

The SASH School

Free School Application 2014

Slough Association of Secondary Headteachers (SASH)

Contents	Page
• Section A: Applicant details and declaration	4
• Section B: Outline of the school	9
• Section C: Education vision	11
• Section D: Education plan	19
• Section E: Evidence of demand and marketing	57
• Section F: Capacity and capability	66
• Section G: Initial costs and financial viability <i>(see separate spread sheets)</i>	85
• Section H: Premises	90
• Section I: Due diligence and other checks <i>(sent to Due Diligence team under separate cover)</i>	93

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Slough
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </p>
6.	<p>If Other, please provide more details: The promoting group is the Slough Association of Secondary Headteachers (SASH) which comprises all 13 secondary phase Headteachers. The group has a wealth of education experience and expertise. The Headteachers lead both all ability and grammar schools.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	<p>If Yes, please provide more details: n/a</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p><i>PSI (UK) Ltd</i> Project Management and Education Consultancy</p> <p><i>MW Interim Ltd</i> Project Management and Education Consultancy</p> <p>It is anticipated that input from both organisations will continue during the pre-opening stage of the new school development (see Section F).</p> <p><i>FiS-EdSolutions Ltd</i> Advice on financial planning</p>
Details of company limited by guarantee	
11.	Company name: The SASH School

12.	Company address: [REDACTED] London
13.	Company registration number: 7956692
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details: n/a
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	Name: [REDACTED] (Director)
	2. Name: [REDACTED] (Director)
	3. Name: [REDACTED] (Director)
19.	Please provide the name of the proposed chair of the governing body, if known: Not yet known.

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. *Note: SASH as an entity does not have formal links with other specific organisations. However, there are partnerships that exist amongst the schools e.g. with other schools and training and education providers and / or voluntary organisations. Further details can be provided on request if required.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No*
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. N/a	

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). N/a	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/a
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	SASH is representative of 13 schools, not any one school.
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: SASH is representative of 13 schools, not any one school.	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: SASH is representative of 13 schools, not any one school	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: The promoting group is the Slough Association of Secondary Headteachers (SASH) which comprises all 13 secondary phase Headteachers. The partnership itself is not a company limited by guarantee.	

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



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

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

Signed:

Position: Member of company

Print name: [REDACTED]

Date: 22nd February 2012

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

Section B: Outline of the school

1.	Proposed school name:	The SASH School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019 – Years 7 to 11 September 2021 – all Year groups including Years 12 and 13
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/a
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/a

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

Section C: Education vision

Overview

The SASH School will be an excellent additional local school for children and families in the community of Slough. It will offer more choice of high quality teaching and learning for parents in an area that retains several selective schools.

The proposal for the school comes from a unique and innovative partnership involving the Headteachers of all of the thirteen existing secondary school providers in Slough. This includes community, foundation, grammar, voluntary aided, academies and special schools.

The partnership has collaborated to propose a new school in response to a) the opportunity to create a school which draws on the best of existing practice, b) the chance to introduce inspirational and 21st Century learning models from the school's inception and c) in order to address what is predicted to be a serious gap in local secondary school places by 2016.

The SASH School will be a 900 place co-educational secondary school. It will have a sixth form with 200 places. A total of 1100 once the school is at capacity. The sixth form will be developed as the school grows in order to meet the requirements for places as the demand increases and in light of the need to address educational, employment and training places for pupils with regard to the raising of the participation age.

We want our pupils to leave school confident in their ability to succeed and able to enter a world of work or education confident that they can learn new skills and engage in business markets that no one is yet able to define. Our pupils will be fully active citizens and the future leaders of tomorrow.

The SASH School will be an inclusive school providing an education model that is able to adapt to a wide range of learning styles and learning needs. Our personalised approach will be attractive to pupils whatever their talents, be those academic and /or creative and practical.

The SASH School will provide educational opportunities that will enable our local young people to achieve to the best that they can, achieve to a very high standard and gain skills and expertise that will enable them to be the first choice employees of the local business sector.

The school will be characterised by the creative, innovative and leadership opportunities that it provides for all pupils and adult learners.

Our overarching framework for the delivery of the curriculum will be based on the principles of the Opening Minds model devised by the RSA. This will be the first school in the area to use this well regarded framework across all years in addition to a specific focus in Years 7 and 8. The implementation of a Thinking Curriculum within which pupils will engage in thematic learning in

vertically arranged learning groups will provide the basis for access to accredited courses on a “stage not age” basis. Overall, a broad and balanced offer that will result in excellent standards and outcomes will be achieved through the National Curriculum including GCSEs and A Levels, International Baccalaureate, high quality vocational courses and relevant work related learning.

