

The Swanage School: an Exceptional Application for 2013

Education Swanage is submitting its application for the **Swanage School**, which we propose to open in September 2013. There a number of important reasons why we are applying a year early:

- The timing of the opening is critical as we will be dovetailing with the reorganisation of the local pyramid from three-tier to two-tier education. The town middle school will close in July 2013, leaving Swanage as the only town in Dorset with no secondary education and a journey of 10 miles to the nearest secondary school. An extended lead-time will help ensure that our school is ready to accept pupils in September 2013.
 - We will receive pupils who are in the upper two years at the middle school at that time as well as our first intake from the new primaries. With three full year groups – in Years 7, 8 and 9 – we need time to ensure the right staff and resources are in place.
 - Although it is possible we could be ready, opening the Swanage School in 2012 is not desirable as it would undermine the final year of the middle school, creating extra disruption for pupils, parents and teaching staff.
- Given the major upheaval the local pyramid is facing, an early decision on the success of the bid would enable better planning and use of public money:
 - The LA are planning to enlarge the upper school – the Purbeck School in Wareham – into a secondary. A change to education provision in Swanage would significantly affect the scale of capital investment required. If a decision is delayed until 2012, the LA cannot wait on the outcome and public money will have to be spent on building work that might prove unnecessary.
 - Similarly, if we were to wait and gain approval in 2012, any subsequent delay due to unforeseen circumstances that pushed the opening back a year to September 2014 would leave hundreds of students with no classroom accommodation or teachers. An extended lead time will reduce this risk.
 - We want to mitigate the effect on students and teaching staff at other schools in the district. The sooner a decision is made, the sooner the Purbeck School can make definite plans for opening as a secondary based on accurate numbers.
 - The local community have already endured three years of uncertainty during the schools consultation, which has led to some families moving away. Local parents are seeking assurances that the Swanage School will open and it will be difficult to maintain trust and momentum in our campaign for another year.
- The availability of premises for the school is also time-sensitive as the sites form part of an upcoming local area planning strategy. Purbeck District Council's consultation this autumn will encompass housing, sports and health provision in Swanage.
 - There is strong interest in our preferred site from other parties who may benefit from any delay or uncertainty in the free school process.
 - Both District and Town Councils support our bid and would welcome an early decision on the free school so that sites can be allocated for other important community goals such as a new health centre and affordable housing for families.

For the benefit of Swanage children and their parents, the wider local community, neighbouring schools and the LA, Education Swanage requests that an exception be made by accepting and considering this year its application to open the Swanage School in 2013.

Section 1: Applicant details

Details of Company Limited by Guarantee	
Name: EDUCATION SWANAGE LIMITED	
Company address: [REDACTED] [REDACTED] SWANAGE DORSET [REDACTED]	
Company registration number: 7613612	
Main contact	
Name: [REDACTED]	
Address: [REDACTED], SWANAGE, DORSET, [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors (7) 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.	
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? YES	
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: There are no formal/contractual relationships with either the Co-operative College (charity number 1060008) or Human Scale Education (charity number 1000400). However, both are supporters and advisors to Education Swanage Limited.	
If your organisation is an existing independent school, please provide your six digit unique reference number:	

Declaration to be signed by a Company Director

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

Signed:

Print Name: [REDACTED]

Date:

Section 2: Outline of the school

Proposed school name:	THE SWANAGE SCHOOL							
Age range:	11 to 16							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7		84	84	84	84	84	84
	Year 8		84	84	84	84	84	84
	Year 9		84	84	84	84	84	84
	Year 10			84	84	84	84	84
	Year 11				84	84	84	84
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	NO							
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).	NO							
Is this an application for a single-sex school? If so, please tick the relevant box.	No. If Y, please tick one of the following boxes Boys Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	DORSET (POOLE is notionally adjacent but separated by a chain ferry and BOURNEMOUTH is nearby)							

Section 3: Educational Vision

Introduction: a local education offering excellence for all

The aim of Education Swanage is to give young people the opportunity to be educated to a high standard within their own community, providing a rewarding experience they can take into their adult lives.

We aim to open a new school in Swanage in 2013, offering parents and young people the choice of an excellent locally based secondary education. The school is required because from 2013 there will be no secondary provision within 10 miles, despite the town population being over 10,000 (see figure 1). The school will serve the local learning community and lend support to the regional economy.

Swanage is situated at the eastern end of the Jurassic Coast, the UK's first natural UNESCO World Heritage Site, and is visited by thousands of students from around the world every year. The town is a recognised centre of heritage, literary and arts activity alongside the broader tourism and visitor industries. The Swanage School will be a unique legacy for the future, set in the best outdoor classroom in the world.

The school will contribute to driving up the overall quality of educational provision and standards in the local area, notably seeking to improve on the percentage of students achieving 5 GCSEs A*-C including Maths and English, and the English Baccalaureate.

The school will encourage greater innovation in the educational provision available by engaging with and modelling a wider range of approaches to learning. Our intention is to provide a value-for-money system of education that will be focused on intellectual rigour and traditional values, and that will place the quality of relationships at the heart of the school. Our aim is that the self-sustaining educational community we create will be at the heart of learning in the local area and over time will become recognised as a centre of innovation and excellence at both a national and international level.

Rationale

Dorset County Council is undertaking a reorganisation of local schools from three-tier to two-tier and will close Swanage's middle school in 2013. This means over 500 local children will have to make a round trip of at least 20 miles a day to access their nearest secondary school. Swanage will become the only town in Dorset with no secondary provision and we cannot find another town in the UK that has to send so many children so far.

We believe that it is not in the educational or social interests of children and young people to make such lengthy journeys away from their community each day. The Dorset School's Forum say: *Disadvantaged children, through rural deprivation or any other cause, benefit from attending their local school, either primary or secondary. They are more likely to be able to access the curriculum and any extended school services.*

We also want to drive up standards of educational achievement in the area. The nearest secondary school, 10 miles away, came second from bottom in league tables published in January 2011 for both GCSE and CVA scores. Only 46% of students at this school gained 5 GCSE A*-C, compared to 53.4% for the national average and 59.4% average for Dorset. Only 9% of students achieved the English Baccalaureate compared to 12% nationally and 21% for Dorset. Our aim is to be placed in the top 5% of schools for pupils gaining 5 GCSE A*-C and achieving the English Baccalaureate.

The consequences of the reorganisation are also likely to be damaging for Swanage's social, economic and environmental sustainability, a view repeatedly put to members of the steering group in discussion with planning experts, local families, businesses and residents.

Education Swanage see the reorganisation and a new free school as an opportunity to return full secondary education to the town. There is sufficient demand, based upon consultation with parents, to sustain a small but viable school capable of carefully managed expansion.

The school will cater for all local young people while raising aspirations and challenging other schools in the area to improve their performance. We believe that the type of intellectually rigorous school we want to create will increase choice and competition and inspire greater achievement in the area as a whole.



Figure 1: Forecast distribution of 11-16 population in Purbeck in 2018

Vision

Our vision is of a school which creates a distinctive pedagogical style by placing relationships at the heart of its design and organisation as a springboard for learning. This vision will be underpinned by Co-operative values and a curriculum tailored to the characteristics of the school community.

To achieve this goal, we have established a close working partnership with experts in educational provision at the Human Scale Education organisation and the Co-operative College. In section 6, we provide further details to demonstrate how this will enhance our capacity and capabilities for educational planning and delivery.

The Swanage School will be a human scale school that aims to excel while promoting the wellbeing of all students. We see this free school application as an opportunity to do something very special; we want to create an exemplar school, including the building of links with higher education institutions and schools across the UK and abroad. It will be a school where a world-class education combining traditional and innovative learning goes hand-in-hand with research at the forefront of teaching.

Key aims

- The Swanage School will be committed to excellent, inclusive and comprehensive education with an ethos focused on the highest expectations, a commitment to excellence by raising achievement and the celebration of success
- The key values of community aspiration, social responsibility and sustainability will underpin the school, which will establish a place at the heart of the Swanage community
- Every member of the school community will be valued and encouraged to fulfill their potential
- The school will promote understanding of people of all faiths and none
- The school will seek to empower learners to raise achievement and expectation of learning by achieving the school's key objectives
- Sound environmental principles will be placed at the core of the school, reducing waste, reducing energy, sourcing locally grown food, encouraging pupils and staff to walk and cycle to school

Key objectives

The Swanage School will set out a series of measurable outcomes against which the impact of its work can be assessed. These will be underpinned by a curriculum designed to secure these objectives:

- High standards of achievement for all learners
- Intellectual challenge and academic rigour
- Recognition of the direct relationship between social and emotional wellbeing of children and their academic attainment
- Acknowledgement of the dynamic, volatile global landscape the learner is growing up in, which creates challenges in terms of social, environmental and economic change
- Promoting values of self-help and self-responsibility that will help young people prepare for their future as global citizens
- Maximising the opportunities provided by Swanage's stunning location

- Reducing the carbon footprint of educational provision by removing the need for young people to travel over 100 miles a week by road for their secondary education

We have chosen this particular vision because:

- Swanage is a coastal town of 10,000 in a very rural area. Until the reorganisation to three-tier in 1974 the town's secondary schools attracted pupils from many miles around and it would perhaps be feasible to build a larger school with a very wide catchment area, as is seen in the rest of the county. But we are planning a school founded by and for the community and which does not seek to remove children from schools in other communities. As a small school we can also take full advantage of the benefits a 'human scale' approach can bring.
- An effective way to drive up standards and pupils' ambition is to create a small, local learning community where teachers can build relationships with each and every child, parent and family. This can only be achieved if children are educated close to where they live, with a school at the heart of a community.
- Individual tracking of pupils in the Swanage School will demonstrate our commitment to every child, no matter what their background or however disadvantaged their life might seem. We believe that all young people can prosper. This individual attention is most likely to succeed in a small local school environment where each child is well known.
- A small local school will provide seamless transition from the four excellent primaries in Swanage and Langton. The Swanage School will continue the relationship-based ethos of the primary schools with effective and close liaison and the sharing of good practice. This cannot happen as effectively if the secondary provision is at a distance from the primary schools.
- Many young people lack motivation and inspiration, particularly in coastal towns and if they come from white working class backgrounds. A lack of community and school engagement and low levels of parental engagement can exacerbate low educational achievement and ambition (Demie, F. and Lewis, K. (2011) White working class achievement: an ethnographic study of barriers to learning in schools. *Journal of Educational Studies*. 37 (3), 245 – 264.). The Swanage School will enshrine community and parental engagement in its organisation to drive up standards. Co-operative values of openness and democracy will ensure that parents and the wider community are empowered to take ownership of the school's success from the very start and into the future.

Ethos, ambition and values

We believe that ethos, ambition and values are cornerstones to the creation of a successful school.

Mission statement

A school founded by the community for the community, combining local learning with a global outlook in one of England's finest natural environments

Our ethos

Our ethos is centred on the creation of an outstanding school that will improve life opportunities for all pupils. We want each pupil to feel affectionate about their school and as an adult to look back fondly on their education. We want each pupil to leave

the Swanage School enabled to progress to further and higher education and the career of their choice.

The lives of children in Swanage will be different once the school has opened. They will be able to walk or cycle to a school that will provide an excellent education while fully engaging them in the community where they live. The pupils and their parents will be inspired by a local school with a global outlook. A typical week at the Swanage School will engage all pupils in the core national, local, extended and community curriculum.

The distinctive vision and ethos of the proposed new school are summarised in our Swanage School Charter.

The Swanage School 12 Point Charter

The Swanage School will be a 'human scale' school with an innovative, intellectually challenging curriculum where:

1. Excellence is encouraged
2. It is a pleasure to teach and learn
3. Every student's needs are understood and catered for
4. Young people are known as individuals
5. Students are able to take responsibility
6. All aspects of development are encouraged:
 - Intellectual
 - Physical
 - Creative
 - Emotional
 - Moral
 - Spiritual
7. All students engage in The Swanage School Challenge curriculum extension programme
8. Young people's experiences of their school community extend into their adult lives
9. Behaviour is characterised by mutual respect for people and the environment
10. The staff are supported through extensive continuing professional development
11. Parents and local people are welcomed as partners in learning
12. National and international partnerships encourage global thinking

Our Ambition

We will:

- Ensure every young person in our learning community fully realises their potential
- Engage the whole of Swanage as a learning community in raising aspirations and achievement
- Involve employers and businesses as our partners in education, skills and training
- Enable the Swanage community to enjoy a wide range of learning opportunities in a state-of-the-art environment

Our Values

We will:

- Establish a strong team with the expertise and vision required to deliver excellence in learning
- Ensure our new school becomes a focal point for the skills, abilities and talents of learners of all ages
- Make the Swanage School accountable as an asset of the local community
- Provide a local school under local management, serving every family in Swanage
- Play a key part in securing Swanage's viability and economic and social mix
- Develop a local learning plan to meet the needs of this generation and the next
- Have an important role in sustaining and strengthening the local economy

How we will measure success

The success criteria of the Swanage School will be judged on evidence of:

A. Education standards and quality of provision

- Year on year improvements in academic standards, measured by at least 50% achieving the English Baccalaureate
- All young people progressing at the age of 16 either on to routes to higher education, (involving a significant increase in the number of first generation applicants), into employment or training
- All young people achieving The Swanage School Challenge by the age of 16, recognising their achievement in the local, community and extended curriculum
- A model of 'Professional Development' for staff recognised nationally for its excellence
- Attendance levels placing the school within the top 5% of Dorset schools
- Zero exclusions

B. Engagement with parents/carers, partners and the community

- Increasing numbers of local parents/carers who make the Swanage School the first choice for their children's education
- Widespread involvement of parents and the community in the school's activities
- An established learning and research partnership with a national higher education institution
- An established relationship with an international school partner with similar ethos, ambition and values
- A robust partnership of at least 30 business and community groups contributing to the extended curriculum offer for our students within three years
- Extensive use of school assets and facilities by the community beyond the school day and term

C. Economic, environmental and financial

- A low and progressively reducing carbon footprint
- A demonstrable contribution to local and regional social and economic regeneration
- Effective and efficient management, evidencing value for money as determined by national financial management criteria for secondary schools

The Swanage School has a clear commitment to meeting the accountability requirements applicable to all state funded schools, as set out in the model Free School Funding Agreement.

Section 4: Educational Plan

Admissions

The admissions authority will be the governing body of the Swanage School. Applications for a place at the Swanage School will be made through the Dorset Schools Admissions Team.

The Swanage School will commit to abide by the school Admissions Code, the school Admission Appeals Code and admissions law as applied to maintained schools, in order to ensure that admission arrangements are clear and fair.

Our primary purpose is to ensure the provision of a high quality education for all learners irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief.

The admissions criteria for the school will:

- Include an admission number of 84 pupils per year group for the point of entry (Years 7, 8, 9 in 2013 and Year 7 thereafter)
- Admit pupils with a statement of Special Educational Needs (SEN) who name the school as the one they wish to attend, even if the school is oversubscribed
- Give highest priority to looked after children

Once the funding agreement is signed the Swanage School will become part of the Local Authority coordination of admissions. Parents will be able to name the school as one of up to three preferred options ranked in order of preference.

The Local Authority will allocate places and the school will inform the LA of the rank order of all applicants against the agreed admissions criteria (see order of agreed admissions criteria below). We intend to seek advice on our formal PAN, as this is interlinked with a number of factors including the Net Capacity of the buildings. At this stage we anticipate that our PAN could be in the range 84 to 105.

Oversubscription

In the event of over-subscription for places at the Swanage School, admissions will be based on the following criteria, in the order set out below:

Agreed Admission Criteria

1. Children who are in the care of a local authority
2. Children who live within the school's defined catchment area and have a sibling at the school at the time of admission
3. Children who live within the school's defined catchment area
4. Children beyond the defined catchment area who have a sibling on the school roll at the time of admission
5. All other children allocated on the basis of closeness of the school to their home, on a straight line measurement.

Tie breaking

In the event that two applicants have equal weighting despite the governing body applying the criteria above, lots will be drawn by an independent person nominated by the school Governors.

Catchment area

Swanage is situated at the eastern end of the Isle of Purbeck peninsula, bounded by a chalk ridge, and this forms a natural catchment area. Specifically, the area covers the Dorset County Council Wards of Swanage, Langton and Castle.

Curriculum and organisation of learning

The vision of the Swanage School is integrated into the design and structure of the curriculum and organisation of learning. The curriculum is aligned to our vision by enabling a human scale approach to learning; small class sizes, personalised tracking systems and the emphasis on relationships. There will be a relentless emphasis on empowering all pupils to achieve at the highest levels academically, whilst developing positive relationships and a strong sense of responsibility in the school and wider community.

The quality of our curriculum is characterised by features that will ensure the Swanage School is outstanding, We will:

- Match provision to pupils' needs
- Ensure exceptionally good progress of each pupil
- Provide well-judged advice and guidance about each pupil's progression on to the next stage of life
- Challenge the most able and support those with special needs
- Enable progression within activities planned for each class and year group
- Deliver a rich and varied programme of extracurricular and extended activities including off-site visits, speakers and evening and weekend activities
- Place an emphasis on pupils becoming well-rounded individuals who are knowledgeable about a range of issues and able to develop and pursue new interests at a high level

The Swanage School will offer an innovative, broad and balanced curriculum providing a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. It will follow the National Curriculum and English Baccalaureate in terms of subject offer in each year group and will look to deliver these in an innovative way. Alternative accreditation and awards will be available through the extended curriculum, The Swanage School Challenge, for example with Duke of Edinburgh Awards and RYA qualifications. The curriculum will be comprised of a flexible and responsive range of learning pathways to provide the widest possible opportunity for progression that is relevant and aspirational for each individual. The curriculum will be fully accessible to pupils with Special Educational Needs (SEN) supported by the role of the SEN coordinator (SENCO).

Curriculum and qualifications

The curriculum and learning framework of the Swanage School will be distinctive by awarding its own school 'challenge award', The Swanage School Challenge. This award will challenge pupils to engage in academic excellence, make a contribution to society, participate in their local community and be global pupils with strong leadership and teamwork skills. Local partnerships, such as the dance school and sailing club will provide alternative forms of accreditation that will be recognised by the school.

Our curriculum and learning framework is designed to inspire excellent levels of achievement, attendance and behaviour at the Swanage School.

