areas of school life
Help you to enjoy your work and get the most out of your time in school	Tell us if you have any concerns or worries so that we can help you
Prepare you to face the next stages in your life with confidence	Observe and follow the code of conduct drawn up by all members of the school community

More specifically, our approach to student discipline will be defined by two codes of conduct: one for the classroom and one for the school. These codes will be co created with students and displayed around the school so staff and others can immediately highlight any misdemeanours. We will also have a clear approach to escalation, with the Principal responsible for brokering multi-agency support where necessary and a fair approach to exclusions that follows Wokingham Borough's appeals procedures.

Wider development

We believe there is no contradiction between demanding high achievement and looking after children's wider well-being. The WoW Free School will therefore have a number of systems and processes in place to promote students' personal development, including weekly assemblies, tutor time, RE lessons and multi-agency support where necessary.

Our pastoral system will acknowledge the value of role modelling and the need to establish norms of manners and behaviour through child/adult interaction. We will make a point of ensuring lunchtime is an opportunity for students and staff to sit together and discuss matters in a calm and engaging way. This student teacher time can be facilitated by allowing responsible older students, wearing brightly coloured jackets, to be breaktime monitors – rewarded through the school's house point system to manage student behaviour in the corridors and playground.

Ultimately pastoral care will be the responsibility of the heads of year working very closely with their team of tutors, who stay with their class throughout their time at school. It may be appropriate to employ a pastoral support worker from the community but a decision on this would be made dependant on the nature of the intake and information from the primary schools.

We will also put in place a School Council (see below) that is consulted on decisions made by the senior leadership team and given opportunities to feed student voice upwards. As the school grows we will also institute mixed-age houses for competition. Within these houses there will be a student buddying system whereby Year 10 and Year 7 students are matched for a period of two years. They will meet for a structured discussion once a week during tutor time to work on a particular academic or personal target set by the younger child's tutor, and to give the younger child the opportunity to discuss any concerns. The older child would benefit from training and experience in mentoring, which will aid their empathy and maturity. This will help the new students to settle in and also provide KS4 students with opportunities to show leadership and maturity in nurturing younger students.

The first Year group will always be the oldest in the school

The fact that we're building up school from Year 7 presents a unique challenge for the first cohort who will always be the oldest in the school. Conscious of the need to ensure all children have opportunities to encounter older children we will look to work in partnership with at least one other local school. We may play host to a theatre group, run sporting competitions or attend school trips alongside students from another local school and we will look to exploit the opportunity of Berkshire Maestro's large cross-school choir to facilitate some additional mixed age teaching.

We will encourage a wide array of extra-curricular activities to stimulate broad interests. In our experience, staff often bring their own passions to activities such as school choirs, plays, sports clubs and D of E Award. We have also seen great examples of volunteering and debating activities that have promoted confidence and character. We want to build on these to ensure students have excellent enrichment opportunities. We have also noticed a tendency for parental engagement in extracurricular activities to tail off once children leave primary school. Because WoW Free School will be relatively small, and our preferred site is situated in a small village, we believe we can extend the primary school culture of parental engagement in activities into the secondary context. This will be achieved in a number of ways as detailed in Section 4.

Accountability

Our approach to accountability is based on common practice in other industries around the world. Specifically, we will use a wide range of data to hold individual teachers to account for their performance. From the Principal down, we will insist that staff deliver to our expectations and that there are no excuses for children not achieving.

We will use three sources of evidence to judge the performance of teachers and the school as whole:

- student-level data: occasional testing, assessment for learning feedback, surveys and School Council feedback;
- teacher-level data: lesson observations, work scrutiny, surveys;
- parent/carer-level data: regular face-to-face and telephone contact, termly surveys.

The WoW Free School will have an annual assessment cycle and at three points during the year an accountability snapshot will be created, drawing on the sources of data outlined above. This snapshot will form the basis of the school self-review and will be used to make a judgement about performance. Where there are weaknesses, it will be incumbent upon the Principal to put in place interventions to improve outcomes. The success or otherwise of these interventions will be closely monitored by the Governing Body and school improvement specialist. This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

It is important to note that our intention is not to over-test students. On the contrary, the reason for using a wide source of data to inform judgements is so that we are not over-reliant on summative assessments. However, we feel it is absolutely necessary for students (as well as their parents) to understand how they are performing and what they need to do to progress.

Termly academic review meetings will provide opportunities for the school to share performance information gathered as part of the accountability snapshot, with parents. At these meetings teachers will provide individualised summative and formative data about each student's progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

Support

We are acutely aware of the need to attract and retain exceptional teachers, and whilst we can put effective recruitment systems and processes in place, we also understand the need for continued development of our staff through high quality professional development opportunities and support. In particular:

Training support individual to the school

A school improvement specialist will provide challenge and support to the school and the Principal in particular. Their role will also be to broker additional support for staff, initially through the CfBT network. This might involve mentoring and training from our Lincolnshire School Improvement service, facilitated learning conversions between our staff and teachers from around the world where CfBT works or has links, and training sourced through CfBT's head office in Reading. As the school grows and more money becomes available for professional development we will look to provide further support tailored to meet the developmental needs of the school.

Distributed leadership

We will look to recruit staff with leadership potential and provide opportunities within the life of the school to exploit this. So for, example, as the school grows we will ask staff to conduct whole school projects on areas of focus, liaise with other schools or lead on an aspect of school self-review. This approach is good for the professional development of individual teachers and a good way for the school to promote succession planning. To support our teachers as leaders we will also look to engage with effective leadership development programmes around the country, including courses offered by Universities and school improvement organisations.

Systematic induction, coaching and performance management The Principal will take responsibility for supporting new staff that start each September through a structured induction programme. This will last the whole of the first term and begin with a residential team building weekend that incorporates individual target setting; real debate and consultation about school processes; and group reflection. This will be the first step in embedding a culture of collaboration and reflection that will be the foundation of the school's success. It will provide opportunities for staff to contribute to the future planning of the school, thereby encouraging all teachers to become leaders. Coaching, initially by the Head, and other senior staff as the school grows, will be a key part of induction and ongoing support and will allow staff to have non judgmental professional learning conversation with colleagues.

Our performance management processes will be rigorous and shaped by CfBT's professional development standards for teachers, which have been developed using experience gained from our international engagements. Performance management will be data informed and focused on student outcomes.

A research-engaged, learning school

As at the Reading Free School (All Saints Junior School), CfBT's first Free School, we are clear about the need to demonstrate value that extends beyond the children we will be educating. We therefore propose providing additional support, funded through CfBT Education Trust's research programme, to develop, distil and disseminate best practice during the first year of the school's operation.

CfBT believe firmly in the need for good evaluation and research, but we are concerned that too little research is conducted and read by practising teachers. There are obvious reasons for this, not least the number of day to day demands faced by teachers. We intend to begin redressing this imbalance by providing additional PPA/inset time for our teachers during which they are supported and expected to either carry out or study key pieces of classroom-based action research.

Our research and development team will work alongside staff to build highly effective, classroom-ready tools and techniques in key areas of school delivery. So, for example, drawing on our database of educational experts we may engage David Burghes, Professor of Mathematics at Plymouth University, to help staff codify and deliver excellence in maths teaching. The outputs could be curriculum support materials for the school, videos of lessons or a wider report for the rest of the educational community.

We believe this approach will be attractive to practitioners and a key aspect of our recruitment drive. Teachers at our school will have the opportunity to engage in

research and contribute to wider debates about teaching and learning. In the longer term we hope to include our practitioners in global conversations with school systems around the world.

We will be working on the precise nature of this support over the coming months. However, it is our intention to produce a clear and replicable set of teaching processes that respond to the challenge highlighted in McKinsey's most recent report that suggests insufficient attention is paid to the actual transaction of learning in the classroom.³

Section 4: Educational plan

4.1 Admissions

Admissions Principles

The admission number for the WoW Free School will be 112 (4FE of 28 students).

The WoW Free School will be part of the England-wide coordinated admissions process for state schools. This means parents/carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one we will manage applications ourselves but hope to be in close contact with Wokingham Borough Council throughout the process and will take advice from them and the DfE on how best to run these processes alongside one another.

However, the governing body of the WoW Free School, which will be constituted during the implementation phase, will be its own admissions authority. We have therefore drafted the proposed admissions policy in full consultation with the WoW Parent Group and we intend for it to be in full accordance with the School Admissions code and Admission Appeals code. The Free School will not be a faith school and will incorporate no faith criteria in its admissions code.

Both CfBT and the WoW Action Group are keen to ensure the following:

- the Free School is available to all students at the five local primary schools: Farley Hill Primary School; Coombes Primary School; Lambs Lane Primary School; Shinfield Primary School;
- the Free School serves and is based at the heart of the community;
- the Free School is inclusive and attracts students and parents from a broad demographic.

Our proposed admissions policy is broadly in line with Wokingham Borough Council's community schools' oversubscription criteria. The main change being the promotion of the feeder school criteria to reflect the unique situation brought about by the geographical location of the local primaries so far from all the other Wokingham secondaries.

The rationale for the chosen oversubscription criteria is to ensure that those children who are currently disadvantaged when trying to gain a place at secondary school are given the highest priority when applying for a place at WoW Free School. The rural nature of the villages means that distance from the school is an inappropriate criterion for allocating places, and will only be used as a tie breaker.

Specifically, where the number of applications for admission is greater than the published admissions number for any relevant age group, the Free School will consider applications against the criteria set out in the sub-paragraphs below. This does not apply to students with statements of Special Educational Needs where the WoW Free School is named in the statement, who will be admitted first.

1. Priority will be given to relevant looked-after children. A relevant looked-after child – as defined by the regulations – means “a child who is looked-after by a local authority in accordance with section 22 of the Children Act 1989 at the time an application for admission to a school is made, and who the local authority has confirmed will still be looked-after at the time when admitted to the school”.
2. Children who have a serious medical, physical or psychological condition which makes it essential that they attend the preferred school rather than any other. These reasons must be fully supported by written confirmation from the professional person involved with the family. Family medical needs will only be considered in exceptional circumstances.
3. Children whose permanent home address is in the first designated area, and have a sibling at WoW Free School
4. Children whose permanent home address is in the first designated area and attend any of the following primary schools - Farley Hill Primary School, Coombes Primary School, Grazeley Primary School, Lambs Lane Primary School, Shinfield Primary School.
5. Children whose permanent home address is in the first designated area.
6. Children who attend any of the following primary schools - Farley Hill Primary School, Coombes Primary School, Grazeley Primary School, Lambs Lane Primary School, Shinfield Primary School, and have a sibling at WoW Free School.
7. Children who attend any of the following primary schools - Farley Hill Primary School, Coombes Primary School, Grazeley Primary School, Lambs Lane Primary School, Shinfield Primary School.
8. Children whose permanent home address is in the secondary designated area, and have a sibling at WoW Free School.
9. Children whose permanent home address is in the secondary designated area.
10. Children whose permanent home address is not in the designated area of the school but have a sibling(s) who will still be attending the WoW Free School the following September.
11. Other applicants.

If legislation regarding schools admission codes change to make it possible, we will include priority for children of parents who were instrumental in the proposal and delivery of the Free School.

[REDACTED]

[REDACTED]

[REDACTED]

Key definitions

When drawing up the admissions policy we will employ the following definitions, all of which are taken directly from *A parents Guide to Secondary Admissions in the Wokingham Borough*.¹

Residency requirements

Applications for places under criteria 3 and 4 are processed on the basis of the child's single permanent home address, living with parent(s), or a carer/legal guardian. Evidence is required of a single address. Where this is changing, evidence regarding the new address and disposal of the previous address through a contract for sale or otherwise, will be required. The home address will be considered on the basis of the child benefit payment arrangements or medical card. If a child does not live at their parent(s) address, we need to know the reasons for this. The reasons would need to be supported by official documentation.

Parents will be asked to declare that the address used will be their place of residence beyond the date of the pupil starting school. The authority will reserve its right to carry out further investigation and require additional evidence (e.g. child benefit or medical card), and to reject applications or withdraw offers of places if it believes it has grounds to do so. In such cases parents have recourse to putting their application through the independent appeals process. If a child spends part of the week with parents at different addresses, the home address will be where they usually spend the majority of the school week (Sunday 6pm to Friday, including nights) with a parent. Where a family claims to be resident at more than one address, justification and evidence of the family's circumstances (e.g. legal separation) will be required.

Temporary addresses cannot be used to obtain school places, e.g. temporary addresses whilst retaining a previous permanent home will not be accepted. Where a parent has two or more properties, evidence will be required showing the rental, or disposal, of the previous property. Reference will be made to Council Tax and school records.

Multiple births/twins

Where the application of oversubscription criteria results in splitting children with either the same birth dates or children born in the same academic year from the same family places will be offered even if this will result in the school going above the admission number.

Tie-breaker

Priority will be given within any of the above oversubscription criteria to the applicant whose permanent home address is nearest to the preferred school in terms of radial distance. Distances will be measured consistently, using the LA computerised mapping system, and the distance will be measured as a

¹

<http://www.wokingham.gov.uk/EasysiteWeb/getresource.axd?AssetID=172497&type=full&servicetype=Attachment>

straight line between the Land Property Gazetteer address points for the respective home address and school.

Living in the designated area does not guarantee a school place, as there may be more applications from parents living in the designated area than places available.

In the unlikely event that two or more children live at the same distance (measured as stated above) from school (including for example, flats within the same building) and there are fewer places available, random allocation will be used to decide which child will be allocated to the remaining place(s). This will be supervised by drawing of lots, carried out by at least two Children's Services officers.

Waiting Lists

Waiting lists will be maintained by the local authority for all schools where necessary for children not offered a school place at their preferred school. Parents will be asked on the acceptance form whether they wish to remain on the waiting list. Where no confirmation is received, it will be assumed that parents wish to remain on the list. When available, places will automatically be allocated and the previous school allocation withdrawn. Positions on the list will be determined by applying the oversubscription criteria and radial distance. Positions on waiting lists may go up or down due to pupil withdrawals or new or revised applications and no account is taken of the length of time spent on a waiting list.

If a school is fully subscribed, **late applicants** will be placed on the waiting list according to the relevant criteria and radial distance. Waiting lists will be retained by Children's Services until such time as the policy is changed to fill places that may become available during the school year. Parents will receive periodic requests to see if they wish to remain on the list.

Children who are the subject of a direction by the local authority to admit or who are allocated to a school in accordance with an In-Year Fair Access Protocol will take precedence over those on a waiting list. Please note that where a school is fully subscribed, students moving to that school's designated area after the allocation will be placed on the waiting list within Criteria C or D, as appropriate (subject to producing satisfactory documentary evidence of the move). Places cannot be reserved for students moving into a school's designated area.

If the school is oversubscribed in year one, or if late or in year applications are received either directly to us or through the Local Authority we will run our own waiting list. Positions on the list will be determined by applying the standard over subscription criteria.

We intend to follow Wokingham's Protocol for Exclusions (Managed Transfers and Reintegration), including their appeals process.

Key dates for Wokingham's secondary admissions process

The dates in the table below are taken from WBC's draft coordinated admission scheme 2012/13². We will manage our own admissions in year one and expect to encourage parents to follow the same timescale as Wokingham does for its own admissions, particularly for the 15th March deadline. We will take advice from WBC and DfE on how best to run these processes alongside one another.

By 9 September 2011	Application packs for secondary transfer to be distributed via primary schools and on request
12th Sept 2011	Online admissions open for applications for transfer to secondary school
31st Oct 2011	Closing date for secondary transfer applications
21st Nov 2011	Secondary transfer applications to be forwarded to Wokingham Borough's own admissions authority schools for consideration
13th Jan 2012	Ranked lists to be submitted to the local authority by own admission authority schools for secondary transfer
15th Feb 2012	SEN Team to inform parents of students transferring to secondary school or to junior school with statements of special education need of their allocated school
1st March 2012	Secondary offer day – letters posted by first class post. Outcome of online applications can also be viewed online.
15th March 2012	Secondary transfer: Closing date for notification of appeals to be heard together; Deadline for accepting the offer of a place; Late applications to be processed; Waiting list information available
End May/early June 2012	LOCAL AUTHORITY to advise schools of final allocation details
May/June 2012	Secondary appeals to be heard

² Co-ordinated Schemes for Admission to Primary and Secondary Schools Incorporating Wokingham Borough Council's Admission Policies for community and voluntary controlled schools For entry to schools in 2012 - 2013

4.2 Curriculum and organisation of learning

This section describes exactly how we will deliver on the achievement aspects of our school vision to:

- Encourage and support all children to achieve the English Baccalaureate and as a minimum expect all students to achieve a grade C in English and Mathematics at GCSE.

School calendar

We expect to employ excellent teachers at the WoW Free School. For this reason we have opted to base our school calendar around the traditional 3 terms. To do otherwise would reduce the size of the pool of teachers we might attract to working at the school (many will have children in schools working to the traditional calendar).

The school day will run from 8.50am until 3.30pm, accommodating 6 separate teaching periods of 50 minutes per day (or 30 across a week) as well as 30 minutes of tutor time (to be split across the morning and afternoon) and 70 minutes for break time (to be split across morning break and lunchtime).

8.50 – 9.10	Tutor time/assemblies on Monday/Friday
9.10-10.00	Period 1
10.00-10.50	Period 2
10.50-11.10	Break
11.10-12.00	Period 3
12.00-12.50	Period 4
12.50-13.40	Lunch
13.40-14.30	Period 5
14.30-15.20	Period 6
15.20-15.30	Tutor time
15.30 -	After school clubs

The table above is an indicative school day but ultimately these details will be finalised with a view to the facilities and staffing we have each year. For example, some school sites lend themselves to rapid and efficient movements between lessons whereas others do not in which case it is preferable to run fewer but longer sessions. Depending on how long it takes to get the whole school in and out of assembly, we may extend morning tutor time on Mondays/Fridays to allow the senior leadership team to really develop these into meaningful and thoughtful sessions at the heart of the school timetable.

Breakfast canteen

As the school grows we will look to open a breakfast canteen. The canteen would be open from 8am until the 8.45am and be available to staff, students and parents. We would expect to run the canteen at cost, perhaps using the

chef and kitchen assistant. As well as giving working parents an opportunity to leave their children at school in a safe environment, it provides a staggered drop off relieving traffic congestion in the school locality. The canteen would have a quiet but informal atmosphere with the radio on or BBC breakfast news. Students would then start the day fresh and focussed. With a member of staff on hand, it would also provide another opportunity for students and staff to mix in a relaxed atmosphere outside the classroom.

Each term will be around 12 weeks long and there will be inset training for teachers on the first two days of each term. This will be the senior leadership, WoW PG, CfBT and governing bodies' regular opportunity to realign practise with the school's core aims and ensure all staff members feel empowered in achieving the school's vision. We hold significant store by the value of good insets and CPD, something which is explored in more detail later.

In terms of teachers contact time, as with pay scales, we intend to work broadly in line with standard terms and conditions (1265 hours per year, spread over 190 teaching days, with five additional days for other duties) as they provide a valid and useful guide. We have planned our staffing structure based on a maximum of 80% contact time for all staff. This provides for generous group planning, team/dept meetings etc on top of the standard 10% PPA time. As the staffing page of the finance section also shows, we have provided for around 20% of total teachers '80% teaching time' to be available to accommodate various forms of small group teaching, group planning, TLRs, peer observation etc.

We believe that this extra time, to enable teachers to embed and maintain best practice within the timetabled school day, will make a real difference to our teachers' motivation and commitment and therefore to achieving our vision. We do not want to set up a school dependant on extraordinary commitment from teachers, rather we want to employ a dedicated staff that generally stays with the school for a number of years helping to build the feeling of community and ownership. 20%+ non contact time will provide our staff with the opportunity to improve as practitioners, which will be a key selling point in recruiting for the WoW Free School.

The CfBT outstanding lesson

The CfBT outstanding lesson (see our School Design) will be at the very heart of students' daily experience at the WoW Free School. It contains a set of expected practices that should be delivered in every lesson of every day. Presented and explored in depth for each subject area to all staff during induction, it will become their key teaching aid. It is the centre-piece of our instructional practice and drives high standards in the core disciplines. The key features of the CfBT outstanding lesson include:

- a learning objective, linked to a curriculum scheme of work, that is shared with students at the beginning of the lesson and reviewed at the end;
- differentiated tasks that meet the needs of individual students, including those with special educational needs;

- success criteria for tasks that are clearly defined and shared with the class;
- a good balance between teacher-led activities and individual, paired and group work;
- significant opportunities for practical learning;
- homework tasks that are integrated into teaching;
- a good pace to the lesson with clear routines of behaviour.

Nationally recognised curriculum with flexibility to meet students needs

Students at the WoW Free School will principally follow the national curriculum. They will sit nationally recognised assessments and gain nationally recognised qualifications, with the aspiration at all times being to achieve the English Baccalaureate as a minimum at GCSE. SATs papers will be used as summative assessments three times a year in the core subjects of English and Mathematics, and at least annually for Science.

However, where children have failed to achieve expectations commensurate with their age then freedoms will be used to enable the core disciplines of English and Mathematics to be prioritised in their timetable. Until students are working at an age appropriate level (i.e. they are set to achieve a solid Level 5 or above in Year 9, or they are set to achieve a grade C or above for GCSE in Key stage 4) an additional 10% of their time will be allocated to these subjects. In practise this is likely to mean that all students who are behind age-appropriate levels will spend 50% of their time (excluding PE) learning the core subjects, and this will continue until the pupil's basic skills have consistently reached national expectations (see the section below on SEN for more detail).

Similarly, where students exceed expectations, the freedoms and flexibility available to a Free School will be maximised. Depending on students' strengths and interests, and opportunities available locally the Excellence Coordinator will be responsible for moulding the curriculum to meet these children's specific needs. This might include bringing in a Latin or Japanese teacher, running a Politics or Economic class, or setting up a young enterprise business (see the section below on Gifted and Talented for more details).

Discrete and structured teaching of the core subjects

From the very beginning, as our staffing structure (see Section 8) shows, we expect to be able to teach our full KS3 curriculum. However, in year one History, Geography and RE will be taught by the same teacher, and ICT and MfL may well have to be taught by other subject specialists. Nevertheless, even in the early years of the school lessons in the core disciplines will be taught by experienced subject specialists.

The quality of teaching in the core subjects will be very carefully scrutinised. Teaching will be subject to regular lesson observations with judgements being used to inform the school self-review process.

English

Ofsted recently analysed how 12 schools achieved “excellence” in their teaching of English and found that all the schools had an English curriculum that “gave a high profile to reading for pleasure”.

We believe this is very telling and rings true since, even as adults, we’re aware that very often those who are well read are the most eloquent in both spoken and written English. Accordingly, as described below, we expect reading to form a key part of every English lesson, be that to learn *how* to read with considerable scaffolding or to sit alone and read a piece of English literature.

Learning in English will focus on all the key areas including reading, grammar, handwriting, speaking and listening, spelling and comprehension, debating and acting. There will also be opportunities for creative, analytical and informative writing and project work as well as poetry. Skills will be taught both independently and contextualised by texts and stories.

Each lesson will begin with at least ten minutes where the focus will be on direct reading – both teacher and pupil led. There will be some whole-class reading but texts will also be chosen for different abilities and interests, with children grouped according to reading ages (as established from baseline assessments – see sub-section below). We will work with each individual child and their parents from day one to encourage reading. This may involve inviting parents in to school to read with their children (particularly dads where boys are concerned) and identifying written materials that engage and challenge each and every child.

In practice, teachers may work directly with specific groups for periods of reading time, while the rest of the class read together in their own groups. Guided reading techniques, including prompting questions to develop skills of inference and deduction, will also be used. Where necessary reading may also be supported by a programme such as Lexia, use of which would be lead-managed by a member of support staff.

In addition, we propose the following activities to promote outstanding oracy:

- we will work with the English Speaking Union (with whom we have had preliminary talks) in order to draw in key curricular and extra-curricular support;
- all staff will receive training and support so they can exploit opportunities to develop speaking and debating skills;³
- in the first instance we will encourage a parent or staff volunteers to run a debating club. As this embeds and develops we will institute regular debating competitions for students of all abilities. One potential partner for this work could be ‘Debate Mate’⁴, a charitable organisation that supports

³ For an example of a training course for teachers see <http://www.esu.org/dyv/cpd/>

⁴ <http://www.debatemate.com/>

schools in improving students' debating skills and with whom we already have links;

- we will recognise achievement in public speaking with annual awards, and an event attended by prominent members of the local community.

Until the school is fully established we expect to have to incorporate the drama curriculum into English, providing students with opportunities to express and create interpretation of texts within the generous timetable allocation of English. By the time the school has a Key Stage 4 we will explore the possibility both in terms of demand and practicality of offering drama as a stand-alone GCSE subject.

Stretch in English

The most able students will be in the top English set. Depending on the number of children who show particular flair in English it may be appropriate for them to do early entrance into GCSE, but we will not do this as a simple "solution" to addressing the need for stretch. In addition (or instead depending on numbers), we will challenge our best students in other ways.

- We will encourage them to become well read; the BBC top 100 novels could form a challenge for a class to read between them. We will also provide eclectic reading lists and ask students to review books on a regularly basis. We will publish reviews in the school magazine and display them on the walls.
- We will take steps to encourage higher order thinking and cross-literary comparison. For example extension activities in class may include asking students to compare Shakespeare's attitude to love to contemporary authors such as Ian McEwan or poets such as Andrew Motion.
- We will also look to bring in authors and poets to work with our most able students on creative writing.
- When appointing our Librarian we will be looking for a candidate who sees opportunities to support our most gifted English students, as well as those who have problems with their literacy.

Mathematics

Mathematics lessons will account for between four and six periods per week and there will be a very clear expectation that, where they haven't already done so at primary school, children will first learn to become automatic in their times tables.

Various techniques will be used for this including online resources such as <http://www.trockstars.com/>, which was developed by the mathematics department at King Solomon Academy, singing, flash cards and pupil tutoring. Parental/carer engagement will also form an important part of the timetable strategy. A test carried out in the first weeks of term will identify those children whose timetables are not automatic. Their parents will then be expected to come in to be presented with the test results and to attend a workshop at

which the problem will be highlighted and parents/carers challenged and supported to come up with clear strategies to address the problem. Once agreed with a mathematics teacher they will then pledge to do the various things agreed and to improve their child's score in the test up to a certain level by a date the following term. This process of parental engagement and strategies will carry on termly until sufficient progress has been made. For those children most difficult to access it may be appropriate to invest alongside the parents/carers in a Nintendo DS (see reviews here for details XXXXXXXXXX).

The mathematics curriculum will broadly follow the National Curriculum but with an increased focus on repetition of learning in different contexts before moving on to the next topic, rather than always moving on to ensure that the topics from every section of a scheme of work are taught. Project work will also be used to ensure mathematical learning is presented in real life contexts that engage and motivate students.

Stretch in mathematics

A decision will be made based on the achievement levels of all students within a year but it may be appropriate for some students to begin the GCSE mathematics curriculum early, perhaps in Year 9, and even to sit the exam before the end of year 11; opening up the possibility of beginning the A level Mathematics or Statistics courses during KS4. Alternatively it may be more appropriate to provide stretch through project work based on a business scenario; statistical evaluation tasks; algebraic proof; or a local work placement that requires use of mathematical knowledge.

The wider timetable

We intend to maximise the benefits of running a smaller school initially; one of which is that timetables can be devised through a much more flexible and human approach. This will enable us to increase and decrease subject weightings according to students' needs. In practise this will mean that in preparation for each academic year the four form tutors will have a meeting with the Head of Year and member of staff responsible for timetabling, to determine the necessary groupings and weightings for all students, based on their particular needs. The table below illustrates how this might work within a 30 period week at both Key Stage 3 and 4. Most children are likely to fall into the first columns but allocations for a support (nurture) set have been included by way of illustration.

Example timetable showing allocation of periods per week (assuming 30 in total)

Subject	KS3	KS3 support (nurture)	KS4 (up to 3 options)	KS4 support (up to 2 options)
Sport	3	3	4 - Optional	3 – Optional
English (drama)	5	7	4 (1 GCSE)	7 (1 GCSE)
Mathematics	5	6	4 (1 GCSE)	6 (1 GCSE)
(dual) Science	4	4	-	6 (2 GCSEs)
Biology	-	-	2 (1 GCSE)	-
Chemistry	-	-	2 (1 GCSE)	-
Physics	-	-	2 (1 GCSE)	-
MFL	2	Of the 7	2 (1 GCSE)	2 (1 GCSE)
Geography	2	1	2 (1 GCSE)	2 (1 GCSE)
History	2	1		
English Lit.	-	-	2 (1 GCSE)	-
Music	1	Of the 7	2 - Optional	2 – Optional
Art	2	Of the 7	2 - Optional	2 – Optional
ICT	1	Of the 7	2 - Optional	2 – Optional
RE	1	Of the 7	2 - Optional	2 – Optional
Drama/ Business/DT	2 (DT)	1 (DT)	2 - Optional	2 – Optional
2nd Humanity	-	-	2 - Optional	2 – Optional

NB. While we'll encourage as many students as possible to study individual sciences the option of dual award will also be open to all students.

Science

The science program will follow the National Curriculum. At KS4 we will offer children the chance to study all three sciences separately, or if they're in a nurture group or express a real preference for another option in place of a 3rd science they will study a dual science GCSE.

During KS3 and before GCSE option decision are made in year 9, the science department will bring in visitors to talk to and inspire students about the advantages of studying sciences. For example the local GP, engineers and mechanics from local businesses, a soil chemists from Reading University etc.

We recognise the many areas of overlap between science and mathematics and so will encourage the heads of departments to work together in an inset at the start of every year to ensure teaching of topics such as drawing graphs and finding gradient, calculating averages, using excel etc is consistent and reinforces what is learnt across subjects.

Science teachers will also be part of the training in how to use debating in the classroom since we believe that the moral and philosophical questions surrounding science (the environment, health etc) can be explored well through discussion and debate

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RE - a localised approach

We will follow the Key Stage 3 requirements of the Wokingham Borough Council Agreed Syllabus for Religious Education. Our school is being set up with and for its community so we will use the curriculum to connect students with their surrounding area and its people. Our teaching of RE will encompass world religions and we will look to contextualise this learning through visits to a number of places of worship..

Drama

“Creativity now is as important in education as literacy, and we should treat it with the same status,” says Sir Ken Robinson. He contends that children are willing to take chances and are unafraid of being wrong which is the only way of coming up with original ideas. As adults we’ve mostly lost that capacity and we’re now running national education systems where mistakes are the worst thing you can make. As a result we are educating people out of their creative capacities.

Drama encourages students to work imaginatively and creatively in a collaborative context. As well as acquiring the skills involved in creating and performing, it can also help encourage the following: enthusiasm, confidence, self-esteem, conversation and social skills.