The aims of the curriculum

- Provide an intellectually rigorous community where learning is central
- Enable pupils to have ownership of achievement
- Ensure that pupils know how to develop and realise ambition
- Inspire a human-scale approach with relationships at the heart of learning
- Create an innovative and challenging learning experience

The curriculum will cater for the needs and interests of all pupils including

- Gifted and talented
- Pupils with SEN and disabilities
- Pupils from deprived backgrounds
- Those who are learning English as an additional language
- Children who are in care
- Pupils with social, emotional and behavioural difficulties

The school will aim to be judged outstanding in all aspects of the curriculum and organisation of learning such as levels of achievement, safety, behaviour, health, pupils' contribution to society, development of skills for life and pupil's social, moral, spiritual and cultural development.

The curriculum will be delivered under the Learning Framework set out below.

The Learning Framework

The learning framework is intended to be the basis of high quality teaching where the curriculum meets the needs of the pupils supported by excellent leadership and management and an effective care and guidance system.

The learning framework is designed to cater for individual pupil needs. Throughout the weekly cycle of lessons and the extended curriculum pupils will be engaged in a flexible, broad and balanced entitlement that recognises each individual's strengths and weaknesses.

All pupils at Swanage School are expected to take part in four key elements of the learning framework throughout Key Stages 3 and 4:

1. **The National Curriculum / English Baccalaureate** – GCSEs and other statutory requirements (for example PSHE) plus personal options accredited through a range of national qualifications
2. **The Local Curriculum** – community-based learning that may or may not be accredited (for example sailing, dance, music, sport, local crafts such as stone carving)
3. **The Extended Project** – a study skills programme culminating in a personal research project focused on enquiry-based learning, peer review and an aspect of performance assessment
4. **Community** – a service to the community or an understanding of the community and how individuals affect and are affected by the community, taking place in

school or in partnership with local groups and organisations. For example, assisting in the school library, helping with a local conservation project, organising fund raising events.

The Learning Framework is brought to life for pupils by The Swanage School Challenge.

The Swanage School Challenge

All pupils at the Swanage School will be encouraged to achieve this challenge, which comprises achievement in the four key areas of the learning framework. This inclusive model provides pathways for pupils to personalise their curriculum. The challenge also provides a holistic approach for the learner and raises expectations of achievement, attendance and behaviour.

Each pupil will be able to gain credits towards The Swanage School Challenge, one example from each year is shown in the table below.

The Swanage School Challenge Credits				
Yr	National Curriculum	Local Curriculum	Extended Project	Community
7	I met all my targets in the Autumn Term Progress Check	I played football in the school team	I helped produce the school newspaper	I helped in the library for 5 hours
8	I collected 30 merits	I took part in a sailing event outside school	I took part in a course on library skills	I represented my house group on the Student Council
9	I completed 25 home-learning tasks	I passed a ballet exam	I made a presentation to the Student Council	I did reception duty
10	I received a postcard for my effort in a subject	I took part in a conservation project at Leeson House	I helped prepare and cook lunch for the whole school	I helped organise a charity fund raising event
11	I exceeded my target in a modular exam	I took part in a stone carving workshop	I completed my level 2 Extended Project Qualification	I volunteered at a care home as part of my Duke of Edinburgh award.

Table 4.1: Examples of SSC credits

In order to qualify, a pupil will need to complete a certain number of achievements in each area of the curriculum. The number of achievements will be dependent on individual pupils' targets and learning plan.

Successful achievement of The Swanage School Challenge will be celebrated within the school.

An overview of our curriculum is below.

<p>Year 7 and 8</p>	<p>National Curriculum: Some subjects delivered through a Personal Learning and Thinking Skills curriculum</p> <p>Local Curriculum: Opportunities for learning outside the classroom, before and after school and in holidays. Timetabled excursions as part of enrichment curriculum, eg to local outdoor education centres for conservation work, sailing club, dance school. Workshops in school as part of timetabled lessons, led by local craftspeople or businesses etc (as Expert Witnesses)</p> <p>Extended Project: Study skills, extended learning days, additional numeracy and literacy provision as appropriate</p> <p>Community: Pupils to take part in a designated number of hours of community service or learn about the local and wider communities to qualify for SSC</p>
<p>Years 9, 10, 11 The Swanage School Challenge (SSC)</p>	<p>National Qualifications including the English Baccalaureate (GCSEs): Pupils have access to a broad and balanced curriculum including the EBacc core and GCSEs. (See next row for individual subjects.) Some subjects to be offered in separate as well as integrated qualifications, such as science and humanities. Also provided: core PRE, IT, PE, PSHE, Work Related Learning / Enterprise Education and Citizenship.</p> <p>Local Curriculum: Pupils make selections from a local curriculum. (See final row)</p> <p>Extended Project: Teaching of generic study skills and optional completion level 2 personal research project (supervised by personal mentors, involvement of Expert Witnesses). Additional numeracy and literacy provision as appropriate</p> <p>Community: Pupils to take part in community service or learn about the local and wider communities to qualify for SSC</p>
<p>GCSEs</p>	<p>Core subjects: Maths; English, ICT; PE; PRE; PHSE and Citizenship</p> <p>GCSE Options (Choices must include at least 2 sciences or dual science, a humanity and a language to cover the EBacc): Biology; Chemistry; Physics; or Dual Science; History; Geography; A Modern Language; Another Language; Art; Design Tech; Expressive Arts; Music; PE; Work Related Learning</p>
<p>Local Curriculum</p>	<p>Examples of courses that will be developed over time and may or may not lead to external accreditation: Sailing; Dance; Drama; Singing; Learning an instrument; Art; Stone carving; Photography; Debating club; Conservation; Allotment; Swimming; Cycling; Rock climbing; Fishing; Dry stone walling; Thatching; Agriculture; Horticulture; Animal husbandry; Farming; Tourism</p>

Table 4.2: Overview of the Swanage School curriculum

The tables below shows the proportion of learning time given over to each subject in each year group.

Year	Mathematics	English	Science	Geography / History	PRE	Citizenship / PHSE	Languages	PE	Expressive Arts	Music	Art	DT	ICT	Work Related Learning	Total
7	3	3	3	4	2	1	2	2	1	1	1	1	1	0	25
8	3	3	3	4	2	1	2	2	1	1	1	1	1	0	25
9	3	3	4.9	1.6	1.5	2	1.6	2.8	0.8	0.4	0.8	0.8	1.4	0.4	25
10	3	3	4.9	1.6	1.5	2	1.6	2.8	0.8	0.4	0.8	0.8	1.4	0.4	25
11	3	3	4.9	1.6	1.5	2	1.6	2.8	0.8	0.4	0.8	0.8	1.4	0.4	25

Table 4.3: Average Lessons per week for each National Curriculum Subject (Taking into account options in Years 9 to 11)

Notes: Each of the lessons above is 1 hour. Extended Project will be supervised during tutor time, which is 20 minutes per day. Local Curriculum activities and additional Extended Project support will also be offered between 3pm and 5pm. Exceptional Days will be one full day each half term and will cover a mix of Extended Project, Local Curriculum and Community learning areas.

Year	Mathematics	English	Science	Geography / History	PRE	Citizenship / PHSE	Languages	PE	Expressive Arts	Music	Art	DT	ICT	Work Related Learning	Total
7	12 %	12 %	12 %	16 %	8 %	4 %	8 %	8 %	4 %	4 %	4 %	4 %	4 %	0 %	100 %
8	12 %	12 %	12 %	16 %	8 %	4 %	8 %	8 %	4 %	4 %	4 %	4 %	4 %	0 %	100 %
9	12 %	12 %	20 %	6 %	6 %	8 %	6 %	11 %	3 %	2 %	3 %	3 %	6 %	2 %	100 %
10	12 %	12 %	20 %	6 %	6 %	8 %	6 %	11 %	3 %	2 %	3 %	3 %	6 %	2 %	100 %
11	12 %	12 %	20 %	6 %	6 %	8 %	6 %	11 %	3 %	2 %	3 %	3 %	6 %	2 %	100 %

Table 4.4: Proportion of Total Lessons per week for each National Curriculum Subject (Taking into account options in Years 9 to 11)

Organisation of learning

Pupils will develop individual pathways of study within the curriculum at the Swanage School. The pathways through the learning framework will take account of the interests and aptitudes of pupils. For example, some pupils will be interested in taking modular science while others will take three separate science subjects. The curriculum is designed to foster traditional values with innovative learning. The core subjects of the National Curriculum that make up the new English Baccalaureate will be compulsory for all students and cover five areas: English, Maths, History and /or Geography, Chemistry and /or Physics and /or Biology or Dual Science and one or more Languages. This will raise the expectations and achievement of students in the key areas of learning that will act as the benchmark at a national level.

Other Core subjects are PE, Philosophy, Religion and Ethics, PHSE and Citizenship. Many of these will contribute to the pupils' understanding of Community and so link with the school's wider curriculum. In addition, students can choose additional options for a wider or more in-depth personal curriculum. The options offered will be flexible and developed by senior staff taking into account the needs of each pupil and year group. They will cover such areas as Art, ICT (Information and Communication Technologies), Expressive Arts (Music, Drama and Dance), PE Studies and Design Technology.

The Local Curriculum will be developed to take full advantage of the natural resources and opportunities available in the area, such as sailing, local history, farming and tourism. This element of the wider curriculum will develop over time and in the first instance take advantage of local partnerships and voluntary groups that we are already liaising with. The school will place safeguarding as the highest priority to ensure all partners and volunteers are appropriate.

The Extended Project, as seen at other innovative schools, will allow all pupils to complete personal extended project learning; a study skills approach designed to display independent learning, research and presentation skills. Supervised by house tutors this may also involve appropriate mentors, as the programme develops, such as a businessperson, industry expert or an academic. The extended curriculum will also provide opportunities for additional support for students in the core curriculum such as Maths and English.

The Community aspect of the curriculum sets the school at the heart of its surroundings. As a school founded by the community for the community students will work with local groups to provide a service such as voluntary work, fundraising initiatives and conservation projects. All pupils aged 11-16 will work with teachers and learning mentors to build and follow a carefully personalised learning programme. The school will work in partnership with local employers, community organisations and all those who have a legitimate interest in supporting and developing a strand to the curriculum that acknowledges the heritage of the area and its need for a secure economic and sustainable future.

On a small scale pupils will be able to take part in the community element of the curriculum by for example, helping in the library or doing reception duty, helping to grow vegetables in the school allotment or cook lunch.

On a wider scale the community curriculum will be enhanced to make full use of local resources, such as the Jurassic Coast World Heritage Site, outdoor education centres, Durlston Country Park and National Trust properties, which allow exciting

opportunities for learning outside the classroom. Partnership work with the international language school in the town, and partner schools in the US and Europe, will help enrich the global direction of the curriculum.

To help students experience different environments, we will aim to enable all students to experience at least one residential visit in the UK and abroad during their time at the Swanage School.

Organisation, staffing and responsibility

1. **The National Curriculum** – This element of The Swanage School Challenge is the responsibility of the headteacher, the leadership team, curriculum managers and subject teachers under the auspices of the line management system. Lessons will be taught in the core learning time of the school day (9am-3pm) and will be the compulsory element of the whole school curriculum.
2. **The Local Curriculum** – This element of the Swanage School Challenge will be the responsibility of a designated member of staff in the leadership team. Over time this senior member of staff will line manage a designated member of staff who will coordinate the local curriculum as it grows. The line manager will coordinate a list of activities, a timetable of events and appropriate safeguarding checks such as CRB. The local curriculum will develop to include outside providers such as stonemasons and the local dance school. However, it will also be possible for pupils to take part in the local curriculum by participating in the day-to-day events of the school such as participating in a sports team. Pupils may also be involved in activities out of school that can contribute to this element of the challenge such as sailing or rowing. Staff will be expected to volunteer to run activities that contribute to the local curriculum and this will be taken into consideration at interview.
3. **Extended Project** – This element of The Swanage School Challenge is a study skills programme to be delivered by house tutors in directed time as tutorial, culminating in the level 2 Extended Project qualification by the end of year 11. This will be line-managed by a senior member of staff and coordinated by heads of house. The house leaders will have a responsibility for coordinating the final project of year 11 students in the nationally accredited qualification. The house leaders will be trained for this role and will be involved in training house tutors to supervise students through their projects in years 10 and 11. In years 7, 8 and 9 pupils will take part in Exceptional Days every half term. These days may involve them working in their house tutor group on a team project. The aim of these sessions would be to realise our vision that pupils will be critical and reflective thinkers, able to work independently, show initiative and be good team members. The house tutor will be responsible for coordinating and leading the Extended Project provision within her/his house group.
4. **Community** – The Swanage School Challenge community service element will be coordinated by a senior member of staff and organised in house groups by tutors, line managed by house leaders. The school will provide a list of community service ideas students could be involved in each year both in and out of school. This may involve helping with the school library, doing a school reception duty or taking part in a community project organised out of school by a local group such as Swanage Carnival. Activities that will contribute to the community curriculum will also happen on the Exceptional Days when the normal timetable is collapsed, for example an Environment Day involving the local PEAT group (Purbeck Environment Action Team) who can deliver workshops on renewable and sustainable energy.

The curriculum model and staffing projection provided (see attached spreadsheets) provide details of the number of hours per week students will spend in lessons. The model is based on 25 National Curriculum hours per week. The models do not include additional timings to cover the Extended Project, Local Curriculum and Community Service. However, it is anticipated that staff commitment to these elements of the wider curriculum will be matched to directed time where appropriate and all staff will be included in sharing the contribution made to the extra-curricular areas, in order to link to our vision and ethos goals.

The Local, Extended and Community (LEC) elements will take place during the school day, before and after school and once each half term on Exceptional Days. Activities for the LEC may also take place on a Saturday morning, run by volunteers, or as and when pupils engage with lessons and/or services out of school time. For example, they may already attend dance lessons at the local dance school or be helping with some evening conservation work for the National Trust. Pupils will be able to gain credit for the challenge by taking part in one-off events, or by participating in a regular commitment.

We will expect that all staff would be prepared to volunteer to contribute to the LEC provision, and this will be an expectation taken into consideration at interview. For example, a tutor may offer to coordinate a debating society after school one day a week. Similarly, if pupils are taking part in sea rowing as their local curriculum activity this may involve a member of staff volunteering to supervise the small group who take part. The contribution the wider curriculum is an essential part of our vision on behalf of the staff and the pupils. By example this will show pupils the benefits of actively contributing to their community.

Each curriculum area will be expected to contribute to the Extended, Local and Community curricula, according to expertise and relevance of subject areas.

The Swanage School Challenge would be coordinated by one of the leadership team who will have overall responsibility, linking it to professional standards and the vision and ethos of the school.

The challenge will be logged and monitored electronically by all staff as part of the IT system. At the end of the school year house tutors and leaders will be responsible for identifying which pupils have achieved the challenge.

There will be a designated teacher for children who are looked after by a Local Authority.

The school day

The school will open at 8am and close at 5pm during the week. Core learning will take place between 9am and 4pm.

08.00 – school opens for LEC

08.40-9.00 – tutor time/Extended Project supervision/assembly

09.00 lesson 1

10.00 lesson 2

11.00 break

11.30 lesson 3
12.30 lesson 4
13.30 break
14.00 lesson 5
15.00 extended learning/local curriculum/community curriculum
17.00 close

We will also aim to open at 9.15am and close at 12.30pm for extra-curricular activities on Saturdays. This is an aspiration for the school, which we aim to develop over time.

Each pupil's timetable will be matched to their individual needs and will relate to activities they are engaged in outside school. Pupils who need additional help with learning will be provided with extra support within the enrichment programme, while other pupils will be supported in independent study for their extended project learning.

There will be Exceptional Days where the school will focus on the extended curriculum, including peer and performance assessment of students' extended project learning. These days will occur once per half term and will apply to all pupils.

The shape of the school day will allow for traditional lessons alongside an extensive programme of the extended curriculum. We aim to include initiatives such as a breakfast club and exercise programme in order to allow students to engage in active learning before their lessons begin. We would aim to have a school meal at least once a week where pupils are involved in preparing and cooking the food.

Lessons will normally be an hour in length and take place in the core learning part of the day: 9am-3pm. However, the school will open early and close late for longer extracurricular and extended school sessions to take place. Furthermore, the timetable will allow some lessons to be short and others to be long; practical subjects, for example, may require longer sessions.

Each weekday will also include an assembly, and this will include the statutory provision of an act of collective worship appropriate to a school without a specific religious character.

Terms and year

We aim to synchronise the school year with local authorities but also provide extended provision during the holidays, eg to look after the school allotments/ animals and garden. Pupils are expected to attend school for 190 days per year, in line with Local Authority schools.

The model for terms and the school year will be developed in collaboration with feeder schools and the local pyramid to enhance educational provision over the years. An aspiration is to develop a four-term 9/10-week semester model in order to make more efficient use of learning time and assessment opportunities. This would allow pupils to have more continuity with their learning as they would have shorter breaks between terms.

Special Educational Needs (SEN)

Students with Special Educational Needs will benefit from the ethos of the school and its human scale. There will be a far better prospect of early identification of needs leading to more appropriate provision and improved accessibility to specialised

facilities. Where there are learning difficulties, we will ensure that these are assessed and responded to by highly skilled and well-trained support staff. To aid our team in this work, they will have immediate access where appropriate to additional specialists and services, for example health professionals, educational psychologists and trained counsellors. The school will look to build a mutually beneficial partnership with the independent special school in Swanage.

Support for parents and families themselves, in meeting the needs of their children, will be provided through parenting advice and support both in general terms and with particular reference to young people with additional needs.

At the Swanage School we will enable pupils with SEN to reach their full potential and to be fully included in their school community. Special educational needs provision will cater for the additional requirements of children with learning difficulties and physical and sensory disabilities. This will involve additional, temporary and/or extended support. Access for disabled pupils will prevent discrimination to ensure that all pupils are treated equally. The SEN plan will increase access to education for disabled pupils to promote positive attitudes towards disabled people and to encourage participation by disabled people in the life of the school, the community and wider public life.

The Swanage School will implement and publish a disabled equality scheme developed in consultation with disabled pupils, staff and parents and carers. The admission policy of the school will follow the local Fair Access Protocol to ensure that 'hard to place' pupils, including those with SEN but without a statement, are admitted to the school in an equitable way. The school will consent to being named in a Statement of Educational Needs 'unless the school is unsuitable to the child's age, ability, aptitude or special educational needs, or the placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources' (Education Act 1996, Schedule 27).

SEN plan

We are aware that SEN provision is under review in the new Green Paper 2011, which is addressing issues such as parents having to battle to get the support their child's needs and SEN statements not linking up education, health and care support. The aim of the school will be to design the SEN policy in light of the government review to ensure children do not fall between the gaps in services or have to undergo multiple assessments. We aim to give parents confidence in the SEN provision of the school while ensuring that teachers have high expectations of all pupils. We aim to involve parents in the decisions about what their child needs and liaise effectively with health and social service agencies to ensure an effective and efficient plan for SEN provision.

The curriculum will be accessible to pupils with special educational needs, as teachers will receive ongoing training and advice in SEN. The inclusion of pupils with SEN will be embedded within the ethos of the school. The school will ensure that staff develop expertise at providing lessons that are modified appropriately and are multi-sensory to cater for all. Each classroom will have appropriate facilities to include everyone by being accessible physically and educationally.

Students with a disability will be able to access every point of the curriculum, eg low-level IT stations and cooking equipment will be provided. Hearing loops will be

installed and materials will be taken into consideration in classroom design in terms of acoustics, lighting and access.

ICT provision in the school will increase access and support pupils with additional and special educational needs. Assistive technology is often vital for children with SEN, for example, voice-activated programmes could be used for pupils with dyslexia and children with hearing impairments. Children with dyslexia or dyspraxia will benefit from learning touch-typing and using ICT to correct spelling and to aid better presentation of work. Older pupils will use ICT as part of their access arrangements for exams; for example, using a computer instead of handwriting. Electronic dictaphones will provide an alternative mode for verbally able children who cannot put their work on paper. Magnified screens will be made available for visually impaired children and computers with special aids will be provided for pupils with physical disabilities. We aim to create inclusive classrooms that will naturally incorporate a range of ICT to benefit all so that pupils with SEN are not singled out. However, specialist programmes will also be included for individuals when necessary.

As well as meeting each pupil's needs in the classroom, it will be appropriate to provide other support, resources and spaces. The school will constantly seek to develop the skills and knowledge of staff to support the pupils' needs. This will focus on the classroom and involve outside specialists to train staff and fill gaps in levels of expertise. For example, a pupil with severe dyslexia may require a structured programme from a specialist. Additionally some pupils will need specialist resources such as assistive technology. Pupils with sensory impairments may require specialist equipment to enable them to access the curriculum. Other specific difficulties such as ADHD or autism may require quiet spaces or rooms without too much external stimulus in order to provide an appropriate working environment.

The Swanage School will also provide SEN support according to:

- Recognition of needs of gifted and talented pupils (GT)

Aims

- Ensure Gifted and Talented pupils achieve their potential
- Ensure the curriculum challenges the most able in both Key Stages
- Encourage skills which can benefit the whole community/nation in later life
- Foster originality, creativity, enterprise, initiative, courage, morality

Purpose

- To ensure that the school aim of encouraging each pupil in all key stages to realise her/his potential is achieved
- To identify pupils at risk of underachieving
- To monitor those expected to achieve highly
- To allocate resources equitably
- To encourage teaching strategies which benefit GT pupils
- To personalise pupils' learning through effective support

- Pupils with English as an Additional Language (EAL)

Aims

- The Swanage School is committed to identifying and supporting pupils with EAL
- The school aims to set realistic targets with appropriate expectations for pupils with EAL in order to raise their achievement
- The school will be responsible for monitoring achievement of pupils with EAL on a regular basis

Purpose

- To identify pupils with EAL
- To monitor the progress of pupils with EAL
- To allocate resources equitably
- To encourage teaching strategies that help pupils with EAL make progress
- To personalise learning support for pupils with EAL

For students and families with English as an additional language (EAL) there will be provision for support to acquire fluency and skill in the English language and opportunities to sustain first languages other than English. Wherever possible, families will benefit from translation services to ensure that learning entitlement is fully delivered.

The school will work closely with other agencies, again reflecting the strongest possible commitment to help young people achieve more. A partnership with the international language school in Swanage offers many exciting opportunities in this area.

Special Educational Needs Co-ordinator (SENCO)

The school will appoint a SENCO. The SENCO will be responsible for:

- Managing school-based provision
- Providing professional guidance to school staff on matters relating to SEN
- Advising the school leadership on SEN strategy
- Liaising with parents, carers, external agencies, professionals and the LA

The SENCO will manage and prepare statutory assessment paperwork, which may lead to Statements of Special Educational Needs. The school will compile paperwork for the Annual Review of pupil's Statements and prepare Annual Review reports.

The SENCO will be involved in working with staff to:

- Identify pupils with SEN
- Provide appropriate support currently in line with the SEN Code of Practice
- Seek assessment when necessary, while being cautious not to over-assess
- Provide systems to monitor the progress of pupils with SEN
- Involve the pupils in the process (pupil participation)
- Involve the parents and give them choices (parent partnership)
- Provide a SEN policy with the involvement of staff, not in isolation
- Constantly review the policy in line with national legislation and new research
- Train other members of staff to raise SEN awareness throughout the school

The SENCO will also need to ensure that access exam arrangements are put in place for students, such as readers, extra time and scribes. Appropriate assessments will be undertaken to give all pupils a level playing field in exams.

The SENCO, class teachers and teaching assistants will work together to meet identified additional or Special Educational Needs. They will make links with external services and agencies in the fields of health and social care and with the LA where pupils with SEN require additional help.

The school will create SEN-provision maps to identify the range of resources that are required, including materials, skills and personnel. This would include specialist

materials, specialist ICT, skills that have proved successful with pupils and groups that could provide for pupils, for example, handwriting groups, literacy groups, nurture groups or SEAL (social emotional) groups. These will provide programmes for individual or groups of pupils with SEN.

The teaching assistants will be trained to support the teacher to provide in-class support for individuals and general support to the wide range of needs in the class. For example, they might help with reading for a pupil who has difficulties, check that a pupil with memory problems has remembered instructions, scribe for a pupil who cannot write. Some teaching assistants will have designated roles to work solely with a pupil with a severe SEN, working at all times in partnership with the teacher.

The school will access external agencies to provide training, assessment, a joint problem-solving approach to meeting difficult situations and specific SEN issues. If a child has severe SEN and needs a Statement an outside specialist will be involved to assess and advise on provision. The external services will provide increased specialism to be continually imparted to the school.

The school's plan will recognise that the key elements in SEN are to:

- Have regard to the guidance of the SEN Code of Practice from the Class Teacher stage to Referral and Statutory Assessment stage
- Continually improve staff awareness and development
- Work with parents making the SEN process easy to access and transparent
- Include pupils so they have a stake in their own provision, aiding self-esteem
- Involve specialists to make the SEN effective and up to date by following legislation
- Delegate funding according to the staged SEN Code of Practice
- Ensure the governing body decides how to spend the school's available resources to meet the needs of all pupils with SEN

Organisation of pupils

In lessons the pupils at the Swanage School will usually be organised in classes according to their Key Stages. The school will cater for Key Stages 3 and 4, and lessons will be organised for each year group from 7-11. There will be some 'stage not age' teaching, particularly in the Extended and Local curricula. Careful regard will be paid to individual learning programmes to ensure maximum pupil progress at all times.

As the school develops, the organisation of pupils for academic and non-academic purposes will change. This will be a reflection of enhanced partnership work with other institutions and will reflect staff development and training, a core principle of the school. The system of organising pupils at the school will develop over time in order to enhance learning outcomes for the individual.

Organising pupils for academic purposes

The curriculum model (see attached spreadsheets) sets out the approximate numbers of teaching groups for each year group for each subject. Typically, there will be 4 teaching groups for each subject in Key Stage 3 and 5 in Key Stage 4. The number of pupils in each teaching group will vary depending on the organisation of pupils in each subject area, but our aim is to have between 18 and 24 in a group at Key Stage 3 and between 14 and 20 at Key Stage 4. There is an emphasis on smaller class sizes in Key Stage 4 where the focus is on accredited learning. The organisation of pupils will

match our vision and ethos by placing relationships at the heart of the school. Class sizes and the number of pupils taught by each member of staff will be organised around Human Scale principles. Pupils will have a well known group of teachers while staff will have manageable class sizes where they are able to know each pupil well. The emphasis will be placed on the quality of the teacher and the relationship between the teacher and the pupils, rather than on the size of the class.

However, we recognise that smaller classes are at times necessary for pupils who face more challenges or in subjects that are practical in nature such as design and technology or drama. This may necessitate larger classes elsewhere but the supervision and safety of pupils will be of paramount importance at all times. It is essential that pupils who face more challenges or attend classes of a practical nature are taught in small groups for supervision and safety as well as building relationships.

Setting of classes will occur as appropriate to the subject and year group being taught. For example Science will have broader setting structures, except where single sciences are being taught, whereas Maths classes will be more narrowly set, according to levels of achievement and targets. Process-led subjects, such as English, will have broader setting structures to allow for pupil progress to be influenced by pupils of mixed ability sharing their strengths in skills such as critical thinking and reflection.

The setting of classes according to ability, including mixed ability setting where appropriate, will enable the school to target cohorts of pupils such as those on the C/D GCSE borderline. Setting will allow for more focused work, for example with pupils targeted to achieve particularly high grades such as A* in Maths, or those in a target group who need be given more confidence and gain in self-esteem. The aim of the setting policy will be based on enabling focused learning for all. In turn this will lead to improved learning outcomes. Effective targeting will enable resources to be matched to individual pupil's needs while setting allows the pace of each lesson to be determined according to the level of each class. However, it is important that the setting system is flexible to enable pupils to make individual progress. It is beneficial if pupils are not necessarily in the same set for all subjects, therefore the school will not endorse streaming or banding as a means to organise pupils' learning. The setting policy will focus on maximising the strengths of all teachers and pupils. The quality of learning will be expected to be excellent across all subjects and sets rather than there being an assumption that certain sets have an enhanced educational experience.

Mixed ability teaching will be an important strategy for the organisation of pupils in certain subjects and areas of the curriculum such as the Humanities, RE, PSHE and Citizenship. This will encourage more co-operative learning and social integration while enabling staff to vary their approach to teaching by adapting lessons to different individual needs and responding innovatively to assessment data. However, it will be recognised in the development of staff training that mixed ability teaching will require appropriate amounts of preparation and planning time in order for staff to create lessons that will enhance the learning experience for all.

Naturally there will be certain restraints on the school of this size. Larger groups in Key Stage 3 will enable staff to teach a range of subjects to the same group of pupils while maintaining our aim of placing relationships at the heart of the curriculum; pupils will still be well known by their teachers. There may also be limitations in terms of staff expertise and specialisms given the size of the school, but we intend to bear this in mind when recruiting staff to maximise use of skills, and to make effective use of part-time teachers, TAs and volunteer mentors. Innovative ways will be developed to make

best use of resources in this small school such as teaching different ages in the same class and maximising class size where possible.

Organising pupils for non-academic purposes

The pastoral system of the Swanage School will be organised around a house system with vertical tutor groups that reflect our human scale ethos. A house tutor group would take pupils from each year of the school. Therefore with an 84 pupil per year entry there would be 3 houses, 5 tutor groups in each, 28 pupils in each group, 5/6 from each year.

The role of the tutor will be essential as the lynchpin to the pupils feeling well known and cared for. The emphasis on relationships will also place an expectation on the older pupils to be good ambassadors for their tutor group by taking care of the younger children in the group. Each house and each tutor group within each house will contain pupils from every year group, pupils will take part in many of the extra-curricular activities such as sports day as part of their house and tutor group. They will also take part in Exceptional Days as part of their house group.

As pupils progress through the school they will remain in the same house with the same tutor. Pupils will become accustomed to becoming mentors and leaders of younger children and this will in turn foster excellent relationships between young people of different ages within the school and beyond. It may be appropriate to have tailored tutor groups within each house in order to cater for some pupils who may have special or additional educational needs. However, our aim is to promote the same key principles in each tutor group and house to foster a community where respect is mutual amongst staff and pupils and where there is careful regard to the environment in terms of the school building, grounds and the area of outstanding natural beauty in which the school will be situated.

Pupil development and achievement

Success at the Swanage School will be defined and measured for individual pupils and the whole school by a rigorous self-evaluation process.

The ultimate measure of success is for all pupils to achieve their potential academically and in terms of personal growth and development. In order to encourage all of our pupils and the school as a whole to succeed we will set clear objectives for how goals and success criteria will be met.

How success will be defined

The success criteria of the school are straightforward, based on data and well known by the whole school community. Specific success criteria are outlined in our vision and ethos statement.

Additionally our key long-term aim is to inspire pupils to achieve their ambitions and to look back on their school life with pride and a sense of affection.

In broad terms this will be achieved if all pupils:

- Show an awareness of the values and ethos of the school
- Make at least expected progress in the National Curriculum
- Make a contribution to the community
- Learn from the local community

- Engage in extended independent learning
- Experience growing and cooking their own food
- Have experienced opportunities to develop socially, morally, spiritually and culturally
- Have experienced a residential visit either in the UK or abroad

And if:

- There have been no pupil exclusions
- Expectations have been maintained at a high level by staff and pupils
- All lessons have been a good learning opportunity
- All pupils feel known and well known
- Behaviour is exemplary and all pupils leave with a sense of affection for the school

These success criteria will be achievable within the first 3 years of the school opening, ie when the first cohort of pupils completes Key Stage 4.

Measuring success

Externally the school's success will be measured according to performance tables and Ofsted inspections. However, the cycle of self-evaluation within the school will ensure that issues are identified and resolved as an ongoing process. The core indicators that the self-evaluation process will track are:

- The quality of learning
- The quality of teaching
- Pupil attendance
- Pupil behaviour
- Pupils' enjoyment of school
- The opinions of parents/carers and the wider community about the school
- The state of the budget

These indicators will be matched to the distinctive aspects of our ethos to ensure that our vision is achieved. For example we will track how the quality of learning is raised by teachers knowing their students well. We will examine how pupils' attendance in extra curricular activities links to their achievement in academic subjects, and to their enjoyment of and attendance at school.

Specific evaluation of the success of our distinctive human scale ethos will take place on the Exceptional Days, once per half term. These days will provide an opportunity to evaluate and celebrate the success of pupils' learning and wider achievements by observing performances and presentations of work and enable all pupils to support the work of their peers. This will also be a time to evaluate and celebrate formative achievement within the Swanage School.

Additionally an annual celebration of those achieving The Swanage School Challenge will enable the school to recognise summative success in a wide range of areas. For example, pupils will show how they have been active citizens by taking part in community service, and how they have become creative and reflective thinkers by taking part in Extended Project learning. The Swanage School Challenge will measure success in its broadest sense as an holistic measure of the achievement of the goals of the school.

Tracking of individuals and groups of pupils will assist in the self-evaluation process. Tracking will enable the school to identify individuals who need personalised support, and weaknesses in teaching and staffing that will need to be acted upon. For example, a weakness in a head of department could be resolved through professional development and performance management. Basing the tracking system on the indicators outlined above will ensure that success is linked to our overall vision for the school.

We aim to identify, monitor and evaluate how each of the indicators impact on pupil's outcomes by identifying links between the indicators and:

- The leadership of the school
- The quality of teaching
- The development of the curriculum
- Assessment
- Pupils' attendance, behaviour and attitudes to learning
- Parental involvement
- The effective use of resources

The Swanage School will frame its evaluation and monitoring processes on National Strategy Standards as outlined in the Stronger Management Systems framework (www.nationalstrategiesstandards.dcsf.gov.uk, accessed 18.05.11). The table below shows how this will be done.

Overall Approach

The Swanage School will use the different tools, techniques and strategies outlined below to evaluate whether success is being achieved for the whole school and for the individual pupils, and to identify areas for improvement, and to make improvements.

Effective line management

The Swanage School will operate a traditional line-management structure. The aim will be to drive up standards and maintain the school's vision and ethos at all times. Our objective will be to use this system to eliminate under-performance and ensure expectations are consistently high throughout the school. We will achieve this by linking the system to performance management and professional development. There will be a productive management team with the subject teachers being line managed by curriculum leaders. In turn, curriculum leaders will be line managed by an assistant, deputy or headteacher. The extra-curricular programme will be line-managed by a member of the senior management team who will have accountability for these areas of the wider curriculum. Line-management meetings will occur at least once per month, to be linked to performance management meetings that will occur twice yearly. The chain of line management will lead directly to the headteacher who will have an overarching responsibility to ensure the line-management system is based on both support and challenge. The headteacher will be supported by the senior management team who will manage aspects of monitoring such as work scrutiny, pupil interviews and attendance at department meetings.

Effective Performance Management and Professional Development

In order to support all staff in their professional practice, the Swanage School will develop a programme for professional development, linked directly to performance management. We will be compliant with national regulations and ensure that all

elements of performance management are recorded in an ethos of openness and trust. Within this system, individual and institutional goals would be established, monitored and reviewed for each member of staff, highlighting the expectation that their work should impact upon the performance of the school community as a whole.

The resulting data on staff performance and capabilities will be aggregated to identify the capacity to improve and ensure that we utilise the expertise and potential of all staff to the fullest extent possible. We will link performance management, professional development and our Raising Attainment Plan to ensure that individuals and the whole school make continuing progress.

To ensure consistency and share ideas across the staff, cross-curricular Raising Attainment staff groups will meet once per term. Each meeting will address issues which arise from the ongoing evaluation of success. The cross-curricular nature of the groups will help to foster a sense of community and shared goals amongst staff from different disciplines.

The support for performance management and professional development goals would come from an identified mentor at the appropriate level for each member of staff and would be linked to professional opportunities for further accreditation in areas of work relating to the school's needs and aspirations, for example through National College for Leadership of Schools and Children's Services (NCLSCS) programmes designed to increase management capacity.

We will expect the headteacher to establish and support arrangements for regular peer-review activity, as part of the wider arrangements for external challenge to performance. This will include observation of lessons and study of samples of pupils' work. We will also encourage strongly the participation of as many staff as possible in a number of learning research programmes, for example through partnership with the Human Scale Education group, the Schools Co-operative Society or local institutions of higher education. The overarching goal of our professional development and performance management programme will be to ensure consistency of performance and professional practice at the highest possible level, alongside opportunities to develop a culture of reflective practice. This will also help to maintain an element of external and potentially global awareness within our school.

Behaviour and Attendance

The behaviour and attendance policies will be continually reviewed as part of the school's self evaluation.