Drama also encourages students to:

- develop tolerance and empathy. Adopting a role requires an appreciation of others’ perceptions. In today’s global society drama can help to create globally functional, tolerant and marketable citizens. Plays often capture the essence of a culture or a group within that culture - they reveal the attitudes and opinions of their day;
- experience new roles or problems, and explore actions and consequences safely and realistically, removed from complications such experiences may have in the real world. Students are expected to create plays, whether that is on stage or in backstage work. Play making is the process of experimenting with new roles and through plays we can re-examine old roles and challenge society’s values and interpretations;
- develop new ways of communicating and understanding others. Drama students’ oral skills can improve and they may enjoy increased confidence.
- Drama students learn to cooperate with others, listening and accepting the contribution of others. Students participate in a lot of group work which helps explore relationships on and off stage;

- hone their improvisation skills. Improvisation is the spontaneous response to new and unexpected situations - life is improvisation;
- be more aware of how their physical presentation can affect the way people see them.
- to start to evaluate their own values and beliefs. By studying drama's impact on our culture we can start to look more critically at what the media offer us and we can choose whether or not to accept the messages that they give. By studying Drama we become intelligent spectators who can distinguish between good and bad drama as well as 'right' and 'wrong' ideologies.

Design and Technology

Design and Technology is an exciting subject and an important part of the curriculum it provides children a chance to use science, mathematics, and art design to be creative and innovative. Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, students identify needs and opportunities. They combine practical and problem solving skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through Design and Technology students develop confidence in their practical skills and become discriminating users of products. Students learn to use current technologies and consider the impact of future technological developments, applying their creative thinking and innovation to solutions.

Design and Technology at the WoW School would be broken down into the following areas: Food, Textiles, and Product Design. Food Technology would provide the children an opportunity to learn essential nutrition and cookery techniques which will ensure that they have the basics for adult life. Students would then go on to cover areas such as food labelling and food product development at KS4. Textiles technology would begin with learning the basic skills in working with fabric and tools, to enable them to design, decorate and construct textile products. At KS4 this would be extended to include consideration of consumer safety in design and production techniques. Product design will combine the two areas of Graphic Products and Resistant Materials. Students will be introduced to a variety of hand and machine tools and study the design process working with a variety of materials such as wood and metal to develop and model design solutions. Students would be taught the basics of technical drawing before being shown how to use Computer Aided Design (CAD) to develop ideas for products and Computer Aided Manufacture (CAM) to realise their designs.

While it's our aspiration to be able to teach all these areas at the WoW Free School we are also aware that it will take time to accumulate the necessary equipment. We will be looking to employ a teacher who is resourceful and creative in finding interim solutions and we expect that in the early years they will need to make do with minimum specialist equipment.

ICT

Although ICT has been timetabled explicitly at Key Stage 3 and as an option at Key Stage 4, it will not be taught in isolation. Instead we expect all teachers to exploit opportunities across the curriculum to develop and enhance ICT literacy. So, for example, topic work that requires group presentations should use presentational software such as PowerPoint and be supported by accurate and well-sourced data from the internet. To this end, once the school is fully operational in year five we would expect to have at least two fully equipped ICT rooms, as well as at least one class set of laptops (in the first year) that can be brought in to use in any classroom as the entire school will be wireless ready.

Each child will have an individualised account so they can access work at home and school. As such our virtual learning environment will have a personalised access system for students (as well as for parents and teachers) and repositories for children to share project and group work.

We are acutely aware that investment in the VLE will only be cost effective if teachers make use of it; so its introduction will be alongside significant staff training during induction. Its use will also form part of all teachers' performance management to ensure it quickly becomes an effective tool for learning and driving the efficient use of teachers' time.

Going forward we also propose building strong links with locally-based IT companies (of which there are several) including Oracle, the large education IT provider. They may be able to help us by providing equipment, work placements for students, and technological expertise to enable us to get the most from our staff.

In terms of ICT infrastructure to support teaching and learning, there will be interactive whiteboards in most classrooms. Examples of the use of the interactive whiteboards to aid learning could include:

- using clips from famous public speeches to analyse oratorical skills;
- displaying leveled success criteria for tasks that students can peer- or self-assess against;
- rub-and-reveal starter activities that promote active learning;
- visual stimulus (e.g. photographs or artwork) to aid creative writing.

(NB: All these approaches may be particularly effective at engaging students with SEN and AEN.)

It is important to note that we are very clear that technology cannot be a substitute for consistently good teaching. Whilst of course high specification IT equipment is desirable, and when properly used improves learning outcomes, our primary focus is on the core teaching practices highlighted above. Our ICT requirement is therefore for relatively basic but highly reliable equipment, such that ICT can be used by all staff and students at any time. Through our monitoring of lesson practices, we will be careful to ensure that devices such as interactive whiteboards support rather than inhibit creative and engaging teaching.

Music

In relation to provision of Music within our curriculum, we have been in discussions with Berkshire Maestros The Young Musicians' Trust which is a local charitable trust providing music education opportunities to children and young people in Berkshire. We intend that our Music curriculum will follow the National Curriculum, and as such, will include developing our students' knowledge, skills and understanding through performing, composing and listening. In addition we would like to:

- take children on visits to live concerts and bring musicians in to school to work with the children;
- have a year 7 choir and a school choir that tackles a wide range of genres of music and performs during assembly and at evening events;
- encourage Berkshire Maestros to use the school as a base for their wider community activities, perhaps including a community choir that could sing alongside the children.

Art

*"Art and Design is not just a subject to learn, but an activity that you can practice: with your hands, your eyes, your whole personality".
(Quentin Blake, Children's Laureate)*

In all Key Stages students will be encouraged to use and develop their observational skills leading to their own production of 2D and 3D art works. Students will be taught a range of practical skills using a range of materials and techniques in order to create that work. Students will use creativity and imagination to communicate ideas. A variety of artists, themes and cultures would be studied across the academic year. We would look at local, UK-based and internationally renowned artists. Locally, a ceramicist, print-maker, silver smith and contemporary jeweller are based 15 minutes walk from the site, we would look to build links with them and encourage them into the school as well as take groups to visit them in their working environment. We aim to make use of local resources, such as Reading Museum, which has an excellent program of exhibitions, and slightly further afield the Berkshire village of Cookham where the artist Stanley Spencer lived and worked where there is a small gallery featuring some of his work. In Key Stage 4 students will be taken to at least to one of the major galleries in London, we feel it is really important to experience piece of art in 'the flesh' and not just through books or the internet.

Humanities: History

During KS3 we will aim to equip students with a basic chronology of world and British history so they can recognise trends and events within an overall framework.

We will equip students with the skills to evaluate and question sources, and through techniques such as debating they will be empowered to develop and voice their own opinions. Our humanities teachers will be trained in using debating in the classroom. We will not shy away from teaching about

important areas that may traditionally have been sidelined from the curriculum because they are controversial or open to interpretation, e.g. the British Empire and the monarchy. In fact its these areas that we believe will most engage children in history so they will be embraced through passionate debate and exchange.

Humanities: Geography

“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, and nothing about other countries and cultures?” (██████████).

We would broadly follow the National Curriculum in geography, studying both physical and human geography, covering key processes and concepts. Physical geography would include the study and investigation into landforms and how they are always changing, the climate and why it is different in different parts of the world. Students would also consider different types of ecosystems. In human geography students would look at population dynamics, economic activities and patterns of settlement. They would also study the impact, positive and negative, of humans on the physical environment which raises issues such as global warming, conservation and the use of resources. Advances in technology, such as satellite photographs and many other resources on the internet, would enable us to bring the physical geography to life for the students, and hopefully make it interesting and relevant for them. Many of the geographical issues that we study have a moral dimension. They provide opportunities for students to develop a sense of fairness and justice through the exploration of values and attitudes, particularly with issues related to economic development, trade and aid. In studying these issues, students have the opportunity to develop their spiritual, moral, ethical, social and cultural understanding. An important part of bringing Geography to life are field trips and we would hope to include a residential field trip abroad for G.C.S.E. and later A' level students.

MfL

We have no firm opinion about which modern European language(s) we would like to offer. Instead we will advertise for a teacher of French, Spanish or German and recruit the best person we can find. We will then teach the language they are best at and depending on their skills may offer a second language as well.

While it can be advantageous to offer many languages within a school we are also aware that if different classes within a year group learn different languages then it can cause real problems when children come to move classes. We will therefore choose one language as our main MFL and possibly have a supplementary option/stretch one as well.

PE

As described in Section 7 our proposed site is extremely well equipped with sporting facilities; so well in fact that we will look to engage a private partner in the running on these so that we can share the cost of their upkeep and ensure the school site is maximised as a resource for everyone locally.

There are tennis courts on site, a gymnasium and an enormous sports hall that could be used for 4-6 full sized badminton courts, basketball, indoor cricket, tennis, dancing etc. There is a possibility that section 106 money will be available from local developers to invest in community facilities. If so we would also like to be able to provide a swimming pool for shared use.

In terms of the PE curriculum we fully intend to make use of the school's facilities. PE will be taught using traditional, competitive sports including Football, netball, cricket, tennis and badminton, rugby and athletics. We will also be offering dance and other forms of fitness to engage those students who may not easily enjoy traditional team sports.

The head of PE will be responsible for ensuring our school sports teams compete with other schools and that we host at least one large inter-school tournament each year.

Business Studies

Many more people are finding themselves breaking away from the traditional employ of large scale corporations to set up their own businesses, or assist in the running of other small businesses. Gone are the days when school leavers joined an employer and stayed there until they retired. Many people choose to set up one or more businesses throughout their working lives, and a good grounding in basic business sense helps to make this possible.

The study of business gives students an insight into what makes a business work, from initial plan, market investigation, branding, political effects, through to the management of the business including accounts, reporting, investment and people management. Students may find their interest takes them straight into university study in this area or into careers, or they may find it is years before they want to use the knowledge they have gained to run their own business, but the grounding they have received through their study will give them the confidence to fulfil their ambitions.

PHSE and Citizenship

When the WoW Parent Group first came together to discuss what they wanted from a new school we were clear in wanting to prepare our children for the challenges of finding happiness in today's world. The school has high aspirations for all children's academic development but alongside this we want to prepare children to be independent and happy in life.

Rather than teach PSHE and Citizenship as discrete subjects we believe every day at the WoW school should be a lesson in building character, community, engagement, friendships and wellbeing. To ensure that this really is the case, before the school opens in September we will unpick the PSHE National Curriculum and ensure that the parts we believe to be important become the responsibility of another subject area, or tutor time.

So for example, 'understanding risk in both positive and negative terms' may be picked up during the study of Data Handling in Mathematics. In practise this would mean that a lesson, differentiated for varying abilities, would be planned by the Head of Mathematics (perhaps during a joint planning period) and made available to all mathematics teachers to use at some point with their KS3 classes. The same may occur with sex education in science lessons careers advice during tutor time, or study of democracy during History lessons.

In addition, the school Council will give students direct experience in voting and elections; whole or Key stage assemblies will provide opportunities for community leaders such as our Parish Councillors and Local Borough Councillors and our local MP to be welcomed into the school and explain their roles within our community. We would also invite agencies such as RE3 who deal with refuse collection and recycling, and the Police to explain their essential roles within our community. And, the WoW school itself will be used as a case study and all children will be made aware how a group of local parents came together in partnership with a charity and national government to open a much needed local amenity.

Until the school is fully established We are assuming we'll start the 2012 school year with approximately 84 Year 7 students and therefore a limited budget in terms of providing a large teaching staff. However we will find other ways to introduce our Year 7 students to a broad range of subjects to enable them to make informed choices once they reach Key Stage 4 and have to choose their GCSE options. We also need to show from the outset that we'll offer a varied selection of GCSE subjects in order to compete with other local secondary schools and attract a cross section of the community.

Our budget in Year one extends to around six teaching staff, so we'll need to ensure these teachers are multi skilled and can teach across a number subjects, or are part time.

Making the most of local provision

Since the WoW School will initially be a relatively small secondary school it won't be possible to offer the breadth of subjects, particularly vocational ones, which you may find in other larger secondaries. Therefore where a child expresses a real preference for vocational learning they will be encouraged to think about the options available to them. Those who stay at WoW Free School will have the opportunity to study the English Baccalaureate, plus a range of other GCSE options (as described in the example timetable). In other schools, including the new UTC assuming it opens, they would have access to more vocational subjects such as GNVQs and Diplomas which the WoW Free School will not be able to offer.

If students do choose to attend other schools for Key Stage 4 or 5 we expect to make up for any shortfall generated by taking on other students attracted to the school by its quality GCSE and A level offer and reputation for strong subject specialist teaching and high standards. The marketing strategy for KS4 places is detailed further in Section 5.

We also expect to employ part time teachers as it appears there are a number of qualified teachers locally who have taken time off to have families and are now looking to return to the profession on a reduced timetable.

In addition to this we have investigated the viability of buying in teaching from local expert service providers. This would work particularly well with subjects like Music, Sport, Drama, and Dance. Not only would they be able to provide teaching within the curriculum but also extra-curricular activities. To this end we have had meetings and/or correspondence with the following organisations with very positive feedback.

Berkshire Maestros

Berkshire Maestros are a very reputable trust, providing musical opportunities to many children in the area, both through their music centres and local schools. They are very keen to set up a music centre on our site, which would further enhance the local community's opportunities, and be a very attractive part of our school. Alternatively we could buy in services at £4446 for a member of staff for half a day each week over a year or £1482 for one hour a week.

Berkshire Sport

We have made contact with the Partnership Development Manager for School Sport who manages the PE and Sport in all schools including community links for the whole of Wokingham and she is keen to meet up and learn more about our school and the potential of working with us in sourcing the PE and Sport for it.

Reading Football Club

At the time of writing, we are awaiting response from the Community Trust Manager, but the Royals Community Coach indicated initial interest.

London Irish

London Irish are a very well respected rugby union team whose home ground is at the Madejski Stadium a few miles from our proposed site. They are very interested in the development of this project and the role London Irish could play in it - as a concept London Irish could provide a module/term of coaching both out on the field and in the classroom. They are well placed to facilitate this as a majority of their coaches have teaching experience and a sports science background. They currently charge some independent schools £30 per hour.

Reading Rockets

Reading Rockets are the local basketball team and they are very interested in the school and would love to be involved – they normally charge £35 hourly rate or £30 if they are requested for the whole year, but they are keen to talk about coaching charge in lieu of hire of facilities as they do this with other schools.

██████████
This local tennis coach already runs coaching sessions for local children. He has a full LTA coaching licence with 20 years' experience, and charges around £25 per hour. He is also qualified to run a "Tennis Leaders Award" which is aimed at 13 - 16 year olds (endorsed by the LTA) to encourage teens to gain basic knowledge and organisational skills.

Dance Reality

Dance Reality are a Reading based dance school with 15 teachers offering a wide range of dance. They currently offer a GSCE course and normally charge £45 an hour.

Razzamatatz Theatre School

This is a new dynamic drama school in the Wokingham area who recently received Dragons Den funding - the head has previously taught a GSCE course in a school in Ruislip and they are very keen to hear more about the school.

County School of Dance

The County School of Dancing have agreed to partner with us to provide both curricular and extra-curricular tuition in Ballroom and Latin Dancing. They teach everyone from beginners to champions, adults and children, and are well established having been in existence for more than 50 years.

Assessment and targets

A baseline assessment of all students will be conducted on entry to the school to establish levels of competency in reading, writing and mathematics and we will work with the Principal to agree the best testing instrument for this purpose. We will use this data, as well as contextual data passed up from the children's previous schools, to set two individual targets for each pupil in mathematics, English and science:

- a baseline target focused around meeting national expectations at the end of Key Stage 3 (including making two levels of progress across the key stage);
- an aspirational target that stretches students and embeds our high expectations.

Both targets will be reviewed at least three times a year using best practice testing systems. We will also explore benchmarking performance against high-performing government and private schools in this country and worldwide using instruments developed by the University of Durham. The University of Durham already has a number of assessment systems in place for primary and secondary schools through its Centre for Evaluation and Monitoring (CEM) and its cohort breadth will allow us to compare our performance with similar institutions elsewhere.

This assessment data is what will drive the identification of and inform our accountability system for staff. The data will also be shared and discussed with parents.

We will also focus on assessment for learning techniques since unusually effective schools tend to have particular strength in this area. Practices will include:

- teachers providing real-time, oral feedback on students' work to stimulate regular learning conversations in the classroom;
- comment-only, non-graded marking on selected pieces of work; some studies show that often students do not read comments when these are given in conjunction with levels⁵;
- involving students in peer and self-assessment. Students will be encouraged to make their own judgements about how far they have progressed.

(See Section 4.4 for more detail on measuring performance).

⁵ Black, P. et al. (2002) *Working inside the black box, Assessment for learning in the classroom*, London: King's College

Learning beyond the traditional school day

There are few local clubs and activities in the area so we want the school to become a place that is used by both students and the local community after hours.

We want our curriculum to extend learning opportunities beyond the confines of the school day. In this way we feel we can be true to our promise to build social as well as academic capital. Drawing on the strength of our partnership with the parent members of the WoW PG as well as our expectation that teachers will bring passions and experiences to the job (and be contracted to share those in extra-curricular activities) we propose a number of after-school activities.

As highlighted above we are already planning a debating club in partnership with parents and other partners. Over time we aim to complement this with a drama club (which may include opportunities for students to progress to Guildhall speech and drama qualifications), a sports club and an arts club (subject to parental, staff and pupil interest). We will also explore the possibility and level of need for us to host reading, writing, mathematics and homework clubs to boost our students' academic performance. Our goal by the time they reach year 4 will be to ensure there are additional activities four nights per week, with lunchtimes mainly reserved for students to eat and converse with staff, build relationships and establish codes of manners.

We will also look at our pupil cohort and examine whether any monies related to the Pupil Premium may be used to support poorer students very specifically after school.

Finally, we will make the school facilities available for community usage, at a charge. The sort of activities we envisage our facilities being used for are adult learning, community meetings, seminars, sports and dance clubs etc.

Inclusion

The WoW Free School's approach to inclusion will be based on bespoke nurturing and solutions – made easier by the relatively small size of school – that are driven by evidence of what raises students' automaticity in the core subjects and therefore builds real self confidence.

We will make sure that, as a minimum, everyone succeeds in the core disciplines, whether they need catch-up help or further stretching; whether they have special needs or are gifted and talented.

Wherever out-of-class catch-up and stretch sessions are run they will be treated by staff, parents and students as part of the timetabled day, with the same expectations of punctuality, behaviour, attitude etc. Teachers will lead these lessons and parents and volunteers may have the opportunity to support where appropriate.

English and mathematics teaching in the WoW Free School will be stage rather than age determined. This means that until a child is working at an age appropriate level that will enable them to achieve a minimum of a grade C at GCSE, then 50% of the normal weekly timetable (including Humanities during which content will be taught through literacy) will be spent at their study. We will assess whether children should be in this category on the basis of their national curriculum levels; assessed in English and Mathematics every term.

Targeted intervention, regrouping and timetabling where necessary

The small school theme runs throughout this application and has important implications for our provision for SEN. It means that we will not need to be prescriptive from the outset in how we manage students with particular needs. Instead, at the start of each year form teachers, the SENCO and senior staff will sit together and discuss what the most appropriate provision would look like for all students, and then how best to achieve it.

We have opted for class sizes of 28 rather than 30 so there would be scope to have, for example, set one and two with 30 students each and sets three and four with just 26 students each.

Where necessary we will be swift and targeted in our use of phonics (encoding and decoding will be taught as complementary processes) to tackle poor reading. These techniques are best taught in groups of less than 20⁶ so depending on the ability profile of the cohort it may be appropriate to structure some year groups and timetables such that those in need of phonics teaching can be kept together in a small set for as long as is necessary for them to achieve automaticity. In order to achieve this within the staffing limitations it may be necessary to significantly alter the school day for these students.

Research suggests that children who have the most ground to make – who are often those with Special Educational Needs - do benefit from smaller class sizes⁷. We would therefore ensure that these students, if they were underachieving relative to their age, spent just three or four periods per day engaged in academic study (in particular English, Mathematics, Science and Humanities) in a smaller group, rather than six periods per day doing the same things but in a regular sized class.

To facilitate this within an affordable staffing structure, and to ensure students were also given opportunities to learn in a more relaxed, creative environment, the remaining two or three periods of their day would then be spent in the normal class groups doing practical work and enrichment activities including projects; languages; debating; drama; trips; design technology; cookery; gardening; community work etc. We will look to engage outside organisations, parents, volunteers and possibly some experienced but unqualified teachers in leading some of these and their content will be carefully planned across the year to ensure these students are given a wide range of opportunities to identify their broader and more creative strengths,

⁶ [REDACTED]

⁷ <http://www.classsizeresearch.org.uk/cs%20psychology.pdf>

which then feeds back into building their confidence and determination to succeed in the core academic subjects.

The decision will depend on the prior achievement of the cohorts that come to the WoW Free School but in some cases it may even be appropriate to employ a primary school specialist teacher to work with a support set for anything from one to five years. The support set would work with this teacher in the core disciplines while also gaining the benefit of specialist secondary subject teachers for lessons such as Art, Music and Sport. Once they reach Key Stage 4 it may also be appropriate for these children to take up more vocational courses at the University Technology College being set up in South Reading; however, they will also be encouraged to consider staying at WoW Free School to study the English Baccalaureate.

It will be incumbent on the Principal to make sure intervention strategies are in place for all students not achieving their targets (both baseline and aspirational). The progress of these students will be monitored and reviewed at termly meetings between the Principal, the chair of governors and the school improvement specialist, and form part of our Principal's performance management system. We will be uncompromising in our expectations that every pupil will achieve.

An inclusive curriculum

We believe that the best way to meet the needs of the majority of students with Special Educational Needs (SEN) and Additional Education Needs (AEN)⁸ is to expose them to high quality, differentiated classroom teaching together with their peers. As such, as well as setting, we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all students can access the curriculum.

Our general approach across all subjects will be based on the principle of 'same topic, different activities'. In practice this may mean that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where children of different abilities approach the learning in different ways. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, using visual aids and technology to secure understanding.

The role of the teacher is crucial to the success of all differentiation strategies. Even within classes that have been set, teachers will have responsibility for planning and resourcing differentiated tasks, appropriately grouping students to take into account needs, and balancing their time so all groups receive teacher support. It is our expectation that where teaching assistants or volunteers are employed, the onus will be on them to make sure they're

⁸ Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

meeting regularly with teachers to plan individual and group data- informed interventions.

We believe that some students may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after school catch-up). Specifically this has been facilitated by providing around 2FE teachers each year-more than would cover the basic timetable (with teachers teaching an 80% timetable).

We hope to employ a dedicated (part time in the early years) SENCO (with the National Award for SEN coordination) who is also an outstanding teacher of SEN and will be expected to teach at least a 50% timetable (once they are employed full time). They will have particular responsibility for:

- devising and training all staff in how to recognise SEN, and what processes to follow to ensure all children are adequately supported;
- maintaining a balance in the school between identifying and adapting provision for students with a SEN, while also ensuring the support is light touch, non-judgemental and in line with the Equalities Act 2010;
- keeping a relevant and up-to-date SEN register highlighting students on School Action and School Action Plus and those with a statement of special educational needs, and suggesting strategies for use with children at all of these levels
- working in partnership with our feeder primary schools to ensure students' needs are identified, and where necessary statements are written at the appropriate time;
- instituting 'individual education plans' with staff and parents (where appropriate);
- training staff in how to teach children with SEN;
- working with other agencies and the LA to broker additional support;
- managing the statementing process; and
- ensuring SEN/AEN provision best meets the needs of students.

To provide appropriate support to this member of staff (if they are not an experienced SEN specialist already), we may have to bring in a SEN expert on a consultancy basis. Their role (or that of the SENCO if they are already experienced or in possession of the National Award for SEN coordination) would initially involve: setting up a process from collating baseline assessments based on reports from feeder schools and other data, and disseminating the first SEN register; inducting new staff members into the school's SEN practice, and putting in place systems to ensure statutory compliance for students with a statement of SEN. CfBT provides extensive support for SEN provision to all schools in Lincolnshire on behalf of the County Council and so can access considerable expertise in this field. Information about this service can be found at:

<http://www.cfbt.com/lincolnshire/specialeducationalneedsaddi.aspx>

This specialist or the SENCO will be brought in before the school opens (and for portions of time during the first term) so they can draw up a policy framework and find out about and accommodate the special educational

needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN code of practice and will embed our approach, highlighting the key expectations of staff, including making sure all students with SEN are identified and planned for in lesson plans.

We hope to build strong partnerships with the Wokingham Borough Council inclusion team and to be able to build links with council officers working in this area to ensure additional support and agencies are deployed where appropriate. We will also identify and work with social services, College Hall Pupil Referral Unit in Bracknell, a speech and language therapist and an educational psychologist.

Strong links will also help us to support any students with a statement of SEN. These students' needs will be catered for on a case-by-case basis, coordinated by the SEN teacher, and provision may include time with a teaching assistant or specialist teacher; additional school visits; or provision of special equipment to aid learning.

Specialist provision and wheelchair access

Once the school is established, depending on local demand and the constraints of the site, we may explore the possibility of running some specialist education provision on the site for children with physical disabilities.

There is a very great need for a local school that can support children with Special Needs. Although there is a local primary school with the facilities to support these children (Lambs Lane), at secondary level they are transferred to a school 8.2 miles by road from our proposed site (Piggott's School in Wargrave), meaning parents have to travel across two major traffic areas. The school site we want to use had the best Special Needs facility in the County (including wide corridors etc for wheelchair access) and we would like to reinstate this. We would be supported in doing this by the local primary school which has significant expertise in this area and is keen to see a local school to which students could move on.

Stretch: Gifted and Talented

We think that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision, and general expectations. As such we have allowed for the cost of appointing an Excellence or G&T coordinator. But instead of this being a permanent appointment it will be made each year. The TLR will be awarded annually to aid in performance management and encourage innovation. The application task will involve the candidate listing their key targets in the role and the successful applicant will be paid according to agreed KPIs based on their application.

We will collate a gifted and talented (G&T) register identifying students with special abilities and aptitudes. However we will not have a target for how many children are identified as G&T in any area. During implementation it will be up to the Principal to establish an identification system that involves levels and teacher assessments by tutors (who will know students well) and subject teachers, as well as feeder schools. Again we anticipate that learning will primarily be stretched by differentiated activities in lessons and we would expect these students to be identified and planned for in lesson plans.

Some additional differentiation strategies are:

- where appropriate students may take exams early or begin the KS4/5 curriculum before they reach the usual age;
- project work that provides stretch for particular groups, for example, contextualised learning on a work placement or as part of a young enterprise project; running a community initiative; mentoring other students etc;
- offering more cognitive challenge to develop problem-solving and thinking skills, higher order thinking and questioning skills;
- the community development/trips officer running a specific programme for gifted and talented students;
- compulsory “master classes” after school. These might be run by a local lawyer or historian in order to enrich the children’s experiences of school;
- develop links with subject department at the local university (University of Reading) to provide specialist projects for the students.

EAL

Finally, we will ensure that students identified as having English as an Additional Language (EAL) are appropriately supported. Responsibility for coordinating their support may well fall within the remit of the member of staff with responsibility for SEN. Their role will be to liaise with WBC to ensure best practice is shared, to collate an initial register and broker training where necessary. Again it will be incumbent on teaching staff to identify EAL students in lesson plans and put in place intervention strategies where necessary. Strategies may include:

- additional learning resources;
- practical learning activities;
- Teaching Assistant support directed to students;
- where there is a group of students all from the same language background it may be appropriate to bring in an additional mother tongue teacher to assist them in developing their dual language abilities and ensuring their integration into British Society is as positive as possible.

4.3 Organisation of students

This section describes how we expect to be able to achieve the character aspects of our vision to:

- be a nurturing, community school with a cross key stage buddying programme, strong and competitive house system and mixed ability tutor groups;
- arrange character, community and aspiration building trips targeted at each pupil's particular strengths and needs;
- come together as a school or key stage once a week to build and continually reinforce the sense of shared endeavour and success.

Weekly assemblies

The WoW Free School will be a relatively small learning community benefiting from a more personal approach. We have made the decision to start with a four form entry school because we believe the benefits to the individual students outweigh any of the benefits associated with a larger school (mostly stemming from the breadth that can be offered). To ensure this nurturing feeling of being part of family in school is retained we do not plan to grow beyond a 6FE school.

In terms of pupil groupings, the school size means that staff will get to know all of our students. This will allow them to generate meaningful and productive learning based relationships and to ensure all students feel part of an organisation with a clear vision and set of values.

Important in achieving this will be the weekly assembly. We expect to hold key stage or whole school assemblies every week. It will be the responsibility of the senior leadership to run assemblies and they will be the main opportunity to repeatedly refer staff and students back to the school's core vision.

Wherever assemblies are held we will ensure the vision is on display, and each assembly will be linked, manifestly, to the vision. Assemblies will also involve music and singing, performing and celebrating success.

Success will also be celebrated in some other very deliberate ways.

The walls in school will be decorated with examples of pupil work, aspirational mottos and extracts from the school's vision. There will also be a large TV monitor in the school's entrance where recent success stories can be exhibited and also notices can be displayed for students and parents to read.

Academic groupings that meet individual needs

We will employ an approach to pupil groupings that reflects a balance between inclusive teaching and personalised pedagogy. We recognise the benefits of both mixed ability teaching and setting and our experience suggests both can be made to work in different contexts.

We do not propose using streaming or banding. We believe that these mechanisms can lead to generalised (rather than individual) judgements about pupil ability. All students can and do excel in at least one area; banding and streaming imply that ability in one means ability in all.

Mixed ability

At Key Stage 3 groupings for all subjects (except English and mathematics) and importantly tutorial/team times will be mixed ability. This will allow us to build a strong community ethic amongst students and ensure students have access to a range of teachers. Other benefits of this approach include:

- encouraging greater social integration;
- promoting teaching that meets individual needs (our monitoring arrangements will reflect this onus – see section 4.4 below);
- reducing the labelling of students;
- opportunities for real peer tutoring and support.

At Key Stage 4 groupings will depend on the options that students take but it is our intention to maintain mixed ability teaching outside of English, mathematics and possibly science. In practice it may be that subjects are not sufficiently popular to have more than one group. In which case mixed ability teaching will be the default position.

Setting

We will introduce setting for English and mathematics throughout the school. The WoW Free School has ambitious targets for all our students to out-perform their peers in these subjects; we believe they are the foundations for further learning and discovery.

Setting will be based on prior attainment and performance in our regular tests (see 4.4 below for more detail). Groupings will be reviewed termly to ensure students are in the right classes and there will be opportunities for students in the lower sets to move up and for others who are struggling to move down.

Setting will not be based at all on behaviour or attitude to learning. In our experience some schools link being in top sets to having high standards of discipline. Our process for setting will be entirely meritocratic, based on key metrics of academic performance.

The advantages of our narrow use of setting include:

- effective targeting and matching of resources to pupil's individual needs (particularly in the context of limited staff capacity in the early years of the school);
- curriculum teaching methods and pace that can be tailored to the level of each class;

- students can be appropriately challenged and can be motivated by peers of similar levels of ability;
- groupings can be matched to the strengths and experience of individual teachers.