Behaviour (see pages 34-40 for policy)

Relationships will be at the heart of the school's design and organisation and will inform the way members of the school community treat each other. The distinctive ethos and curriculum of the school is designed to ensure that student attendance and behaviour is of an extremely high standard. Close relationships will be fostered within the school and in the community to ensure all pupils will flourish into the unique human beings that they are. We aim to provide a 'human scale' educational experience in a school fit for our distinctive locality where children are well known by their teachers and peers.

This approach will promote high standards of behaviour that foster the values of respect, co-operation, democracy and social responsibility. Furthermore, it will promote an environment where learning is enjoyed and all students are valued. Pupils

who face particularly difficult challenges will be helped to cope and learn through the relationships they form at the school and will learn how to behave well within the wider community. Our aim is to not exclude any pupil unless absolutely necessary. If exclusion is necessary the school leadership will follow appropriate guidance as established by the governors and headteacher based on current legislation (see exclusion policy on page 37-39).

The Swanage School behaviour policy is robust and outlines the aims, expectations and responsibilities of the school, parents/carers and pupils. The senior staff will lead and manage behaviour by promoting a positive climate for learning. Our clear and agreed system of rewards and consequences (pages 36-38) will be consistently and confidently applied by all staff.

Attendance (see pages 41-42 for policy)

We believe there is a clear link between excellent teaching, high standards and expectations, pupil wellbeing and attendance. We aim to ensure that all pupils achieve their full potential in learning by enabling them to be a member of a school community that makes them feel safe, cared for, happy to be themselves and included. If pupils feel a sense of attachment to their school and their peers and if they take responsibility for each other and the environment we believe their attendance at school will be excellent.

We aim to extend this sense of belonging to the families of pupils at the school so that they can celebrate their child's success and encourage them to attend school enthusiastically on a daily basis. We will also make them aware that taking holidays in term time can seriously affect learning. Like all resort towns, Swanage has seasonal employment, which can lead to above average authorised absences if parents take holidays out of season.

Additionally the strong role of the school in the community, and of the community in the school, will mean that the pupils have a sense of belonging in a wider network than just the school campus. The Swanage School Challenge, will enable pupils to take responsibility for being good ambassadors for the school when they are attending activities away from the main campus.

Assessment for Learning (AfL)

We understand the importance of the process of AfL which is concerned with 'seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there' (www.assessment-reform-group.org, accessed 18.05.11). We believe that if pupils understand the aims of their learning, and how they can achieve these aims, they will enhance their achievements in learning.

There will be a focus at the Swanage School on personalised learning, ie realistic yet aspirational individual target-setting as part of the process of assessing student progress. Targets will be based on prior attainment and national expectations of expected progress. Students will be encouraged to achieve at least the expectation but our ambition would be that they would achieve a higher level than expected. The process of AfL is crucial in meeting these targets therefore everyone involved in the school must have a shared understanding of the process. AfL will form an integral part of lesson planning and developing criteria for assessing pupil progress. This will in turn inform learning objectives. Pupils will have a clear idea of the objectives of each

lesson, and understand what the outcome of each lesson should be if they are going to make progress. Teacher feedback will be linked to personal targets and suggest ways in which pupils can improve their work to meet targets. Feedback will also extend to parents/ carers in half termly progress checks and an annual report.

AfL will also be part of the extended and extra curriculum. Subject teachers and house tutors will monitor and help pupils set targets for achievement in all four areas of The Swanage School Challenge. They will work in partnership with the pupils, parents and members of the community working in the extended and extra curricular to ensure that pupils achieve their targets in working towards the award.

Tracking pupil progress, Identification and intervention for individuals and groups

All staff will work collaboratively to identify under-performance and to ensure that there is as little variation in standards as possible across the school. The individual needs of the pupils will be of paramount importance at all times therefore pupil attainment and progress will be a continuing theme in all line management, department and pastoral meetings. All staff and all pupils will have a clear understanding of what is meant by the term 'good progress', this will extend to the extra curriculum as well as the national curriculum. Pupils will work in dialogue with their tutors and subject teachers to set and monitor their own targets so that they have a sense of ownership of their own learning.

The Swanage School will establish rigorous monitoring and tracking systems to analyse the attainment of all pupils. Numerical and curricular targets will be set and will be linked to learning objectives and outcomes. For example, Year 10 and Year 11 pupils will be tracked to identify who is not on track to attain 5+ A*-C in the EBacc so that appropriate interventions can be put into place. Interventions might include one-to-one support in academic tutorial time at the beginning or end of the day, an invitation to attend extended learning support sessions and parental meetings to discuss ways in which a pupil can be supported further at home. Patterns of underachievement will enable the school to target specific groups of pupils and individuals. This type of monitoring is linked to professional development for staff as well as the intervention strategies for students. An example of a tool that will be used for such purposes is a Venn diagram analysis to show where underachievement lies. Identification of achievement, under-achievement and learner characteristics within each cohort will inform teaching styles as well as regular, thorough and rigorous assessments. Close and detailed tracking of individual student progress and use of appropriate interventions will be rigorous with all students having a learning mentor who will provide a listening ear, advice, support and guidance on how to maximise their potential. This mentor may be their tutor, a TA or an appropriate adult from the community.

Pupils' progress will be tracked in relation to their academic targets but also for the extra curriculum and progress made in The Swanage School Challenge. Qualitative and quantitative measures will be used to identify and track pupil progress.

Quantitative measures

Numerical data used to support the measurement of success will include:

- Pupil numbers

- Attendance
- Teacher assessments – internally moderated and standardised
- Behaviour-related monitoring (eg number of times credits/demerits are given)
- Number of pupils entitled to free school meals
- Numbers of pupils with SEN
- Specific measures of achievement will be used, based on two levels of progress in KS3 (pending outcome of National Curriculum Review). KS3 levels will be used to set aspirational targets for GCSE based on:
 - Fischer Family Trust benchmarking level D (this would compare the school to the top 25% of similar schools)
 - Value Added data analysis (based on DfE guidance on school value added measures)

The percentage of students gaining the EBacc will be in line with Fischer Family Trust level D figures, ie the target for the EBacc will be aspirational.

Qualitative measures

Evidence will be gathered to measure success based on qualitative data such as parental satisfaction questionnaires and lesson observations. Frameworks such as the Ofsted Framework for School Inspection will provide nationally recognised standards to assist in ensuring consistency and rigour in terms of judging the success of the school.

Quality standards in lesson planning

Consistency in the planning of lessons is vital in meeting high standards within a school. The Swanage School will employ a relatively small number of teaching staff and we intend to form a strong team in order to ensure common understanding and agreement of the essential characteristics of a good lesson. This will be particularly important when part-time staff are employed in specialist subjects at GCSE.

Staff will be expected to use a wide range of teaching strategies to cater for diversity in learning style, each lesson will be expected to involve pace, activity and rigour. Teachers will be expected to plan lessons according to the profile of their group in an inclusive way, at all times considering the human scale ethos of the school. Lessons should involve critical thinking and reflection, independent and group learning.

Planning of lessons will be linked to AfL, performance management and professional development. There will be considerable thought given to planning schemes of work in terms of the long term development of the school, from opening in 2013 to reaching the full cohort of pupils in 2015.

Self-evaluation

The key aim to the success of the school is for all who are involved to know it well. This aim is consistent with our vision and ethos and therefore we will ensure that self-evaluation is placed at the very heart of school improvement. The process of self-evaluation at the Swanage School will be characterised by the full involvement of the

headteacher, the leadership team, staff, pupils and parents. There will be a continuous cycle of reflection and development based on the needs of the school. We will use a range of carefully selected qualitative and quantitative measures that will identify the most important information about the success of the school. Day-to-day monitoring of the school will be sharply linked to the success indicators (outlined above). Strengths and weaknesses in teaching, learning, behaviour and attendance will be rigorously analysed in order to plan for continuous improvement. Comparing the school with similar schools nationally and using this information to set challenging targets will be an important part of self-evaluation. This process will extend to all aspects of the curriculum including the local, extended and community. Accountability for the extra curriculum will be equitable throughout the departments and line management system of the school.

Monitoring and evaluation

Monitoring and evaluation will be the key aspects of our accountability system which will aim to ensure consistent practice and the smooth running of the school. Specific strategies for accountability within the line management system will include:

- Assessment of teaching groups
- Targetted and focused observation of lessons
- Studying a carefully selected sample of pupils' work
- Pupil interviews as a means to provide insight into everyday teaching
- Analysis of trends of achievement between cohorts and sub-groups of pupils and between phases of learning

Each activity undertaken within the Swanage School line management system as part of our monitoring and evaluation of the school will have a specific focus or question to address.

These monitoring and evaluation strategies will be used to develop action points regarding:

- The quality of teaching and learning
- The quality of Assessment for Learning (AfL)
- The shape and design of curriculum provision
- Pupils' progress in learning
- Pupils' attitudes to work, each other and the wider community

The consistency with which the school's policies are implemented

The action points will be structured in to a school progress plan, formulated in discussion with key staff. The action plan will be implemented and then monitored by subject leaders, department heads and senior staff. The process of monitoring will be an ongoing action/reflection cycle where the quality of pupils work and acceleration of progress is improved on a consistent basis throughout the school.

Meeting Schedule

A meeting schedule will be developed to ensure clear and effective self-evaluation.

Meeting	Frequency
Leadership team	Once per week
Whole staff Briefing Whole staff meeting	Once per week before school Every INSET day (5 days per year)
Curriculum areas	Weekly briefing before school Once per month after school
House	Weekly briefing before school Once per month after school
Raising Attainment Groups	Once per term Staff representatives attend from curriculum areas and feedback to curriculum meetings. Agenda linked to school progress plan and standards.
Line Management	Once per month
Performance Management	Twice yearly

Accountability

The Swanage School will ensure consistently high standards of teaching and learning by adopting a tiered approach to accountability. The headteacher will be held accountable for the success of the school by the governing body. Teachers will be accountable at the interface of teaching and learning for taking responsibility for the achievement of all pupils in their classes. Accountability of individual staff will be made clear in their job descriptions. Roles and responsibilities will be linked to the success criteria and indicators of the school. The line management system, embedded in the staffing structure, will ensure that all learning will be monitored by subject leaders to ensure consistently high standards throughout the school. The accountability structure will be based on positive enhancement and improvement of practice. However, where performance is not satisfactory a clear and carefully communicated process of escalation will be in place that supports a member of staff to improve as well as providing consequences if they do not.

Behaviour and Attendance

We aim to ensure that all pupils can:

- Discover who they are
- Relate to others and explore relationships in an atmosphere without fear, bullying and cynicism
- Learn how to live with themselves and others in a state of harmony
- Consider the kind of career, activities and relationships are most likely to fulfill them in later life
- Develop as a whole person in a global context with a philosophical approach that encourages each child to become a critical and reflective thinker
- Learn what they love about life

Our behaviour and attendance policy will support these aims by clearly setting expectations, and by giving protocols for pupils and teachers to use if those expectations are not met.

Governors' role

All schools are required by law to have a behaviour policy. The policy of the Swanage School will be based on current legislation and new guidance which is under consultation. Therefore the draft behaviour policy will be reviewed in the light of government changes to legislation in the future. The governors of the school will be responsible for ensuring that the behaviour policy is pursued and for guiding the headteacher in reviewing measures to maintain discipline. The governors will be responsible for a written statement of general principles concerning behaviour and discipline, this will be written in consultation with the headteacher, staff, pupils and parents. Governors will also have a duty to consider the safety and welfare of the pupils (Section 175, Education Act 2002).

In accordance with government direction the written statement of the governors will include guidance on:

- Screening and searching pupils
- The power to use reasonable force
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct (DfE, education.gov.uk, Behaviour and Discipline in Schools)

Draft behaviour policy

The headteacher will be responsible for the development of the behaviour policy in consultation with the governors, staff, pupils and parents. The ethos of the school is based on relationships and respect which we believe will engender an atmosphere of care and co-operation amongst pupils and staff. This respect will be extended to the wider environment including the grounds, gardens and any animals held in care of the school. Our aim is to promote a warm, friendly and safe environment for pupils, staff, volunteers and visitors. We will celebrate the ways in which members of the school community respect one another, with particular regard to the vulnerable. Our aim is that through the development of positive relationships all members of the school will look after each other.

The expectations we uphold in the school are:

- Bullying is not acceptable
- The views of all members of the school community are equally valid as long as they are expressed appropriately
- Aggressive and insulting language is not acceptable
- All members of the school community take pride in their work
- All pupils wear their uniform as an ambassador for the school
- Everyone should be considerate, respectful and punctual
- Everyone attending, working in and visiting the school should be made welcome
- Behaviour outside school, that is of concern to the school, will be dealt with by the school
- Behaviour out of school, when on school visits and when representing the school, is expected to be as good as when at school

- Pupils should conduct themselves in a calm and orderly manner when moving around the school
- The physical environment is respected by all and is cared for and respected at all times
- All pupils and staff take responsibility for the physical environment such as the garden, allotment and animals
- All property of others is respected at all times. All members of the community should be careful not to damage the property of others.
- Smoking is not permitted on the school site or by any pupil wearing the school uniform or by anyone representing the school
- Substances and items which are illegal, harmful or unsuitable are not allowed

These expectations will form the basis of the Swanage School Code of Conduct which all pupils, staff and parents will be asked to sign.

Behaviour strategy: approaches to learning and cooperation

Behaviour issues, if they occur, will be addressed via the Approach to Learning and Cooperation Strategy (ALCS). The strategy is linked to rewards and consequences but with a focus on positive attitudes to learning and cooperation.

Aspect of Strategy	How the strategy will be implemented (responsibility and accountability in brackets in order of escalation)	Aim
<p>Approach to Learning (AtL)</p> <ol style="list-style-type: none"> 1. Exemplary 2. Good 3. Coasting 4. Unsatisfactory <p>Full criteria to be included in school prospectus and online.</p>	<ul style="list-style-type: none"> • Pupils' approach to learning will be assessed each term. There will be two quick progress checks and one written profile throughout the year. • Approach to Learning Checkpoint Days – 1 per term <p>(Teaching staff, curriculum heads, tutors, house leaders)</p>	<ul style="list-style-type: none"> • To monitor the approach to learning of each pupil at certain points throughout the year • To consider links to cooperation aspects of ALCS • For pupils to assess their own approach to learning in specific lessons throughout a day. Pupils to consider their assessment with peers and teachers

<p>Rewards for Positive Approach to Learning and Cooperation</p> <p>When a pupil demonstrates an exemplary or good approach to learning and/or a cooperative attitude in their conduct around school or in a particular activity, they will be rewarded and praised.</p>	<p>Rewards in acknowledgement of praise:</p> <p>Years 7, 8 and 9</p> <ul style="list-style-type: none"> • Merits recorded in pupil planner • Postcards home to pupil and parents • headteacher awards • Reward Assembly • Points awarded for meeting criteria of Key Stage 3 of The Swanage School Challenge <p>Years 10 and 11</p> <ul style="list-style-type: none"> • Points collected for discount to social events such as the Summer Prom • Postcards home • Points awarded for meeting criteria of Key Stage 4 of The Swanage School Challenge <p>(Teaching staff, curriculum heads, tutors, house leaders, leadership team)</p>	<ul style="list-style-type: none"> • To focus on positive behaviour • To praise pupils who demonstrate enthusiasm for learning and a cooperative attitude to being part of the Swanage School community. • To encourage a sense of belonging and pride in the school
<p>Consequences (Escalating sanctions system)</p>		
<p>Approach to Learning</p>	<p>Teachers, curriculum leaders and tutors to monitor AtL grades and analyse where pupils need support.</p> <p>If there is cause for concern pupils are interviewed, letters sent home and parents invited in for consultation.</p> <p>(Teachers, curriculum leaders, tutors, house leaders)</p>	<ul style="list-style-type: none"> • To support pupils who are coasting or whose approach to learning is unsatisfactory
<p>Incident Card</p>	<p>If necessary a teacher will complete an incident card it will be electronically logged on a monitoring system.</p> <p>An incident could be a confrontation with another pupil or teacher, talking over the teacher, low level disruption. It will be left to the teacher's discretion in terms of when an incident card is used, but in general terms it will happen</p>	<ul style="list-style-type: none"> • To provide a support system for staff to deal with incidences in lessons in a low key way • To enable a reliable record of incidents to be kept in order to monitor behaviour of a pupil

	<p>when a pupil is not cooperating within the code of conduct.</p> <p>The teacher will either:</p> <ul style="list-style-type: none"> • Log the incident for information • Indicate the action they have taken and log for information • Request action to be taken by a curriculum leader, tutor or head of house. <p>Examples of action taken by a teacher:</p> <ul style="list-style-type: none"> • Verbal reprimand • 5 minutes cooling off outside the classroom • 5-minute break time detention <p>If the incident is severe more serious action might be taken, eg a faculty detention, reflective isolation.</p> <p>In these instances parents will be informed.</p> <p>(Teachers, curriculum leaders, tutors, house leaders, leadership team)</p>	<p>across the school</p>
--	--	--------------------------

We aim to develop the Approach to Learning and Cooperation Strategy over time, in consultation with prospective pupils and students. It will be linked to other aspects of the school such as the uniform code and attendance. The monitoring of the strategy will be managed electronically as part of the Virtual Learning Environment (VLE) so that it can be accessed by staff across the school. The escalation of responsibility will be flexible depending on the type of incident and sanction imposed but it is our aim for responsibility to be taken by subject teachers and house tutors in the first instance, this is consistent with our ethos and vision to place relationships at the heart of the school.

The Exclusion Policy

Underlying Principles

The Swanage School is an inclusive school committed to equal opportunity for all. It is felt that exclusions of pupils from the school, whether fixed term or permanent, are damaging to both the pupil and the whole school community. Consequently, a pupil will only be excluded when other strategies have not been effective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or other pupils in the school.

The school follows the legislation referring to exclusions as stated in the 2007 Education Act.

Objectives

This policy has been compiled to provide all staff with a clear framework to enable the effective handling of pupil exclusion issues and to inform all stakeholders of the procedures.

Guidelines

A pupil can be excluded if:

1. The pupil has committed a serious disciplinary offence.
2. The pupil is accused of a serious criminal offence.
3. For medical reasons, the pupil's presence in the school represents a serious risk to the health and safety of pupils and staff.
4. The pupil has been involved with dangerous weapons, sexual abuse, actual or threatened violence, carrying an offensive weapon, or illegal drugs.