We will put in place a staffing model so that our approach to setting in the core subjects will lead to consistency and accountability throughout the school. We propose using the same teacher for the same set across each key stage. So, for example, set 3 mathematics will have a single mathematics teacher in Years 7, 8 and 9 and beyond.

By ensuring that children have the same teacher for a whole key stage, we can legitimately and simply hold teachers responsible for each child's progress. This concept of transparent and uncontestable accountability can then be used as a valuable lever in performance management and in the selection and motivation of teachers.

Targeted intervention

We want to be more flexible than just having two grouping models. The section above on SEN explored the possible use of a support set with a different timetable and even a primary teacher if necessary.

In addition, where students are falling behind in English and mathematics (at either Key Stage 3 or 4) we will put in place targeted interventions which may take place outside of the classroom in small group or one-to-one settings. The pedagogical approaches in these sessions will be very sharply focused on individual need.

Students who are not meeting our targets in the core subjects will be identified through our robust monitoring systems (see 4.4 below).

Pastoral groupings that emphasise student leadership

As set out in Section 3, the WoW Free School will be a small, nurturing, community school with a cross key stage buddying programme, a strong and competitive house system and mixed ability tutor groups. This reflects our experience in supporting other schools; in particular the CfBT sponsored Oxford Spires, which has successfully employed a house system to create a sense of community and competition to achieve a shared goal.

The form tutor as the centre of the pastoral system

The role of the form tutor will be central to our pastoral system. They will be the first point of contact for parents and carers and will act as the lynch pin between students and their subject teachers. We will foster a strong relationship between tutors and their tutees in very deliberate ways.

- **A pre-meeting before the start of the year:** Before the children enter Year 7 they will all be invited, with their parents/carers, to meet their form tutor and Head of Year. The meeting will take place at an informal and personal evening of up to 14 other children. To engender a community

spirit everyone will be encouraged to bring a plate of food and to share a meal together. During the evening the form tutor will run through the various parent/carers, pupil and school promises and describe the school's expectations (see Section 3 for more detail). This will require each form teacher to hold two of these evening sessions and, if parents/carers fail to attend they will be expected to come to a meeting on another occasion. We propose that all parents with children attending the school must meet the form tutor before the child starts school in September.

- **Consistency of form tutor:** Each year as children move up through the school they will keep the same form tutor. Where this is not possible for practical reasons, two hand-over events, similar to that described above will be arranged. Our experience suggests that the notion of tutors staying with their form is a simple but powerful tool to support teacher retention
- **Inclusive and fulfilling tutorial time:** Children will spend twenty minutes each morning in tutor time, followed by ten minutes in the afternoon. This will provide an opportunity for tutors and their tutees to share experiences and reflect on learning. It will also be the main mechanism for communicating to students. Having resolved to set students only in the core subjects we will have mixed ability tutor groups. This way children will come into contact with, and take responsibility for, a wider cohort than they might otherwise; it also works to reduce the stigma attached to bottom sets that in some schools rarely have contact with the brightest students.
- **Peer-to-peer support:** We will train tutors and tutees to deliver peer to peer support within tutor time. This will allow tutees to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with our subsidiary charity, Include. Once all students have been trained and as the school grows, we will put in place cross age peer-to-peer buddying support. This will allow younger pupil's to gain from the experience of older students, and allow older students to feel responsibility for younger ones.

A competitive house system

As the school grows we will introduce a house system. All students will be a member of a mixed-age house and will have the opportunity to earn house points for excellence in relation to the school's vision. This system will enable students of different ages to work together to achieve a sense of belonging and will be a way of celebrating and rewarding group success. Houses will also provide opportunities for students to take on leadership roles such as house captains and will form the basis of school sports, fund raising and public speaking/debating competitions etc.

Trips

We have discussed what it means to raise children's aspirations. What came out of the conversation clearly was that one of the greatest things children from low aspiration homes miss out on is opportunities to visit and experience exciting and enriching places, and the chance to visualise themselves in positions outside those their families hold.

So for example, until a child has properly met and spoken to a stock broker or farmer with whom they can relate, or until they have visited and felt at ease in a corporate office or on a farm, they are unlikely to aspire to either profession.

We will therefore take a very systematic, targeted and we believe innovative approach to organising trips for children at the WoW school. The Community Liaison Officer will be responsible for this. They will conduct an audit of children to identify gaps in exposure; they will then brainstorm ideas for trips with form and class teachers; they will then conduct the risk assessments and associated paperwork to make the trip happen. It will also be their responsibility to keep a register of trips children have been on. Their work will be evaluated through the pupil questionnaires described in section 4.4.

We intend to run a residential, team building trip during the first few weeks of September for the entire Year 7 cohort.

4.4 Pupil Development and Achievement

Measuring what we value not valuing what we measure

We want the WoW school to be successful. As such we are acutely aware of the need to establish very clear success criteria from the beginning. For us, success means achieving our vision. We are confident that, even after the school is only a year old (but more comprehensively once the school is full) we'll be able to gauge, and more importantly external stakeholder will be able to know, whether and how successful it is.

Despite their importance, self evaluation systems have traditionally been poor in our schools. We will be robust in our use of tracking and data monitoring. We are aware of the balance that needs to be struck between this, and trusting teachers as professionals enabling them to concentrate on doing what they know to be best for their students.

In line with our vision we expect to measure success in the three areas of Achievement, Behaviour and Character.

Achievement

Encourage and support all children to achieve the English Baccalaureate and as a minimum expect all students to achieve a grade C in English and Mathematics at GCSE

We want our students to be able to make real choices about their futures beyond school. That's why we support the English Baccalaureate (EBacc) and will encourage all our students to achieve it. However, we believe there will be a few students for whom the entire EBacc (in particular the MfL) may be inappropriate due to learning difficulties of having EAL. While our encouragement will still be towards achieving the EBacc we won't do this to the detriment of their achieving at least C grades in English and Mathematics at GCSE. The WoW school will consider any failure to achieve this as a very serious failure of the school, and where the child has been in the school since Year 7, the Principal will be expected to write a personal letter to the governors, and the child's parents, explaining the reasons for the failure and various steps that were taken along the way to try to remedy the problem. Because we'll track progress in English and Mathematics every term, we hope never to have to send one of these letters.

Employ a highly skilled and motivated team of teaching and non teaching staff who share our vision and are committed to achieving high aspirations for all students

As described in section 4.2 no teacher at the WoW school will have more than an 80% timetable, and this will include 2 periods per week of CPD (lesson observations and group planning time). We believe this will set the school apart from the others in the area as a place to work if you are motivated to develop as a practitioner. We will measure the level of skill of our teaching team in two ways: through students' exam results and lesson observations.

In the same way Ofsted inspections are being scaled back from schools that have been shown to be already outstanding and that maintain great results, we will apply the same logic to our teachers. We will run an **intelligent accountability system** for teachers in our school.

Annual (or in the case of English and Mathematics, termly) robustly moderated or externally marked exams will form the bedrock of this.

Towards the end of each summer term there will be a two week Arts and Exam timetable for the whole school. Students will break from the normal timetables and will be the responsibility of non examining staff teams (e.g. PE, Music, Art, DT and Leadership). KS4 students could be given study leave. Exam invigilators will be on hand to oversee exams and the logistics and timetabling will be the responsibility of one of the leadership team. This will enable teaching staff to meet in groups to mark and moderate one another's exam papers together; therefore improving transparency and reducing the additional marking load associated with such assessments.

Exam results will enable the school leadership team to know what level of external support each teacher needs because it will be clear from these what progress students in that teacher's classes have made over the course of a

year. If a teacher's results indicate a high level of skill it will not be necessary to intervene in his or her lessons; on the other hand, if the teacher's results indicate a problem intervention will be swift and targeted.

A detailed intervention strategy will be written up by the Principal once in post and this would be shared with all new staff before they signed any contract. We envisage it involving the appointment of a mentor teacher to spend at least two periods per week helping the teacher. The mentor will work with the teacher to identify the problems, devise solutions and monitor progress. For example, there may be a problem maintaining discipline. Part of the solution may be for the teacher to introduce some new classroom routines. The mentor may assist in this for the first few times, then step back and only intervene when the teacher struggles to enforce the routine, until finally they are able to run the routine alone.

Mentors would have to report on their activities to the Principal and if the teacher failed to improve after a period (perhaps six weeks) additional supportive measures would be put in place up to a maximum of four months (assuming cooperation from both sides), beyond which a teacher would be dismissed.

Ensuring teachers share our vision is a challenge we'll address and monitor at the recruitment stage and every year. We will make our vision very clear to all applicants through displaying it clearly on our website and in job adverts. We'll then make sure one of our questions during interview explores the individual's understanding and possible buy-in to the vision. Finally, we will use an annual staff questionnaire to assess, among other things, how staff feel about the vision and to what degree they support it. The results of this will form part of our Principal's performance management since it will be his or her job to ensure the staff are on message and bought-in to the school's founding vision.

Use robust pupil data to drive continuous improvement; we are committed to publishing an annual impact report

We will publish an annual impact report that covers measures of the ABCs. CfBT is committed to transparency and openness, and not only for parents and government, but because we recognise the positive effect it has on the work of teachers, school leaders and governors.

Some of the indicators the impact report will include are:

- % achieving EBacc;
- % not achieving A*-C in English and Mathematics (i.e. number of explanation letters written by head);
- destinations of **all** leavers.

N.B. Until year 11 cohorts are achieved interim progress measures will be reported for KS3 classes.

- staff alignment to the vision;
- students wellbeing and happiness (actual and over time);
- size of school/ pupil numbers;
- number of exclusions;

- attendance;
 - trips list;
 - how we have spent the pupil premium received;
 - community engagements list;
 - teaching staff turnover;
 - average number of lessons each teacher has observed;
 - local people's perceptions of the WoW school children;
- Other measures that will be used for internal reporting include:
- % of lessons graded outstanding, good, satisfactory, inadequate;
 - number of sanctions by seriousness of the offence;
 - termly progress in English and Mathematics;
 - teachers' perceptions about the vision and how effectively it is achieved;
 - performance against budget.

This report will form the basis of our ongoing school self-evaluation. For example, if we are not meeting targets (set by the SIP and Principal) on percentages of lessons graded good or better then we'll know that unless action is taken students will not go on to meet our ambitious attainment targets.

Behaviour

- Have consistent expectations of behaviour and dress such that students take pride in themselves and their school, and are known locally for their courtesy and manners.

We will assess against this by inviting up to 20 local businesses and all the residents of the small hamlet around the school site to fill in an annual questionnaire asking them about their perceptions of the WoW school's children. This will be reported in the annual impact report alongside how many exclusions we have made. We intend for there to be no exclusions at the school and in the case of any exclusion the Principal would be expected to write to the governors and parents to explain what process had been put in place to try to rectify this situation before it happened.

Character

- Be a nurturing, community school with a cross key stage buddying programme, strong and competitive house system and mixed ability tutor groups.
- Employ a dedicated Community Liaison Officer to build relationships with parents, local employers and groups, and to arrange character, community and aspiration building trips targeted at each pupil's particular strengths and needs.
- Come together as a school or key stage once a week to build and continually reinforce the sense of shared endeavour and success.

The WoW school will take deliberate steps to evaluate the success of its strategies for promoting the happiness, character and personal development of students. We will make use of New Philanthropy Capital's Well Being

Measure described here http://www.philanthropycapital.org/how_we_help/big_ideas/Wellbeing_project.aspx . Through an annual survey that costs around £500 we'll be able to measure and keep track of our students' overall well being.

On the other hand we will not try to measure our students' characters; instead, every year we'll survey parents about how satisfied they are with the school, and ask for their constructive feedback; and we'll monitor our delivery of things we've identified as helping to build character such as trips, assemblies, buddying programmes, community engagement etc.

We will know if our students are taking responsibility for themselves by the choices and decisions they make about career and further education options at the end of Key stages 4 and 5. We will expect every student to have a clearly identified destination and a progression pathway to realise this ambition.

Internally, CfBT has developed an annual audit, which will be trialled at the Reading Free School to monitor our delivery and performance against the Business Case/Application. This involves questions, checks and KPIs for governors, SIP and CfBT to make use of at certain points in the year. We would expect to undergo the same process with the WoW school in order to be sure we were delivering on our promises.

For example, we will use this to check that the cross key stage buddying process is being employed and delivered in a meaningful way, that the community development officer is targeting and tailoring their trips to students'; identified needs, and that the weekly assemblies are indeed taking place and always link to the vision.

Accountability

Ultimately the Principal will be held responsible, by the governing body, for ensuring the school achieves it's vision. One of the things the Principal Designate will do during the two terms leading up to opening will be to write out a complete and comprehensive list of tasks that will need doing throughout a year. They will then allocate these responsibilities into the job descriptions of all the various staff. KPIs will be established so that staff can be rewarded for good performance against these.

We believe it would be naïve at this point to detail a system of performance related bonuses. Instead we are clear that our Principal will be encouraged to use some of the budget to ensure the retention of great staff, be that through CPD, training grants, a bonus or salary increase.

One difference we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are dependent on achieving certain pupil attainment - related measures. Immediately this would raise the stakes of

testing for staff and act as a deterrent to the kinds of staff we don't want to employ. On the flip side it could mean that we reward excellent performance with increments of more than one level up the pay spine.

4.5 Behaviour and Attendance

This section describes exactly how we will deliver on the behavioural aspects of our vision to:

- have consistent expectations of behaviour and dress such that students take pride in themselves and their school, and are known locally for their courtesy and manners.

Our principles

We will embed a strong culture of respect, governing how all members of the school community act both in class and around the school. We are determined to build social as well as academic capital and not to miss the opportunity of starting a brand new school to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately, before any negative practices are allowed to become embedded in the life of the school.

Our approach to behaviour for learning is based on four key principles

- **a focus on not tolerating small infractions:** Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning;
- **zero tolerance of bullying:** The WoW free school will be a safe and supportive environment, where every child is valued and no child feels bullied
- **high expectations:** The school will adopt a no nonsense approach to discipline and zero tolerance of bullying. Both through the taught and informal curriculum the school will actively promote tolerance of diversity and mutual respect;
- **a clear policy on rewards and sanctions:** We believe there should be an even balance between rewards and sanctions. Rewards will be structured through the house system;
- **intellectually stimulating and engaging teaching:** Poor behaviour is much less likely when children are given a varied and challenging programme of classroom activities (see 'Curriculum' section for more detail).

These principles will be underpinned by a set of key processes and documents.

1. Codes of conduct for the classroom and the school

In the first instance students, together with their teachers, will devise a Code of Conduct for the classroom that will be displayed and referred to when misbehaviour occurs. Rules will be positively framed and focus primarily on the routines of learning as well as other areas such as punctuality, care for equipment and appearance. The code of conduct will be reviewed on a termly basis and subsequent year groups will undergo a similar process.

In addition the Principal will devise a code of conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as on the school's image in the community.

This document will be clear and concise and will be displayed around the school. It will form a point of reference and reinforcement for all members of the school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns.

The school Code of Conduct will be enshrined in the school's behaviour for learning policy. An extract from the behaviour policy of CfBT owned International School of Cape Town is included below.

Guidelines

1. Each student should consider the needs and rights of other students and staff before their own and their attitudes and behaviour must show this consideration.
2. Any breach of the *Code of Conduct* will be seen as a breach of the mutual trust and respect which exists between us all and individuals concerned will be disciplined accordingly.
3. Likewise, notable examples of good behaviour, high standards and outstanding performance will receive due acknowledgement and honour.
4. Where a student acts in a way that is unacceptable, relevant staff will investigate that particular situation and impose the most appropriate sanction, according to the guidelines concerning unacceptable behaviour of students.
5. The School does set down some areas of discipline that are viewed most seriously, as well as the likely consequences for infringements. Clearly, the circumstance, the severity of the offence and the degree of either willfulness or thoughtlessness particular to each situation will determine the actual penalty.
6. The rules apply to all students under the jurisdiction of the school: students are under the jurisdiction of the school at all times while on the site, in school transport, coming to school and going home from school in school uniform, or on any school organised trips. It is expected that all students when off the site will behave in a manner which will bring honour to the school.

Both our codes of conduct will be underpinned by the Pupil Promise (explained in the 'School Design' part of the 'Vision and Ethos' section) which sets out a rights and responsibilities contract for students. It shows what

students can expect from teachers, but it also sets out what we expect from them.

In order to embed and enforce our codes of conduct, teachers will use an even balance of rewards and sanctions. Students (and adults) work best when they are encouraged, but it can often be the case that teachers place a greater emphasis on punishment than on praise. We will therefore ask our staff to combine actions to tackle any infractions of the code of conduct with more positive rewards. Suggested rewards could include:

- house points will form a central part of the behaviour management system; in sufficient quantity they will lead to house as well as individual prizes;
- collective prizes could be awarded for success in the yearly house competition (which might include various sporting, art and debating competitions as well as individually awarded house point).;
- individual prizes might be rewards such as an end of year trip to Chessington World of Adventures;
- positive behaviour acknowledged verbally;
- students given responsibility as a peer mentor or prefect;
- praise given when the teacher is marking work;
- children encouraged to share good work and praise each other. Time planned for peer appraisal and celebration;
- good news postcards sent home;
- special mentions for children at assemblies.

Suggested sanctions could include:

- one-to-one discussion between pupil and teacher during the lesson or after the lesson, with referral to the head of department if necessary;
- if an infraction occurs outside of lessons it will be referred to the form teacher;
- a reminder of acceptable behaviour according to our code of conduct and warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques;
- if behaviour continues the child incurs a detention at a time of the teacher's choosing;
- student report card whereby students need to get feedback on their behaviour in all lessons over a certain time period. The report will need to be signed by each teacher and signed-off at the end of the day by a tutor or Head of Year;
- parental meeting to discuss issues and embed strategies for improvement;
- individual behaviour plan with key targets that are reviewed regularly.

We are very clear that the difference between the success and failure of a behaviour policy is not its detail but the consistency with which it is enforced. The policy will therefore form a very central part of all staff induction and all teachers will be expected to display and follow it in their classrooms.

2. A structured approach to escalation and multi-agency working

For more serious issues that may not be adequately dealt with by the strategies above, we will have a clearly set-out process for escalation. All serious concerns (either ongoing or one off) will be logged and levelled on a three-point scale, with level 1 being the lowest level and level 3 the most serious. Agreed strategies for dealing with each level will be established, with level 1 incidents most likely being dealt with by the classroom teacher and level 2 and 3 incidents being escalated to the head of department (if it occurs in lessons) or the form teacher (if it occurs out of class) with recourse to the Head of Year and senior staff (in partnership usually with parents) if necessary, and on occasion other agencies. This structure will provide staff and students with a consistent framework within which to work.

Heads of Year will review plans for students who are logged in the levels system on a weekly basis to monitor progress and, where necessary, broker additional support. For example, where there is a case of persistent lateness or non-attendance, the Head of Year may bring in Educational Welfare Officers from Wokingham to do home visits, put in place remediation plans including a Pastoral Support Plan and (as a last resort) pursue legal options.

The school may also draw on other multi-agency support for students causing concern. This might include officers from the council that specialise in emotional well-being and parenting support, as well as education psychologist input. From time to time we may need support from health services too, such as CAMHS (child and mental health services) and local GPs, as well as third sector support organisations. In all cases we will work in an open and collaborative manner to secure the best package for our students.

The Principal (or another senior staff member) will be the named child protection officer. This role will be to work with the child protection governor to ensure all statutory obligations are met, child safety is prioritised, referrals are made (where necessary) and all staff are appropriately trained. We have spoken to a NSPCC Education Manager who is keen to explore how they can work with us to ensure all staff have appropriate child protection training.

3. Clear processes around exclusion

The WoW Free School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we see exclusion as a failure of our approach.

We intend to follow Wokingham's Protocol for Managed Transfers and Reintegration, including their appeals process. It is not our intention to diminish the rights of students at risk from exclusion, nor is it our intention to have a different policy from our neighbouring schools. A draft extract from our policy is set out below.

Permanent Exclusions: The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed Term Exclusions: Fixed term exclusions will be used only when other sanctions and strategies detailed with a Pastoral Support Plan have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence;
2. Sustained bullying (in all its forms);
3. High-level disruption to learning.

Procedures

In all cases the Principal will gather evidence from students as well as the opinions of staff and governors regarding the issue. If the decision is taken to exclude, the following will take place:

- the pupil will be excluded for a minimum of two days in the first instance;
- parents/carers will be notified immediately by telephone and asked to come and remove their child;
- parents/carers will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt e.g. an appeal;
- arrangements will be made for a teacher or a member of the appropriate support services to visit the home the following day to discuss the reasons for the exclusion with parents and the child and to take school work for the child to complete;
- it may be that as a result of the exclusion there is a need to contact other agencies. If it is deemed that there are issues around safeguarding, appropriate referrals will be made;
- the Chair of Governors will be notified at the time the exclusion is decided, as will the Local Authority;
- the school will work with the parents and the child to ensure that an appropriate programme of support is put in place to deal with the issues around the pupil's behaviour on his/her return to school.

If the school wishes to progress to a permanent exclusion we will immediately contact the Local Authority to seek advice. We will also adopt their appeals procedure, including the independent appeals panel, as outlined on the website:

<http://www.wokingham.gov.uk/schools/schools-colleges/admissions/exclusion-appeals/>

4. A robust approach to attendance

All good Principals know that if children are not in school their chances of succeeding are drastically reduced. We will target poor attendance and lateness in a structured way, as detailed in an attendance policy that will be devised by the Principal. Form teachers will be responsible for monitoring attendance during both morning and afternoon tutor/team time. From Year 7 all tutors will train classes in a highly efficient way of calling and recording the register. This can then be used every day in every tutor time, saving a large amount of time that might otherwise be wasted and providing a clear and calm routine at the start and end of every school day. Using our data management systems, heads of year will regularly review figures for their cohorts and put in place interventions. Persistent lateness or absence will be followed up with parents, possibly with a home visit and where necessary the school will take legal action through attendance support officers.

Both punctuality and attendance will form a major component of our code of conducts and we will use the same rewards and sanctions as those outlined above to ensure compliance. Specifically we will have termly celebrations in assembly for 100% attenders.

Where appropriate we will work with Wokingham Borough's attendance team, particularly in respect of sustained absence. For more information see: <http://www.wokingham.gov.uk/family/services-children/idd/education/educational-support-services/education-welfare-service/>

Please see Appendices 4A and 4B: Sample Behaviour and Attendance Policies. These policies are currently used in another CfBT school. We would expect our Principal Designate to work with the WoW PG and Principals of our two existing secondary Academies as well as our independent schools to tailor a policy to their specific needs and situation.

4.6 Community engagement

This section explores the commitment in our vision to

- employ a dedicated Community Liaison Officer to build relationships with parents, local employers and groups.

A nurturing community school - *“It takes a village to raise a child”*

The best schools build academic **and** social capital. We will provide experiences that nurture the development of the whole child – their emotional, cultural and moral health and well-being, and community involvement will be at the heart of this.

We intend to use this one-off opportunity of building up a village secondary school from scratch to find ways to successfully extend the culture of parental engagement and involvement common in primary schools into a secondary setting. It will take a planned and concerted effort by the dedicated Community Liaison Officer, working with all staff and the Parent Forum, to achieve this, but we see no reason why the close-knit family feel of our local primary schools cannot be extended into this somewhat larger setting, to the benefit of all concerned.

Our proposal for a new free secondary school has ignited great interest from every section of our community and has extensive backing from the local residents, both from those with children and those without. CfBT/WoW PG’s desire to provide not only a school, but a hub for local sport and social activity has meant that all sections of the community are talking about the process and are hoping for it’s success. We have support from the local parish councils, church groups and community groups (See Appendix 5E), and support from all ages – teenagers, young families, older families and older people. A group of retired people recently explained their issues with accessing activities – they want to stay active and vibrant but struggle to attend any classes or groups without a car. They rushed to add their support to the petition when they discovered they too would benefit from the proposed school.

Along with providing activities for the local residents, we will involve the local community in the day to day delivery of key aspects of the school curriculum. The Parish Council have already advised us that they have an active volunteer service which is keen to be involved with the children and the school. Many people living within the local area have the knowledge and experience that could enhance the educational offer we provide for students and the engagement of the community in delivery of the school curriculum offer will help the students to understand and appreciate the skills and expertise of others.

There are few large employers in the area that the Free School will serve due to the rural nature of the surrounding villages, but many of the parents and community representatives work for large national and international companies further afield. These people have offered to work with the school to ensure that the curriculum delivered reflects best practice in a rapidly evolving employment market and are well prepared for future job opportunities.

We are keen to involve local people in gardening, sporting, debating, needlework and cookery clubs, work experience, school assemblies, and PSHE programmes. Exposing young people to others with different interests, beliefs, abilities and backgrounds will help expand their understanding and inspire them for the future.

This community support for the school will be particularly important in the first few years of operation when staffing will be limited and the students will have fewer role models within the school.

We firmly believe that community engagement should be a two way process, so we will actively seek opportunities for the students in the school to give something back to the community in which they live. This could involve students in the school supporting children in afterschool clubs run at local feeder schools, supporting local community environment events such as litter picking and tree planting, or taking part in funding raising activities for local charities. In this way we believe we will be promoting students active contribution to a modern British society.

Through our community engagement programme we will ensure students are aware of the diversity of groups represented within their local community and encourage them to develop an understanding and respect for all members of society, as promoted by the Equality Act 2010.

As detailed previously, we have a large amount of interest from local sports, music and dance providers, who are keen to assist in the delivery of both the curriculum and extra-curricular activities.

As we intend to make the school's facilities available to all members of the local community, including the feeder primary schools, as well as students attending the school, their parents and wider family members.

Our local feeder primary schools have very well supported PTA groups, and we anticipate a lot of those parents will form the PTA or School Association at our new secondary school. The PTAs raise thousands of pounds every year by providing community events, and we wish to continue this commitment to the community by holding events through the secondary school (see below).

Many schools have the word community in their title, however we intend to go beyond this and create a measurable community school in the following ways:

- all parents will be invited to join the PTA, that will hold at least two fundraising events per year to which the wider public are invited;

- the Community Liaison Officer will carry out an audit of parents' skills and every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school;
- the PTA will raise at least £1000 every year to put towards resources of their choosing, in consultation with the School Council and Principal;
- once the school is fully opened (i.e. located and making use of all its permanent site) school facilities will be available for public use in the evenings and weekends;
- all new pupil induction packs will contain a parental skills and time audit, devised, circulated, collected and analysed by the PTA. This will then be used to engage parents in various areas of the running of the school;
- each and every year the community will be invited to events including a summer and Christmas fete/party, fireworks display, Disco for the children, after school clubs, adult activities and other activities we feel would benefit the community;
- local professionals and representative from local organisations will be employed to teach sport, dance, music etc, helping to bridge the gap that exists between in school and wider provision of services;
- we will have a large flat screen TV/computer in the entrance to the school where we can display up to date notices and news from the whole community.

Section 5: Evidence of demand and marketing

5.1 Demonstrating parental demand

Local historical context re secondary school provision in the west of Wokingham

Approximately 25 years ago, the reputation of Ryeish Green Secondary School, which served the villages in the west of Wokingham Borough, started to wane. With increased mobility and the wider availability of secondary school places in Wokingham Borough, parents from the surrounding villages began sending their children elsewhere. At this time, the nearest alternative school, Maiden Erlegh, had a good reputation and the capacity to take children from the west of Wokingham villages. A considerable number of local children attended Maiden Erlegh, as well as The Holt, Forest, Yateley, Willink and St Crispin's School, which were all able to offer places.

As attendance at Ryeish Green by local children fell, places were allocated to children living further afield (mainly from the south of Reading) and from communities with no links to the immediate area. This pattern gradually increased until a large proportion of the student body lived away from the area and there was decreasing "ownership" by the local community. As the school's performance and reputation decreased, local parents continued to try to send their children to other Wokingham Borough schools in spite of places in these schools becoming less readily available. In 2007 Wokingham Borough Council took the decision to close the school based on a number of factors including the poor reputation and performance of the school and a further drop in school numbers following the opening of The Madjeski Academy in Reading, which meant children from the south of Reading no longer needed places at the Ryeish Green School. Although the school had started to make improvements in its final years local residents felt the closure was a foregone conclusion, which increased their reluctance to send their children there.

The West of Wokingham Parent Group (WoW PG)

The West of Wokingham Parent Group (WoW PG) is a parent and community body established in 2010 to campaign for improved local secondary education provision for children living in the villages to the west of Wokingham. The group was formed when a number of local parents, most of whom had not met each other before, came together through word of mouth with common concerns about a lack of choice regarding local secondary education provision.

The group formed initially to respond to a public consultation exercise being undertaken by Wokingham Borough Council (WBC) to review local Secondary School catchment areas. The group all felt the consultation process provided an opportunity to address the concerns of families living in the rural villages of Arborfield, Shinfield, Three Mile Cross, Spencers Wood, Grazeley, Riseley, Ryeish Green, Swallowfield and Farley Hill.

The parents all strongly believed that the area was in need of alternative secondary school provision following the closure of Ryeish Green School. The lack of a secondary school in the area from 2010 meant that local children were being allocated places at various schools across the Borough, wherever places were available. In many cases these were not the schools students wished to attend or their parents had selected and involved the students in making long daily journeys to and from school, and out of their local community.

The group wanted to make the Council aware of local concerns and undertook a leaflet campaign (See Appendix 5) to engage local residents. The leaflet outlined the possible changes to secondary school catchment areas proposed by WBC, encouraged the public to attend the WBC public consultation meetings and urged them to complete the questionnaire on the WBC website. Leaflets were distributed outside school gates and to local residents. The group attended the public consultation meeting at St Crispin's Secondary School in October 2010 to find out more about WBC's proposals and communicate the concerns of residents in the rural villages.

The consultation meetings and subsequent publication of changes to catchment areas by WBC revealed that none of the proposed options offered a solution to the obvious shortfall of school places in the rural areas to the west of Wokingham. The changes offered a designated area with four secondary schools (two of which are single sex) situated within it. The four secondary schools are: The Holt; The Forest; St Crispin's; and The Emmbrook, which are all currently over-subscribed or at capacity.

These four schools are located to the east of the designated area, with the villages to the west of Wokingham Borough being on the furthest edge of the area. As places are allocated based on radial distance, the parents living in these villages are aware that their children will always have the least choice in gaining places, will face long travel times to and from school and have no continuation of friendships formed at primary school.

The closest secondary school, Maiden Erlegh, is 4.5 miles away but is not included in the designated area for the villages. Despite taking 278 students per year it was oversubscribed by 177 places in 2010 and therefore only offered places to those children living within a 0.868 mile radius of the school.

After the plans for the new Secondary School designated areas were published by WBC, it became clear to WoW PG that an alternative provision of secondary school education would need to be investigated. The group researched the possibility of opening a Free School and felt this concept would offer them the opportunity to provide a good quality, inclusive school that would benefit the whole local community.

The proposal to open a new school on the Ryeish Green site by WoW PG has had overwhelming parental and community support and we are confident that a new school on the site would not face the same reputational and recruitment problems as the old school.

A strategic need for additional places

The west of Wokingham has been identified by the Borough Council as an area for large-scale housing development, with 6,000 – 8,000 new properties planned. Building has already started and is expected to continue until 2026.

These plans include:

- 1958 houses South of the M4;
- 3500 houses at Arborfield Garrison;
- 2500 houses in the South Wokingham area.

(These figures have been taken from [REDACTED] [REDACTED] October 2010.)

This housing development will put further pressure on already full secondary schools in the Wokingham Borough. The council's own projections show an increase in the number of children requiring secondary school places from 10,285 in 2009 to 11,190 in 2016.

The numbers of students in the west of Wokingham primary schools (Shinfield Infant & Junior School, Coombes Church of England Primary School, Farley Hill Primary School, Lamb's Lane Primary School and Grazeley Primary School) are also increasing and are expected to grow further in the near future, creating a greater strategic need for more school places.

Current year Student totals in local primary schools*

	Year 6	Year 5 (2012 intake)	Year 4	Year 3	Year 2	Year 1	Reception/ Foundation
Shinfield	25	28	23	29	51	43	51
Coombes	54	56	64	80	81	78	78
Farley Hill	30	30	30	30	30	30	30
Lamb's Lane	29	22	27	28	26	29	47
Grazeley	15	12	15	15	15	15	15

*Figures obtained from [REDACTED] from local primary schools March 2011

A recent document entitled "Wokingham Capital Strategy Exec Report Jan 11" shows the continued increase in children requiring places at primary and secondary schools. The report details the pressure on primary school places in Wokingham Borough and states up to four additional classes are required in the South West from 2011 and up to six additional classes in the South West from 2012.

Initial evidence of demand

In order to demonstrate the level of support for the Free School proposal, WoW PG created a campaign website¹ [REDACTED] and encouraged parents and members of the community to sign a pledge of support for the plan. Links to the WoW campaign website were set up on the Shinfield Residents' Action Group website and Shinfield Parish Council website.

The WoW PG Group also:

- took part in 4 local radio interviews including BBC Radio Berkshire;
- published information about their campaign in local newspapers;
- held a series of face to face meetings with Wokingham Borough Council and the local MP, John Redwood;
- attended meetings with the local Parish Council and individual Parish Councillors;
- spoke to parents at all the potential feeder schools to make them aware of the campaign and how to get involved;
- visited residents local to the proposed site to make them aware of the campaign and sign a petition in favour of the school.

The aim of this phase of activity was to raise general awareness of WoW PG's plans and to generate local interest and support for the school.

Over a four-week period early in 2010 over **246** signatures were collected by the group by individuals who supported the application to open a Free School to provide secondary education to children of the villages west of Wokingham.

184 of these signatories stated they had children who would be eligible at some point to attend the school, which equated to 384 children in total. A further 62 were not specific as to whether or not they had school aged children but were fully supportive of the proposal. See table on the next page.

¹ The website set up by the group adhered to best practice guidelines regarding equality of access and use by :

- utilising W3C best practice to ensure the website is available on a number of web browsers and mobile devices;

-following WCAG 1.0 standards to ensure the website is accessible to people with disabilities.

The number of children in each age range from the above 384 is as follows:

Pre-school	106
Aged 5-8	186
Aged 9-10	57
Aged 11+	35

This initial phase of awareness building and promotional activity was then followed by a more intensive campaign in the spring of 2011, following positive feedback from the DfE on the group's 2010 application and the change of application process introduced for school planning to open in 2012. By this stage WoW PG had decided to put in a joint Free School submission with CfBT. CfBT and WoW PG together prepared a communication and consultation strategy (see Appendix 5A) outlining a joint approach.

This second phase focused specifically on generating evidence of demand from local parents for the secondary Free School with children who were eligible to start the school as year 7 students in 2012 and 2013.

Two public meetings were held on Friday 6th May, at the Shinfield Parish Offices. This venue was selected because of its central location within the local community and the ease of parking and access it provided for individuals wishing to attend the meeting. The venue is often used for community and public consultation meetings and was offered by Shinfield Parish Council, which is very supportive of the campaign. The meetings were held at two different times of the day (1-2.00pm and 8-9.00pm) to ensure maximum accessibility for both working and non-working individuals with an interest in the proposal. The meeting was advertised throughout the local community via posters and leaflets (see Appendix 5B and 5C), parental engagement at the school gates; and to a wider stakeholder body; including nurseries and schools, religious and community groups and local politicians, via email or postal invitations. Invitations were also sent to everyone who had registered interest in the Free School via the WoW PG website. More than 250 representatives of the local community attended the two meetings.

At the meeting WoW PG/CfBT's plans for the school were outlined and attendees were asked to add their names to the petition indicating their support for the new Secondary Free School in the West of Wokingham.

██████████ from ██████████ also attended the meeting and gave a short presentation on Wokingham Borough Council's current and future planned provision for local children moving up to secondary school.

Key speakers were: [redacted] and [redacted] of the WoW Parent Group: [redacted], [redacted] and [redacted] of CfBT.

Key issues raised at the meeting included: why the WoW Parent Group was formed; the accessibility of current local secondary school provision; how the vision for the school would be achieved; what the curriculum offer would be; and where the school would be located. There was a question and answer session at the end of the meeting, inviting people to ask any questions not covered in the presentation. A Frequently Asked Questions section was added to the website following the meeting.

An updated Demand Poll was also added to the website in advance of the meeting to coincide with the advertising campaign for the public meetings to gather more specific information on those signing the petition. Information was requested as follows:

Free School petition

“We, the undersigned, support the application to open a Free School to provide secondary education to children of the villages west of Wokingham.”

Provision for Year 7 places in 2012, 2013 and beyond

Name, address, e-mail and child details (number of children in each school year).

The poll requested a choice to be made on school preference:

- *Likely to put Free School down as preferred option*
- *Likely to put Free School down as one of my options*
- *Unlikely to put Free School down as one of my options*

A further question was asked of parents with children who would be year 8 or 9 at the time of the Free School opening:

Provision for Year 8 and Year 9 children

We are also interested in whether parents would welcome year 8 and/or year 9 provision at the school from September 2012.

	<i>Very interested in</i>	<i>consider</i>	<i>Not consider</i>
<i>I am the parent/carer of child(ren) in Year 6 (please select how interested you would be in enrolling them in September 2012)</i>			
<i>I am the parent/carer of child(ren) in Year 7 (please select how interested you would be in enrolling them in September 2012)</i>			

At the meeting parents and community members were again encouraged to sign the WoW petition, either as a hard copy or online, and the demand poll if their children were of an appropriate age.

As of 25th May 2011, the total number of petition signatures was **950**. Of these 302 are local residents who do not have children, or whose children have completed their education, but who support the need for a local secondary school. The remaining 555 signatures are from parents who are interested in sending their children to the West of Wokingham secondary Free School. The number of children is broken down by age below.

Age	Number	Target No. of pupils	% of target
Pre school	325	112 (168*)	n/a
5 (Yr 1)	171	112 (168*)	153% (102%)
6 (Yr 2)	142	112 (168*)	126% (84%)
7 (Yr 3)	141	112 (168*)	125% (84%)
8 (Yr 4)	144	112(140*)	128% (102%)
9 (Yr 5) 2013 Yr 7 entry	93	112	83%
10 (Yr 5) 2012 Yr 7 entry	86	86	100%
11 (Yr 6) 2012 Yr 8 entry	79	28	282%
12 (Yr 7) 2012 Yr 9 entry	39	28	139%
13 (Yr 8)	31	n/a	n/a

* No. of pupils to be admitted if school expands to 6FE

As the table clearly shows, there is a large and sustained demand for a local secondary school. Reviews of the council's reports into required school places also shows a continuous increase in the number of primary school places required over the next three years, with the council already taking emergency measures to offer places to children in the 2010 year R intake. The requirement for a local secondary school can be seen for at least the next 9 years, and the planned 8,000 new houses will only increase this.

As the table also shows, there is demand from parents wishing to move their children to the new Free School from their current secondary schools. We had been uncertain how many parents would be interested in this option, but the public meetings showed the parents' determination to allow their older children to benefit from an excellent local secondary school for all of the reasons we first felt a school was needed.

A break down of these figures by pupil age and post code can be found in Appendix 5D: Evidence of demand.

In line with the communication and consultation strategy, (Appendix 5A) all attendees of the public meetings who registered their interest in the new school will receive regular updates on developments and consultation opportunities.

In addition to hosting these public meetings, as part of CfBT's/WoW PG's commitment to raising awareness of the proposal within the wider local community, i.e. not only those with school aged children, they also attended a number of other community events including:

- the Shinfield Parish Council Annual meeting on 7 April, which was attended by over 100 local community representatives;
- Arborfield Residents Association meeting on 24 March, which was attended by over 60 local residents;
- Shinfield Parish May Day Fete on 2 May, to promote the campaign with the local community;
- Shinfield Baptist Church on Sunday 15th May, where a presentation was made to the congregation;
- Shinfield Parish Council Meeting on Monday 16th May, where a presentation was made to the Parish Councillors;
- stands are booked for other local fetes and fairs over the summer including Coombes C of E Primary School Summer Fair on 25 June, Farley Hill School Fete on 25 June and Spencers Wood Carnival on 17 September.

The response at the above events has been overwhelmingly positive and local residents, parents and community members have pledged their support to the proposal.

How we intend to make the school known and attractive to Students from deprived or disadvantaged families

The proposed designated area for the school is made up of private residences, and social housing, Arborfield Army Garrison and a travelling community who use the local primary schools at different times of the year.

Whilst the numbers of children currently receiving Free School Meals in the local primary schools are not high, they demonstrate that not all local children live in wealthy households:

Grazeley	4.2%
Farley Hill	0%
Coombes	4.6%
Lambs Lane	10%
Shinfield St Mary's	17.6%

Despite being located close to a major urban centre (Reading) many of the adults and children living within the rural west of Wokingham suffer from the effects of rural deprivation. There are limited local opportunities available to residents, i.e. youth and sports clubs, a problem which is exacerbated by poor off-peak public transport. We hope that our plans to create the school as a hub for community activities for young people living in the local area, combined with our plans to re-open the sports centre, will help to address this issue.

The provision of wrap around care (before and after school clubs) and holiday clubs is also intended to provide more opportunities for children to participate in local sporting, creative arts and other personal development and learning activities and for parents and community members to engage in supporting them.

WoW PG have been working closely with all the schools within the proposed designated catchment area to make sure that the parents of all students who attend them are aware of our curriculum offer and inclusive admissions policy.

As part of our marketing strategy we will look to work closely with not only the primary schools but also community groups and council officers who work with disadvantaged groups i.e. those supporting/working with looked after, and traveller and gypsy children. We will establish a strong working relationship with the garrison, whilst still located in Arborfield, building on the good practice already established by local primary schools to ensure that the children of army personnel, specially those whose parents are on active service, are able to access places at the school and feel welcomed, included and well supported within the school community.

We will also ensure we establish positive relationships with local doctors' surgeries, Housing Associations and other local service providers who regularly come into contact with more disadvantaged parents and children, and can act as advocates for the school, with those individuals who may not be able to access information about the school via our website and other general literature.

Key to the delivery of our school vision is the creation of a nurturing and caring environment where all students feel valued and respected. We hope by putting this into practice and by developing and implementing a strong pastoral system within the school that all families and children will feel equally welcomed at, and valued by, the school.

5.2 Consultation

Formal consultation on the plans to open a new Free School in the west of Wokingham will take place in the autumn of 2011 once the CfBT/WoW PG Free School Application has been approved.

Formal consultation will be run in accordance with the requirements of Section 10 of the Academies Act 2010 and will take due regard of equality and diversity legislation.

Formal consultation will run for six weeks, nominally from 3 October to 11 November 2011.

As part of the formal consultation process CfBT and WoW PG will hold a minimum of two further public meetings during October 2011 to allow interested parents and members of the local and wider community to come and talk to us about our plans for the school. They will enable the public to voice their opinions regarding what the school should look and feel like and to raise any concerns they have with any aspects of our proposal. As with the public meetings in May, we will offer two different time slots for individuals to attend to encourage maximum participation and community engagement. We will also be creating a prospectus for the school, giving important information to those parents who need to make choices for secondary school allocations by the end of October.

To raise awareness of the event and our plans for the Free School, CfBT and WoW PG will produce a short leaflet which will be circulated widely within the local community as per our communications and consultation strategy (see Appendix 5A). It will build on the leaflet produced and circulated as part of our awareness raising campaign in May of this year, but it will contain more specific information regarding our Free School proposal including:

- Vision and ethos
- Curriculum
- Site and building proposals
- Catchment area
- Admissions arrangements

Again we will look to undertake leaflet drops to every house within the proposed designated area, providing copies of the leaflet to all local education providers - nursery, primary and secondary schools as well as putting copies into local community venues such as the public library, doctors'/dentists' surgeries, places of worship etc. These may include Spencers Wood Library, Red Kite Children's Centre and Cafe Active Church Social Centre.

Through the formal consultation process we will also ensure that all stakeholders have an opportunity to raise any concerns they may have regarding:

- potential access and local transport issues;
- impact on the local community of the school (e.g. noise);
- impact of the school on other local education provided (LA and independent) both within and beyond Wokingham Borough Council.

The formal consultation process will also enable us to gauge:

- the ongoing level of demand for places at the Free School;
- the level of support for the Free School within the wider community;
- public opinion regarding the name of the school;
- how the local community would like to engage with the school and make use of it's facilities.

The public meetings and consultation period will be promoted via an announcement in the Reading Chronicle, Wokingham Times and Reading Evening Post. Editorials will also be published in the local Parish magazine, Loddon Reach.

Individuals receiving the leaflet will be encouraged to complete an online consultation questionnaire, which will be hosted on the WoW PG website [REDACTED]; this will allow them to voice their opinions about the proposed Free School. Hard copies will also be made available on request and at the public meetings. Key stakeholders such as local schools will also be provided with a number of hard copy documents. Through the use of a questionnaire we hope to capture the opinions of those individuals who are unable to attend our public consultation meetings.

To ensure equality of access to the information provided, CfBT will provide, on request, large print versions of the leaflet and will provide the information in languages other than English where there is an identified need.

We will set a clear deadline for individuals and groups to provide feedback on our Free School proposal. At the end of this period of consultation all questionnaires returned, both hard and electronic copies, together with any feedback received at the consultation meetings will be collated and a short summary document produced and circulated to all parties expressing an interest in the Free School proposal and to the DfE. The consultation summary report will contain both quantitative and qualitative data. Information will be presented in a variety of formats including, maps, tables and written comments. Where appropriate the document will indicate how WoW PG/CfBT intends to respond to any suggestion/criticisms in both the short and long term. We will also, where appropriate, arrange to have follow up meetings with key individuals/groups if they request them or if we feel more detailed feedback and discussions would be of value.

A copy of the consultation report will be posted on the WoW website.

The feedback received will be taken into account as we move forward with our plans for the school i.e. shared with the Principal, Governing Body and CfBT School Improvement Partner once appointed.

The website will host a number of other documents, in addition to the leaflet and questionnaire, which may be of interest in the short or longer term to members of the public and prospective parents: for example, our admissions policy, progress updates regarding appointment of staff, site developments, approval of our business case etc.

WoW PG and wider community engagement

The entire development of the Free School application has taken place with the full support and consultation of WoW PG. This group comprises eight interested parents, and local residents from the villages to the west of Wokingham. WoW PG has regular meetings as a whole group to discuss progress as well as keeping in touch via email and face to face. A number of subgroups have been formed to focus on specific aspects of the programme such as the curriculum and the building. WoW PG has offered CfBT immediate feedback on parent and resident issues, which have been integral to the development of the plan.

Three members of WoW PG were elected to have regular (often daily) contact with CfBT via email/telephone and weekly face-to-face meetings. The five members have also met on a weekly basis and liaised constantly with the rest of the group and the wider community to ensure thorough consultation on all issues.

There has been real passion and community buy-in to the project, and the nature of the relationship between the parents' group and CfBT has allowed the creation of a truly representative plan for the whole community who have been involved in it's creation and therefore embrace the vision and ethos of the proposed Free School.

5.3 Marketing Strategy

Local Authority engagement

Both WoW PG and CfBT Education Trust have had a number of conversations and face-to-face meetings with officers and elected members of Wokingham Borough Council, local Parish Councils and the local MP John Redwood. The purpose of these meetings was to explain the rationale behind the Free School application and how we felt it addressed a genuine need to provide a more balanced education service across the whole of the borough and in particular addressed the lack of parental choice and provision in the west of the authority since the closure of Ryeish Green school in July 2010.

CfBT's first meeting with the WBC was held on 10 March. The meeting was attended by [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) from Wokingham Borough Council and [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) from CfBT. The purpose of the meeting was to discuss Wokingham's appetite for Free Schools in general as a solution to strategic need within the authority and to look at the WoW Free School proposal in particular. Whilst the Wokingham Borough Council representatives said they were not opposed to Free Schools in principle, they did not see a need for the new secondary school we were proposing.

Wokingham Borough Council Representatives stated at the meeting that they planned to address the need for additional secondary school places locally through the relocation of the existing Emmbrook School to a new site to be built as part of the Arborfield Garrison redevelopment programme and through the upsizing of their other schools enabling each one to accommodate 1500 students. They therefore felt there is no need for a new free secondary school within the Borough. Unfortunately at present the Borough is unable to commit to a timescale for the implementation of this plan as it is dependent on the MoD vacating the garrison and no confirmed date for this happening has been agreed. Even when agreed this new school would be approximately 6 miles away from the WoW proposed site, and is not considered by WoW PG to be sufficiently central to the villages it would serve. Furthermore with the statutory consultation, which WBC would be obliged to follow, the relocation of the school would take a minimum of four years to achieve meaning no alternative provision would be available until at least 2016.

A second meeting was then held on 22 March 2011 between [REDACTED], [REDACTED], [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) to discuss the WoW proposal in more detail. This meeting explored what might be distinctive about the WoW offer and how it might complement both existing and planned provision within the Borough. Rachael remained sceptical about the value the school would add to the authority as a whole. We agreed to keep them informed on progress and share plans as they developed in the hope we might convince Wokingham Borough Council of the value of our plan to them as well as to local residents.

[REDACTED] and [REDACTED] from CfBT also met with John Redwood (MP) on 9 May to discuss the WoW proposal. He indicated that he would be supportive of the proposal if we could demonstrate that the school would be financially viable and able to deliver high quality educational provision for all students.

██████████, ██████████, ██████████ and ██████████ (Members of the WoW PG) also attended a meeting with ██████████ (the ██████████), Councillor Anthony Pollock, Councillor Rob Stanton, Councillor Barrie Patman and Councillor Charlotte Haitham Taylor on 17 May 2011. The meeting was arranged to allow WoW PG to detail their plans for the new school, along with the reasons why the area needs a school, and to allow the councillors to see how it fits in with their strategic plan for the Borough. The councillors were very interested in the proposal, and could understand the reasons we needed a local school. WoW PG also took the opportunity to reassure the council that they understood why they had been unable to provide a school in the area, and that the WoW PG/CfBT proposal for a Free School did not suggest we are unhappy with the Wokingham Schools, simply that they are too far away and parents can't gain places in them for their children. The council is keen to meet again to discuss how we can work together when we open the Free School.

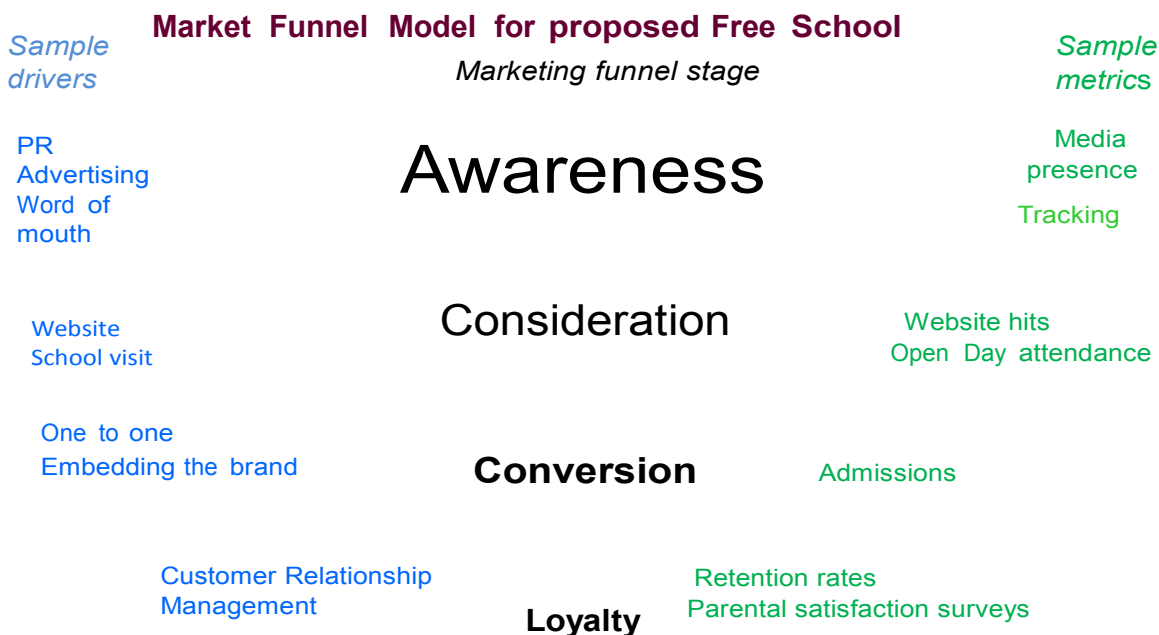
Marketing Strategy

The objectives of the marketing strategy will be to ensure that the parents of every child living in the catchment area and locality are aware of the existence and accessibility of the school; consider it as a viable option for educating their children; and make the decision to send their children to the WoW Secondary Free School based on its reputation as a high-quality provider of education.

This will be achieved using a tried and tested strategic approach, which we call the Market Funnel Model.

This approach recognises how differing promotional mechanisms contribute in differing ways to marketing a school successfully, from driving awareness at a broad level to strengthening interest and understanding at a deep level, which will result in students on roll.

At each level of this model we shall implement a wide range of tactical marketing and communication activity designed to recruit and retain students. The impact of these activities will be measured to ensure we are achieving the aims of our marketing strategy.



At each stage our marketing strategy will include, but not exhaustively, the following activities in order to realise the parental demand identified.

Awareness

The school will have a strong and clearly identifiable brand developed in consultation with parents, the local community and prospective students. Agreeing the school’s name and logo will be amongst the first tasks in building awareness of the school. A large proportion of prospective students will come from the five identified feeder schools. One of the most significant marketing tools will be our active engagement with these schools to ensure parents of children attending these schools are familiar with the ethos and existence of the proposed school.

We will ensure we make best use of the contact data base generated via our initial awareness raising campaign as the starting point for this new wave of activity to ensure those parents and members of the local community have a more complete understanding of what the school will be offering from September 2012 via the

production and circulation of a regular e-newsletter and updated information on our website. However we are aware that we also need to reach a wider group of parents than those 'early adopters', both those with children at the feeder schools and those who have chosen to education their children at other local schools or at home. So we will continue to work closely with the school and other local education providers and ensure our database is updated whenever a new a contact is made. We will also update the website whenever a parent asks to be removed if they are no longer interested in the school.

We will run a series of induction days for new students prior to intake. We shall maintain our already strong links with the local media in promoting the opening activities of the school e.g. appointment of a Principal and staff, commencement of building works etc to create local excitement and interest in the school. We will supplement this free public relations with paid advertisement in the local trade and specialist media i.e. the "Loddon Reach" magazine which is a free monthly publication currently reaching 6,000 local homes, and via the production poster and leaflets and posters to be displayed in local venues such as doctor's surgeries, dentist waiting rooms and estate agents. .

To back up and reinforce the school's physical presence and familiarity we will run a fully informative and regularly updated website accessible by parents, teachers, children and prospective parents, which will track opening progress and include details of the vision and ethos as well as a prospectus and practical enrolment information.

It is our intention to work with Wokingham Borough Council to ensure the school is provided as an option in the coming academic year, or if that is not possible for the 2013 intake, and we shall engage with local estate agents to encourage them to promote the school as a selling point for people looking to relocate to the area.

Consideration

The school will hold regular open days for prospective students and parents as well as offering visits to the school for all Year 5 and 6 students and their parents at the five identified feeder schools.

Once the school is open the local press will be invited to report on school activities, e.g. sporting events, community projects, fund-raising events etc to ensure the school has a regular presence in the local media. Opportunities will be sought to ensure that the Principal becomes an authoritative voice on education and learning in the locality and beyond in order to position the school as a school of choice. Links will be made with the wider community through the school facilities and wraparound care as well as local businesses and other education providers in order to root the school firmly in its local

area. Parents and community stakeholders will be kept up to date with developments through regular newsletters and encouraged to participate in the school.

Conversion

In its engagement with the wider community and local groups the school's reputation will develop and be promoted. If the preferred site is secured, it is hoped that the school will provide out of hours facilities to local groups, a fully functioning leisure centre available to the public and a music facility.

Once parents, students and the wider community have committed themselves to the school it will be of paramount importance that their experience meets their expectations. School staff will be customer focused in their approach and we shall make every effort to ensure that all school stakeholders feel part of the school family through regular communication and engagement activities and events.

Loyalty

A key part of ensuring we retain students and develop the school's brand and associated word of mouth reputation will be how we develop our parent and student loyalty. We intend to establish Parent Forum and Student Councils in order to listen to and act upon stakeholder feedback. We shall also conduct regular satisfaction surveys with parents and students. Key to success at this level will be the school's response to feedback and the school will be committed to valuing and acting on all feedback where practicable.

Wider stakeholder engagement

Whilst the primary audience for our marketing strategy will be prospective parents we are aware of the need to engage and keep informed those members of the local community whose ongoing support of, and input to, the school will be critical to its long term success. Our Communication and Consultation Strategy (Appendix 5A) identifies the key stakeholder groups and individuals with whom we will continue to engage and the mechanisms for doing so i.e. via a termly e-newsletter updating everyone on progress and promoting opportunities to get involved in the school.

Section 6: Organisational capacity and capability

6.1 Capacity and capability of the Company

This proposal is made by CfBT SchoolsTrust in partnership with the West of Wokingham Parents Group (WoW PG).

Our partnership brings together expertise and experience in school effectiveness (CfBT) and a deep understanding of the needs of the community and commitment to put in place a school that meets those needs (WoWPG).

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE. CfBT Schools Trust is currently the sponsor of Oxford Spires Academy and from September 2011 Reading Free School (All Saints Junior School). This proposed Free School would become a member of the CfBT Schools Trust and would be supported within that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,500 staff worldwide, all of whom are involved in different programmes supporting and developing of educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 pupils. CfBT inspect all the schools in the North of England on behalf of Ofsted. CfBT Education Trust has a particular interest in supporting vulnerable young people and our subsidiary charity, include, provides education for over 1,200 excluded children. We also deliver education to young people in Young Offenders Institutions.

CfBT EducationTrust is the lead sponsor for St Mark's Academy in Merton and CfBT Schools Trust is the lead sponsor for Oxford Spires Academy in east Oxford. In Lincolnshire, we have been heavily involved in the setting up of eight new academies, four of which are operational. These include the Prioory Academy which is one of the highest performing Academies in the country. CfBT is the preferred supplier of educational services for the Oxford Diocese Board of Education and through this established relationship is working to provide education services to all 280 schools. CfBT is also working with up to ten schools in the Thames Valley supporting their conversion to Academy status.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997-2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the new secondary curriculum and on learning outside the classroom.

CfBT Education Trust operates internationally, working with clients including the World Bank, and the European Union as well as the governments of Jamaica, Oman, Singapore and Australia. In Kenya we recently completed a national programme of health education training for every primary school. In Dubai and Bahrain we work with the government to review school quality.

The West of Wokingham Parents Group (WoW PG) was set up by local parents and community members concerned by the lack of parental choice for secondary education in the area, to provide a forum for them to voice their concerns and develop a proposal to address the issue.

The WoW PG now comprises eight committed members who are passionate about their children's education and determined to ensure that proper provision is made for secondary education in the west of Wokingham area. The eight members come from various backgrounds and all currently have children in one of the five local primary schools. The majority of these parents did not know each other prior to forming the Group, but have found their hopes and aspirations for secondary education to be extremely well aligned.

Our partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section Three. We will draw upon the educational leadership and corporate functions of CfBT Schools Trust, as well as specialist skills and community support provided by WoWPG members (as identified in table later in this section and in Appendix 6A). We will create an interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

We recognise that educational expertise alone is not enough for the successful start-up of a new Free School. We also intend to call upon the capacity of CfBT Education Trust as required in other key disciplines including:

- organisational development and human resources;
- communications, stakeholder management and press/public relations;
- project management;
- facilities, property development and building work;
- ICT;
- finance and procurement.

Any engagement of the Education Trust in the Schools Trust activity will be governed by the terms of the tripartite agreement signed with the DfE in 2010.

We also understand there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in our application, we believe we have the expertise and capacity to undertake this work in time for a school start date of September 2012.

CfBT Schools Trust Trustees.

The CfBT Schools Trust will operate as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with the Tripartite Agreement. The [REDACTED] will have authority to manage the Schools Trust within a framework agreed by the Board.

CfBT Schools Trust has currently appointed three interim Trustees: [REDACTED]; [REDACTED]; and [REDACTED] but intends the full Board should be in place by September 2011.

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

██████████. ██████████

██████████: ██████████

CfBT would recruit a Principal of the highest calibre who would have responsibility for the day-to-day leadership of the school and its staff and pupils. The Principal in turn would be supported and challenged by the schools' Governing Body School Improvement Partner appointed by the Schools Trust.

WoW Free School team expertise, experience and capacity

- **West of Wokingham Parent Group**

The WoW Parent Group brings a wealth of experience to the WoW free school team. Not only has it been instrumental in preparing the Free School Application, but will be significantly involved in its implementation and future management. Involvement will include regular meetings during implementation such as Steering Group meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and PTA once the school is open. Their experience and expertise is summarised below and provided in more detail in Appendix 6A.

██████████ - ██████████

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

All members of the WoW PG are prepared to continue committing a considerable amount of their personal time to ensure the successful opening and running of the school. There have also been many offers of assistance from interested parents who wish to assist with the practical work but do not want to be involved in a managerial capacity.

Two members of the WOW PG will be elected to represent the wider group initially on the project Steering Group and then the school Governor Body. Other members of the group may stand as parent governors and will be elected via a ballot as soon as the school opens. We hope that other members of the WoW PG team will volunteer to participate in the planned Parent Forum or join the school PTA.

By continuing this close working relationship and engagement of WoW PG members in all stages of the decision making process both pre and post opening, the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

Legal work to acceptance of the Application will be undertaken on a pro-bono basis by local firm [REDACTED] (via [REDACTED] connection with the company), and thereafter legal advice will be procured following the DfE procurement guidelines.