Other types of absence used by the Swanage School:

1. If a pupil is sent home for breaches of uniform code, this absence will be regarded as an authorised absence. However, if the pupil persists and is sent home repeatedly, this will be regarded as unauthorised absence. This is not an exclusion.
2. If a pupil refuses to be screened for possession of offensive weapons, that pupil can be refused entry into school. This is not an exclusion but an unauthorised absence.

The Procedure

The exclusion of a pupil is an extreme measure and is only administered by the headteacher or in the absence of the headteacher whoever is deputising for her/him. The Law of the United Kingdom allows a headteacher to exclude a pupil for up to 45 school days in any one school year.

Exclusions, whether fixed-term (usually 1-3 days), or permanent, may be used where a pupil has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school. A pupil will be excluded immediately, if there is an immediate threat to the safety of others in the school. A thorough investigation must precede the exclusion and it must be clearly shown that a wide range of strategies have been tried without success. All the evidence must be very carefully assessed and collated. Extensive records will be kept of all exclusion proceedings. A pupil must be allowed and encouraged to give her/his account of events. Staff must check whether or not the incident was provoked.

In the event of an exclusion being carried out the pupil's parents must be notified immediately by telephone and then by letter. All exclusion should be treated in the strictest confidence on a 'need to know' basis. The Governors must be fully informed and involved with these procedures. The Headteacher must inform the Governing Body within one school day of all exclusions longer than five school days, permanent

exclusions, and those which will result in a pupil missing a public examination. The school should send a copy of the letter sent to parents.

Any fixed term exclusions will be reported to the Governing Body and LA once a term.

It is expected that most exclusions will be of a short (1-3 days), fixed-term nature. Pupils can also be excluded from the school premises at lunchtime. Each lunchtime is counted as one half school day. The school is obliged to make sure that the pupil's parents have been fully informed of their duties during the first five days of the exclusion. The parents are obliged to ensure that the pupil is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents being prosecuted. During this five-day period, the school must set work for the pupil and arrange for it to be marked. From, and including the sixth day of the exclusion, the Swanage School will arrange full time education for the pupil.

The Headteacher must arrange a reintegration interview with the parents of the excluded pupil for any exclusion period longer than six school days. The pupil should be present for all or part of the interview. A Parenting Contract may be offered to help the parents take responsibly for their child. Any pupil who is permanently excluded must not be removed from the school register until the appeal process has been completed.

Behaviour outside school

Behaviour outside school, whilst on school trips will be covered by the school's standards of behaviour. Behaviour, which is considered to be unacceptable, will be dealt with as if it had taken place in school. If it is serious enough, it could result in the pupil being excluded from school.

Unacceptable behaviour related to illegal practices such as drug or race related offences will be informed by the legislation and policies dealing with these specific issues. If it is the case that a pupil is thought to be selling drugs, or similar serious offence, then the pupil should be isolated from the group and escorted back to school or home. The headteacher should then read all the witness statements before deciding how to proceed. Such unacceptable behaviour could result in exclusion procedures being followed.

The headteacher can still exclude a pupil if the pupil was outside school and not on school business, if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school body as a whole.

The staff at the Swanage School accept that exclusion is the last resort, when all other strategies have been exhausted.

Attendance policy

It will be our aim to secure high attendance to meet our overall goals. The attendance policy will reflect the school's ethos and values in the sense that pupils will feel an affection for their school and will look forward to attending each day.

Rewards and incentives will form the basis of the school's attendance policy. Good attendance will reward pupils with a good grasp of learning, strong friendships and less work to catch up on. Specific rewards will include:

- 100% attendance certificates each term

- **Participation in Rewards Afternoons**

Attendance at school ensures that pupils keep up to date with their studies and have full access to activities and opportunities that will enhance their education. Each pupil will be set an attendance target which will encourage them to keep absences to an absolute minimum. Pupils will be encouraged to arrive punctually at school and all related activities so that they do not disrupt the start of a lesson or miss important instructions given by the teacher.

- The school will adhere to national legislation on keeping an accurate attendance register.

As a school we will aim to have at least 97% attendance in order to prevent a 'learning gap' caused by persistent absence. If attendance falls below 90% it will be considered to be a serious issue. If attendance falls below the high expectation of the school the following strategies will be employed:

- First day contact with parents for absences
- A member of staff will be specifically designated to be responsible for attendance
- We will work in partnership with health professionals and educational social workers, parents and carers to ensure attendance patterns are improved when necessary
- Use of fast track procedures to tackle attendance issues

The behaviour strategy and school attendance targets will be published in the pupils' homework diary and displayed in every classroom. The behaviour strategy will also be included in the Home School Agreement. Parent's Evenings will include workshops for parents on how they can help their children do well in terms of behaviour and attendance. These workshops will involve strategies for successful learning habits relating to study skills and healthy lifestyle, including diet, exercise, sleep and support.

The behaviour and attendance policies will be published in the school's prospectus and website. Training and development relating to the behaviour policy will include all staff, including non-teaching staff and governors, throughout the year. The policies will be reviewed once a year to ensure they are being applied consistently and fairly.

Safeguarding Policy

The Swanage School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

An agreed definition of safeguarding is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' (Joint Chief Inspectors' report 2002).

Furthermore we believe promoting welfare involves 'creating opportunities to enable children to have optimum life chances in adulthood' (Framework for the Assessment of Children in Need and their Families. Government guidance. 2000). Therefore the Governing Body of the Swanage School will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance 'Safeguarding Children and Safer Recruitment in Education' (2006) to safeguard and promote the welfare of children in the Swanage School.

Aims

To safeguard all pupils from harm or exploitation whatever their

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health or disability
- Political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Purpose

- Afford protection for the students at the Swanage School.
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes this school a safer place to learn

This policy applies to the headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of the Swanage School.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Involving them in decisions which affect them
- Making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures*
- Sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Adopting a code of conduct for all staff and volunteers
- Providing effective management through induction, support and training
- Ensuring staff and volunteers understand about 'whistle blowing'
- Dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

This policy will be in conjunction with other policy's relating to Swanage School's Safeguarding Policy and Procedures (including Child Protection). All our practice and activities must be consistent and in line with the Safeguarding Policy and Procedures noted above.

Community engagement

Community engagement is central to the ethos of the Swanage School. We will enable pupils to make an active contribution to society and we will promote good community relations. The school will be an integral part of the community and will enhance the local area educationally, economically, environmentally and socially. We recognise that we have a responsibility to promote equality in line with the Equality Act 2010 within and on behalf of the school.

Our key aims for community engagement are to:

- Ensure parents and local people are active partners in the learning community
- Develop local, national and international partnerships to encourage global thinking
- Meet Swanage's need to have extended educational and community facilities within the town
- Demonstrate that the Swanage community is valued by enabling and encouraging pupils to learn within it
- Enable and expect all children to take part in an extensive range of after-school and extra-curricular activities
- Enable young peoples' experience of community to be taken into their adult lives
- Meet the community's demand for a local secondary school that reflects and contributes to a vibrant Swanage
- Provide initial teacher training & continuing professional development to secure excellence in teaching
- Offer community learning programmes to raise aspirations
- Establish strategic planning and partnership arrangements to support business & enterprise development

We aim to develop a role for a member of staff or volunteer working on behalf of the school to focus on building relationships with groups within the community. We already have very positive relations with many of these groups:

- Businesses and business organisations
- Charities and voluntary groups
- Faith groups including local churches
- Local residents' groups such as the Purbeck Society
- Local politicians at parish, town, district and county councils
- Parents of children at the school
- Prospective parents
- Local schools including Purbeck View School and Harrow House
- Universities and institutes of education such as Bournemouth University

We are developing our relationship with the local authority secondary school in Wareham by meeting with them to update them on our progress and to discuss ways forward to work together in the future.

Our curriculum structure aims to embrace the community through:

- **The Local Curriculum**
 - Provide pupils with the opportunity to learn job-related skills such as dry stone walling, construction trades, countryside management, tourism, public services, smallholding, farming and building
 - Enable pupils to engage in arts and cultural activities such as dance, music and drama
 - Encourage pupils to take part in local sport clubs such as sailing, climbing and running
- **The National and Extended Curriculum**

The school aims to engage the community in the main core and extended elements of learning. We will invite members of the community to be expert witnesses and mentors to pupils in the school, for example, wildlife rangers, doctors and town councillors

- **Community Service**

All pupils are expected to take part in community service with local groups, such as charities and environmental projects.

Partnerships and relationships

We aim to develop partnerships that will help the school engage with different groups across the community. Based on our human scale ethos we aim to develop relationships within and across the community that will develop our values and vision. Prospective parents will be encouraged to take an active part in the school and will be able to get to know teachers through open days and evenings and regular updates on our website and in local media. We are developing clear communication channels with parents and ways for them to have a good understanding of the vision and ethos of the school so that they will become valued supporters and ambassadors in the community. Parents will be invited to become helpers in practical activities in the school such as reading and helping with projects in the extended curriculum such as the allotment and garden.

The University of the Third Age is an active group in the town, as is the Senior Forum. We consider the elderly to be valued members of the community and we aim to enable them to share knowledge and skills with the pupils for mutual benefit. This will help break down barriers and provide links with groups in the community that otherwise may not have much interaction with each other. For example, pupils could teach elderly members of the community to use social networking sites while the elderly could give advice on gardening and bring to life projects to do with the history and geography of the area.

Local councillors can play an active part in the school by encouraging young people to understand the ways in which they can be active citizens. Faith groups can also share ideas on helping the school to develop its ethos in terms of spiritual development. Representatives from local churches could help pupils understand the role of faith in society in the 21st Century. The school would aim to encourage pupils to build bridges between people with differing viewpoints.

There are many sports and recreational clubs in Swanage and the local area, ranging from cricket and football to climbing and sea rowing. The school will actively encourage pupils to become members of local clubs as part of The Swanage School Challenge. For example, a team from the Swanage Sea Rowing Club are currently preparing to compete at the World National Gig Rowing championships, and the school could train a young junior team to compete with other sea rowing teams in the South West. Equally, we will work in partnership with clubs to seek ways for them to support and benefit from the school. The local emergency services are also an important part of the community. The school aims to form partnerships with each service to help build positive relationships between young people and the local police, fire, coastguard, lifeguard and ambulance services, and the RNLI.

There are many established artists living and working in Swanage who could play an integral part in the school, helping and advising pupils on work towards qualifications and some pupils may be able to find placements with artists in the community to provide them with further experience to develop their skills. The school could, in return, showcase local artists' work by holding weekend galleries.

It is our aim to use the school to enhance business and enterprise within the community. We aim to build relationships with people involved in traditional and rural

crafts and those in the construction and building trades who have skills they can share with the pupils at the school, including dry stone wallers, carpenters and electricians. We would also like to encourage apprenticeship schemes so that the school would liaise with local businesses, the CITB apprenticeship scheme and local colleges in Weymouth and Poole.

Our values are centred on caring for each other and the environment and we are making links with local environmental groups. We want to raise awareness of environmental issues in a practical way, not simply because the school is situated in an area of outstanding natural beauty. Our ethos embraces educating pupils in an active way about sustainability including running an allotment, using renewable energy, actively recycling and reducing waste. There are many organisations and groups in the town, some of whom we have started to form strong partnerships with from an environmental point of view: Leeson House Field Studies Centre, Durlston Country Park, Durlston Castle, Studland Study Centre, Cothill Educational Trust and the National Trust.

We will build on these relationships by encouraging community groups to support and raise awareness of the school. We also hope that local businesses will provide practical support for the school by providing work experience placements. Additionally we aim to build relationships that will provide shared facilities and resources such as the local football and cricket clubs.

We aim to develop our community relationships so that the vibrancy of the town and local area is enhanced and viability for the future is secured. Swanage currently lacks facilities that can accommodate good adult education and extended school services and we aim to create a school that welcomes pupils outside of the core school hours and that provides a positive resource for all age groups. We are already working with partners to ensure we create a model that focuses on strong engagement with parents and the community.

The campus will be an extended learning environment that includes local facilities such as the business park, farming enterprises, language college, theatre, dance school, craft centres, football club, cricket club and sailing club. The natural environment and full use of web-based learning will also be integral to the design of the school.

Progress to date

The Swanage School will have close links with partners in the local community. Our plan to open in 2013 means that we are already engaging in many discussions with community groups, organisations and businesses.

We have been involved in liaison with the following groups in the community. All of the groups mentioned below have expressed an interest in supporting and/or working in partnership with the school:

- Leeson House Field Studies Centre
- The Mowlem Theatre (the offer of facilities has been made)
- Durlston Country Park
- Harrow House Language School
- PEAT (Purbeck Environment Action Team)
- Swanage Town Football Club
- Swanage Cricket Club

- Purbeck Arts Group
- Humphries Kirk Business Development Group
- Ranger School of Dance
- Swanage Sailing Club
- Swanage Gig Rowing Club
- The Purbeck Society
- Swanage Senior Forum
- Swanage Town Council
- Members of Purbeck District Council
- Parish Councils

"I am confident the Trustees of the Mowlem would be delighted to participate in integrating the school into the community. We would like to see the Theatre used as the "School Theatre" for all productions and events and would welcome the use of the facilities by the school, to give students of all ages an awareness of the technical and performing sides of theatre and cinema. We also consider it a vital part of education to cultivate in young people a love of the theatre and would like to explore the booking in of productions and films that could be supported by the school."

██████████, The Mowlem Theatre and Arts Centre

"In addition to our standard package of Discovery Sessions (taken up by thousands of students a year from all over the country), we work with and support local schools to provide opportunities for more in-depth, project-based work, helping students learn from and take pride in their local area. To date, these have included:

- *Assisting with wildlife surveys*
- *Producing displays and artwork*
- *Practical conservation work*
- *Trial of new Discovery Sessions*
- *Production of music inspired by visits to Durlston*
- *Monitoring of climate change indicators*
- *Exploring their local environment by learning and applying photographic skill"*

██████████ Durlston Country Park

We have liaised with the CITB Construction Skills Careers Adviser who is enthusiastic about supporting links with the school once it is approved.

Furthermore many shops and businesses in Swanage have been approached and are supporting the Swanage School.

Overall

The Swanage School is committed to meeting the requirements set out in the model Free School Funding Agreement, and the detail above explains how we intend to do that.

Section 5: Evidence of Demand and Marketing

Evidence of parental demand

We plan to open the school in September 2013 with an initial intake of 252 (84 in each of years 7,8 and 9), followed by a standard intake of 84 in September 2014 and each subsequent year. We will reach capacity in 2015 with a roll of 420 pupils over years 7 to 11.

Between April 7th and May 24th 2011 we asked local parents of children currently in Year 3, 4, 5 or 6 whether they would choose the new school as one of their preferred options for their child.

It was important to us to ensure that all parents in all social and demographic groups were given the opportunity to express an interest. Swanage contains three areas ranked as having significant levels of deprivation (Dorset Deprivation Indices - Census based measures of Deprivation for Census output areas in Dorset, Dorset County Council, Feb 2005).

In order to reach all families including the most disadvantaged, we approached each of the five local first schools and the town middle school in order to send a copy of the questionnaire home with every child. All agreed apart from one first school; here leaflets were available at the school office and handed out by parents outside the school gates. All six schools notified parents that Education Swanage were holding a series of meetings where interested parents could ask questions and fill in the form.

The survey was also available online on our website. The survey was reported in the local newspaper, on the front page of the local freesheet newspaper and in the local monthly magazine. Posters advertising the survey and the meetings were displayed in pre-schools, health centres and many shops and businesses in the town and surrounding villages. The survey was mentioned at parish and town meetings, local community groups and advertised via Facebook and Twitter.

The questionnaire contained the following questions:

- *Name:*
- *Address:*
- *Town / Village:*
- *Postcode:*
- *Phone number*
- *Email address:*
- *Please indicate your interest in the school:
Parent/Carer or Teacher/Staff or Other*

- *Child 1: Current School:*
- *Child 1: Current Year Group:*
- *Child 1: Any special requirements?:*
- *The Swanage School will be an option for Child 1:
[As above for Child 2, Child 3 and Child 4]*

- *I would like to help (please give details):*
- *Any other comments:*

The results of this survey are summarised below:

Current School Year	Positive responses	Percentage of intake
3	54	64%
4	52	62%
5	47	56%
6	43	51%
<hr/>		
Total	196	58%

As at 25th May 2011, 58% of the first two years' planned admissions have expressed a preference for the new Swanage School. Detailed postcode information is available in the attached spreadsheet, *Table 5.1: Evidence of Parental Demand*

In addition we received interest from parents of younger children:

Current School Year	Positive responses
Pre-school	56
Reception	25
1	44
2	51
<hr/>	
Total	176

Statutory consultation

The Swanage School will be a secondary school founded by and for the community, and as such it is important that any consultation both informs stakeholders and invites their constructive input.

We are committed to equality of opportunity and as with our initial consultation to assess parental demand, we will ensure that all social and demographic groups are informed and given the opportunity to respond in a variety of ways.

The key question for all stakeholders will be "Do you agree that we should enter into a Funding Agreement with the Secretary of State for Education to allow the Swanage School to open in September 2013?"

Stakeholders to be consulted include:

- Parents
- Young people
- Community groups, including clubs, societies and political groups
- Local businesses
- Statutory stakeholders (feeder and neighbouring schools, local councils etc.)

All stakeholders will have access to a printed prospectus and questionnaire, as well as an online version of each. Leaflets and posters will be used to advertise a series of open-access drop-ins in the town centre, in each school, and in convenient locations in each of the villages.

Presentations will be offered and made to community groups and to the governing bodies and staff of feeder schools in order to invite comment and offers of practical support. Statutory bodies will be contacted by letter and invited to comment.

Young people will be contacted in co-operation with schools and the youth club using the advice and assistance of youth participation organisations such as Glue and through Dorset Youth Service.

The consultation period will run for 8 weeks to allow as many stakeholders as possible to participate, most likely between October and December 2011.

Consultation feedback will be analysed, with responses both positive and negative being used to inform the development of the school plan. Results will be collated and published online and made available to all stakeholders in printed format on request. Directors and Members of Education Swanage Limited will respond to key issues identified by continued contact with relevant stakeholders, and if required a stakeholder forum may be constituted in order to resolve areas of disagreement.

As a co-operative trust, all stakeholders will have a right to stand for election to the Trust in order to make positive contributions to the school development plan both before and after opening. As a school founded by the community and with a responsibility to all communities within catchment, the Trust will also engage in ongoing consultation with interested stakeholders both before and after opening.

Marketing strategy

Dorset County Council's planned reorganisation will result in Swanage Middle School closing in 2013, leaving no secondary provision in the town. The Swanage School will be the only secondary school within 10 miles of the town and is being created for the benefit of all families in the town and outlying villages. It is vital that the school is well-known to parents and the wider community in plenty of time for them to make their decisions for the 2013 intake. The school will present a clear and deliverable design for the premises and provision via a printed and online prospectus, advertising in the local media and promotion via online and traditional social networks. The mailing lists gathered during the pre-application and statutory consultation periods will be a key resource and these will be an opportunity to clarify the intended offer for parents.

The Swanage School will be represented in all communications with a clear mission statement:

A school founded by the community for the community, combining local learning with a global outlook in one of England's finest natural environments

The marketing strategy will also aim to present, in a variety of ways, the distinctive vision and ethos of the proposed new school as summarised in our Swanage School Charter. The objective of the marketing strategy will be to ensure that all parents and a broad range of stakeholders are fully aware of the ambitious ethos of the school and the breadth and quality of curriculum on offer. One key ambition, which will help to ensure a full roll upon opening and in the future, is to attract some of the 20 to 30% of local children who are currently schooled outside the local pyramid. Many parents who currently opt for provision outside the existing LA secondary catchment have already expressed an interest in sending their children to the Swanage School and we intend to tailor our marketing message to continue to attract these parents as well as parents less able to make a choice outside the pyramid.

In addition the school will have a high-profile presence at local events, fairs and fetes, being run initially by the Swanage School promoters and supporters, and after opening, by a combination of parents, staff and students. We also aim to work with each feeder school to positively promote the local free school option both through meetings and drop-ins aimed at parents and through students from the Swanage School working with primary-aged children on specific projects.

We have already developed a good relationship with the region's print media, radio stations and TV news channels and will continue to build on this. Our media strategy will include the issuing of press releases and the encouragement of work placements for students within the local and regional media. The marketing and media strategy will be developed and managed by the Chair and members of the Communications & Community Liaison Committee, but we envisage that much of the media contribution will be provided by the students themselves, where it relates to their study and the celebration of their achievements.

The School will adopt an open-door policy where parents will be welcomed to visit and of course the school uniform with name and logo will always be prominently displayed by pupils on their way to and from school and while representing the school in various activities. We intend the reputation of children attending the Swanage School to be one of our key marketing tools, in the way that they represent themselves, in the enjoyment and sense of achievement they gain from their education and from the fond memories that they take into their adult lives.

The marketing strategy will be aimed at all parents in the catchment area and through a combination of printed materials, online activity, events and a strong presence as a focal point in the community, the Swanage School and its distinctive ethos will be well known to the whole community.

It will be important to work with local family support workers, youth workers and health professionals, as well as with the Children's Centre, to reach the most disadvantaged families. By promoting the school in a broad variety of ways across the towns and villages we will ensure that the Swanage School is an option clearly available to all in the community.

Through the distinctive ethos and curriculum offer of the Swanage School we intend to make it the obvious choice for all parents and children in the local area.

Section 6: Organisational capacity and capability

Capacity and capability of the Company

Roles in setting up the School

Over time the required roles will evolve from a Steering group gaining approval for the School, through to a Trust and Governing Body establishing the School, and then the Trust, Governing Body, Principal and Senior Leadership Team operating the School

The origins of Education Swanage lie in a community campaign group consisting of core members with a variety of experience and a wider network of supporters.

The core group works hard to engage with as wide a range of stakeholders as possible from the local community and other partners who can offer practical and professional support to help us achieve our aims.

Education Swanage members meet regularly and have established a number of working groups to develop various aspects of the proposed new school, including ethos, curriculum, premises, demand and partnership arrangements.

Most Members of Education Swanage are parents, some having children of school age and a number being actively involved with local schools as teachers and governors.

The following are members of the current Education Swanage core group but not all would necessarily be trustees or governors of the resulting school. None has a conflict of interest with a Free School.

	Skills and experience	Member of the Company Limited by Guarantee
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes

██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes
██████████	██████████	Yes

Table 6.1: Members of the core group

The group has access to supporters who are able to provide varying levels of specialist advice including legal and financial advice. We also have the support of local councillors at parish, town, district and county level.

The steering group has been actively involved in discussions with representatives of both Human Scale Education and the Co-operative College, in seeking professional advice and educational expertise.

Establishing the Swanage School

Expertise

Educational expertise

██████████

██████████

██████████

██████████

Six members of Education Swanage are school governors and have accumulated considerable experience of managing school budgets, maintaining school standards, ensuring appropriate accountability and managing the recruitment of headteachers and teaching staff.

Financial expertise

We recognise the layers of responsibility that will need to be established:

- For the Trust to establish the Funding Agreement
- The Governing Body will oversee the strategic use of resources
- The Principal and Senior Leadership Team will be responsible for resource deployment and management
- The Finance Manager/Bursar will control expenditure and provide the necessary reporting

We have substantial current experience of steering the finances of Middle and Primary schools through the representation of Governors and Teachers on our Steering Group. We will build this need into our plans for recruiting Trustees and Governors in the run up to our 2013 opening.

Business and environmental expertise

The group includes individuals who manage local small businesses or are self-employed with expertise in various sectors including project management, IT and web development, journalism and advertising and marketing. ██████████

This brings an additional dimension to our thinking in terms of efficiency and value for money. We also have expertise around environmental issues and a clear commitment to ensuring that the Swanage School evidences an understanding of sustainability issues, by minimising environmental impact and waste of resources. We have also had assistance from other supporters with a mix of educational, financial and business expertise.

Key Partnerships

A potential strong partnership with The Co-operative College and the Co-operative Trust Schools network will ensure that the new school has access to additional knowledge and expertise in school management, curriculum design and the implementation of a school with an inclusive and highly aspirational ethos.

A company limited by guarantee has already been established, and the Members of the Company are listed in Section 1. We expect to work with the Co-operative Trust to establish The Swanage School Academy Trust, in line with the Co-operative Schools Trust model as it is finalised over the coming weeks.

Additional professional expertise and practical support for the ethos of the Swanage School will be available through our complementary partnerships with Human Scale Education and the Co-operative College and the Schools Co-operative Society.

This will allow the school to access additional support as required for project management, legal and accounting services, human resources advice and facilities to support ICT and building/facility management.

Any commercial relationships will be established in line with the school's purchasing and tendering procedures (see financial oversight later in this section)-

Human Scale Education

Human Scale Education is a Registered Educational Charity established in 1985. Its mission is to support in human scale educational settings:

- Intellectual curiosity and challenge
- Emotional wellbeing
- Social justice and fairness
- Primacy of relationships
- Importance of community
- Sustainability and international outlook

Its role is to support schools in putting these values into practice in human scale educational settings.

Features of human scale schools that will also be in evidence in The Swanage School include:

- An ambition to create an intellectually challenging school with a demand for academic rigour
- An emphasis on human scale practice and smaller learning communities

- Putting relationships at the heart of its design and organisation and understanding the reciprocal relationship between the emotional wellbeing of pupils and their academic attainment
- A strong engagement with partners in the community as a resource for learning
- Supporting a professional community of teachers where staff training, professional development and collaborative planning are given the highest priority
- An intellectual and democratic community with high regard for pupil, staff and parent voice
- Working in partnership with a Graduate School of Education which is willing to be a research hub for human scale education
- Working with an international human scale partner with a proven record of good practice
- Agreement to publish and share evidence led innovation to the wider educational community
- To see architecture and environment supporting the principles underpinning the school

Human Scale Education will work with The Swanage School from its foundation, for three years, within its Small School Partnership Project funded by The Calouste Gulbenkian Foundation. Human Scale Education and the Co-operative Schools Trust would work jointly and collaboratively in their support of this Free School.

The Co-operative Schools Trust

Co-operative Education characteristics and professional service provision

Co-operative schools can be identified through a combination of the following characteristics:

First – their ethos is clearly linked to the globally shared co-operative values. The following is an extract from the draft Articles of Association for a co-operative academy:

“It is intended that the curriculum and ethos of the Academy will place an emphasis on, and include a commitment to students learning about, the co-operative values of self-help, self-responsibility, democracy, equity, solidarity, honesty, openness, social responsibility and caring for others, with the aim of encouraging all students to become better citizens, not only while they are students, but during the rest of their lives.”

The globally adopted statement on the co-operative identity which sets out these values and principles in full can be read at: <http://www.ica.coop/coop/principles.html>.

The Free School movement reflects these values in the aspiration to see local communities working together to build educational solutions in partnership with others to ensure a viable and vibrant mixture of provision.

This proposal for a Free School in Swanage is very much in accord with the government characterisation of the first wave of Free Schools, as being “driven by demand from local people”. As such, the Swanage School will play its part in supporting “an integral part of the Government’s education policy to improve choice for parents and raise standards for all young people.” (Ministerial statement by Michael Gove, 6 September 2010)

Secondly – the co-operative model provides mechanisms whereby key stakeholders can be directly engaged in the life of the school through membership. Much emphasis has been placed on this as a vehicle to ensure greater accountability and a voice in governance

For a Free School, this is central to the sustainability and long-term success of the school, securing greater loyalty from key stakeholders through a sense of shared ownership.

In a typical co-operative school model, parents/carers, staff, learners and the local community both through organisations and individuals, are entitled to membership (with restrictions regarding community individuals to cover safeguarding issues). The constituent membership groups are able to elect members to a members or stakeholder forum, which is one of the trustee appointing bodies.

Thirdly – the ethos of co-operative schools is put into practice through the curriculum and pedagogy. The approach to learning is underpinned by a clearly articulated and shared set of values. There is an expectation that pupils will be active participants in shaping and taking responsibility for their own learning, so that their individual needs will be met, and that they will be given opportunities to develop the skills and competencies to contribute to economic and civil society.

The “ownership of learning” which is incorporated through this pedagogical approach is a key driver for high aspirations and maximising individual and collective potential in the Free School model and will underpin the philosophy of the Swanage School.

This approach also reflects the intention of government that the diversification of educational provision should contribute to raising standards nationally through the introduction of innovative practice underpinned by well-researched and proven methodology.

There are several examples of co-operative schools which, through the adoption of this values-drive approach, have raised standards in all aspects of school life – behaviour, engagement, aspiration, leadership, and attainment. The achievement of these schools has been recognised as outstanding by Ofsted.

The priorities of the Swanage School will include the following goals:

- Raising aspiration through embedding a 'life-long learning' ethos in the extended community, linked to the particular characteristics of Swanage.
- Working collaboratively with learners, parents and other stakeholders to establish high expectations for the school at the outset and strive to continually raise standards of achievement.
- Working inclusively with partners from the worlds of education and training, employment and regeneration.
- Provision of learning and enterprise opportunities to develop concepts of corporate and social entrepreneurship at a local, national and global level
- Incorporating a global perspective reflecting the global community and rooted in the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity.
- Establishing best practice in teaching and learning and exploring new ways of learning which best meet the needs of the pupils.

The Schools Co-operative Society

The Schools Co-operative Society is a national network designed to share best practice and provide access to a range of services and professional expertise in education delivery.

The Schools Co-operative Society was established by the growing network of co-operative schools and is registered under the Industrial and Provident Societies Act, 1965, as a Society for the Benefit of the Community (BenCom).

The educational aims and objectives of the Society are:

- To promote and encourage the formation and development of co-operative and mutual organisations in education that reflect the Society's Purpose and in particular co-operative trust schools, being charitable companies or societies that act as the foundation of a school or schools and subscribe to the Trust Principles, which are to:
 - Encourage or promote education in a manner consistent with the values and principles established by the International Cooperative Alliance;
 - Have the object of advancing the education of pupils and of other members of the community and otherwise benefiting the community;
 - Have regard in carrying out their objects to their obligation to promote community cohesion under the Education Acts; and
 - Conduct their affairs in a manner consistent with the values and principles established by the International Cooperative Alliance.
- To promulgate principles on which Co-operative Society schools and other co-operative and mutual organisations in education should operate and to issue guidance on best practice in relation to financial management, accounting standards, corporate governance, openness, efficiency democracy or any other aspect of their affairs;
- To promote and provide facilities and opportunities for the sharing and development of innovation in the provision of co-operative/mutual solutions to learning, development and enterprise needs in schools;
- To promote and encourage the formation and development of new forms of co-operative and mutual organisations in education;

The Society is committed to extending the benefits of the co-operative school model to a wider audience of schools within the state education system. It believes that the tried and tested combination of governance, leadership, pedagogy and curriculum, all sharing common ground in their values and principles, provides a robust and long-term approach to addressing school improvement and meeting the educational needs of our young people in the 21st century.

The Society has a broad base of educational expertise within its practitioner-based membership (NLEs, LLEs, training schools, specialist school etc) through which it can support school improvement both where specific needs are identified and also on a long-term basis. It includes primary and special schools as well as secondary schools.

The Schools Co-operative Society is an organisation which engages schools which have stated clearly their commitment to spreading their success through sharing the expertise they have developed with others and, in turn, continuing to strive for their own improvement.

As such, it will support and enhance the organisational capacity and capability of the Swanage School to deliver educational excellence.

We expect that the Society will apply to be a significant partner of the School. Any arrangements with them or with other partners will be subject to the school's purchasing and tendering procedures (see financial oversight later in this section).

Filling Skill Gaps

The skills and experience of our group are summarised in “Capacity and capability of the Company” above. As a result, we see the following profile:

	Current strengths	Any current gaps	Plan to address
Professional knowledge, experience and expertise within the core group	School Governance Education leadership Teaching and learning Curriculum design SEN and inclusion Business management Marketing & Communications Community engagement	Experience at varying levels in terms of secondary phase	Training and development, and further recruitment to governing body
Access to additional knowledge, experience and expertise from outside the group	Good contact established with: <ul style="list-style-type: none"> • Local parents • Local politicians and elected officers • Owners/representatives of local sites • Outdoor activity providers and sports facilities • Service and “philosophy” providers – Co-Op, HSE • Partnerships with schools across S England, both existing and those applying to set up as Free Schools • Families children and young people • Local site advisers/architects who will work with PfS at the early stage of the planning process 	To be monitored and reviewed – Legal/finance, and Buildings/Site	Specific services available from our partner organisations, the Co-Operative Schools Network and Human Scale Education. Membership development and training activity facilitated through our partners and other suppliers as appropriate

Table 6.2: Capacity and capability

Education Swanage has established a group with a good set of skills and partnerships. The core group, using additional expertise where required, will take responsibility for the initial phases of designing and establishing the school, establishing the governing body and recruiting the Principal Designate and senior leadership team.

The Governing Body, Principal and senior leadership team will take responsibility for the detailed planning and further development of the new school.

Recruiting our school's Principal Designate

We will take a structured, fair and transparent approach to specifying the requirements, finding, attracting, selecting and appointing the new Head, paying due regard to appointment procedures, employment and equal opportunities and safeguarding legislation. We will base the process on the National College recommendations. The following sections detail the specific elements which we will particularly need to tailor for the Swanage School recruitment.

Defining the requirements for the new Headteacher

We will use the National Standards for Headteachers as a starting point:

- shaping the future
- leading learning and teaching
- developing self and working with others
- managing the organisation
- securing accountability
- strengthening community

We will then develop a job description that reflects the particular leadership qualities required to promote the co-operative values and priorities for human scale education that will characterise the school.

From this, we will produce a specification of the person required to perform the role exceptionally. This will reflect the personal skills, professional knowledge and expertise, and specific professional experience required. We will also give weight to the National Professional Qualification for Headship.

In addition to these, we have identified the attributes which will be required specifically for the Principal of the Swanage School. As a part of planning the recruitment, we will link the following attributes to the National Standard as follows:

- Someone who is inspired by the local area and the community; who wants the quality of life available in this area for themselves and for others, and sees the mutual benefits which can come from children learning in the community, and others gaining from use of and involvement in the School.
- Someone who is committed to co-operative values, and sees the educational and social potential of "human scale" education – two key sets of values for our new school
- A person who is able to draw staff and pupils into broader areas than they have perhaps been used to in the past; who is able to do this in a supportive but challenging way so as to make the school exceptional with the atmosphere of a small community that wants all of its members to succeed.
- An individual who is excited by setting up something new, in shaping the future and securing accountability from the staff.

We will expect our candidates are to be members of the National College

Our curriculum structure will also be an important input, and we will expect candidates to have qualities and experiences which could influence the development of the learning framework

The skills needed for the initial role will be different to those needed once the school is in steady state, and so we will be willing to consider candidates who would see this as a challenge for 3 to 4 years.

Finding and attracting the right candidates

The geographical and educational situation we are in is described thoroughly elsewhere in this proposal. The number of suitable and available candidates in the Purbeck area is likely to be small, and we will therefore advertise nationally in the TES and elsewhere. We will make the maximum use of our personal and professional networks to build the list of potential candidates. Depending on results, we may need to invest in the use of a professional search organisation.

In our advertising we will emphasise the attributes listed in the previous section. In the interests of both attracting the right candidates and deterring those less suitable, we will also emphasise:

- The start up nature of the role, as the first secondary school in the immediate locality for many years
- The resulting imperatives for personal leadership in selecting and building teams of teaching and non-teaching staff, and the broader teams involving parents and the community
- The relatively unusual opportunity this provides for professional development
- The Free School/Academy status of the School
- The particular ethos we have defined for our School, especially our co-operative values, human scale, the bounded local community, our sustainable ambitions and the socially varied mix of children

Selecting the preferred candidate

The process will involve:

- An application pack for those thinking of applying
- The opportunity for informal discussions with a Governor
- A formal application
- Initial face-to-face interviews with a Governor and an adviser in a convenient location, to produce a short list
- An interview day in Swanage for the shortlisted candidates with a panel of Governors and our advisers. This will probably include:
 - Presentation and discussion of a report written by candidates and submitted in advance
 - Competency-based and other interviews covering the agreed attributes
 - Time to visit the area and local facilities if the candidate is not familiar with the locality
- Discussion on terms and conditions, then a job offer
- Close follow up to maximise the likelihood of acceptance

Appointment

Our offer of appointment will be based on the relevant conditions, on the planned budgets as in Section 8, and subject to a medical, enhanced CRB check, references and proof of qualifications. We will consider advice on an initial possible short term contract.