- **CfBT financial expertise**

The CfBT Schools Trust's [REDACTED] ([REDACTED]) will have overall responsibility for all financial aspects of Free School operations. She will therefore work with the CfBT Free School team and WoW PG to ensure an achievable and sustainable budget is set for the new school. She will ensure that there is an effective finance transition process between herself and the Principal and school bursar, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated. (A pen profile for [REDACTED] can be found in Appendix 6A)

We have and will continue to use the Free Schools ready reckoner and DfE benchmarking site, as well as our experience of budget setting in our fee paying schools, Academies and Free School, to ensure our proposal costs are comprehensive and realistic.

Financial support to the Schools Trust and the WoW Free School will also be provided by [REDACTED], a CfBT [REDACTED], [REDACTED] (A pen profile for [REDACTED] can be found in Appendix 6A)

We have budgeted for the appointment of a school bursar (building from one day per week in year 1 to full time in year 5) who will have responsibility for managing the school budget and supporting the Principal to monitor and manage the school's finances. The School's Trust Head of Finance will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board.

Through its Governor recruitment process CfBT will ensure that at least one of the appointed Governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Principal or escalated to the School's Governing Body or Schools Trust Board as appropriate.

In the appointment of the Trustees, at least one will be appointed on the basis of having very strong financial expertise and experience.

- **CfBT educational expertise**

The CfBT Schools Trust will draw upon the expertise of the Education Trusts education and consultancy teams as required to ensure the successful implementation of the CfBT School Design during both the pre and post opening stages. In particular the following staff may provide educational advice to the WoW programme. Further details on each individual's specialism and background can be found in Appendix 6A.

Education experts	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]



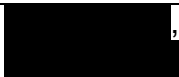



These consultants will undertake work as required both during the set up of the school and once opened, on a not for profit basis, as per the Tripartite Agreement.

██████████ and ██████████ would also provide additional educational expertise to the Schools education teams as required.

- **Other CfBT expertise**

In addition to CfBT Education Trust’s Education and Consultancy teams the Trust has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the Reading Free School project, we will create an interdisciplinary team (comprising project managers, property advisors, communications advisors, education specialists, HR consultants and legal advisors) to drive forward a comprehensive approach and plan for the school as it is set up, recognising that the journey to achieving the vision begins at the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

Educational Project Management expertise	
██████████	██████████
██████████	██████████
██████████	██████████
Other Specialist Adviser	
██████████	██████████

Pen profiles for all staff can be found in Appendix 6A

Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and WoW PG we believe that we have almost all of the expertise required to set up and deliver the proposed Free School, except legal advice (which could be provided by the Head Partnership). However, based on our Reading Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted.

6.2 Hiring the Principal Designate

What quality and skills do we want our Principal to have?

CfBT has done considerable research into what takes schools from being good to outstanding¹. We found that at the heart of all good to outstanding schools is good leadership and the support for, and development of, good and outstanding leaders are crucial to school improvement².

CfBT is also proud of the work it does to support and challenge Principals and governing bodies in many different settings; as school improvement specialists across Lincolnshire's very successful portfolio of LA schools; and in our own independent schools and academies. It is our methodology and expertise in supporting and challenging Principals and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a principal designate is appointed we would expect to use the database to identify the correct CfBT improvement partner that will be able to work with the Principal to ensure the vision is achieved.

School leadership wields a powerful influence on pupil outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to pupils, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unswervingly on securing the best possible outcomes for their pupils' academic and personal development.

To ensure the Principal we appoint to the WoW school has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders including:

- moral confidence based on deeply held personal belief;
- significant relationships with a wide network of fellow professionals;
- a real understanding of how to learn from experience;
- a willingness to learn from students;
- clarity and confidence about what works in terms of professional learning;
- openness to learning from the example of other school leaders;
- confidence in learning how to learn.

As promoted by West-Burnham³ in his research.

¹ [http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

² Strategy for School Improvement CfBT 2009

³ Developing Outstanding Leaders: Professional Life Histories of Outstanding Principals NCSL (2009)

We will also be looking to recruit a Principal that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

The attached draft Job Description (Appendix 6B) illustrates our expectations regarding the roles and requirements of the Principal for the West of Wokingham Free School.

What recruitment process will we use to attract the right candidate?

CfBT has significant experience of attracting, recruiting and developing educational leaders, teachers and educationalists for roles all over the world. Drawing on our understanding of teacher recruitment in this country, gathered from Local Authority schools in Lincolnshire and our fee-paying schools, Academies and Free School, we expect to be able to recruit an excellent Principal, Subject and Pastoral Leads and a range of classroom teachers in year one.

CfBT will employ a highly developed and rigorous process of vetting and selecting our Principal, derived from our School Design methodology.

The process will involve:

Co-designing a job description and person specification with WoW PG. Key features of the school's vision and ethos will be included, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting and pupils' personal development). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

Advertising for maximum impact. We will use our preferred advertising agent WDAD (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in the local Reading Chronicle and Evening Post, Wokingham Times, Berkshire Greensheets, CfBT's website and the *Times Educational Supplement*. We will also use CfBT's and WoW PG's networks to generate interest.

Future Leaders. We have had conversations with [REDACTED] at Future Leaders about the possibility of them helping us to recruit a Principal and deputy head. Once submitted we will be passing relevant sections of this application to them to match up with candidates involved in their programme. **Running a recruitment open day.** In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants to find out a little more about the WoW project, and meet CfBT and WoW PG members.

Creating an initial application process so that candidates can be shortlisted. The first phase of the process will involve candidates filling in a standardised, CfBT Trust form covering experience and expertise. Candidates will also be asked to:

- write a personal statement highlighting their education vision.
- prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Principal of a Free School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of the West of Wokingham Free School and our vision for its development

Observing the candidates in their own environment. As our school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole school activity as appropriate to assess how they perform and interact with pupils and staff.

Candidates undertaking psychometric leadership traits and verbal and numerical reasoning test. Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

An interview process that reflects the job description and our goals for the school. The interview schedule will incorporate interviews with both CfBT and WoW PG panels (including a presentation 'As Principal of the Free School, describe the three most important things you would do to ensure the school fulfils its vision'); an in-tray/finance exercise and a final competency based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable would be as follows:

- June 2011 CfBT sends information to Future Leaders re possible candidates for the post and starts to raise the profile of the school and the Principal position
- Early September SoS approves WoW Application
- 23 September; Advertise in the TES and local Reading/Wokingham press
- 7 October: Deadline for applications
- w/c10 October: Long-list produced and references requested/School visits take place
- w/c-17October: 2011 Interviews take place
- w/c 17 October 2011: – Appointment made

Appointment during the w/c 17 October should allow for the Principal, to be in place by the start of the Spring or Summer Term 2012. Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment.

We hope that working with Future Leaders will enhance our chances of recruiting a high calibre Principal first time to avoid the need to re-advertise. This may provide us with an alternative recruitment process and timeline.

CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles.

What role will the Principal Designate play in setting up the school?

We would seek, as soon as possible after appointment, to engage the Principal Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the schools catchment area, the local media;
- lead on the recruitment and induction of the school senior management team and staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school.

Other activities we would expect them to work on, alongside our dedicated implementation project team; would include:

- reviewing and confirming the Start Up funding bid;
- supporting the recruitment of other teaching and non teaching staff;
- planning with input from CfBT an appropriate induction and staff development programme;
- familiarising themselves with CfBT operating processes i.e. finance and MIS systems;
- preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school;
- preparing the school's Education Brief:
 - corporate strategy (Mission & values, strategic objectives and key performance indicators with targets);
 - curriculum strategy (Curriculum offering, development & delivery of curriculum, ICT for learning, community and business links);
- Supporting the development of the schools website and other promotion literature including the school prospectus;
- Ensuring organisation of learning tasks completed:
 - logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable);
 - devising school routines and the optimal child experience e.g. how will children enter and exit assembly;
 - assessment systems and reporting processes;
 - monitoring and evaluations arrangements;
- developing/signing off all relevant schools policies and ensuring compliance with legal requirements;
- building relationships with the governing body once appointed;
- ensuring Ofsted pre-inspection requirements are met.

6.3 Governance

As previously explained the Wokingham Free School will join a family of schools in the CfBT Schools Trust.

The CfBT Schools Trust provides an opportunity to bring teachers and leaders into real and productive contact with high quality education research. As an organisation that invests heavily in research, CfBT is concerned by the patchy relationship that currently exists between vast amounts of education research and what happens on the ground.

The CfBT School Trust provides a unique opportunity to run schools that are truly evidence-based and research-engaged. It will also be a forum to promote and share best practice and has the potential to create efficiencies in business and school improvement support services, through joint procurement and shared activities.

In particular the trust will be responsible for:

- setting the strategic direction and policy framework for schools within it;
- holding local governing bodies to account for the performance of the school;
- exercising fiduciary responsibility on behalf of the DfE and the schools in the Trust;
- managing its legal and regulatory compliance obligations, and managing the risk.

The Trust will adopt a 'high autonomy/high accountability' model i.e. schools will be free to operate as they wish to meet the educational needs of their pupils, subject to being fully accountable for achieving high levels of performance. The converse will also apply i.e. where performance drops, the Trust will provide high levels of support. The Trust will therefore be a vehicle for enabling its member schools, including Free Schools, to maximise the freedoms which academy status offers, whilst minimising the risks associated with complete independence.

The Trust will be the employer, landlord, budget holder and ultimate performance monitoring body and will provide schools with related services. This does not mean that the Trust will provide full HR support, full property management, full financial management services etc – these responsibilities will still rest at school level. The Trust will, however, ensure that member schools are meeting their responsibilities in these areas, and will provide information, advice and guidance as required.

Each school within the CfBT Schools Trust will establish a local Governing Body, which will constitutionally be a committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half termly in a three term year) to discharge all their duties. There will be no standing subcommittees in order to operate efficiently and to ensure that the whole governing body take full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the West of Wokingham Parent Group (WoW PG), and CfBT Schools Trust will seek representation from local community and other stakeholder groups amongst governor nominations.

The Governing Body will compose the following membership:

- up to six with specific expertise, as required (see below) nominated by CfBT Schools Trust;
- two WoW PG nominees;
- two parent representatives, elected by the parents of children at the school;
- one staff member, elected by staff at the school;
- the Principal as an ex-officio member.

The majority of governors will be appointed by the CfBT Schools Trust and will be drawn in the main from the local community, and selected to include representation from business and higher education. CfBT appointees should not generally be employees of the Schools Trust or Education Trust. Certainly no more than a quarter of the Governing Body will be made up of CfBT employees.

The WoW PG governors will be nominated by WoW PG, and parent and staff governors will be elected by ballot. Nominated governors will be appointed as soon as possible following approval of the Application in order that the Steering Group (shadow governing body) can support the work of establishing the school including the appointment of the Principal. Elections for parent representatives will be held as soon as pupil places are confirmed. While the usual term of office for governors will be three years, one parent governor position will be for one year only and one for two years only in order that new parents have an opportunity to be elected in future years. The staff governor will be elected within the first weeks of the school opening.

Establishing a strong Governing Body is essential to ensuring the success of the school. Through the Governor recruitment and selection process CfBT will be looking to fulfil the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management
- Human resources management
- Legal (contract and procurement management)
- Education (including higher education)
- Health and safety management
- Property and facilities management
- Marketing

CfBT will work closely with WoW PG to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own that may be suitable to be nominated for the role. If this activity does not generate sufficient interest CfBT will:

- advertise the opportunity via local volunteer Centres and leave leaflets and posters in local doctors' and dentists' surgeries;
- promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc;
- write to local employers and the University of Reading to see if any of their employees would be interested in taking on the role.

During the implementation phase of the programme CfBT will set up a Programme Board (Steering Group) whose membership will include both CfBT and WoW PG representatives and the DfE as appropriate and the Principal Designate (once appointed). Until such point that a Governing Body can be appointed they will act as a shadow Governing Body for the school, and approve all key decisions relating to the set up of the school including:

- the recruitment of the Principal Designate and other members of the senior management team;
- creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of the WoW Free School project.

During the Summer term 2012, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from the opening of the school in September 2012. As there will be two WoW PG representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Programme Board to Governing Body. The school Principal will also be a member of both groups.

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and determine key policies inline with the overall strategic objectives of the Schools Trust. In order to fulfil these functions they will be expected to ensure:

- the school is delivering a high quality educational experience for all pupils in line with the vision;
- all pupils are making good rates of progress;
- the school budget is being managed effectively and is delivering value for money;
- the school is fulfilling its legal obligations with regard to child protection, health and safety etc.

A Parent Forum

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment⁴.

Since the West of Wokingham School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of WoW PG, we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with the School Association (parent/teacher association), ensuring that concerns, ideas and feedback reach both the Principal and Governing Body, and also ensuring that engagement with the wider community is promoted. From year 1, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Principal and Governing Body for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys, establishing and maintaining a volunteer rota. As highlighted in the 'Community Engagement' section, every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transportation for PE and other out-of-school activities.

⁴ Greater Manchester Challenge – Opportunities for Secondary Schools 2009-10 DCSF (2009)

Capacity and capability to run a school

Outstanding schools, such as the one we are planning to establish in the west of Wokingham, take very seriously the induction and continuing professional development of their workforce. In particular, they 'develop systems for identifying the needs and aspirations of the different parts of the workforce, including effective performance management, appraisal and reflection against professional and occupational standards'.⁵

A rigorous approach to performance management of the Principal

To support our ambition to have rigorous performance management processes, the CfBT Schools Trust will employ a school improvement specialist to act as mentor, adviser and critical friend to the Principal. This specialist will have significant secondary phase expertise and experience of headship. This is likely to be sourced from CfBT's successful School Improvement Service in Lincolnshire where we have a significant track record in supporting school leaders to drive up performance, and the same person that mentors, supports and challenges St Mark's and Oxford Spires Academies, bring the added benefit of facilitating the sharing of good practice between the three schools.

The school improvement specialist will spend at least 6 days per year with the West of Wokingham Free School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Principal, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary.

We believe that this extra support is vital if we are to embed the key processes outlined in our School Design. The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Principal appropriately. The school improvement specialist will ensure that this expertise can be effectively accessed and channelled.

We have provided for school improvement support in the Schools Trust budget. However if the funding should prove to be insufficient, particularly in the early years, we will expect to support this work from CfBT Education Trust's wider resources. Our CfBT-wide commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The school improvement specialist will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body.

The Principal will in turn be responsible for the performance management of their senior leaders etc who will in turn manage middle leaders staff within their teams.

⁵ Strategy for School Improvement CfBT 2009

We will use an evidence robust approach to the performance management of our Principal and Leadership team who may be paid a discretionary bonus each year based on performance. CfBT has experience of implementing such mechanisms. This has been budgeted for as an additional payroll cost of up to 1% of total the income for the school.

6.4 Financial oversight

In Section 6.1 we identified the financial capacity and expertise available within the Schoos Trust and CfBT Education Trust namely:

- [REDACTED], [REDACTED], will have overall responsibility for setting and overseeing the school budget in collaboration with Principal. She will prepare the initial budget for the Free School and ensure the Principal Designate, once appointed, understands the underlying budgeting assumptions used to set projected levels of income and expenditure.
- [REDACTED] [REDACTED] contracted by CfBT Schools Trust to support [REDACTED] and the Free School
- [REDACTED] and [REDACTED], [REDACTED] with significant financial expertise and proposed as [REDACTED], would if appointed be responsible for ensuring the local governing body are holding the Principal to account appropriately on all issues regarding school finances.

CfBT will be seeking to appoint a Principal with proven business and financial acumen who, supported by a school bursar, will take day to day responsibility for the school budget.

We will also be looking to recruit a minimum of one governor with a strong financial management background who can support both the Principal, Bursar and the rest of the governing body on all financial aspects of school management.

Working with the school Busar and Principal, the Trust Financial Director will be expected to:

- compile a **3-5 years financial plan**, forecasting income, expenditure and reserves;
- undertake annual budget compilation and management tasks including: arranging an annual audit; publishing an annual report and accounts; accounting for VAT; assessing and valuing the school's assets;
- select and ensure fitness for purpose of CfBT's financial management IT systems and establish consistent and robust financial systems. CfBT currently uses the Crero programme in its two Academies;
- keep the CfBT Schools Trust Board informed about the financial health of the school and advise them of any financial risks.

CfBT has experience of undertaking all these tasks for both its Academies and its family of independent schools.

6.5 Leadership and staffing

Our approach to staffing

The WoW Free School will employ leaders and staff who believe in the importance of the English Baccalaureate to all children, and who will accept no excuses or diversions in ensuring all children achieve grade C in English and Maths at GCSE. They will support our data driven approach to continuous improvement and be convinced of the value to be found in monitoring and tracking pupil progress, and therefore teacher performance. By their nature all our teachers will be hard working, reflective and empowered to achieve high standards for the children in their care.

The WoW Free School will look to employ qualified teachers. However, we will not be completely rigid in this approach and will treat each appointment on a case-by-case basis and on its merits. Many independent schools employ experienced professionals with backgrounds other than teaching to work in the classroom and we are not averse to doing this where appropriate. We do not, however, see this as an inexpensive way of staffing our school; within 12 months of employment we would expect all unqualified teachers to enrol on the GTP programme to ensure they go on to get the right support to becoming a great qualified teacher.

It is our vision to:

- employ a highly skilled and motivated team of teaching and non teaching staff who share our vision and are committed to achieving high aspirations for all pupils.

In order for the vision to be achieved we need all staff to buy into it and need to find ways to motivate staff. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CDP). Without such staff development measures in place teaching can be very isolating – so we will provide support and time for teachers to work together. We have committed to doing this in a number of ways.

1. Teachers having a maximum 80% timetable (rather than the usual 90%)

We have devised a staffing structure based on a 6 period day (30 periods per week) and periods of 50 minutes. In addition it allows for 30 minutes tutor/assembly time per day. A teacher on an 80% timetable would therefore work 24 out of 30 periods (teaching for 22 periods which allows for the 2 CPD periods described below). Some teachers will also be responsible for a tutor group, which would add 30 minutes contact time to each day taking their contact week up to 27 periods (at 50 minutes per period). As the spreadsheet shows, each year we have allowed for around 8% excess teaching periods to ensure that; there is scope for reducing the timetables of Heads or Departments, Heads of Year; and there is some give in the system to accommodate cover, additional small class teaching etc.

2. Teachers being timetabled one period per week for curriculum team meetings

We have timetabled one period per week for all staff to get together in subject teams. How this time is spent will be determined by Heads of Department in conversation with the leadership team but example activities might include; discussions about assessment and sets; sharing resources; moderating work; watching and discussing videos of one another's lessons.

3. Teachers expected to use one period per week to observe one another

Over a 39 week year this should mean that, by year 6 when the school is full, each teacher could observe all other teachers in the school at least once. The exact nature of observations and who they involved would be determined by Heads of Department in conversation with individuals, and the format of feedback and monitoring would be firmly based on peer development and cross fertilisation of ideas, rather than grading and judgement. In order for this system to work teachers would need to be happy to run an open door policy to other teachers, which is another non-negotiable that would be discussed with candidates at interview.

We expect to make the above teacher development and investment measures affordable by having a slim leadership team supported by upper pay scale Heads of Department and administrators, by recruiting mostly mainscale teachers, by spending very little on external support for CPD (part of which will come through working with CfBT's research department) and by employing only one Teaching Assistant per year group (unless the SENCO makes a sufficiently compelling case for more); our preference is certainly for well supported, subject specialist teachers rather than expensive administrators or teaching assistants.

Who will we employ each year?

On the next page is a spreadsheet (see the Financial spreadsheet for an Excel version in Section 8) with an indicative staffing structure for each year from opening to the school being full in Year 6. The number of teaching periods per subject was calculated on the basis of conservative averages taken from the timetable of mainstream and support sets at Key Stage 3 and 4, and on conservative assumptions about what option courses would need staffing for Key Stage 4. The percentages at the bottom represent the proportion of 'spare' teaching periods when all teaching staff have 80% contact (inclusive of their 2 CPD periods). It is also worth remembering that this number does not account for teaching carried out by the SENCO and leadership team; all of whom will do at least some timetabled teaching.

Subject	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated in payroll	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated	Periods timetabled	equal to FTE on 80% timetable	Teachers allocated
Sport	9	0.38	0.5	21	0.88	1.0	33	1.38	1.8	48	2.00	2.6	64	2.67	3.0	68	2.83	3.0
English	18	0.75	1.0	42	1.75	2.0	66	2.75	3.0	87	3.63	4.0	107	4.46	5.0	112	4.67	6.0
Maths	18	0.75	1.0	42	1.75	2.0	66	2.75	3.0	87	3.63	4.0	107	4.46	5.0	112	4.67	5.5
Science	12			28			44			66			90			96		
Dual Science	0			0			0			0			0			0		
Biology	0	0.50	1.0	0	1.17	2.0	0	1.83	3.0	0	2.75	4.0	0	3.75	5.0	0	4.00	
Chemistry	0			0			0			0			0			0		
Physics	0			0			0			0			0			0		5.0
MFL	6	0.25	Use Human	14	0.58	Use Art	22	0.92	1.0	30	1.25	1.4	38	1.58	2.0	40	1.67	2.0
Geography	6	0.25		14	0.58		22	0.92		27	1.13		31	1.29		32	1.33	
History	6	0.25	1.0	14	0.58	2.0	22	0.92	3.0	27	1.13	4.0	31	1.29	5.0	32	1.33	5.0
English Lit.	0	-	-	0	-	-	0	-	-	6	0.25	Use Eng	14	0.58	Use Eng	16	0.67	Use Eng
Music	3	0.13	0.2	7	0.29	0.4	11	0.46	0.6	18	0.75	0.8	26	1.08	1.0	28	1.17	1.2
Art	6	0.25	0.4	14	0.58	1.0	22	0.92	1.6	30	1.25	1.4	38	1.58	1.8	40	1.67	1.8
IT	3	0.13	Use Science	7	0.29	Use Deputy/science	11	0.46	0.6	18	0.75	1.0	26	1.08	1.0	28	1.17	1.0
RE	3	0.13	Use Human	7	0.29	Use Human	11	0.46	Use Hum	18	0.75	Use Human	26	1.08	Use Human	28	1.17	Use Human
DT (Drama/Bus.)	6	0.25	0.4	14	0.58	0.6	22	0.92	1.0	30	1.25	1.4	38	1.58	1.6	40	1.67	1.6
2 nd Humanity	0	-	-	0	-	-	0	-	-	6	0.25	Use Human	14	0.58	Use Human	16	0.67	Use Human
(Cover)	0	-	-	0	-	0.6	0	-	1.0	0	-	1.0	0	-	2.0	0	0.00	2.0
TUTORIAL time	9			21			33			45			57			60		
Number of FTEs			6			12			20			26			32			34
Available Teaching periods at 80% less 2 for CPD = 22			121			255			431			563			713			750
Taught periods/week(inc tutor			99			231			363			495			627			660
Spare' teaching periods (to cover HoD, HoY, TLR reductions, after school classes,			22.0			24			68			68			86			90
			18%			9%			16%			12%			12%			12%

An 80% timetable = 24 periods per week

This does not include any teaching timetabled for the Head, Deputies and SENCO

This table is underpinned by a more detailed version entitled “Payroll extra” in the financial spreadsheet (Please see Appendix 6C and Section 8). It breaks down exactly how we might expect to meet our staffing needs. Clearly at this stage the exact pay levels, combinations of full and part time staff and ability of staff to teach across subjects are not set in stone however, this table provides comfort that something like our preferred and intended combination is within budget.

Accountability

For the first year, aside from the Principal, the key appointments will be of the Heads of Maths, English, Science and Humanities. These will all be line managed by the Principal (or in later years some may be managed by the two deputies) and all classroom teachers will be line managed by their Heads of Department. Other teachers will also be managed by the three members of the leadership team.

A teaching Head of Year will also be selected from the staff (and awarded a responsibility point and timetable reduced by up to two periods). In the first year the Principal will also be the Head of Year. We expect tutors to be responsible for looking after students' pastoral needs. Behaviour issues occurring in lessons will be dealt with by teachers and department heads; those occurring outside lessons will be the responsibility of tutors; and both will be with reference to Heads of Year where necessary. The head of year role is however intended to be a predominantly positive one; they will work together within a Key Stage to provide the reward and celebration so important to achieving the school's vision for confident, respectful characters who share a sense of community and respect for each other.

It's our intention to have a large staff room for all staff, as well as subject team bases from where to work. Drinks and snacks will be available in the staff room at break and lunchtime to encourage staff to come and spend time together. The location of subject bases/staff offices will depend on the spaces available on site but we would like most offices to be close to the staff room to encourage the sense of being part of a studious and friendly community. The obvious down side to having staff spaces clustered together is that it means staff are less dispersed around the school for monitoring and crowd control purposes however, we intend that through building up a brand new school we will be able to instil sufficient discipline and routines that these levels of constant monitoring and control are unnecessary.

Teaching assistants will be assigned to subject areas and so managed by the department heads and SENCO. Support staff will be the responsibility of the Bursar who will work alongside the Principal, and both of these individuals will report ultimately to the governing body.

As described above we intend to run a relatively slim leadership team. We believe this will be possible because the school is relatively small and employs staff based on their 'quality rather than quantity'. We also believe this will work because from the outset (as described in section 4.4) we will embed processes that generate sophisticated and efficient data for reporting, monitoring and line managing. For example, the Deputy Head will have a good idea how the Head of Maths is performing because they will have access to robust online data that tracks pupils' progress in all classes from one term to the next. He will also be able to log into his teachers' mymaths accounts to see how often they set homework and whether classes are completing it.

Another practise that will enhance peoples' ability to line manage and hold

teachers to account is, where possible, maintaining consistency of teachers across Key Stages. For example, ideally when children reach the end of Year 9 they will have had the same Maths teacher for the previous three years, and because we'll have assessed their ability on entry in Year 7 we will know what progress should have been made. If a child had been failing to make adequate progress back in Year 7, the data would have alerted the teacher and Head of Department to this even then, so they could do something about it in time; equally the teacher would have felt compelled to address rather than ignore the problem, knowing that they would be teaching the child for the next two years and that failure to meet target would ultimately come back to and rest with them. The impact on teacher motivation of such a structure, supportively and positively managed and transparently applied, should not be underestimated.

Our data driven accountability processes will be made efficient and effective by having budgeted to include a data administrator (see section 4.4 for more details) in our staffing structure.

Recruiting staff and the qualities we will look for

We are aware that some of the commitments in our vision are controversial to some teachers. There would be no point hiring such teachers to work in our school so we will always make our commitments clear in our job adverts and at interview. Equally we believe that doing so will make our school more attractive to just the kinds of motivated and hard working teachers that we want to employ.

The other great selling point to teachers interested in working at the WoW Free School will be our commitment to excellent professional development. Rather than paying lip service to this we have committed to an 80% timetable that included two periods per week for professional development. We believe this, alongside the school being significantly smaller than most others in Wokingham Borough, will make the WoW school extremely attractive to just the sort of self-reflective teachers we want to employ. It will also enable us to take on relatively cheaper, less experienced NQTs etc as we will quickly be able to improve their practise and induct them into the school's vision.

Ultimately our Principal will be responsible for recruiting their own staff once they take up post, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments (see above).

The Principal will have completed a psychometric test as part of their interview processes. Once appointed CfBT will work with the new Principal, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in a School Improvement Partner, Deputy Head, Heads of Departments and Bursar.

We would expect to see prospective candidates (for teaching jobs) teach a lesson before making any appointments. We would also be up front in

discussing our vision with them, to ensure they felt comfortable and sufficiently in alignment.

Recruitment timetable

An indicative timetable for the recruitment of the School's Senior Management team -School Bursar, Heads of English, Mathematics, Science, Humanities and a SENCO (one to be Vice Principal and another Head of Year Seven) would be as follows:

- w/c 17 October 2011 Principal appointed
- Principal agrees job descriptions and person specification for the above positions by 30 November 2011
- 3 January 2012 Principal takes up post
- 6 January 2012 advertise posts in the TES and local Reading/Wokingham press
- 20 January 2012 deadline for applications
- w/c 23 January 2012 long-list produced and references requested
- w/c 6 February 2012 school visits take place
- w/c 20 February 2012 interviews take place (assumes half term 13-17 February)
- w/c 27 February appointments confirmed
- 26 April school Bursar takes up role
- Mid August other senior staff take up roles to prepare and undergo induction (where possible we would like to negotiate a post Easter start for staff, possibly in a part time capacity to enable them to contribute to the set up of the school)

An indicative timetable for the recruitment of other teaching staff including Art, PE, Music, and DT class teachers would be as follows:

- Principals agrees job descriptions and person specifications for teaching staff by 23 March
- 30 March 2012 advertise posts in the TES and local Reading/Wokingham press
- 20 April deadline for applications (assume Easter Holidays 2-13 April)
- w/c 23 April long-list produced and references requested
- w/c 30 April school visits take place
- w/c 14 -25 May 2012 interviews take place
- w/c28 May– appointment confirmed (assume May half term 5-8 June)
- Mid August 2012 staff take up roles

Teaching and Learning Responsibilities (TLRs) will be awarded once all teaching staff are in post through internal advertisement and interviews

An indicative timetable for the recruitment of Teaching Assistants and non teaching staff would be as follows:

- Principals agrees job descriptions and person specifications for teaching staff by 27 April
- 11 May 2012 advertise posts in the TES and local Reading/Wokingham press
- 1 June deadline for applications

- w/c 4 June long-list produced and references requested
- w/c 14 2012 interviews take place
- w/c 21 June – Appointment confirmed
- Mid August staff take up roles

Section 7: Premises

7.1 Steps taken to identify a suitable free school site

The West of Wokingham Parent Group (WoW PG) has undertaken extensive research to find a suitable site for the proposed Free School. This activity has involved:

- speaking to a number of commercial property agents including: [REDACTED]; [REDACTED]; and [REDACTED]; to ask if they had any suitable properties on their books or were aware of any that might become available in the near future. None of these companies were able to offer any properties suitable for our requirements
- searching Wokingham Borough Council’s commercial properties website for suitable properties– but again nothing suitable was identified;
- asking [REDACTED] from Partnership for Schools to undertake a search for publicly owned land which could be considered. He was unable to identify any sites (Feb 2011);
- tapping into local knowledge within and beyond the WoW Group regarding potential sites.

As a result of these investigations three possible sites were identified:

- The Ryeish Green School site in Ryeish Green;
- The Jacobs Office site in Shinfield;
- The Courage Brewery site in Whitley (Reading).