It will be advisable for the Principal Designate to be available by early 2013, at which time funding will become available. This means that recruitment will need to be complete, assuming that an existing Head accepts the offer, by 30 September 2012.

Once an offer is accepted, we will immediately work with the new Principal Designate on her/his induction programme.

In the two terms before the school opens, the roles of the Principal Designate, working closely with the Governors, who will retain strategic oversight, will include:

- Finalising plans to open the school
- Marketing to external stakeholders, especially parents and potential pupils
- Recruitment of academic and non-academic staff – some directly, and then through others as they are appointed

Resourcing the recruitment of the Principal Designate

Within Education Swanage Limited we have a range of experience in recruitment and selection, from existing governors experienced in (head)teacher recruitment in Primary and Middle Schools, through members who have recruited staff in commercial organisations, through to a consultant who has been the functional specialist in assessment, recruitment and selection in major companies. We recognise that the selection of a secondary Headteacher specifically is outside our current experience, and as soon as approval is gained we will engage professional advice in this area. This will provide additional breadth, resource and specialisation to the recruitment process.

Current Candidates

We do not yet have any individual(s) in mind for the post, which will be filled to start in early 2013.

Recruiting teaching staff

The key principles behind this activity will be based on the professional standards:

- QTS status
- First degree in relevant specialism
- Teaching experience
- Evidence of understanding our ethos through references Recruit on values and ethos as well as experience, expertise and personal qualities

In addition, we will include:

- An expectation that all staff would be prepared to volunteer to contribute to the extracurricular provision
- Emphasise the distinctive nature of the Swanage School as means to both attract and select the appropriate individuals.

We will use a process in which we:

- Advertise with summary of job specification, including commitment to safeguarding and the necessity of enhanced CRB
- Accept applications
- Produce a long list

- Take up references
- Produce a short list
- Hold an interview day, consisting of:
 - Set context
 - Tour of school
 - Observation of candidate teaching lesson
 - Focus group
 - Feedback
 - Short list
 - Interview
- Appoint/re-advertise

The process will also be as for the Principal recruitment, except that for senior staff appointments the Principal Designate will, supported by the Governors, take direct responsibility. For other staff, responsibility will rest with heads of department.

The plans for phasing recruitment are described in the section Plans for leadership and staffing.

Governance

The role of the Governing Body

The Governing Body has legal responsibility for the strategic management of the school. In order to ensure both effectiveness and efficiency, some of these responsibilities will be delegated to a number of sub-committees. The Governing Body will appoint the headteacher who will then be responsible for day to day operational management of the school.

The Governors are aware of the following Public Service Values to which they will both individually and collectively be expected to adhere: selflessness, accountability, honesty, openness, objectivity, leadership and integrity.

Prior to opening, the Governors will appoint a Steering Committee to oversee the setting up of the school. This steering committee with support from the DfE and appointed external advisors will be responsible for: overall project planning, the appointments of the Headteacher and other senior staff, the development of governance infrastructure and otherwise ensuring a successful opening of the School in Autumn 2013.

This will include:

- drafting job specifications, selection criteria and interview processes
- appointing the headteacher (on appointment the head joins the steering committee)
- appointing other members of the school's management team
- working closely with and supporting the headteacher on other staff recruitment
- defining sub-committee structure and membership
- identifying suitable additional governors to fill identified skills gaps
- developing the school's annual plan for meetings, reviews and reports
- developing school policies
- developing systems and procedures (including financial controls)
- agreeing delegated authority limits

- handling any annual and legal returns to DfE, Companies House and the Charity Commissioner
- overseeing the development and refurbishment of School premises
- appointing a Clerk to Governors
- appointing an Auditor
- develop the initial risk register (covering in particular pupil and staff safety)
- identify and provide appropriate training for governors

After the school has opened, the Governing Body's responsibilities will change to setting the overall direction, monitoring and evaluating performance and determine key policies.

The headteacher will continue to be responsible for the day to day running of the school but in line with the school's ethos, the Governors will work closely with the head to ensure a successful and happy school.

The full Governing Body will meet at least once a term to consider matters as set out in the provisional meeting schedule below.

Autumn Term	<p>Election of officers</p> <p>Receive report on exam results and review examination targets</p> <p>Consider draft School Development Plan and Self Evaluation updates</p> <p>Agree annual reports (for parents, DfE, Companies House and Charity Commissioner)</p> <p>Receive reports (from sub-committees and departments as appropriate)</p> <p>Consider Auditor's recommendations and Review delegated authorities</p>
Spring Term	<p>Agree School Development Plan</p> <p>Receive reports (from sub-committees and departments as appropriate)</p> <p>Consider self-evaluation updates</p> <p>Consider draft budget</p> <p>Review Vendors/Contractors/ SLAs</p> <p>Review asset register</p> <p>Consider School Prospectus</p>
Summer Term	<p>Consider Key Stage and Extra Curricula reports</p> <p>Receive reports (from sub-committees and departments as appropriate)</p> <p>Consider self-evaluation updates</p> <p>Review risk register</p> <p>Review Governance structures</p> <p>Agree budget</p>

Table 6.3: Provisional meeting schedule for full Governing Body

In addition the Governors will undertake the role of critical friend looking to see how the School is achieving against its educational vision, ethos, performance targets and statutory obligations. The Governors will celebrate the School's successes and support and encourage when achievement falls short of our high aspirational goals.

The Governing Body is planning to delegate some of its strategic oversight to several sub-committees. These will not be fixed and are likely to change in the light of experience. At this stage the Governors are proposing the following:

- Ethos (including behaviour, safeguarding, admissions and collective worship)
- Curriculum (including Special Educational Needs)
- Finance and Premises
- Staffing and Remuneration
- Communications and Community Liaison

These sub-committees will typically meet twice a term. The roles of the Finance and Staffing sub-committees are described in more detail below.

Skills and capabilities

We have undertaken a skills audit and have identified collective expertise as shown in table 6.4. We have identified a rich mix of skills and expertise but recognise a need for both qualified accountant(s) and lawyer(s) to join the Governing Body. There are other areas that we need to strengthen particularly during the pre-opening phase. These are building expertise including an architect and quantity surveyor and although we have some strong IT and project management skills, we believe we would benefit from specific educational IT and project management skill.

Board/Committee experience

Strategic Planning	b	g	B		BG	E	E	b	g	BG	b
Strategic Monitoring Review		g	b	g	BG	E	E		g	Bg	
Committee Chairmanship			B		BG	E	E	b		Bg	

Business management

Budget & Operational Planning			b		BG	e	E	B		BG	b
Budget & Operational Monitoring			b	b	BG		E	B		BG	
Contract/Vendor Management			b	B	Bg		E	B		Bg	
Risk Management	b	b	b	B	Bg	e	E			Bg	
Outsourcing/Shared Services					B			B		B	
Perf. Improvement			B	B	B	E	E			Bg	

Human Resources

Staff Selection	b	G	B	B	BG	e	E	b	EG	B	
Staff Appraisals	b	G	B	B	B	e	E			B	
Structural Reorganisations			B	b	BG		E	b	eG	B	
Pensions and Terms of Employment							e	b		B	
Training			B	bE		E	Eb G	b	e		

Business skills

Marketing	B		b	b	B			B		B	B
Advertising	B			b	B			B		B	b
Community Relations	B	b		B		e		b	eg	B	
Project Management	b		B	b	B	e		b		B	b
Information Systems	B		b		B			b		B	
Information Technology	B	b		b	b	e		b		B	
Property Management				b	b					b	b

Education

Lesson Planning				E	E		E	E		E	e
Prof. Staff Development					E		E	E			
CPD				E	E		E	E			
Line Management				e	E		E	E			
SEN				E			e	E		EG	

Professional/legal

Headteacher							Y				
Teacher		Y		Y			Y	Y			
Teaching Assistant				Y				Y		Y	
School Governor		Y				Y	Y	Y		Y	Y
Lawyer											
Accountant											
Company Director			Y			Y	Y		Y		Y
Local Councillor				Y		Y					
Trustee					Y	Y		Y			

Time for project

No days per week

2	1	1	2	1	3	2	1	1	1	2	1
---	---	---	---	---	---	---	---	---	---	---	---

Table 6.4: Skills audit.

Legend: B considerable business experience; b some business experience; G considerable governing experience; g some governing experience; E considerable educational experience; e some educational experience

Governing Body Structure and Roles

Education Swanage plans to have a Full Governing Body of up to 18-21 Governors, to ensure wide representation of stakeholder views, but with small highly focused sub-committees to work effectively on specific aspects of strategic planning and monitoring. These sub committees will normally comprise no more than six Governors. It is our expectation that all Governors will serve on at least one sub-committee but the majority will serve on two.

Education Swanage will appoint up to 12 Governors who will between them have the appropriate expertise needed for the Governing Body to operate effectively and at the same time will representative of the local community as a whole. There will be a further six governors. These are the Headteacher, two parent governors, two staff governors and one LA-appointed governor.

It will be for the full Governing Body to appoint Governors to specific roles. However, in the initial stages Education Swanage is proposing the following:



Recruitment of Governors

As stated above, additional Governors will be selected to fill identified skill gaps and represent particular aspects of the local community. Once our submission is approved, Members and Directors of the Company will initially use their extensive personal and business networks to identify suitable candidates. If this is not successful then alternative sources of Governors will be considered. The first call will be as part of the Schools initial marketing campaign (see section 5). This will be followed if necessary by use of:

- letters and articles in the local press
- approaches to local employers
- local branches of professional bodies
- local business groups including Chamber of Commerce
- local community groups

Financial Oversight

The full Governing Body will have overall strategic responsibility for the financial governance of the Swanage School and in particular will be responsible for agreeing

the annual budget and regular monitoring of that budget. Detailed strategic responsibility will be delegated to the Finance Committee, while overall operational responsibility will rest with the Headteacher and detailed day-to-day financial management responsibilities will be held by the Finance Manager. The Governors, Headteacher and Finance Manager will be supported and mentored in their financial roles by professionally qualified financial advisor(s).

The Governors are aware of their legal responsibilities under company and charity law and are also aware that the Swanage School will be regulated by the terms of the Funding Agreement and Academies Financial Handbook.

Pre-opening responsibilities

Prior to opening the Finance Committee will appoint the Finance Manager and identify suitable Financial Advisor(s). These together with Governors and Headteacher will ensure that appropriate financial policies, procedures, systems and controls are in place. These will include:

- financial regulations manual
- banking arrangements
- purchasing and tendering procedures
- payroll arrangements
- policy concerning the receipt of hospitality and gifts
- procedures for reporting and investigating fraud and theft
- finance and payroll IT systems (probably outsourced/shared service)
- initial risk register
- arrangements for recording assets
- insurance policies

The current indicative budget will be refined in the light of more detailed plans and developments. Delegated financial authority levels will be agreed (it is likely, during the first few years while spending culture develops, that financial controls will be relatively tight).

Purchasing and tendering procedures will include, inter alia, the conditions for competitive tendering. It is likely that any potential contract valued between £1,000 and £10,000 will require at least one quotation prior to let of contract. Potential contracts valued between £10,000 and £50,000 will require at least three quotations prior to contract award. Contracts above £50,000 will require at least three quotes following advertisement by public notice and in the case of contracts in excess of £156,000, the advertisement will be in the Official Journal of the EU (OJ).

In order to maximise expenditure on inspirational and high quality teaching, it is essential to drive down administrative and infrastructure costs. It is probable that this will be achieved via outsourcing and/or shared services and it is important that Optimal Value for Money is obtained within acceptable commercial terms including quantifiable and enforceable service level agreements. The Governors will identify, invite tenders from and appoint the main contractors including the Auditor.

The Governors will appoint from amongst themselves (but not the Chairman or a member of the Finance Committee) a "Responsible Officer" to undertake periodic checks of the school's systems, controls and financial transactions.

Post-opening responsibilities

The main financial driver for Education Swanage is “Optimal Value for Money”. “Optimal Value for Money” incorporates not just “Value for Money” principles of economy, efficiency and effectiveness but a process of continuous review, challenge and improvement that results in improved educational outcomes. To this end the school’s objectives and targets as defined in the School Development Plan will be a main feed into the financial planning cycle. In order to accommodate medium- to long-term strategic objectives, each annual operational budget will be developed within a five-year rolling plan.

During the post-opening phase the emphasis will change to monitoring, comparison, challenge and improvement. It is intended that monitoring and control will be particularly detailed and frequent during the build-up stage so that any potential financial problems are identified and corrected as early as possible. An integral part of the continuous improvement cycle will be the comparison of our performance with schools identified as high achievers. The Governors will, wherever possible, support these comparisons with the use of benchmarks and peer reviews. Challenge is the identification of improvement opportunities. This is more easily done within a organisation that encourages a learning environment, team work, self-appraisal and an improvement culture. Swanage School will encourage such a culture.

In particular the finance team will:

- Consider the school’s indicative funding and assess its implications for the school.
- Consider and recommend (or otherwise) the school's budget, at the start of each financial year.
- Contribute to the formulation of the School Development Plan, through the consideration of financial priorities and proposals.
- Receive and make recommendations on broad budget headings, including the level and use of any contingency fund and balances.
- Liaise with and receive reports from the staffing/remuneration and curriculum committees, as appropriate, and to make recommendations to those committees about the financial aspects of matters being considered by them.
- Monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the school, and with the financial regulations of the DfE.
- Monitor and review procedures for ensuring the effective implementation and operation of financial procedures and, where appropriate to make recommendations for improvement.
- Prepare the financial statement to form part of the annual report of the Governing Body to parents and for filing in accordance with Companies Act and Charity Commission requirements.
- Receive auditors’ reports and recommend to the Full Governing Body actions as appropriate in response to audit findings.
- Receive advice from the financial advisor(s) and to recommend to the Full Governing Body actions as appropriate.
- Recommend to the Full Governing Body the appointment or reappointment of the school's Auditors.

Responsible roles

The primary financial roles will be performed by the Finance Committee, the Chairman of the Finance Committee, the Headteacher, the Finance Manager and the Financial Advisor(s).

The Finance Committee will discharge its responsibilities by meeting normally twice a term, and considering matters as set out in the provisional meeting schedule below.

Autumn Term (first meeting)	Receive premises report (including maintenance, security and H&S). Budget monitoring Annual review of delegated authorities Annual review of financial procedures
Autumn Term (second meeting)	Budget monitoring Receive and consider mid-year financial report SEF evaluation and review
Spring Term (first meeting)	Receive premises report (including maintenance, security and H&S). Budget monitoring Initial review of next year's budget
Spring Term (second meeting)	Budget monitoring Final review and recommendation of next year's budget Annual review of assets
Summer Term (first meeting)	Receive premises report (including maintenance, security and H&S). Budget monitoring Consider last year's financial out turn Consider SDP and initial strategic financial plan for next year.
Summer Term (second meeting)	Budget monitoring Consider final strategic financial planning for next year Annual contract review Receive, consider and recommend Annual Reports

Table 6.5: Finance Committee provisional meeting schedule

The Chairman designate of the Finance Committee is [REDACTED]

The Headteacher as the “Accounting Officer” will have overall operational responsibility for financial and administrative matters, ensuring:

- regularity and propriety
- prudent and economical administration
- efficient and effective use of resources

The Headteacher will therefore be required to demonstrate appropriate financial management skills to be able to discharge the above responsibilities. The

Headteacher will delegate day-to-day responsibility to the School's Finance Manager, the "Principal Finance Officer".

The Finance Manager will be responsible for:

- the detailed management of the school's financial position
- the maintenance of effective systems and internal controls
- ensuring that the annual accounts are properly presented and correctly supported by the underlying financial records of the school
- It is expected that the Finance Manager will be a member of the Association of Accounting Technicians (or equivalent) with significant charity or educational experience. It is the Governors' view that it will be necessary to have additional financial advice from professionally qualified accountants preferably with experience of being a finance director in at least a medium-sized company. It is hoped to provide this expertise through one or more Governors. However, if this does not prove possible, then it will be obtained as a bought-in professional service.

The "Responsible Officer" post is intended to provide an independent oversight of the school's financial affairs. The main duties of the RO are to provide the Governing Body with on-going independent assurance that:

- the financial responsibilities of the governing body are being properly discharged
- resources are being managed in an efficient, economical and effective manner
- sound systems of internal financial control are being maintained
- financial considerations are fully taken into account in reaching decisions

The governor so appointed, although not necessarily professional qualified, will have sufficient knowledge and experience of business management to be able to undertake effectively these independent checks.

Plans for leadership and staffing

The teaching staff would need to be built up over the first three years of the school being open, as the year groups filled up. An example of how teaching staff numbers is shown below in Table 6.6, but we would want our principal designate to be involved in reviewing this plan.

These indicative figures have been calculated using our model on curriculum and staffing, which is attached to our proposal. Although the numbers of staff above have been rounded to whole or half numbers, we would expect to be more flexible in practice, particularly in the first two years as staff in different curriculum areas are building up.

The numbers in the table above are slightly lower than the teaching and senior leadership staff numbers that are affordable according to the Section 8 financial spreadsheet. In our first year of operation we would expect to be able to employ one additional Full Time Equivalent teaching staff member than shown above. After the first year we would expect to be able to employ more Full Time Equivalent teaching staff. We would be able to be flexible to a degree in terms of the subject specialism of extra staff.

Number of full-time equivalent teachers			
Subject	2013/14 (Years 7-9 only)	2014/15 (Years 7-10 only)	2015/16 (Years 7-11: Steady State)
Headteacher	1	1	1
Assistant Headteacher	1	1	1
Mathematics	2	3	3.5
English	2	3	3.5
Sciences	2.5	3.5	4.5
Humanities	2	2	2.75
PRE	1	1.5	2
PHSE / Citizenship	0	1	1
Languages	1	1.5	2
PE	1.5	2	2.75
Drama / Expressive Arts	1	1	1
Music	0.5	0.5	1
Art	0.5	1	1
DT	1	1	1
ICT	1	1	1.5
Work Related Learning	0	0	0
Total	18	24	29.5

Table 6.6: Indicative staffing numbers

See also attached spreadsheet Table 6.7: Indicative staffing structure

Section 7 Premises

Possible site options

Swanage is a coastal town in Purbeck, a rural district of Dorset. It is part of an AONB, much of the town is a conservation area and the surrounding land is greenbelt, mainly held by large estates and the National Trust. Sites are therefore limited but two possible buildings are well known in the community and the town council and district council have been helping to identify other options. We had a site visit from [REDACTED] of PFS in September in which we identified three likely sites:

1) The former grammar school, which closed in 1974 and was then used for outdoor education. It was sold to a developer 10 years ago and is currently empty, although still used by music groups. Last year the site was included in a local Core Strategy consultation as a site for housing and a care home. We asked the district council to leave the site out of the plan, so that it could be considered as a site for a secondary school, and they voted in our favour and charged their officers with helping us. Some months later the owner has now agreed to work with us and the town council to see how the land can be released to us.