Site	Description	Advantages	Disadvantages
Ryeish Green School	Site of secondary school which closed in July 2010	<p>Already has majority of buildings in situ that would be required by new free school</p> <p>The buildings were in generally sound condition in July 2010</p> <p>Has community</p>	<p>WBC are looking to sell the site to a developer so are looking for commercial return on sale of site</p> <p>Some areas of the site have been vandalised since the school was vacated</p>

		<p>facilities onsite which the free school would want to make use of</p> <p>Playing fields are partially owned by local Parish Council who are very supportive of free school proposal²</p> <p>Good access from all local villages where planned feeder schools are located</p> <p>The site is largely flat with excellent existing disabled access and facilities for children with physical disabilities</p> <p>Would provide long term solution to school requirements</p> <p>Has D1 status</p>	
<p>Jacobs Office</p>	<p>A modern office block</p>	<p>Available to lease</p> <p>Reasonable access to most local villages</p>	<p>Site too small to provide long term solution to schools requirements (under one hectare)</p> <p>No outdoor space available on site.</p> <p>Does not have D1 status.</p> <p>Site sits on busy road junction and within</p>

			close proximity to an existing infant and junior school meaning access and parking will be increasingly difficult.
Courage Brewery		Site large enough for needs	<p>Site not ideally located (outside of planned catchment area) and has poor access to local villages</p> <p>Does not have D1 status</p> <p>Site would need considerable modification to be appropriate for use as school</p> <p>Is a attractive value commercial site so lease/purchase costs could be very high</p>

7.2 Details of the preferred site

For the reasons given above and articulated more fully below, we therefore have identified the old Ryeish Green School site as our preferred site option for the WoW Free School.

Site details

Address	Ryeish Green School, [REDACTED], [REDACTED], Spencer's Wood, [REDACTED].
The current use of the site	The site is currently vacant having been closed as a mainstream secondary school in July 2010 by Wokingham Borough Council (WBC).
The current Freeholder	The main site is currently owned by Wokingham Borough Council, although a proportion of the playing fields are partially owned by Shinfield Parish Council (SPC) an additional section was leased to SPC via WBC.
A brief description of the site including size (in square metres)	<p>The Ryeish Green site is situated in a semi-rural location with a quiet residential lane on the north east boundary and is surrounded by fields on all other sides.</p> <p>The site previously accommodated 1200 pupils (capacity). Our proposal is for a school with a yearly intake of between 112 and 168 pupils, which will total around 740-1100 children (at capacity) when the sixth form is introduced. In order to future-proof the proposal, we would prefer to retain the flexibility of the full site. .</p> <p>The site is understood to be about 10.8 hectares or 108,000sq m in size</p>
The availability of the site and the nature of the tenure	Following a meeting on 17 th May, WBC has indicated that they may be willing to sell the site to us to allow a school to be provided to the local area. We have not discussed a lease option with them at this stage.
Scope and cost of site renovation	We do not currently have any indicative costs for the renovation of the site. However [REDACTED] from PfS did undertake a site visit last year and he was very impressed by the potential of the site and felt it was generally in a sound condition having only been vacated in July 2010.

Rationale for choosing the site (Suitability)

Our preferred site is easily accessible from, and sits within the heart of, the villages of Shinfield, Three Mile Cross, Grazeley, Swallowfield, Farley Hill and Spencer's Wood, which are located in the west of Wokingham Borough and are where we anticipate the majority of our pupils will be living whilst attending the school. Currently there is no secondary school in this area of Wokingham Borough. The closest secondary school, Maiden Erlegh, is 4.5 miles away. Despite taking 278 pupils per year it was oversubscribed by 177 places in 2010 and 165 places in 2011 and therefore only offered places to those children living within a 0.868/1.786 mile radius of the school respectively. The proposed site (Ryeish Green) was an existing secondary school until 2010 and has, currently, suitable accommodation (See Appendix 7A; Site plan). In addition there is a leisure centre which the school and local community have benefitted from and the proposal is to continue with that provision. Towards the back of the site are the school playing fields which are partially owned by the Parish Council who are wholly supportive of the proposal.

The site has been closed since August 2010, but the WoW Parent Group have contacted [REDACTED], the [REDACTED] at Wokingham Borough Council, and have organised two site visits – one in November 2010 (WoW Parent Group) and a further visit in April 2011 with CfBT. Whilst it was apparent that some parts of the site had been vandalised since the school was vacated the site as a whole offers a lot of potential and could easily provide all the teaching and non teaching accommodation required as well as the outdoor learning space and other facilities needed to deliver our educational vision.

What type of spaces does the site provide?

Given that the site has until recently (July 2010) functioned as a mainstream secondary school it has the full range of facilities in situ that we anticipate needing access to in order to deliver our planned curriculum, extra curricular and community activities.

Specifically the site currently offers the following accommodation:

- a purpose built music centre which was one of the last units to be built on the site, so is in good condition. Berkshire Maestros, a charitable trust providing music education for children and young people across the county, is interested in making use of the Music Block as a local delivery point for their services. This would provide additional income to the school as well as allowing onsite provision of specialist music teaching;
- a leisure centre with a full sized sports hall and onsite changing and reception facilities. This was until recently managed out of school hours as a community

recreation facility. We would like to re-open this facility in partnership with a local sports provider if our application is successful, which as above would provide additional income for the school;

- a number of specialist teaching blocks including: Science, Arts & DT; ICT; Drama; and Learning Kitchens.
- general teaching spaces which could be used to deliver a range of curriculum subjects including humanities, English, and mathematics etc;
- a small sixth form house (social area);
- a school hall with linked gymnasium;
- a dedicated kitchen and dining area;
- a range of administrative offices and facilities including a reprographics area;
- suitable outdoor spaces to offer a range of sports activities including netball and tennis courts, football, hockey, rugby and cricket pitches, athletic track and field event areas etc;
- good vehicular access with a turning circle located outside main gate for student drop-off and collection;
- ample on-site parking for visitors and staff.

Please see site plan and photos attached for more information re current layout and use of site buildings (Appendix 7A: Site Plan and 7B: Site Photographs).

Because the school previously catered for pupils with a wide range of special needs including those with physical disabilities the majority of classrooms and other teaching/admin spaces are already wheelchair accessible i.e. are housed in single story buildings, have ramped access and have double doors to rooms. There is also lift access within the two storey Science, Art and DT Block (Block E).

How will the space be used?

The school as currently configured has evolved considerably since opening originally in 1910 as a primary school and as a consequence currently has a real mix of buildings on site varying considerably in age, condition and fitness for purpose.

As we are planning to open our school to only a small proportion of our total planned capacity of pupils in 2012 (Year 7 and possibly a smaller group of year 8/9 pupils). We would look to utilise those buildings which provided us with the most versatile and readily accessible accommodation in terms of fitness for purpose and state of repair initially. Also working with PfS or another appointed school design expert to

identify the best ways to reconfigure and utilise the remainder of the site as the school grows to full capacity.

Our initial thoughts based on the observations made by the group during our two site visits and our desires to offer a broad and balanced curriculum from the outset are that we would look to:

- House the school in the main teaching block (J on site plan),
- The Victorian school base (N on site plan),
- Make use of the leisure centre (B on site plan) for PE activities,
- The current kitchen and dining facilities (C on site plan)
- Music block (A on site plan).

However to deliver Science, DT, ICT and Art we would need to refurbish Block E (on site plan) or an alternative accommodation option, so that from the outset our first cohort of year 7 pupils are offered the entire KS3 curriculum. This is essential in order to attract pupils and parents to the school. This would allow us to deliver KS3 curriculum as well as provide us with a school hall for assemblies, drama and other whole school activities as well as parents' evenings and other community events.

The parish council own a small proportion of the playing fields at the rear of the site. Using their own funds, they would like the opportunity to enhance the playing fields to incorporate cricket, football pitches etc. This would give excellent opportunities to the pupils and the local community. Please see letter from Shinfield Parish Council Appendix 5E – Letter 9.

Travel and Access to the site

The location of the Ryeish Green site has numerous travel benefits. Unusually for our rural area, there is an excellent network of footpaths/bridleways and quiet lanes surrounding the site allowing access by foot or cycling for a large proportion of the proposed designated area. This link well with the scheduled bus routes on the Basingstoke and Shinfield Roads. We feel it is very important to give our children access to a school that does not require long travel times, which is an issue for many of the children currently attending other Wokingham Borough secondary schools. If driving or taking a school bus, the roads have been developed to include a turning circle outside the school gate and the single track lanes to the south of the site have recently been re-organised into a one-way system (please see Appendix 7C) We therefore feel that the reopening of this site as a school would not cause any significant access issues or levels of traffic greater than when the school was previously open, indeed the recent creation of the one-way system in the surrounding lanes would be an improvement on the provision when the school was previously open.

Inclusivity

In accordance with Part 4 of the Disability Discrimination Act 1995 the old Ryeish Green School has been adapted to be inclusive for all pupils with physical disabilities (as described earlier), in particular providing progression for pupils with special needs from Lamb's Lane school. Since closure of Ryeish Green these children are now attending The Piggott School, north of Twyford. Very few local children without disabilities gain places at this school meaning disabled children do not progress with their friends. The relationships that these particular children develop with peers over the primary years are difficult to sustain with their current secondary school location being a considerable distance from their primary school. The WoW Parent Group would like to re-establish provision locally for this particular group of children.

Size and Capacity

The Ryeish Green site previously accommodated 1200 pupils (capacity). Our proposal is for a school with a yearly intake of between 112 and 168 pupils, which will total around 740 - 1100 children (at capacity) when the sixth form is introduced. It is important to note that there is extensive house building planned for the local villages (please see Appendix 7D: Area Master plan), and immediate neighbourhood, which will increase the number of children who would need education. In order to future-proof the proposal, we would prefer to retain the flexibility of the full site.

7.3 Sources of financing

We have recently been approached by two different developers who are involved in potential housing development in the local area who have offered to provide us with Section 106 funding for our schools programme. We have also been advised that the council's expected sale price for the Ryeish Green School site is unlikely to be achieved due to problems with the site, and that a figure of around half the amount is more realistic.

Along with development of our school buildings and facilities, we hope to use some of the funds to build a swimming pool for both the school and community use. Swimming is widely recognised as an excellent form of exercise for people of all ages and fitness levels, and is another facility that the villages lack. The nearest pools are many miles away, and are not easily accessible.

Berkshire Maestros proposed use of the Music Block would not only provide a very useful part of the curriculum but would also generate income for the school. The Ryeish Green site currently includes a leisure centre. This would be a great asset to the school enhancing facilities for the pupils and local community, in addition to providing an income. The site and its facilities could also be opened up for community use, as a venue for local clubs and societies, evening classes and other community-based activities.

Please see Appendix 7E: Letters of support from [REDACTED] and [REDACTED].

Section 8: Initial costs and financial viability

Please see separate financial plan template excel spreadsheet.

WoW Financial Assumption (exact text from the assumptions sheet within spreadsheet)



Section 9: Suitability and Declarations

These forms have been completed and returned as instructed directly to the DfE Due Diligence Team

Appendices content page

1A	CfBT Schools Trust Memorandum of Association
4A	Sample behaviour policy
4B	Sample attendance and truancy policy
5A	WoW Free School communication and consultation strategy
5B	WoW public meeting leaflet
5C	WoW public meeting poster
5D	WoW petition data (Excel) Petition comments (Word)
5E	Letters of support from the community
6A	WoW PG and CfBT pen profiles
6B	Draft Principal job description
6C	Staffing spreadsheet
7A	School site plan (WBC)
7B	Site photographs
7C	School location plan
7D	Area Master Plan
7E	Letter of support from developers [REDACTED] and [REDACTED]

THE COMPANIES ACT 2006
& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE
AND NOT HAVING A SHARE CAPITAL

MEMORANDUM OF ASSOCIATION
OF
CfBT SCHOOLS TRUST

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 200813014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL

Regulation 2(b)


MEMORANDUM OF ASSOCIATION OF

CfBT SCHOOLS TRUST

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company

Name of each subscriber

Authentication by each subscriber

Name CfBT Education Trust Signature 

Dated 13/12/2010

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THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE
AND NOT HAVING A SHARE CAPITAL

ARTICLES OF ASSOCIATION

OF

CfBT SCHOOLS TRUST

COMPANY NUMBER [

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THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE
CAPITAL

ARTICLES OF ASSOCIATION

OF

CfBT SCHOOLS TRUST

INTERPRETATION

1 In these Articles -

- a "the Academies" means all the schools referred to in Article 5(h) and established by the Company (and "Academy" shall mean any one of those schools),
- b "Academy Financial Year" means the financial year of the Company
- c "Academy Trustees" means the Trustees appointed pursuant to Articles 51-52 and Academy Trustee shall mean any one of those Trustees,
- d "Additional Trustees" means the Trustees appointed pursuant to Article 61 and 61A,
- e "the Articles" means these Articles of Association of the Company,
- f "Chief Executive Officer" means such person as may be appointed by the Trustees as the Chief Executive Officer of the Company¹,
- g "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor,
- h "clear days" in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect,
- i "the Company" means save as otherwise defined at Article 6 9 the company intended to be regulated by these Articles and referred to in Article 2,

¹ Optional

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- j "the Trustees" means save as otherwise defined at Article 6 9 the directors of the Company (and "Trustee" means any one of those directors),
- k "financial expert" means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000,
- l "Further Trustees" means the Trustees appointed pursuant to Article 62 ,
- m "Headteacher Trustees" means the Trustees appointed pursuant to Articles 52A-52B and Headteacher Trustee shall mean any one of those Trustees,
- n "the LAs" means all the local authorities covering the areas in which the Academies are situated (and "the LA" shall mean any one of these local authorities),
- o "Local Authority Associated Persons" means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989,
- p "Local Governing Bodies" means the committees appointed pursuant to Articles 100-104 (and "Local Governing Body" means any one of these committees),
- q "Member" means a member of the Company and someone who as such is bound by the undertaking contained in Article 8 ,
- r "the Memorandum" means the Memorandum of Association of the Company,
- s "Office" means the registered office of the Company,
- t "Principal Regulator" means the body or person appointed as the Principal Regulator under the Charities Act 2006,
- u "Principal Sponsor" means CfBT Education Trust, a company limited by guarantee and registered as a charity with number 270901, a subscriber to the Memorandum and Articles,
- v "Principals" means the head teachers of the Academies (and "Principal" means any one of these head teachers),
- w "Relevant Funding Agreements" means the agreement or agreements entered into by the Company and the Secretary of State under section 1

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of the Academies Act 2010 for the establishment of each Academy, including any variation or supplemental agreements thereof,

- x "the seal" means the common seal of the Company if it has one,
 - y "Secretary" means the secretary of the Company or any other person appointed to perform the duties of the secretary of the Company, including a joint, assistant or deputy secretary,
 - z "Secretary of State" means the Secretary of State for Education or successor,
 - aa "Sponsor Trustees" means the Trustees appointed in accordance with Article 50 and "Sponsor Trustee" shall mean any one of these Trustees,
 - bb "teacher" means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at one or more Academies,
 - cc "the United Kingdom" means Great Britain and Northern Ireland,
 - dd words importing the masculine gender only shall include the feminine gender Words importing the singular number shall include the plural number, and vice versa,
 - ee subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate,
 - ff any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto
- 2 The Company's name is CfBT Schools Trust (and in this document it is called **"the Company"**)
- 3 The Company's registered office is to be situated in England and Wales

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OBJECTS

- 4 Subject to Article 4 1, the Company's objects ("**the Objects**") are specifically restricted to the following to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools ("**the Academies**"), offering a broad and balanced curriculum
- 4 1 In the event that the Company establishes, maintains, carries on, manages and develops Academies which are designated with a religious character, such Academy shall be conducted in accordance with the tenets, practices and teachings of the designated religion
- 5 In furtherance of the Objects but not further or otherwise the Company may exercise the following powers -
- (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Company,
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Company shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations,
 - (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property,
 - (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Objects and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants,
 - (e) to establish or support, whether financially or otherwise, any charitable trusts, associations or institutions formed for all or any of the Objects,
 - (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Objects and to exchange information and advice with them,
 - (g) to pay out of funds of the Company the costs, charges and expenses of and

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incidental to the formation and registration of the Company,

- (h) to establish, maintain, carry on, manage and develop the Academies at locations to be determined by the Trustees,
- (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils,
- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit,
- (k) to carry out research into the development and application of new techniques in education in particular in relation to the areas of curricular specialisation of each of the Academies and to their approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies,
- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Company, to borrow and raise money for the furtherance of the Objects in such manner and on such security as the Company may think fit,
- (m) to deposit or invest any funds of the Company not immediately required for the furtherance of its objects (but to invest only after obtaining such advice from a financial expert as the Trustees consider necessary and having regard to the suitability of investments and the need for diversification),
- (n) to delegate the management of investments to a financial expert, but only on terms that
 - (i) the investment policy is set down in writing for the financial expert by the Trustees,
 - (ii) every transaction is reported promptly to the Trustees, the performance of the investments is reviewed regularly with the Trustees,
 - (iii) the Trustees are entitled to cancel the delegation arrangement at any time,
 - (iv) the investment policy and the delegation arrangement are reviewed at

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- least once a year,
- (v) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Trustees on receipt, and
 - (vi) the financial expert must not do anything outside the powers of the Trustees,
- (o) to arrange for investments or other property of the Company to be held in the name of a nominee company acting under the control of the Trustees or of a financial expert acting under their instructions, and to pay any reasonable fee required,
- (p) to provide indemnity insurance to cover the liability of Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Company Provided that any such insurance shall not extend to any claim arising from any act or omission which the Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees in their capacity as Trustees,
- (q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Company,
- (r) to amalgamate with or acquire or undertake all of any of the property, liabilities and engagements of any body having objects wholly or in part similar to those of the Company,
- (s) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Objects
- 6 1 The income and property of the Company shall be applied solely towards the promotion of the Objects
- 6 2 Except as provided below, none of the income or property of the Company may be paid or transferred directly or indirectly by way of dividend bonus or

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otherwise by way of profit to any member of the Company. Nonetheless a member of the Company who is not also a Trustee may

- a) benefit as a beneficiary of the Company,
- b) be paid reasonable and proper remuneration for any goods or services supplied to the Company,
- c) be paid rent for premises let by the member of the Company if the amount of the rent and other terms of the letting are reasonable and proper, and
- d) be paid interest on money lent to the Company at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Trustees, or 0.5%, whichever is the higher.

6.3 Trustee may benefit from any indemnity insurance purchased at the Company's expense to cover the liability of the Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Company. Provided that any such insurance shall not extend to any claim arising from any act or omission which Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against Trustees in their capacity as directors of the Company.

6.4 A company, which has shares listed on a recognised stock exchange and of which any one Trustee holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Company.

6.5 A Trustee may at the discretion of the Trustees be reimbursed from the property of the Company for reasonable expenses properly incurred by him or her when acting on behalf of the Company, but excluding expenses in connection with foreign travel.

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- 6 6 No Trustee may
- (a) buy any goods or services from the Company,
 - (b) sell goods, services, or any interest in land to the Company,
 - (c) subject to the provisions of Articles 6 7 and 6 8, be employed by, or receive any remuneration from the Company (other than the Chief Executive Officer whose employment and/or remuneration is subject to the procedure and conditions in Article 6 8),
 - (d) receive any other financial benefit from the Company,
unless
 - (i) the payment is permitted by Article 6 7 and the Trustees follow the procedure and observe the conditions set out in Article 6 8, or
 - (ii) the Trustees obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes
- 6 7 Subject to Article 6 8, a Trustee may
- a) Receive a benefit from the Company in the capacity of a beneficiary of the Company
 - b) Be employed by the Company or enter into a contract for the supply of goods or services to the Company, other than for acting as a Trustee
 - c) Receive interest on money lent to the Company at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Trustees, or 0 5%, whichever is the higher
 - d) Receive rent for premises let by the Trustee to the Company if the amount of the rent and the other terms of the lease are reasonable and proper
- 6 8 The Company and its Trustees may only rely upon the authority provided by Article 6 7 if each of the following conditions is satisfied
- (a) The remuneration or other sums paid to the Trustee do not exceed an amount that is reasonable in all the circumstances
 - (b) The Trustee is absent from the part of any meeting at which there is discussion of
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit, or
 - ii) his or her performance in the employment, or his or her performance

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of the contract, or

iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6 7, or

(iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6 7

(c) The Trustee does not vote on any such matter and is not to be counted when calculating whether a quorum of Trustees is present at the meeting

(d) Save in relation to employing or contracting with the Chief Executive Officer (a Trustee pursuant to Article 57) the other Trustees are satisfied that it is in the interests of the Company to employ or to contract with that Trustee rather than with someone who is not a Trustee In reaching that decision the Trustees must balance the advantage of employing a Trustee against the disadvantages of doing so (especially the loss of the Trustee's services as a result of dealing with the Trustee's conflict of interest)

(e) The reason for their decision is recorded by the Trustees in the minute book

(f) A majority of the Trustees then in office have received no such payments or benefit

6 9 In Articles 6 2-6 9

(a) "company" shall include any company in which the Company

holds more than 50% of the shares, or

controls more than 50% of the voting rights attached to the shares, or

has the right to appoint one or more Trustees to the Board of the company

(b) "Trustee" shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Trustee or any person living with the Trustee as his or her partner

(c) The employment or remuneration of a Trustee includes the engagement or remuneration of any firm or company in which the Trustee is

(i) a partner,

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- (ii) an employee,
- (iii) a consultant,
- (iv) a director,
- (v) a member, or
- (vi) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Trustee holds less than 1% of the issued capital

- 7 The liability of the members of the Company is limited
- 8 Every member of the Company undertakes to contribute such amount as may be required (not exceeding £10) to the Company's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Company's debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves
- 9 If the Company is wound up or dissolved and after all its debts and liabilities (including any under section 483 of the Education Act 1996) have been satisfied there remains any property it shall not be paid to or distributed among the members of the Company, but shall be given or transferred to some other charity or charities having objects similar to the Objects which prohibits the distribution of its or their income and property to an extent at least as great as is imposed on the Company by Article 6 above, chosen by the members of the Company at or before the time of dissolution and if that cannot be done then to some other charitable object
- 10 No alteration or addition shall be made to or in the provisions of the Memorandum or Articles of Association without the written consent of the Secretary of State
- 11 No alteration or addition shall be made to or in the provisions of the Memorandum or Articles of Association which would have the effect (a) that the Company would cease to be a company to which section 60 of the Companies Act 2006 applies, or (b) that the Company would cease to be a charity

MEMBERS

- 12 The Members of the Company shall comprise

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- a The Principal Sponsor,
 - b 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose,
 - c The Chairman of the Trustees, and
 - d any person appointed under Article 16 ,
- 13 Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise
- 14 If any of the persons entitled to appoint Members in Article 12
- a) in the case of an individual, die or become legally incapacitated,
 - b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution, or
 - c) becomes insolvent or makes any arrangement or composition with their creditors generally
- their right to appoint Members under these Articles shall vest in the remaining Members
- 15 Membership will terminate automatically if
- a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution,
 - b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his or her own affairs, or
 - c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally
- 16 The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the

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Member(s) to be removed shall not be required) in writing agree to remove any such additional Members

- 17 Every person nominated to be a Member of the Company shall either sign a written consent to become a Member or sign the register of Members on becoming a Member
- 18 Any Member may resign provided that after such resignation the number of Members is not less than one. A Member shall cease to be one immediately on the receipt by the Company of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than one unless it contains or is accompanied by the appointment of a replacement Member

GENERAL MEETINGS

- 19 The Company shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it, and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Company and that of the next. Provided that so long as the Company holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Trustees shall appoint. All general meetings other than Annual General Meetings shall be called General Meetings
- 20 The Trustees may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Trustees to call a general meeting, any Trustee or any Member of the Company may call a general meeting

NOTICE OF GENERAL MEETINGS

- 21 General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting

The notice shall specify the time and place of the meeting and the general

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nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Trustees and auditors.

- 22 The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS

- 23 No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
- 24 If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Trustees may determine.
- 25 The chairman, if any, of the Trustees or in his absence some other Trustee nominated by the Trustees shall preside as chairman of the meeting, but if neither the chairman nor such other Trustee (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Trustees present shall elect one of their number to be chairman and, if there is only one Trustee present and willing to act, he shall be the chairman.
- 26 If no Trustee is willing to act as chairman, or if no Trustee is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
- 27 A Trustee shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
- 28 The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn

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the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.

- 29 A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands, a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded -
- (a) by the chairman, or
 - (b) by any Members having the right to vote at the meeting
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting
- 30 Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
- 31 The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
- 32 A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
- 33 A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the

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transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.

- 34 No notice need be given of a poll not taken immediately if the date, time and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time and place at which the poll is to be taken.
- 35 A resolution in writing agreed by such number of members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

- 36 On the show of hands every Member present in person and on a poll every Member present in person or by proxy shall have the following votes:
- (a) the Principal Sponsor, five votes
 - (b) the person appointed by the Secretary of State, one vote,
 - (c) any persons appointed under Article 16, one vote each, and
 - (d) the chairman of the Trustees, one vote
- 37 Not used
- 38 No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Company have been paid.
- 39 No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.

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- 40 An instrument appointing a proxy shall be in writing, signed by or on behalf of the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Trustees may approve) -

"I/We, _____, of _____, being a Member/Members of the above named Company, hereby appoint _____ of _____, or in his absence, _____ of _____ as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company to be held on 20[]], and at any adjournment thereof

Signed on 20[]]"

- 41 Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Trustees may approve)-

"I/We, _____, of _____, being a Member/Members of the above-named Company, hereby appoint _____ of _____, or in his absence, _____ of _____, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company, to be held on 20[]], and at any adjournment thereof

This form is to be used in respect of the resolutions mentioned below as follows

Resolution No 1 *for * against

Resolution No 2 *for * against

- Strike out whichever is not desired

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting

Signed on 20[]]"

- 42 The instrument appointing a proxy and any authority under which it is signed or a copy of such authority certified by a notary or in some other way approved by the Trustees may -

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- (a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Company in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or
- (b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll,
- (c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Trustee,

and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid

- 43 A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Company at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll
- 44 Any organisation which is a Member of the Company may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Company, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Company

TRUSTEES

- 45 The number of Trustees shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum
- 46 Subject to Articles 48-49 and 63, the Company shall have the following Trustees

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- a at least 3 Sponsor Trustees, appointed under Article 50,
 - b the Academy Trustee,
 - c the Headteacher Trustee,
 - d the Chief Executive Officer,
 - e any Additional Trustees, if appointed under Articles 61, 61A or 67A,
 - f any Further Trustees, if appointed under Article 62 or 67A ,
 - g Up to 2 Trustees, if appointed by the Secretary of State in accordance with the terms of any of the relevant funding agreements following the provision of a notice by the Company to terminate that relevant funding agreement
- 47 The Company may also have any co-opted Trustee appointed under Article 58
- 48 The first Trustees shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006
- 49 Future Trustees shall be appointed or elected, as the case may be, under these Articles

SPONSOR TRUSTEES

- 50 The Principal Sponsor shall appoint the Sponsor Trustees

ACADEMY TRUSTEES

- 51 Subject to Article 52, one of the chairs of the Local Governing Bodies shall be an Academy Trustee as long as he remains in office as such
- 52 If the number of Academies exceeds one, the chairs of the Local Governing Bodies shall elect one person from amongst their number to be the Academy Trustee for as long as he remains chair of the Local Governing Body The Trustees shall make all necessary arrangements for, and determine all other matters relating to, the election of the Academy Trustees in accordance with this Article Any election of the Academy Trustees which is contested shall be held by secret ballot

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HEADTEACHER TRUSTEES

52A Subject to Article 52B, one of the Headteachers of the Academies shall be a Headteacher Trustee

52B If the number of Academies exceeds one, the headteachers of the Academies shall elect one person from amongst their number to be the Headteacher Trustee. The Trustees shall make all necessary arrangements for, and determine all other matters relating to, the election of the Headteacher Trustees in accordance with this Article. Any election of the Headteacher Trustees which is contested shall be held by secret ballot.

PARENT TRUSTEES

53 Not used

54 Not used

55 Not used

56 Not used

CHIEF EXECUTIVE OFFICER

57 The Chief Executive Officer shall be a Trustee for as long as he remains in office as such.

CO-OPTED TRUSTEES

58 The Trustees may appoint up to 3 co-opted Trustees. A 'co-opted Trustee' means a person who is appointed to be a Trustee by being co-opted by Trustees who have not themselves been so appointed. The Trustees may not co-opt an employee of the Company as a Co-opted Trustee if thereby the number of Trustees who are employees of the Company would exceed one third of the total number of Trustees including the Chief Executive Officer.