2) The current middle school, which will close in 2013 as part of the pyramid reorganisation to two-tier. It is a purpose-built school for 500 pupils, but Dorset County Council has earmarked the site for a new primary for one of the local first schools. The current first school in question has a PAN of 30 but an intake of 10 and plans to have mixed age year groups. At that level the primary will take up about one seventh of the current building and we hear that DCC plan to demolish much of the remainder.

3) Land owned by the Town Council, which they may be willing to release for a new build school.

Details of preferred site

Our preferred site is the former grammar school.

Reason for choice:

Although a free school would be a better use of the current middle school building, the local authority apparently has told PFS that it is not available.

The owner of the grammar site is working with us to see the property made available as a free school. The owner is in discussion with the town council. The plan is to gift the property to the town for a free school, in return for building market houses.

The building has been a secondary school and is an iconic building in the town; local stakeholders, including the district council, would be happy to see it reopened as the town school as a centre for the community.

We had a second site visit from [REDACTED] of PFS on 5th May and on an initial inspection the building seems in very good condition, although in need of some repair and modernisation. The sizes of the classrooms and circulation area are appropriate for a modern school and there are assembly spaces, a kitchen and dining room and a well-preserved science lab.

Although the building does not have indoor sports facilities, it has outdoor space and tennis courts, and is next door to both the football club, which has a sports hall, and the cricket club. It is also close to the local language school, with which we are

building links, and it is a short walk to the beach and open countryside for sporting and outdoor activities.

The district council plans to build up to 200 houses near the site in the next few years, with the emphasis on affordable homes for local families.

Address of site:

██████████, ██████████, Swanage, Dorset ██████████

Current use of site:

The site is currently unused.

Current freeholder of the property:

██████████, ██████████, ██████████, London ██████████

Brief description of the site

██████████

The former grammar school.

The property was erected in the early 1930s with subsequent additions and is constructed of brick under a slate roof. When it closed in 1974 it was a grammar school for 250 pupils and staff. The teaching space is on two floors with a separate caretaker's house, former canteen block, temporary classrooms and bike sheds.

There is a double hard tennis court adjacent to the main building with a further one and a half acres of playing fields adjoining. A tarmac area is provided to the south side of the school and remaining areas are grass. There is also a small outdoor swimming pool.

The current building is about 1900 square metres over two floors. There are large extra classrooms in the grounds totalling just under 500 square metres, which are watertight but in various states of repair. The two-storey caretaker's house offers extra office and storage accommodation.

It has playing fields and outdoor space that allow for any extra accommodation and future expansion.

The site is currently in private hands. The owner of the site intends to gift the school to the town council as part of the local area planning strategy to build new homes. The town council and district council are keen to see the site retained for educational use and support our free school proposal.

Attached are a plan of the site and the surrounding sports facilities (*Swanage Site Plan.pdf*), an initial (and very basic) sketch of how the the existing buildings might be used (*Swanage building plan.pdf*), and a spreadsheet indicating potential use of space and accommodation requirements (*Swanage school accommodation.xls*).

Capital investment

Swanage Town Council and Purbeck District Council are working with the current owner of the site to see the land gifted to the town and made available for the Swanage School.

We are beginning to investigate other sources of capital funding, including the possibility of fundraising with the help of the Swanage Grammar School Association, who are enthusiastic supporters of the plans.

We are also in very early talks with the local language school who wish to run a summer school and are seeking to hire premises each year. There is a strong possibility of attracting capital funding for classroom and sports facilities, and ongoing revenue during holiday periods. A summer school run as a joint venture is also feasible but would first need vigorous financial checks.

Section 8: Financial viability

Education Swanage has established this budget using experience gained from developing and overseeing school budgets as well as general business budgeting. The development of the budget has been guided by use of the Schools' Financial Benchmarks.

Two particular benchmarks have been used. The first is a benchmark of 78 mixed secondary schools of a similar size to Swanage School without 6th forms and in all regions excluding London. This benchmark has been chosen as it is likely to be a good comparator for a 2.8 FE school. The second is for 39 selective schools outside London, which we believe provides a good example of how schools with high academic aspirations are likely to balance their expenditure between teaching and other costs.

As a general rule we have sought to invest expenditure on those types of costs that are likely to have direct impact on educational outcomes and to control those costs relating purely to administration and infrastructure. "Optimal Value for Money" concepts have and will continue to be used both in budget setting and subsequent monitoring and review. We believe that effective financial management is essential to the delivery of our educational vision and plan. With this in mind and conscious that we will be a small school, we plan to spend more on external services including Legal, Audit, and HR than our benchmark examples, which are, in general, likely to be county maintained.

As can be seen from the attached financial plan template, the school will be financially viable. This can be achieved, we believe, without any "assessed" start-up funding and without recourse to voluntary donations and fundraising. The School **will** generate income from both voluntary and fundraising activities but taking a prudent view these monies will be spent on discretionary projects (ie nice to haves) rather than basic core expenditure. The School, each year from start up through to steady state, shows a small budgeted surplus. It is not the School's intention to store up large general reserves but to ensure that monies are, wherever possible, spent for the benefit of current pupils. To this end, any surplus will likewise be spent on specific discretionary projects. Our budget assumptions are explained in the following sections.

Income

YPLA funding is derived from Dorset's pupil funding formula as defined in the financial template while FSM figures (13%) and those on school action and action plus (20%) have been taken from Swanage Middle School which will be the main feed in the first year of operation. Insurance funding is based on the LA's rate of approximately £17 per pupil. At this stage business rates are not known. However, a figure of [REDACTED] has been used that has been interpolated from figures from other schools. At this time we are not expecting any service children.

It is likely, based on Swanage Middle School figures, that we will have extra funding for both statemented and "looked after" children. As these will be small numbers, it is likely that the funding will vary considerably from year to year. It is the school's intention that all of this funding will be spent directly on the children in question in the year of funding. We have therefore in the budget netted off income and expenditure for these items to zero.

Extended school is intended to be self-funding and again income and expenditure have been netted off to zero

Teaching staff includes the leadership team, teaching to cover the School's base curriculum as defined in the School's curriculum and staff plans as well as teaching to cover the enhanced curriculum (see section 4.2). This latter teaching will be used, as funds permit, to offer a richer choice of GCSE options as well as offering additional local and extra curricula activities.

Teachers will be paid in line with national pay scales. The Headteacher's salary is broadly in line with the leadership point L27 and the Assistant Headteacher's is in line with L21. The average teacher salary is derived from the 1st model benchmark. The schools intention is to employ inspirational and high quality teachers as such the salary is broadly equivalent to the upper quartile of £36,361 rather than median of £33,145. This mix of teachers spans a range from NQT to "advanced" and "excellent" teachers.

In terms of % spend, the majority of expenditure other than teaching and external services (see below) fall between the upper and lower quartiles of the 1st model benchmark. Teaching, at 61.4%, is intentionally above the upper quartile. We have, in the case of teaching, modelled ourselves on the second model (based on the selective schools with high academic aspirations) where the upper and lower quartiles are 57% and 62% respectively.

Supply staff will be used to cover short term staff absences, which can not be covered from the time (4%) built into the permanent staffing plan. Long term absences will be covered by insurance (see below). It is assumed that on average supply staff will be paid a rate similar to the base salary of permanent staff. However, it is assumed they will work insufficient days in the year to be liable for NI contributions. Supply staff costs are broadly in line with median expenditure.

Education support staff will be made up of the SEN coordinator (SENCO), the IT Manager and TAs & HLTAs including librarians and laboratory/language/IT technicians. The IT Manager has been included here as IT is seen both as an essential enabling technology for the delivery of the curriculum as well as an integral part of the curriculum itself. It is our intention to employ a competent and full-time IT manager. However, we do not believe we can afford to employ IT staff who have sufficient expertise to cover all aspects ICT and as such we will buy in additional IT expertise as and when required. ES staff expenditure is on the mid-point between the median and lower quartile.

We intend to employ premises staff sufficient to run and maintain the buildings and grounds on a day to day basis. Any substantial maintenance and improvement activities will be contracted out. Premises staff expenditure is on the mid-point between the median and the lower quartile.

Admin and support staff will consist of the Finance Manager, secretaries, receptionist, clerk to the Governors and clerical administrators. It is our intention to employ a competent and full-time business manager into the role of Finance Manager but we do not necessarily expect him to be a qualified accountant nor do we expect him to have been a finance director. We will use external financial advisors and auditors to provide the Head teacher and governors with professional financial advice as well as mentoring and developing the Finance Manager. Admin and support staff expenditure is on the mid-point between the median and lower quartile.

In calculating salary on costs, a pension contribution of 14.1% has been used, which is in line with the Teachers Pension Scheme while NI employer contributions are

based on the current rate of 13.8% but individuals' rates have been adjusted to include the zero rate below the secondary threshold and part time staff.

Non payroll expenditure

The majority of non payroll costs are at or about the median point of the 1st model benchmark. The exceptions are:

- business rates which is below the lower quartile but in line with local rateable values
- catering costs which are just below the upper quartile but are broadly in line with the median once lunch time supervisors and dinner money are netted off
- other (external) services which is above the upper quartile but reflects the needs of a small school and the non availability of free support from the local LA.

Four expenditure headings: IT managed service, IT Refresh, depreciation and miscellaneous have been included in the financial template which we have not been used in our budgetary analysis. IT managed service will be covered under other services. IT refresh will be covered under ICT learning resources, administrative supplies and other services. We are planning to refresh IT equipment on a 4 year rolling cycle beginning in year third year of operation. We are not planning, other than DfE funded items, any major capital expenditure within the current planning horizon and in any event this is likely to be a discretionary spend as and when funds permit. When such capital expenditure does occur, depreciation will be under the appropriate cost heading. Likewise miscellaneous expenditure will be budgeted under the appropriate cost headings.

However, for ease of understanding and budget construction/deconstruction, start up expenditure on books, materials and equipment, management training and initial recruitment have within the financial template been separated out with their own costs headings.

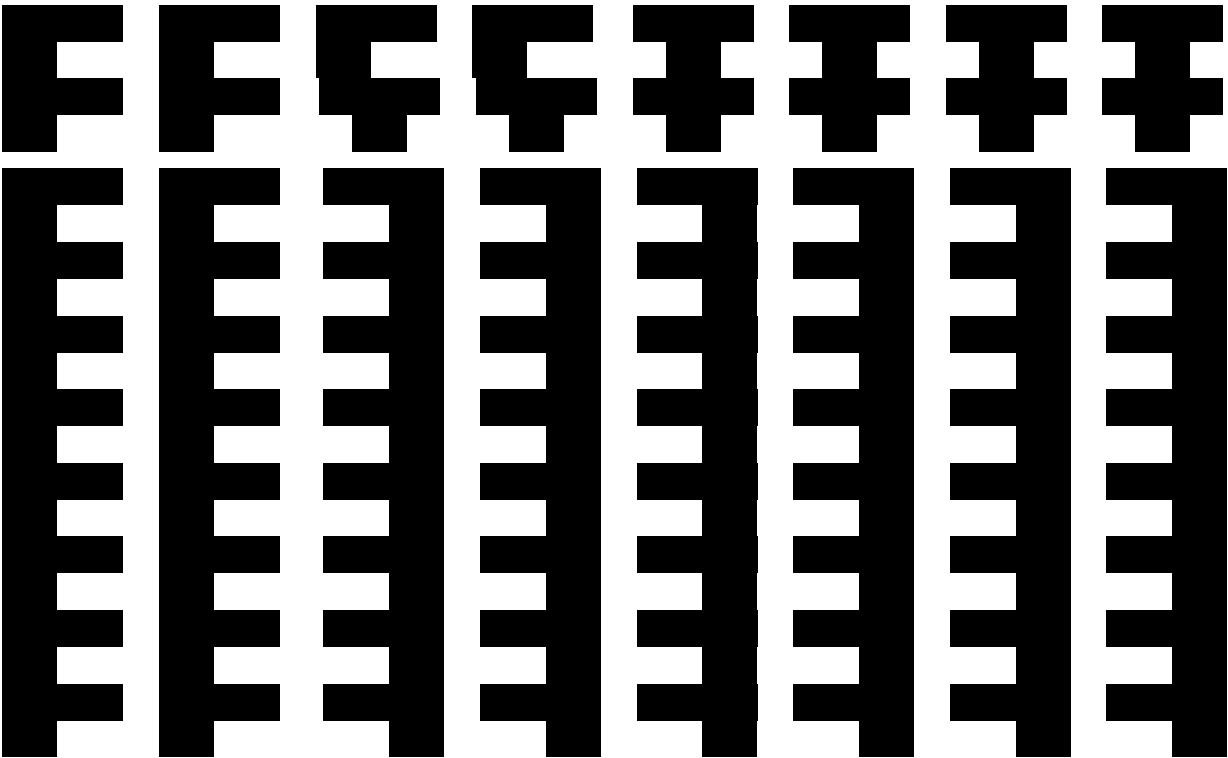


Table 8.2

Educational materials in the template include both learning resources (E19) and ICT learning resources (E20). These are in line with the median point but over time as funds permit the School will be happy to see these increase towards the upper quartile.

Maintenance costs (building maintenance in table above) in the first few years following a capital investment in the premises may be lower than the budgeted figures. If this is the case then these monies will be held in reserve to cover any unexpected start up costs.

Extended school (community costs in above table) will be self funding and as such both expenditure and income (see above) have been netted off to zero.

Additional scenarios/sensitivity analysis

We have considered the School's viability with $\pm 10\%$ of pupil numbers. With increased economies of scale we are confident that a school of 460 pupils will be financially viable. Indeed, we would be able to offer an even richer of choices at GCSE coupled with increased local and extra curricula activities. Having modelled the School's finances with 375 pupils, we are also confident of the School's viability with this reduced number on roll.

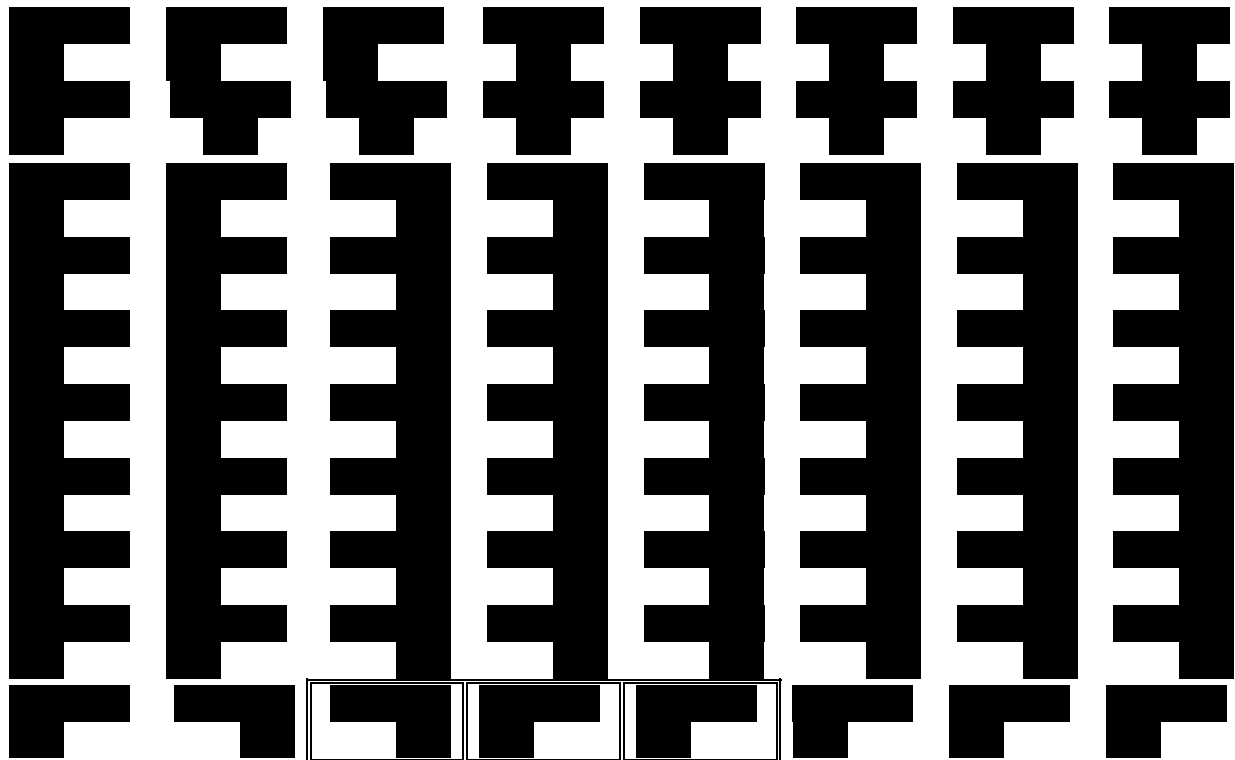


Table 8.3

Although total teaching costs are less than the full uptake scenario, sufficient monies are available to more than cover the teaching of the School's core curriculum as defined in the curriculum and staffing plan. Likewise there is a small reduction in the amount of supply cover and the numbers of education support, premises and admin & clerical staff but again without any significant impact on the School's ability to deliver the core curriculum of 15 academic subjects. The salary and terms of employment remain the same as in the full scenario. Teaching, as a % spend, moves up to 66.1% and moves slightly above the upper quartile of the selective model (see above). Supply cover remains in line with the median point while other staff costs remain near the mid-point between the median and lower quartile.

██████████ Most costs remain in line with the benchmark points used in the full uptake scenario. The exceptions are business rates, other occupancy costs and other (external) services. Business rates, occupancy and other external costs are treated as fixed costs and remain the same as in the full uptake scenario.

In conclusion

Education Swanage are confident that the Swanage School is financially viable and capable of delivery our Educational Vision and Plan for the benefit of the children and local community.

See attached spreadsheets: Education Swanage financial plan template 100% and Education Swanage financial plan template 90%