APPOINTMENT OF ADDITIONAL TRUSTEES

59 The Secretary of State may give a warning notice to the Trustees where—

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- (a) he is satisfied—
- i) that the standards of performance of pupils at any of the Academies are unacceptably low, or
 - ii) that there has been a serious breakdown in the way any of the Academies are managed or governed, or
 - iii) that the safety of pupils or staff of any of the Academies is threatened (whether by a breakdown of discipline or otherwise)

60 For the purposes of Article 59 a 'warning notice' is a notice in writing by the Secretary of State to the Company delivered to the Office setting out—

- a) the matters referred to in Article 59,
- b) the action which he requires the Trustees to take in order to remedy those matters, and
- c) the period within which that action is to be taken by the Trustees ('the compliance period')

61 The Secretary of State may appoint such Additional Trustees as he thinks fit if the Secretary of State has

- (a) given the Trustees a warning notice in accordance with Article 59, and
- (b) the Trustees have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period

61A The Secretary of State may also appoint such Additional Trustees where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an "Inspection") an Academy receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades

62 The Secretary of State may also appoint such Further Trustees as he thinks fit if a Special Measures Termination Event (as defined in the relevant Funding

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Agreement) occurs in respect of any Academy

- 63 Within 5 days of the Secretary of State appointing any Additional or Further Trustees in accordance with Articles 61, 61A or 62, any Sponsor Trustees holding office immediately preceding the appointment of such Trustees, shall resign immediately and the Principal Sponsor's power to appoint Trustees under Article 50 shall cease

TERM OF OFFICE

- 64 The term of office for any Trustee shall be 4 years, save that this time limit shall not apply to the Chief Executive Officer Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected

RESIGNATION AND REMOVAL

- 65 A Trustee shall cease to hold office if he resigns his office by notice to the Company (but only if at least three Trustees will remain in office when the notice of resignation is to take effect)
- 66 A Trustee shall cease to hold office if he is removed by the person or persons who appointed him or, in the case of the Headteacher Trustee or the Chief Executive Officer, ceases to be employed by the Company
- 67 Where a Trustee resigns his office or is removed from office, the Trustee or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary
- 67A Where an Additional or Further Trustee appointed pursuant to Articles 61, 61A or 62 ceases to hold office as a Trustee for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Trustee in his place

DISQUALIFICATION OF TRUSTEES

- 68 No person shall be qualified to be a Trustee unless he is aged 18 or over at the date of his appointment No current pupil of any of the Academies shall be a Trustee
- 69 A Trustee shall cease to hold office if he becomes incapable by reason of

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- mental disorder, illness or injury of managing or administering his own affairs
- 70 A Trustee shall cease to hold office if he is absent without the permission of the Trustees from all their meetings held within a period of six months and the Trustees resolve that his office be vacated
- 71 A person shall be disqualified from holding or continuing to hold office as a Trustee if—
- (a) his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced, or
 - (b) he is the subject of a bankruptcy restrictions order or an interim order
- 72 A person shall be disqualified from holding or continuing to hold office as a Trustee at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Trustees Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- 73 A Trustee shall cease to hold office if he ceases to be a Trustee by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision)
- 74 A person shall be disqualified from holding or continuing to hold office as a Trustee if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated
- 75 A person shall be disqualified from holding or from continuing to hold office as a Trustee at any time when he is
- (a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999, or
 - (b) disqualified from working with children in accordance with section 35 of the Criminal Justice and Court Services Act 2000 or

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(c) barred from regulated activity relating to children (within the meaning of section 3(2)(a) of the Safeguarding Vulnerable Groups Act 2006)

- 76 A person shall be disqualified from holding or continuing to hold office as a Trustee if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction
- 77 A person shall be disqualified from holding or continuing to hold office as a Trustee where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993
- 78 After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Trustee if he has not provided to the chairman of the Trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997 before appointment or as soon as practicable thereafter. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Chief Executive Officer confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
- 79 Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Trustee, and he is, or is proposed, to become such a Trustee, he shall upon becoming so disqualified give written notice of that fact to the Secretary.
- 80 Articles 68-79 and Articles 97-98 also apply to any member of any committee of the Trustees, including a Local Governing Body, who is not a Trustee

SECRETARY TO THE TRUSTEES

- 81 The Secretary shall be appointed by the Trustees for such term, at such remuneration and upon such conditions as they may think fit, and any Secretary so appointed may be removed by them. Notwithstanding this Article, the

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Trustees may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting

CHAIRMAN AND VICE-CHAIRMAN OF THE TRUSTEES

- 82 The Trustees shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Trustee who is employed by the Company shall not be eligible for election as chairman or vice-chairman
- 83 Subject to Article 84, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 85
- 84 The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—
- (a) he ceases to be a Trustee,
 - (b) he is employed by the Company,
 - (c) he is removed from office in accordance with these Articles, or
 - (d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman
- 85 Where by reason of any of the matters referred to in Article 84, a vacancy arises in the office of chairman or vice-chairman, the Trustees shall at their next meeting elect one of their number to fill that vacancy
- 86 Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting
- 87 Where in the circumstances referred to in Article 86 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Trustees shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Trustee elected shall not be a person who is employed by the Company

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- 88 The Secretary shall act as chairman during that part of any meeting at which the chairman is elected
- 89 Any election of the chairman or vice-chairman which is contested shall be held by secret ballot
- 90 The Trustees may remove the chairman or vice-chairman from office in accordance with these Articles
- 91 A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Trustees shall not have effect unless—
- i) it is confirmed by a resolution passed at a second meeting of the Trustees held not less than fourteen days after the first meeting, and
 - ii) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings
- 92 Before the Trustees resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Trustee or Trustees proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response

POWERS OF TRUSTEES

- 93 Subject to provisions of the Companies Act 2006, the Memorandum and the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Trustees who may exercise all the powers of the Company No alteration of the Memorandum or the Articles and no such direction shall invalidate any prior act of the Trustees which would have been valid if that alteration had not been made or that direction had not been given The powers given by this Article shall not be limited by any special power given to the Trustees by the Articles and a meeting of Trustees at which a quorum is present may exercise all the powers exercisable by the Trustees
- 94 In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Trustees shall have the following powers, namely

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- (a) to expend the funds of the Company in such manner as they shall consider most beneficial for the achievement of the Objects and to invest in the name of the Company such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Objects,
 - (b) to enter into contracts on behalf of the Company
- 95 In the exercise of their powers and functions, the Trustees may consider any advice given by the Chief Executive Officer and any other executive officer
- 96 Any bank account in which any money of the Company is deposited shall be operated by the Trustees in the name of the Company All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Trustees

CONFLICTS OF INTEREST

- 97 Any Trustee who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Trustee shall disclose that fact to the Trustees as soon as he becomes aware of it
- 97A A Trustee must absent himself from any discussions of the Trustees in which it is possible that a conflict will arise between his duty to act solely in the interests of the Company and any duty or personal interest (including but not limited to any Personal Financial Interest)
- 98 For the purpose of Article 97 and 97A, a Trustee has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Trustee as permitted by and as defined by Articles 6 5-6 9
- 98A The Trustees' duty under the Companies Act 2006 to avoid a conflict of interest shall not apply to any conflict of interest arising from or in connection with agreements between the Company and the Principal Sponsor (or any group company of the Principal Sponsor) for the supply of services to support the operation of the Company and the provisions of Article 97A shall not apply in the event of any such conflict (save that if the conflict gives rise to a Personal Financial Interest, Article 97A shall continue to apply)

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THE MINUTES

- 99 The minutes of the proceedings of a meeting of the Trustees shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting, and shall be signed (subject to the approval of the Trustees) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of
- (a) all appointments of officers made by the Trustees, and
 - (b) all proceedings at meetings of the Company and of the Trustees and of committees of Trustees including the names of the Trustees present at each such meeting

COMMITTEES

- 100 Subject to these Articles, the Trustees
- a) may appoint separate committees to be known as Local Governing Bodies for each Academy, and
 - b) may establish any other committee
- 101 Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Trustees. The establishment, terms of reference, constitution and membership of any committee of the Trustees shall be reviewed at least once in every twelve months. The membership of any committee of the Trustees may include persons who are not Trustees, provided that (with the exception of the Local Governing Bodies) a majority of members of any such committee shall be Trustees. Except in the case of a Local Governing Body, no vote on any matter shall be taken at a meeting of a committee of the Trustees unless the majority of members of the committee present are Trustees.
- 102 not used
- 103 not used
- 104 The functions and proceedings of the Local Governing Bodies shall be subject to regulations made by the Trustees from time to time

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DELEGATION

- 105 The Trustees may delegate to any Trustee, committee (including any Local Governing Body), the Chief Executive Officer or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation shall be made subject to any conditions the Trustees may impose, and may be revoked or altered.
- 106 Where any power or function of the Trustees has been exercised by any committee (including any Local Governing Body), any Trustee, the Chief Executive Officer or any other holder of an executive office, that person or committee shall report to the Trustees in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trustees immediately following the taking of the action or the making of the decision.

CHIEF EXECUTIVE OFFICER AND PRINCIPALS

- 107 The Trustees shall appoint the Chief Executive Officer and the Principals of the Academies. The Trustees may delegate such powers and functions as they consider are required by the Chief Executive Officer, the Principals and any other senior managers for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Trustees and for the direction of the teaching and curriculum at the Academies).

MEETINGS OF THE TRUSTEES

- 108 Subject to these Articles, the Trustees may regulate their proceedings as they think fit.
- 109 The Trustees shall hold at least three meetings in every school year. Meetings of the Trustees shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—
- a given by the Trustees, or
 - b given by the chairman of the Trustees or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Trustees, so far as such direction is not inconsistent with any direction given as mentioned in (a).

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- 110 Any three Trustees may, by notice in writing given to the Secretary, requisition a meeting of the Trustees, and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable
- 111 Each Trustee shall be given at least seven clear days before the date of a meeting –
- i) notice in writing thereof, signed by the Secretary, and sent to each Trustee at the address provided by each Trustee from time to time, and
 - ii) a copy of the agenda for the meeting,
- provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs
- 112 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof
- 113 A resolution to rescind or vary a resolution carried at a previous meeting of the Trustees shall not be proposed at a meeting of the Trustees unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting
- 114 A meeting of the Trustees shall be terminated forthwith if—
- (a) the Trustees so resolve, or
 - (b) the number of Trustees present ceases to constitute a quorum for a meeting of the Trustees in accordance with Article 117 , subject to Article 119
- 115 Where in accordance with Article 114 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so

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terminated

- 116 Where the Trustees resolve in accordance with Article 114 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Trustees shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly
- 117 Subject to Article 119 the quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be any three Trustees, or, where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Trustees then a majority of the quorum must be made up of Additional or Further Trustees
- 118 The Trustees may act notwithstanding any vacancies in their number, but, if the numbers of Trustees is less than the number fixed as the quorum, the continuing Trustees may act only for the purpose of filling vacancies or of calling a general meeting
- 119 The quorum for the purposes of—
- (a) any vote on the removal of a Trustee in accordance with Article 66,
 - (b) any vote on the removal of the chairman of the Trustees in accordance with Article 90,
- shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Trustees entitled to vote on those respective matters
- 120 Subject to these Articles, every question to be decided at a meeting of the Trustees shall be determined by a majority of the votes of the Trustees present and voting on the question. Every Trustee shall have one vote
- 121 Subject to Articles 117-119, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have
- 122 The proceedings of the Trustees shall not be invalidated by
- a any vacancy among their number, or

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b any defect in the election, appointment or nomination of any Trustee

123 A resolution in writing, signed by at least two thirds of the Trustees entitled to receive notice of a meeting of Trustees or of a committee of Trustees, shall be valid and effective as if it had been passed at a meeting of Trustees or (as the case may be) a committee of Trustees duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Trustees.

123A For the purposes of Article 123, a resolution which is approved by email in accordance with this Article 123A shall be deemed to have been made in writing provided that, following receipt of a response on any resolution from each of the Trustees, the Secretary shall circulate a further email to all of the Trustees confirming whether the resolution has been formally approved by the Trustees in accordance with this Article.

124 Subject to Article 125, the Trustees shall ensure that a copy of

- a the agenda for every meeting of the Trustees,
- b the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting,
- c the signed minutes of every such meeting, and
- d any report, document or other paper considered at any such meeting,

are, as soon as is reasonably practicable, made available at every Academy to persons wishing to inspect them.

125 There may be excluded from any item required to be made available in pursuance of Article 124, any material relating to—

- a a named teacher or other person employed, or proposed to be employed, at any Academy,
- b a named pupil at, or candidate for admission to, any Academy, and
- c any matter which, by reason of its nature, the Trustees are satisfied should remain confidential.

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- 126 Any Trustee shall be able to participate in meetings of the Trustees by telephone or video conference provided that
- a he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting,
 - b the Trustees have access to the appropriate equipment. If after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate

PATRONS AND HONORARY OFFICERS

- 127 The Trustees may from time to time appoint any person whether or not a Member of the Company to be a patron of the Company or to hold any honorary office and may determine for what period he is to hold such office

THE SEAL

- 128 The seal, if any, shall only be used by the authority of the Trustees or of a committee of Trustees authorised by the Trustees. The Trustees may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Trustee and by the Secretary or by a second Trustee

ACCOUNTS

- 129 Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Company was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year

ANNUAL REPORT

- 130 The Trustees shall prepare their Annual Report in accordance with the Statement of Recommended Practice as if the Company were a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year

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ANNUAL RETURN

- 131 The Trustees shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return and its transmission to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust were a non-exempt charity and to the Secretary of State and to the Principal Regulator by 31 December each Academy Financial Year

NOTICES

- 132 Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the Trustees) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications
- 133 A notice may be given by the Company to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Company by the member. A Member whose registered address is not within the United Kingdom and who gives to the Company an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Company
- 134 A Member present, either in person or by proxy, at any meeting of the company shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called
- 135 Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be

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deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent

INDEMNITY

136 Subject to the provisions of the Companies Act 2006 every Trustee or other officer or auditor of the Company shall be indemnified out of the assets of the Company against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company

RULES

137 The Trustees may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Company and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of the foregoing, they may by such rules or bye laws regulate

- a the admission and classification of Members of the Company (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members,
- b the conduct of Members of the Company in relation to one another, and to the Company's servants,
- c the setting aside of the whole or any part or parts of the Company's premises at any particular time or times or for any particular purpose or purposes,
- d the procedure at general meetings and meetings of the Trustees and committees of the Trustees and meetings of the Local Governing Bodies in so far as such procedure is not regulated by the Articles,

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- e generally, all such matters as are commonly the subject matter of company rules

138 The Company in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Trustees shall adopt such means as they think sufficient to bring to the notice of Members of the Company all such rules or bye laws, which shall be binding on all Members of the Company Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in, the Memorandum or the Articles

AVOIDING INFLUENCED COMPANY STATUS

139 Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis

140 No person who is a Local Authority Associated Person may be appointed as a Trustee if, once the appointment had taken effect, the number of Trustees who are Local Authority Associated Persons would represent 20% or more of the total number of Trustees. Upon any resolution put to the Trustees, the maximum aggregate number of votes exercisable by any Trustees who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Trustees on such a resolution and the votes of the other Trustees having a right to vote at the meeting will be increased on a pro-rata basis

141 No person who is a Local Authority Associated Person is eligible to be appointed to the office of Trustee unless his appointment to such office is authorised by the local authority to which he is associated

142 If at the time of either his becoming a Member of the Company or his first appointment to office as a Trustee any Member or Trustee was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Trustee he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Trustee as the case may be

143 If at any time the number of Trustees or Members who are also Local Authority

Federation Model

Associated Persons would (but for Articles 139 to 142 inclusive) represent 20% or more of the total number of Trustees or Members (as the case may be) then a sufficient number of the Trustees or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Trustees or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Trustees or Members (as the case may be) is never equal to or greater than 20% of the total number of Trustees or Members (as the case may be) Trustees or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first

- 144 The Members will each notify the Company and each other if at any time they believe that the Company or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act)

Appendix 4A: Sample Behaviour Policy

Policy Statement

Governors are required to have in place a behaviour policy. The governor's role is to influence positively the atmosphere of the school and support the Head and staff in maintaining high standards of behaviour. The school has a moral duty to all pupils, parents/carers and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

The Aims of the Policy

The aims of this policy are:

- a. to promote positive behaviour for learning
- b. to define the role of teachers in promoting good standards of behaviour
- c. to state what is expected of pupils
- d. to state what is expected from parents and carers
- e. to provide guidance on available rewards and sanctions
- f. to ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

Procedure

Positive Behaviour for Learning

It is the aim of the school to provide a working environment where all pupils can realise their full potential in an undisruptive, happy and stimulating environment.

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
3. Pupils must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
4. Staff and pupils must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

Role of Teachers

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school learning and teaching policy promotes teaching approaches that help to advance positive learning behaviour patterns.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. The basic rules for the classroom and the protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.
4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include performance points, referral to the Head for special congratulations for excellent work and effort, certificates of achievement handed out in school assemblies and letters to parents and carers.
5. For all teachers and support staff it is their constant responsibility when on the school site, or when accompanying pupils on visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met.
6. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks. In other words, they are expected to be good role models.
7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the pupil to maintain dignity and be able to make a fresh start.
8. Staff should use restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others.
9. All of the above apply to a boarding school, as does the need to proactively aim to create a secure environment for pupils where they are able to react positively to school policies, such as anti-bullying, and have the opportunity to contact an outside agency, should it be necessary.
10. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

Behaviour Expected from Pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining school behaviour-management policy through representation to the school council. The following principles underpin this behaviour management policy.

1. Pupils are required to read, co-sign and adhere to the home school agreement.
2. Pupils are required to observe the following basic rules in the classroom:
 - a. arrive on time with all the equipment needed for the lesson
 - b. listen in silence when the teacher is giving instructions
 - c. follow instructions promptly and accurately
 - d. raise a hand to gain attention and only speak when invited

- e. stay in the allocated seat or workspace unless given permission to move
 - f. treat others with respect and consideration at all times.
3. Pupils are required to dress cleanly and neatly in the specified uniform or other clothing as specified for practical work and other physical activities.
 4. Pupils must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
 5. Pupils should never make racist, sexist or other abusive or humiliating remarks.
 6. Pupils must never resort to physical violence.
 7. Pupils must avoid behaviour that hurts, disturbs or distracts others.

Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.
2. Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.
3. Detentions in after school hours can be set as long as parents/carers are informed 24 hours in advance, in writing (pending removal of this notice requirement under the Education Bill 2010-11). Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.
4. Pupils who board will receive the same sanctions as day pupils.

Guidance on Rewards and Sanctions

Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra curricular activities.
5. Service to the school or local community.

Sanctions

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

1. Yellow slips are used as a means of communication between members of staff about pupils who are disruptive in lessons or otherwise giving cause for concern.
2. Detentions may be given at break or lunch time for unsatisfactory work or behaviour.
3. Detention may be given after school for a maximum of one hour for unsatisfactory work or behaviour. (Currently 24 hours' notice in writing must be given to parents but this is likely to be removed.)
4. Pupils may be placed on report whereby they are required to carry a report card that has to be signed after every lesson with a grade for the standard of behaviour achieved. The card to be reviewed by a senior teacher at the end of every day.
5. Any member of staff may phone a parent or carer to discuss any pupils' behaviour or the quality of their work if they have first discussed their concerns with a senior teacher.
6. For persistent poor behaviour there are a series of referrals that can be considered by the form teacher and the relevant senior teacher. These are:
 - a. referral to the educational welfare office for investigation and supporting visits to parents
 - b. referral to Social Services who run counselling and other group activities
 - c. referral to the school doctor or family consultation centre
 - d. referral to the educational psychologist for guidance and statementing.
7. Fixed term exclusion will be used for the following offences:
 - a. harm with intent, for example, violence or threatening behaviour towards staff or other students
 - b. racism
 - c. persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare
 - d. verbal abuse directed at staff
 - e. possession of drugs
 - f. misuse of the Internet.
8. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

Appendix 4B: Sample attendance and truancy policy

Summary

The law requires regular attendance by pupils registered at a school. It is the parents' responsibility to ensure attendance. The school is responsible for informing the local authority (LA) of unauthorised absence, irregular attendance and deletion from the school register where the next school is not known.

In the latter case, independent schools are required to report the circumstances to the LA in which the pupil lives.

Employers' Duties

- The LA has a duty to ensure that children receive education. This duty is normally carried out through the education welfare service.
- Governors should regularly review the attendance policies of the school and to ensure that absence procedures are followed.
- Schools, including independent schools, have a duty to inform the LA at agreed intervals, of the name and address of any registered pupil who fails to attend regularly, or has been absent for a continuous period of 10 or more school days, except if:
 - such absences are covered by a medical certificate
 - the absences are authorised by the school.
- The schools should ensure that an attendance register is taken twice a day, on which the presence or absence of every pupil should be recorded.

In Practice

School Sessions

Independent schools are free to determine their own times for their daily sessions and the duration of their terms. They are required to implement the regulations for the curriculum and teaching effectively, but – unlike maintained schools - there are no requirements about the time periods in which this should be done.

School Attendance

Full-time education means attendance for the period described by the school authorities and a pupil may be marked absent if he or she arrives after the time when the school closes its register. Regulations distinguish between "authorised" and "unauthorised" absences.

Authorised absence can include attending an approved educational activity.

Leave of absence for pupils

Leave of absence may be granted to a pupil by a person authorised to do so, eg the Head where he or she has been authorised by the governing body (Regulation 7 of the Education (Pupil Registration)

(England) Regulations 2006 (SI 2006 No. 1751). However, leave of absence may not be given to enable a pupil to undertake employment during school hours unless it is:

- to engage in work experience (permitted under s.560 of the Education Act 1996)
- to take part in a performance for which a licence has been granted by the LA, or
- to be employed abroad for a purpose for which a licence has been granted by a police magistrate.

Notwithstanding the above, the regulation provides that a pupil may be given leave of absence, at the request of the parent with whom he or she normally resides, to go on a holiday. Except in exceptional circumstances, such leave of absence may not exceed 10 school days in any school year.

Authorised absences

Absence can be authorised by schools, not by parents. Absences may be authorised by a school for the following reasons.

- **Illness.**
- **Medical and dental appointments.**
- **Days of religious observance.**
- **Interviews.**
- **Holidays in term-time.**
- **Exclusion.**
- Responsibilities as a **carer.**
- **Bereavement.**
- **Special occasions.**
- Participation in a **public performance.**
- **Maternity.**
- **Work experience..**
- **Sporting activity.**

Illness (Code I)

Schools can consult the school health service if the authenticity of the illness is in doubt.

Independent schools may reach agreement with parents on sending work home to enable pupils to keep up with the curriculum.

Medical and Dental Appointments (Code M)

Absences for medical and dental appointments may be authorised, but parents should be encouraged to make appointments out of school hours, if possible. No absence needs to be recorded if a pupil is present for **registration**, but has a medical appointment later, or goes home because of illness.

Days of Religious Observance (Code R)

Schools should ask parents to give advance notice of any day set aside for religious observance by the religious body to which the parents and child belong.

Interviews (Code J)

For interviews with prospective employers, or for a place at another school, including an entrance examination, or for a university place, the school should ask for advance notice.

Holidays in Term-time (Code F or G)

It is expected that the majority of term-time holidays should be categorised as unauthorised absence (Code G). In exceptional circumstances schools can authorise a family holiday during term-time (Code F):

- Where it is judged to be important to the wellbeing and cohesion of the family, following serious illness, bereavement or another traumatic event.

The absence is unauthorised if agreement is not sought prior to the holiday being taken or the child is kept away longer than is agreed. (Code G).

There is no obligation to agree a request for holidays in term-time and many independent schools that have shorter terms than the maintained sector do not allow even short holidays. This will be a contractual issue.

Extended Family Holiday (Agreed) (Code F)

Schools can agree to an absence of more than 10 school days in a school year only if they believe there are exceptional circumstances. Examples of this might be for a pupil to:

- visit a parent who is working abroad for a fixed, medium-term period
- visit his or her country of origin.

Exclusion (Code E)

Exclusion from school for a fixed period results from a decision taken by the school, so the absence should be treated as authorised.

For a pupil who is permanently excluded, the absence should be treated as authorised while any review or appeal is in progress.

If the permanent exclusion is confirmed, the pupil's name should be removed from the school roll .

Carers (Code C)

In the case of pupils caring for sick or disabled family members, schools have discretion to authorise absences for a limited duration. The child's education needs to be given priority, however. If a child is taking undue responsibility for caring for members of the family, the school should consider a referral to children's social care so that support can be given. Illness or disability within the family does not provide a defence for a parent who is prosecuted for failing to ensure their child's regular attendance at school.

Bereavement (Code C)

For family bereavements, schools have discretion to authorise absences. Schools need to respond sensitively to requests to attend funerals or associated events.

Special Occasions (Code C)

For special occasions, schools should consider each request individually. Only exceptional occasions, such as attending the wedding of a family member would warrant leave of absence.

Public Performance (Code C)

A pupil taking part in a public performance should obtain a licence from the LA and the absence may be treated as authorised if agreed by the authority.

Maternity

Pregnant pupils and teenage mothers should be given support to remain in school wherever possible. A pregnant pupil should be allowed no more than 18 weeks' authorised absence to cover the time before and after the birth of the child. After that, any absence should be treated as unauthorised.

Work Experience (Code W)

Pupils can be granted leave of absence to attend work experience.

Sporting Activity (Code P)

The parents of a pupil who is of national or international standard in a particular sport should be encouraged to discuss the need for their child to take regular absence from school with the Head or a member of the senior management team. Absences to take part in national or international competition should normally be authorised, and a plan should be agreed for regular authorised absences for training or practice. Pupils likely to miss substantial periods of school as a result — for example, because of competition abroad — should be supplied with appropriate school work to be done while absent.

Education (Pupil Registration) (England) Regulations 2006

The Education (Pupil Registration) (England) Regulations 2006 came into force on 1 September 2006 and amend the 2005 regulations. The Regulations govern the admissions and attendance registers that all schools must keep. They also regulate the power to grant leave of absence.

There is a set of national codes to record the reason for a pupil's absence. They are not statutory for independent schools but may be used by them. The codes are as follows.

- A — present.
- B — educated off site (not dual registration).
- C — other authorised circumstances (not covered by another appropriate code/description).
- D — dual registration (ie pupil attending another establishment).
- E — excluded (no alternative provision made).

- F — extended family holiday (agreed).
- G — family holiday (not agreed or days in excess of agreement).
- H — family holiday (agreed).
- I — illness (not medical or dental appointments).
- J — interview.
- L — late (before registration closed).
- M — medical/dental appointments.
- N — no reason yet provided for absence.
- O — unauthorised absence (not covered by any other code/description).
- P — approved sporting activity.
- R — religious observance.
- S — study leave.
- T — traveller absence.
- U — late (after registration closed).
- V — educational visit or trip.
- W — work experience.
- X — unmetabled sessions for non-compulsory school-age pupils.
- Y — enforced closure.
- Z — pupil not on roll.
- # — school closed to pupils.

Attendance statistics are collected from maintained schools through the School Census system but are no longer collected from independent schools.

Role of the Local Authority

Local authorities (LAs) are required by the Education (School Attendance Targets) (England) Regulations 2007 to set attendance targets for pupils in maintained schools. Although these regulations apply only in respect of maintained schools, independent schools owe a duty of care to both parents and pupils to ensure that all pupils attend regularly.

Independent schools are required to maintain an attendance register and to report the following to the LA.

- Ten days of unauthorised absence (other than for reasons of sickness or leave of absence).
- Failure to attend regularly.
- Deletion from the school register when the next school is not known.

In the latter case, independent schools are required to report the circumstances as soon as possible to the LA in which the pupil lives.

Parental Responsibility for School Attendance

It is the duty of the parent of a child of compulsory school age to ensure that the child receives efficient, full-time education.

The education should be suitable to the pupil's age, ability and aptitude and to any special educational needs (SEN) the pupil may have.

Schooling is not compulsory, but education is, meaning that parents may decide not to register a child at a maintained or registered independent school, and may make other arrangements for the child to be educated, eg education at home.

Parents whose children are on a school register have a duty to ensure that their children attend regularly.

Absence due to an “unavoidable” cause is not an offence, but parents have no right to authorise the absence of a registered pupil of compulsory school age, which may only be done by the school.

Parents may be prosecuted if they:

- know that their child is not attending school and they fail without reasonable justification to cause their child to attend
- fail to secure the child’s regular attendance at the school at which they are registered.

Prosecution for Irregular Attendance

If a registered pupil of compulsory school age fails to attend regularly, the LA can prosecute a parent, unless it can be demonstrated that the pupil was absent with leave granted by the school, or the:

- pupil was ill, or prevented from attending by an unavoidable cause
- absence occurred on a day set aside for religious observance by the religious body to which the parent belongs.

Whether and when to prosecute are matters of judgment for individual LAs. As continuity of learning is critical to educational progress, LAs should adopt a vigorous stance towards truancy.

LAs should keep local magistrates aware of truancy problems, including problems with parentally-condoned unjustified absence.

On conviction, the magistrates may impose a fine and they also have the power, under the Crime and Disorder Act 1998, to impose a parenting order. The parents may be required by the order to attend guidance sessions for up to three months or to ensure the child is escorted to and from school for up to 12 months.

A parent who knows that their child is failing to attend school and fails without reasonable justification to cause the child to attend school, is liable to a fine and/or imprisonment. This offence is in addition to the offence of failure to comply with any school attendance order.

Recording Absence on the Register

Schools, other than schools solely for boarders, must keep an attendance register on which, at the beginning of each morning and during the afternoon session, the presence or absence of every pupil on the school roll should be recorded. For convenience, and to act as a check on pupils’ whereabouts for reasons of welfare or health and safety, it is recommended that schools should register boarding as well as day pupils, but this is not a legal requirement. Similarly, it is not a specific legal requirement for schools to register children of pre-school age or sixth-form students. However, for welfare, health and safety, pastoral and educational reasons, it is recommended that they should be registered in a

similar way. In the case of sixth-form students, the distinction between authorised and unauthorised absence is not necessary, and the timing of registration may be more flexible.

Schools which mark their registers towards the end of the afternoon session should make sure that pupils could be accounted for in an emergency.

In the case of pupils of compulsory school age, the register must distinguish between authorised and unauthorised absences.

If the reason for absence is not known when the register is marked, the absence should be recorded as unauthorised and corrected, if necessary, as soon as the information becomes available.

If the reason for absence is unknown at the time the register is taken, it should be marked as unauthorised and can be changed later.

Electronic Registers

Under the Education (Pupil Registration) (England) Regulations 2006, electronic admission and attendance registers do not need to be printed out. Information on this can be found in the **Registers and Records** topic.

List of Relevant Legislation

- Education (Pupil Registration) (England) Regulations 2006

Further Information Organisations

- Department for Education (DfE)

Web: www.education.gov.uk

The Department for Education is responsible for education and children's services.

Last updated on 12/04/2011

Appendix 5A

WoW Free School Communication and Consultation Strategy

**CfBT Schools Trust
West of Wokingham Parent Group (WoW PG)**

1. Purpose

The purpose of this strategy is to ensure consistent and coherent joint working between CfBT Education Trust and the West of Wokingham Parent Group (WoW PG) in the co-ordination and delivery of PR and communication activity including consultation relating to the application, and subsequent decision, for Free School status. This plan does not cover project communication between the teams and through the governance structure, nor does it cover wider communication relative to implementation of the proposed school.

2. Current situation

CfBT, in partnership with WoW PG, is working on the submission of an application to the Department for Education (DfE), for Free School status to open a secondary school in the west of Wokingham. The proposed Free School will offer places to children in Years 7 to 13 (ages 11-19) and is expected to have Year group entry of between 120 and 160 pupils, opening September 2012.

The application will be made on 1 June 2011 and a decision is expected in September 2011.

2.1 Background

The original idea for a Free School in the West of Wokingham came from a group of local parents frustrated at the lack of secondary school places in the area. They wanted a good quality local secondary school serving the local community.

The nearest school is more than three miles away; takes 278 children per year; and is oversubscribed by over 150 children each year. It is therefore only able to offer places to children living up to 0.868 miles away. There are 4 further schools (7+ miles away), which are also oversubscribed annually by more than 230 children. Places are not offered to children living more than 3.56 miles away. Children in the west of Wokingham struggle to gain places in any of these schools and parents have no choice about which school their children will attend. This will only become worse as a minimum of 6,000 new homes are planned for the area.

Our children are bussed out to many different schools, many miles away. For example, when the 30 year 6 children left Farley Hill Primary school in September 2010 they ended up in 19 different schools. The local community wish to provide a school that children can easily reach, which they can attend with their friends. They also want the school to become a centre for the community, providing activities for local residents - children and adults - and foster a greater sense of community.

2.2 Community support

The WoW PG group have undertaken a significant amount of awareness raising activity over the last year including: holding a number of public consultation meetings; attending local Parish Council meetings; and local community events such as school fetes and village May Days.

As of 16th May 2011, **787** signatures of support for the Free School proposal had been gathered. Of these 232 are local residents who do not have children, or whose children have completed their education, but who support the need for a local secondary school. The remaining 555 signatures are from parents who are interested in sending their children to the West of Wokingham secondary free school.

3. Communication objectives

The overarching objective of this strategy is:

- To raise the profile of and support for the partnership bid amongst identified stakeholders through targeted communication at local, regional and national level.

3.1. Measurement

Measurement of the objectives will be made by:

- Media monitoring (including online and social media);
- Web hits;
- Requests for comment/interview;
- Dialogue with key stakeholders;
- Numbers signing petition;
- Attendance at awareness raising promotion events.

3.2. Communication principles

To ensure consistency and coherence of communication the following principles should be followed:

- **Communication will be open and honest**
Every effort should be made to ensure stakeholders have as much information as possible. Where information is not available or known this should be conveyed honestly but positively. Questions or comments received should be replied to or acknowledged within 24 hours where practicable.
- **Communication will be timely**
Through an agreed timetable of communication activity every effort should be made to ensure all communication is timely and should provide stakeholders with enough time to respond or act as required. Particular attention should be paid to term dates and holidays.
- **Communication will be clear and concise**
All communication should be clear, easy to read and understand and free from unnecessary jargon and abbreviations.
- **Communication will be two-way**
Where relevant and required feedback, comment and opinion should be sought through communication and acted upon in a timely fashion when received.
- **Communication will be developed in collaboration and approved before issue**
All communication will be approved by the relevant person(s) from CfBT and WoW PG before issue to any stakeholder.

3.3. Roles and responsibilities

Roles and responsibilities of the partnership group for PR and communication activity – see [Appendix A1](#) for contact details

Partner	Contact	Role/Responsibility
CfBT Education Trust	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] 	<ul style="list-style-type: none"> • Manage strategy development. Assist where required with national media • Manage national media. Assist where required on local media. Monitor and report on all media coverage • Final sign off of all joint communication
WoW PG	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] 	<ul style="list-style-type: none"> • Support strategy development. Assist where required on local and national media • Manage local media. Assist where required on national media • Final sign off of all joint communication

3.4. Spokespeople

Spokespeople ranked in order of preference or allocated to key specialism – see [Appendix A1](#) for contact details

Partner	Spokesperson
CfBT Schools Trust	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
WoW PG	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED]

4. Stakeholders

4.1. Stakeholder segmentation

Below is a breakdown of constituent stakeholders in segment groups. It is these stakeholder segments that this strategy will target.

Stakeholder Ref	Stakeholder Segment	Constituents
1	Parents/carers	<ul style="list-style-type: none"> Existing parents/carers in current named feeder schools (Farley Hill Primary School, Coombes Primary School, Lambs Lane Primary School, Shinfield Primary School) Prospective parents/carers in community
2	Community	<ul style="list-style-type: none"> Local parish Council including Shinfield Parish Council, Swallowfield Parish Council, Arborfield Parish Council Local Community Groups including Mother's Union, the local WI, Local Resident Associations including Arborfield Resident Association, Shinfield Residents Action Group Local Church Groups including Shinfield Baptist Church, Cafe Active of St Michael's church, St Mary's church Shinfield. Swallowfield Pre-school, Treetops Nursery, Poperinghe Pre-School, Chapel Lane Pre School Local primary schools – Farley Hill, Coombes, Grazeley, Lambs Lane, Shinfield
3	Local authority	<ul style="list-style-type: none"> ██████████ ██████████ Councillor Anthony Pollock, Councillor Rob Stanton, (Lead member for Education) Councillor Barrie Patman Councillor Charlotte Haitham Taylor
4	Government	<ul style="list-style-type: none"> John Redwood – MP Michael Gove – secretary of state ██████████ ██████████
5	Potential funders	<ul style="list-style-type: none"> Local developers including ██████████ <p>Berkshire Maestros wish to use part of the site for a music centre, which will provide income</p>
6	Local media	<ul style="list-style-type: none"> Wokingham Times

		<ul style="list-style-type: none"> • Reading Chronicle • Reading Evening Post
7	National media	<ul style="list-style-type: none"> • Guardian • TES • Times
8	Specialist media	<ul style="list-style-type: none"> • Loddon Reach Parish magazine

4.2. Stakeholder prioritisation

The aim of this plan is to raise the profile of and support for the free school proposal amongst the stakeholder segments identified overleaf.

Situation analysis shows that the school, parents/carers, the local media, local parish Councils and the wider community are already well aware and highly supportive of the bid. The local authority is also aware of the bid and are considering their position with regard to support...

For maximum impact this plan must maintain levels of awareness and support amongst those stakeholders well engaged and should prioritise increasing profile and support amongst those less so.

As a result this plan prioritises key stakeholders:

- Local Authority (Wokingham Borough Council);
- Local Parish Councils;
- Government;
- Local, national and specialist media – as a key channel;
- Potential funders.

4.3. Key messages

The following key messages should be used in all communications:

- the partnership bid is driven by a demonstrable shortage of secondary school places in the west of Wokingham, and the lack of any secondary school provision in the locality;
- the school will be a unique parent-driven partnership between the school, community and not-for-profit provider, supported by the local authority and well-positioned to succeed;
- the school will be a leading example of the free school ethos – an inclusive, supportive learning environment at the heart of a thriving community where children thrive.

5. Risks

There are no significant risks to successful delivery of this plan.

Media coverage can never be guaranteed and coverage of this bid nationally will depend on developments at schools already granted free school status and changes at Government and policy level. Local and regional coverage will be dependent on the daily/weekly news agenda.

PR and communication will contribute to but not secure successful fundraising. WoW PG require a fundraising strategy and plan delivered in conjunction with this plan to increase fundraising.

6. Tactical Delivery Plan

Date	Stakeholder ref	Activity	Responsible
Preparation			
ongoing	1-8	Review and regular update of website ([REDACTED]) – CfBT/WoW PG info, consultation, public events, curriculum, pupils numbers, site development, contact info etc	[REDACTED]
Local media			
June 2011	6	Announcement of submission of application	[REDACTED]
Sept 2011	6, 8	Announcement of bid outcome	[REDACTED]
Post Sept 2011	6	Upcoming school events/activities	[REDACTED]
National Media			
On going	9	Placement of feature articles: <ul style="list-style-type: none"> • 'Big Society' approach to free school bid including community input Comment pieces: <ul style="list-style-type: none"> • Funding challenges • Community cohesion – links with research report coming out in autumn 2011 by CfBT • Partnership working 	[REDACTED]
Ongoing			
Weekly	1-8	Update website	[REDACTED]
Monthly	1-8	E-newsletter to key stakeholders	[REDACTED]
As occur	1,2,3	Content in parish and residents' newsletters	[REDACTED]
Weekly/ monthly		Monitor and circulate coverage	[REDACTED]

Appendix A1

Partnership group PR, consultation and communication contacts

Name	Phone	Mobile	Email
CfBT			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
WoW PG			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Appendix A2: Public meeting leaflets and poster distribution list

Leaflets were distributed to each pupil at the following schools:

- Coombes C of E Primary School
- Grazeley Parochial Primary School
- Farley Hill Primary School
- Shinfield St Mary's C of E Primary School and Infant School
- Lambs Lane Primary School
- Swallowfield Pre-School
- Chapel Lane Nursery
- Poperinghe Nursery
- Riseley Pre-School
- Treetops Nursery
- Spencers Wood Mother and Toddler Group
- Swallowfield Mother and Toddler Group
- Red Kite Children's Centre
- Cafe Active - St Michael's Church
- Shinfield Baptist Church
- Spencers Wood Library
- Spencers Wood Post Office
- Swallowfield Post Office
- Arborfield Post Office
- Shinfield Post Office
- Three Mile Cross Post Office
- London Stores
- Hopp Inn Off License
- Max Dry Cleaners
- Rankin Chemist
- Special Occasions Florists
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Chandlers Hairdressers
- Anitas Hairdressers
- Shinfield Pharmacy and Health Centre
- Henry Street Garden Centre
- Grovelands Garden Centre
- Laurels Plant Centre
- Pudding Lane PLant Nursery
- Beech Hill Garage
- The Head Partnership
- Lockey Farm
- Shinfield Parish displayed posters in all the Parish noticeboards throughout the villages
- Posters were also displayed in cars and property windows by members of Wow PG and other supporters

Appendix 5C: Public meeting invitations list

- John Redwood MP
- [REDACTED] - [REDACTED] • [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] (also [REDACTED])
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]:
- [REDACTED] (and Governing Bodies)
- [REDACTED] (and Governing Bodies)
- [REDACTED] (and Governing Bodies)
- [REDACTED] (and Governing Bodies)
- [REDACTED] (and Governing Bodies)
- [REDACTED] (and Governing Bodies)
- [REDACTED], Spencers Wood
- [REDACTED]
- [REDACTED]-Mother's Union
- [REDACTED]-Women's Institute
- [REDACTED]-Shinfield Guides
- [REDACTED]-Boy Scouts
- Arborfield Resident's Action Group
- Representatives of all local pre-schools, nurseries and toddler groups
- Members of the local press and media

YES To Local Free School

Our Next Meeting

Parent Group

Appendix 5D: Evidence of demand by age and postcode

WoW petition breakdown : Postcodes by age.

Age: Under 5 Between 5 & 8 inc. 9 (2013 entry) 10 (2012 entry) 11 (Yr 8 2012 entry) 12 (Yr 9 2012 entry)

Total # children in age range

Total # of different postcodes

Postcode listing

325	598	9	86	7	39
260	455	9	83	7	37
RG2	rg2	Rg2	rg2	RG2	rg7
RG2	RG2	RG2	RG2	RG6	rg2
rg2	Rg7	RG7	RG7	RG2	RG7
RG2	RG7	rg7	RG7	rg7	RG7
RG7	RG2	RG7	RG2	rg2	Rg7
rg2	RG2	RG7	RG7	rg2	rg7
RG2	RG7	RG40	RG2	rg2	RG2
RG2	RG2	rg7	RG2	rg2	RG7
RG2	rg2	rg10	rg2	RG7	RG7
Rg7	RG2	rg6	RG2	rg1	RG2
rg2	RG2	rg2	rg7	RG2	RG7
rg2	RG2	RG7	rg2	RG2	RG7
SS6	RG7	RG2	rg2	rg7	RG7
Rg7	rg2	RG7	rg6	RG7	RG7
rg7	RG7	RG2	rg6	RG7	rg7
RG7	RG7	RG7	rg2	RG7	RG7
RG7	RG7	RG7	rg7	RG2	RG7
Rg7	Rg7	RG7	RG7	RG7	RG7
RG7	RG7	RG7	RG7	RG40	RG2
RG7	RG7	RG7	RG7	rg7	RG41
RG7	RG40	RG7	RG7	rg7	RG7
RG7	RG2	rg7	RG7	RG2	rg7
RG7	RG2	RG2	RG7	RG7	rg7
Rg7	RG7	rg7	RG7	RG7	rg2
RG7	RG2	rg2	RG7	RG7	rg2
RG7	rg7	rg8	RG7	RG7	rg2
RG7	RG2	RG7	rg2	rg7	rg7
RG2	RG2	RG7	rg2	RG7	rg2
RG7	rg2	RG7	RG40	RG2	rg7
RG2	RG7	RG7	rg2	RG7	rg7
RG2	rg7	rg2	Rg2	RG7	rg7
RG7	RG2	RG7	rg7	RG2	rg2
Rg2	rg7	RG7	rg2	RG40	rg2
RG2	RG7	Rg7	RG2	RG7	RG7
RG2	RG2	RG7	rg41	RG41	
RG7	RG2	RG7	RG7	rg7	
RG7	RG7	RG7	RG7	rg41	RG2
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rg7	rg7	RG7	RG7	rg2	
RG7	rg41	RG7	RG7	rg2	
RG7	rg41	RG7	RG2	rg2	
RG7	rg40	RG41	RG7	rg2	
rg2	rg7	RG7	RG7	rg6	
rg41	rg41	RG7	Rg7	rg7	
rg40	rg41	RG2	RG41	rg7	
rg7	rg2	RG40	RG6	rg7	
rg41	rg2	RG41	RG2	rg7	
rg2 7jr	rg2	RG41	RG2	rg6	
rg2	rg7	RG2	rg7	rg2	

(Note: Total postcodes may differ from total # of children due to siblings at the same address)

The petition captured child ages rather than date of birth, so the following assumptions have been made:

Age 9 child is eligible for 2013 entry

Age 10 child is eligible for 2012 entry

Age 11 child is eligible for Yr8 entry 2012

Age 12 child is eligible for Yr9 entry 2012

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rg2		rg26		rg2		rg41		rg7	
rg6		rg2		rg2		rg40		rg7	
rg1		rg2		rg1		rg41		rg7	
RG7		rg2		rg2		rg2		rg41	
rg41		rg6		rg7		rg41		rg7	
rg2		rg6		rg2		rg2		rg2	
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RG7		rg2		rg7		rg2		rg7	
RG7		rg40		rg2		rg2		rg7	
RG2		rg40		rg2		rg2		rg7	
RG6		RG2		rg2		rg7		rg2	
rg6		RG7		rg2		rg2		rg2	
RG7		RG7		rg7		rg2		rg2	
Rg2		RG41		rg2		rg2		RG2	
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Appendix 5E

Letters of support from the community

1. Letter printed in the Education Guardian Tuesday 1st March 2011

I view free schools very much as I do academies - likely to have a negative effect overall on the education provision within a borough. I'm sure I don't need to rehearse the reasons - lack of accountability, effect on admissions procedures, impact on other schools etc. But in my own area I find myself reluctantly drawn to support an initiative to set up a free school. Why? Because there is no state provision. Wokingham Borough Council closed the local comprehensive, Ryeish Green, in 2010, as rolls were falling. Now the children in a group of widely spread villages are expected to travel miles to schools in other parts of the borough. The group behind the initiative want to set up their free school on the site of the closed comprehensive. They are simply parents who want a local, community-based school. I have every sympathy with them.

██████████

2. Letter from Commissioner for Shinfield District Guides

Dear Sirs & Madams

I would like to express my support of the West of Wokingham Free School Campaign.

██████████

██████████

██████████
██████████
Surely having your parents involved with the school and in school life is essential for success in secondary education. To have support from your peers equally so, to be able to chat on the walk home from school allows relaxation and exercise essential for reducing stress in teenagers. The opportunity to go to after school clubs also expands their life experiences.

Even more important than the emotional, environmental and financial costs of sending the children across the borough for school, if the girls are home early they can get their homework completed and still have the energy to come to Guides in the evening which will truly expand their horizons.

Yours

██████████
██████████

3. Letter from Foster Carers for Wokingham

21st May 2011

TO WHOM IT MAY CONCERN

As Foster Carers working for Children's Services and ██████████; we whole heartedly support the application for a New Secondary Free School in West Wokingham.

██████████, we are constantly seeing a lot of new developments being passed for planning permission with the promise of a new primary school but no mention of any secondary school which is severely lacking. Yes, if we

continue to build at this current rate, not only are we losing the beautiful wildlife and leafy feel we adore in our village, but with a growing population and no secondary school within a 7 mile radius, the pressure, we feel as parents are indeed, making us think of relocating.

Our children are being made to travel long distances, adding increased hours to their day and once they have grabbed a bite to eat, are under pressure to start their homework with little time for relaxation. To add to this, the cost of fuel is dramatically eating into every family's disposable income and taking them to and from school is costly business and not good for the environment!

Public Services that are put on to help ease congestion on the roads are expensive and unreliable. If your child wants to enjoy the facilities of after school clubs or studying in the library, the buses are not always the most favourable option.

I would certainly like to see more children being able to walk or cycle to school reducing the congestion in Wokingham. We also want to promote to our young people how a healthy lifestyle that includes daily exercise and good nutrition can become a lifelong habit if taught young. Children who have to travel greater distances, usually end up grabbing fast food or an unhealthy quick snack as time has eaten into their revision period.

Obesity is getting out of control thus leading to more expenditure on our National Health Service, a statement constantly being fed to us from Government and Medical Professionals.

The Ethos and Vision set for the Free School is exactly what every parent aspires for their child. Teaching, that is of a high quality and a commitment to improving standards of reading, writing and mathematics; all in a nurturing family environment, this is where progress is made. When children feel loved and valued, they start to engage. We are lucky to have a strong community in our villages and together, it will not be long before this school has a favourable and well-deserved reputation.

As Foster Carers for Wokingham, we constantly see real evidence that a good education gives a young person knowledge and power. To have an opportunity to work together with one of the world's leading educational charities and their proven ability to provide outstanding schools for communities is refreshing, exciting and one we truly hope gets to see the light of day.

We would definitely, love to send both our sons to this proposed school. The site being looked at is located just behind our house. The school walk to and from home always was a great social memory that we had as children; let's hope that our children get to experience the same too!

Kind

Regards

██████████

Foster Carers for Wokingham

5. Letter from Shinfield Baptist Church

To whom it may concern

15 May 11

Dear Sir or Madam

New Secondary Free School in West Wokingham; Ryeish Green

We are committed to working within our local community and understand that providing good quality education is crucial in the development of children, helping them to be able to reach their full potential and thereby benefitting society as a whole.

The current arrangements with children travelling to various schools across the borough is time consuming, causes traffic congestion and high pollution, disrupts friendships formed at primary school, complicates new friendships due to distance and makes after-school activities difficult. These factors combine to undermine a vibrant community.

There is strong evidence to support the need of establishing a secondary school in this community and therefore we endorse the initiative being proposed by WOW Parent Group in conjunction with CfBT Schools Trust and consider it to be extremely creative.

Yours faithfully on behalf of Shinfield Baptist Church

██████████

6. Letter from Shinfield Parish Council

19 May 2011

TO WHOM IT MAY CONCERN

Dear Sir or Madam

RE: WEST OF WOKINGHAM FREE SCHOOL CAMPAIGN

I am writing on behalf of Shinfield Parish Council in support of the West of Wokingham Free School Campaign. Our councillors are united in their view that this free secondary school, if opened, would be of great benefit to the communities of Shinfield, Spencers Wood, Three Mile Cross, Ryeish Green, Grazeley, Swallowfield, Riseley, Arborfield and Farley Hill.

Currently there is no local secondary school for the children who live in these villages, and they have to travel miles to attend schools some distance away. Because they are at such a distance from these schools, they are also always at a disadvantage when the schools make their admission decisions. The time involved in getting to and from school also often precludes them from taking part in after-school activities. The proposed school would not be in competition with other local secondary schools, because there are none. Ryeish Green school, which did serve our community, was closed last year by the local borough council, following a decision taken several years before.

Although the borough council has a long-term plan to build a secondary school to serve this area, there are uncertainties surrounding this plan, and even if it comes to fruition, there will be a gap of at least five years before it opens. Also it will be a very large school and still some distance away from many of our villages, necessitating car journeys, with the attendant traffic congestion and carbon emissions.

In contrast, the proposed new school in Ryeish Green will be easily accessible on foot or by bicycle for many pupils. This is a significant consideration in view of the Government's recent commitment to cutting the UK's carbon emissions to 50% of 1990 levels by 2027.

The school will also offer special facilities for disabled children.

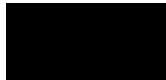
Shinfield Parish has been designated as one of four Strategic Development Locations by our borough council. Consequently a large new development (2,500 houses plus infrastructure) will be built between now and 2026. Hence demand for local schooling can only increase.

Shinfield Parish Council is eager to work with the school to share the sports and leisure facilities on the site and maximise the benefit to the whole community. These community facilities were closed when the borough council closed the school.

We have had presentations from and have discussed the proposals with representatives of the West of Wokingham School group, and are satisfied that the school will be viable. The school will be an inclusive community school, with no particular bias towards any group or faith system. The governing body will have a very similar structure to that of a local authority-run school, with parent and community representatives.

Shinfield Parish Council urges you to grant permission for the West of Wokingham Free School.

Yours faithfully



7. Spencers Wood Youth Football Club

Letter of Support for the Local Free School

We are writing this Letter to offer our full support to your application for the Local Free School.

Spencers Wood Youth Football Club is a growing community football club offering many young people the opportunity to develop their football skills in a friendly and safe environment.

Spencers Wood Youth F.C. has been serving the local football community since 1977.

The Club currently runs mixed gender teams ranging from Under 7's up to Under 16's as well as a developing Under 6s/Rising 5s Coaching School.

We place a strong emphasis on fun, learning and development. We believe youth football should be aspirational and that all young players should constantly endeavour to improve their individual technical ability but without losing sight of the importance of team play. The club ethic is for players to be competitive, to always try their best, but without a win at all costs mentality. Fair Play and respect for all is fundamentally important to us. We pride ourselves with the standard of football played by our teams, the standard of our coaching and the behaviour of all our members and supporters.

All of our Managers and Coaches are fully qualified F.A. Coaches are CRB

Checked, and hold both First Aid and Child Protection certificates.

We currently work closely with Lambs Lane Primary School where we train the Reception and Year 1 students in an after School Club. We have enjoyed this mutually beneficial relationship with Lambs Lane Primary School for many years now and we like to think we have installed a sense of teamwork and a love of Sport, not just football in the students at an early age.

Our club regularly supports and assists in various events in the Local village and the Primary School by running a football based activity.

Spencers Wood Youth Football Club would be very interested in discussing the possibility of a similar arrangement with the new Free School. We currently train and play our games on the playing fields behind the proposed School site.

Our Club would really like to send an invitation to the Free School committee to open a dialogue to discuss this possibility of a 'partnership' in which we could help in any way with Soccer in your School.

Spencers Wood Youth Football Club actively endorses and supports this application for the Free School.

Please do not hesitate to contact our [REDACTED], [REDACTED], or myself if you would like to discuss this possibility in the future,

Yours faithfully

[REDACTED]

8. Letter from Swallowfield Pre-School

FAO West of Wokingham Parent Group (WoW PG)

Dear Sir/Madam,

We write on behalf of Swallowfield Pre-School to support the WoW PG in their proposal to open a new secondary Free School in our area.

There is an urgent need to establish a secondary school in the villages to the West of Wokingham. Our Pre-School serves these same villages and the fact that there is not a local secondary school for our children is of great concern to our parents and to the local community.

Parents living to the West of Wokingham currently have no choice when it comes to secondary schools as the schools closest to us are already heavily

oversubscribed. Our children have to travel long distances by bus to other secondary schools in Wokingham which means that they are unable to participate in extra-curriculum activities which enhance and enrich their learning experiences.

We are a community Pre-School run by a volunteer committee of parents. We pride ourselves on providing a friendly, safe and positive environment in which local children can come to play, learn and prepare for school. Even at this Early Years Foundation Stage, our children form friendships that they value and take to the local primary schools. With no local secondary school to move onto, community spirit disappears as families are often forced to move closer to their preferred secondary school. Our children and the local community suffer through no continuity of local secondary education.

We look forward to hearing about the future of the proposed Free School in due course.

Yours faithfully,

██████████ & ██████████
██████████ – ██████████

9. Letter from Shinfield Parish Council re use of Sports field

26 May 2011

██████████
West of Wokingham Free School Campagner

Dear ██████████

West of Wokingham Free School Application

As you are aware Shinfield Parish Council owns and manages the playing fields and a sports pavilion adjoining the former Ryeish Green School playfields. Since the closure of Ryeish Green School, our council has been negotiating with Wokingham Borough Council (WBC) to take over the management of the school playing fields in an effort to redevelop and manage the facilities for community use.

Our negotiations have been put on hold by WBC due to other matters in relation to major development proposals and, subsequently the Free School proposal has been initiated.

We have carried out consultations with all local groups and have identified a need for additional football facilities, which includes conventional pitches and an all-weather Astro turf pitch , along with renewed cricket facilities, as both sports have out-grown the other major sports fields in the parish at ██████████ in Shinfield village.

In the event your Free School application is successful and this site is secured for school use, we would be delighted to discuss further, and liaise, on the future development and management of the playing fields for community use and shared school use.

Additional community sports and leisure facilities are sorely needed in our parish to enable us to deliver an adequate level of quality provision for our expanding community and for our existing teams to thrive.

Yours sincerely

██████████, ██████████

10. Letter from Mothers Union



10

Appendix 6A

Pen profiles of WoW PG members

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Pen profiles of CfBT financial experts

[REDACTED], is a [REDACTED]

[REDACTED] is [REDACTED]

Pen profiles of CfBT Educational experts

[REDACTED]

[REDACTED]

[REDACTED],

[REDACTED]

[REDACTED],

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Pen profiles of CfBT project managers

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Pen profiles of other CfBT Specialist Advisers

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Appendix 6B: Draft Free School Principal Job Description for West of Wokingham Secondary School

Job Description

In choosing the Principal we will look for a talented and inspirational leader, with the drive and vision to embrace the ideas of the Sponsors and who is committed to the highest achievement for all.

The successful candidate will take up the post as soon as possible to be completely involved in the planning process leading to the opening in September 2012.

The following job description is not final and it is expected that the Principal Designate through their involvement in the Free School planning will work closely with the West of Wokingham Parent Group and Academy Trust (CfBT) to develop this job description to ensure it reflects the needs and demands of the post.

Purpose of the post of Principal

The Principal will:

- Be accountable to the Academy Trust and Academy Governing Body. The Academy Trust will be an overarching body responsible for multiple Academies sponsored by CfBT. A local Governing Body will be closely involved in and accountable for overseeing the life of the school;
- Share the Sponsors' and communities' vision and demonstrate the capacity to work as part of a team in developing an outstanding Free School;
- Lead and manage the Free School to secure high quality education and high standards of achievement for all its students;
- Provide the vision and leadership needed to realise the Sponsors' and communities' ambitions for the Free School;
- Be accountable for a continuous improvement in the quality of education provided;
- Create the environment and manage the resources to promote value for money and secure the achievement of all students and staff;
- Be accountable for the safeguarding of students.

Strategic direction and leadership

The Principal will:

- Keep learning and achievement at the centre of strategic planning and resource management;
- Have a strategic view of how to successfully develop a new school and

- create a successful ethos and culture;
- Be responsible for the Free School's management and development and all its resources;
 - Work in partnership with the Senior Leadership Team, Academy Trust and Free School Governing Body to engage students and staff in realising the Free School's vision;
 - Advise the Academy Trust and Free School Governing Board on the formulation and implementation of policies;
 - Manage a complex organisation effectively and ensure the successful implementation of radical change;
 - Plan the opening of the new Free School and input to the design of any new or refurbished buildings;
 - Harness and support members of the school community to create a caring, rich and exciting learning environment.

Teaching and learning

The Principal will:

- Deliver an innovative curriculum, based on excellence for all through personalised learning whilst meeting statutory requirements and the Free School's education vision;
- Ensure that the curriculum delivered matches the needs of all students and is supported by high quality teaching;
- Ensure that suitable strategies are implemented to raise standards continually;
- Develop radical approaches to meeting both the needs of students who enter the Free School with a low skill-base including those with identified special education needs and those of the more able;
- Keep students' learning and achievement at the centre of strategic planning and resource management;
- Achieve a sense of harmony, through the effective management of student behaviour; involve students in the Free School's decision-making processes by developing policies and practices that treat students as partners in the learning process;
- Ensure that there is an effective assessment, recording and reporting system of student progress;
- Monitor and evaluate the curriculum for both quality and value for money;
- Ensure students feel safe, supported and have all barriers to their learning and progress addressed/removed;
- Achieve robust systems of pastoral care and personalised learning to ensure every student feels valued, is known and supported during their time at the Free School.

Leading and managing staff

The Principal will:

- Lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved;
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance;
- Promote the Free School's ethos in which the highest achievements are expected from all members of the Free School community;
- Ensure that professional duties for all staff are fulfilled as specified in their terms and conditions;
- Lead, motivate, support, challenge and develop the Leadership Team and through them all staff;
- Provide effective induction, continued professional development and performance management in line with the Free School's strategic plans;
- Ensure all staff accountabilities are clearly defined and understood and are subject to rigorous appraisal, review and evaluation;
- Ensure the well being of staff.

Financial and facilities management

The Principal, assisted by the Finance Director, will:

- Plan and manage the Free School's finances and resources to ensure maximum benefit for students;
- Be responsible for the Free School campus, its buildings, equipment and grounds;
- Provide advice to the Academy Trust and Free School Governing Body on the formulation of the annual and projected yearly budgets in order that the Free School secures its objectives;
- Set appropriate priorities for expenditure and allocation of funds;
- Make a significant contribution to the specification of the new buildings so that they will best support the objectives set out in the educational vision for the Free School;
- Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the Free School;
- Manage and organise accommodation efficiently to ensure it meets the needs of the students and staff;

- Ensure effective administration and audit control;
- Be accountable for health and safety requirements.

Partnerships

The Principal will:

- Work closely with the sponsors and the Governing Board to ensure that the development of the Free School is a success;
- Work closely with other Academies and Free Schools sponsored by CfBT, and engage across other areas of CfBT's work;
- Develop and encourage excellent relationships between parents/carers to support student learning;
- Identify and develop strong partnerships and relationships with primary schools;
- Identify, develop and promote strong links with the local community: education, business and non-profit sectors;
- Secure strong links with other key partners who are supporting the Free School's development.

Person specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application. Short listed candidates will be involved in a variety of activities directly related to the Person Specification that will form an evidence base.

	Essential	Desirable	Measured
Experience	<ul style="list-style-type: none"> - A minimum of 3 years senior management experience at Deputy level or above - Proven record of significant senior management achievement in improving educational quality - Proven track record of effective management of significant resources - Extensive experience in the secondary phase of education - Experience of management of human and financial resources at senior level - Curriculum leadership - Successful establishment of links with the local community - Excellent track record as an effective innovator of education - Proven team worker - Committed to the highest standards in all areas of school life and evidence of driving up standards and school improvement - Developing student involvement in schools 	<ul style="list-style-type: none"> - Headship experience - Experience of working in at least two secondary schools - Successful management of OFSTED inspection process 	<ul style="list-style-type: none"> - Application - Interview - Reference
Education & Qualifications	<ul style="list-style-type: none"> - Degree or Equivalent - Teaching qualification - Qualified teacher status - Recent and relevant management development / training 	<ul style="list-style-type: none"> - NPQH (or working towards it) - Recent and relevant short course experience 	<ul style="list-style-type: none"> - Application

	Essential	Desirable	Measured
Leadership & Management	<ul style="list-style-type: none"> - Successful management of whole school improvement strategies - Extensive experience of developing staff and of team building, and effective staff performance management - In-depth knowledge and understanding of current educational priorities - School development planning - Wide experience of leading effective forward planning - Successful leadership of innovation and change - Successful management of monitoring and evaluation strategies of quality of Teaching and Learning, pupil outcomes, quality of provision and efficiency - Experience of managing change, leading innovation and transformational learning and meeting challenges successfully - Motivation to work with children, particularly relating to safeguarding and promoting their welfare - Ability to form and maintain appropriate relationships and personal boundaries with children, staff and parents - Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline 	<ul style="list-style-type: none"> - Successful management of health and safety issues - Successful risk management strategies - Understanding of the role of governors - Understanding of senior-school liaison issues 	<ul style="list-style-type: none"> - Interview - Application - Reference - Presentation
Skills	<ul style="list-style-type: none"> - Outstanding leadership skills - Outstanding classroom practitioner - Strategic management, resource management, development planning; personnel management and financial management skills - Effective interpretation, analysis and use of data - Well developed interpersonal and communication skills (including 	<ul style="list-style-type: none"> - ICT Skills 	<ul style="list-style-type: none"> - Interview - Application - Reference - Presentation

	Essential	Desirable	Measured
Attributes	written, oral and presentation)		
	<ul style="list-style-type: none"> - Able to develop and maintain good relationships with staff, parents, pupils, governors and the community - Able to deal sensitively with people and achieve positive outcomes 		- Interview



Appendix 7B: Site photographs

Photos of the existing buildings at the proposed site at the site of the former Ryeish Green School. 