We will achieve our vision for each of our pupils through a rigorous focus on matching our curriculum and learning opportunities with pupils’ learning needs; helping them to understand how they learn best; building positive relationships and providing activities that challenge and extend their aspirations.

Why 2014?

We are confident that opening in 2014 will give us the time to ensure excellent quality of workforce, learning environment and facilities from opening. Opening in 2014 means that we will be in a very strong position to ensure that the education plan and vision drive the design development. We do not wish to compromise our aims or vision with a partially developed solution for 2013 which will not fulfil the desires or needs of local families for a quality new local school.

It is our intention that the new school attracts the highest quality staff from the start. We are conscious that the recruitment of teaching staff locally can be difficult as we are in competition with the Outer London Boroughs where posts command additional salary allowances.

We are aiming to provide a long term solution for the community with regard to local education and employability. We require lead in time to utilise the workforce expertise that will come through the development of the teaching school and the Slough Learning Partnership which will in turn feed into our school learning community.

The proposal for The SASH School is part of a coherent longer term solution to provide secondary places in a systematic way at a time when changes in the education landscape make this more difficult. Whilst opening the first SASH school in 2014 will meet the first pressure point in demand, there is potential for SASH to develop a further free school proposal in order to respond to the increasing demographic demand from 2015 onwards.

The SASH partnership has a clear vision that will offer parents and families the greatest possible choice of education locally to enable more young people to stay in the area from KS3 onwards. Indeed from 2014 the options of attending secondary schools in neighbouring boroughs will diminish (see Section E)

Rationale

a) Slough school leavers need to be able to access the jobs available from the major industries based in the area.

Slough's workplace economy comprises an excellent location and infrastructure and is thus home to large, competitive and world-class businesses. For example; Mars; Network – i; O2; Siemens; ReckittBenckiser; GlaxoSmithKline and AkzoNobel.

The workplace economy however fills its higher-order jobs with professionals who commute in from outside the area.

The resident-based economy is smaller, less well-qualified and is more greatly characterised by the barriers to employment and enterprise than the resident economies of the surrounding districts. As a result there is substantial out commuting to lower order jobs (such as at Heathrow), greater unemployment and deprivation and lower levels of employment and entrepreneurship amongst Slough residents.

The SASH School will explicitly aim to redress the balance. The school will have the promotion of enterprise and creativity very much at its heart. In this way the values upon which we will build the school are shared with those that underpinned the founding of the Royal Society of Arts. The RSA was founded to "embolden enterprise... improve our manufactures and extend our commerce" to improve Britain's prospects as a trading nation and reduce poverty and worklessness.

The SASH School will aim to achieve our goal of ensuring that pupils from Slough's schools can go on to get excellent jobs locally and help to sustain the growth of a local economy by cultivating a workforce with the mindset and skills to adapt and compete in an ever-changing economy.

The curriculum provided will enable access by all learners to high quality and diverse learning opportunities relevant to their individual needs and enable them to develop the skills and expertise required by local employers.

b) The SASH School will be the first school in the area to explicitly use the principles of the RSA Opening Minds framework to underpin learning from Year 7 to 13.

We believe that it will be even more crucial in the future to be able not just to acquire subject knowledge but to understand, use and apply it within the context of wider learning and life. The Opening Minds key life competencies model will provide a framework that will enable our pupils to see clearly how their studies are relevant to the skills and knowledge required for successful participation in adult society.

The model also offers pupils a holistic and coherent way of learning which allows them to make connections and apply knowledge across different subject areas. The ability to find creative solutions to problems is enhanced when ideas and inspiration can be drawn from other subjects or areas of work.

c) Collaboration of the Slough Association of Secondary Headteachers (SASH) in promoting their own school provides a unique opportunity for pupils to share in the widest possible range of tuition and expertise available in local schools.

The SASH School partnership provides the basis for the delivery of a vibrant education for local pupils. Our proposed new school is at the centre of the development of our strategy to ensure that there is the widest possible curriculum choice provided to young people in the area and that it is provided in as coherent a manner as possible.

Through the sharing of the subject specialist expertise available across the partnership, either through direct tuition or through virtual learning, pupils in The SASH School will have access to the best possible curriculum offer available.

The SASH School will be at the forefront of the development of a collaborative approach to learning that we plan to develop and implement over the next few years.

By working collaboratively together we will ensure in the longer term, that all pupils will be able to have access to a real choice of subject options. We will build expertise across the schools to ensure that there is a planned approach to the investment in particular subject areas and to avoid unnecessary overprovision.

In future, it will be routine for pupils in KS4 and 5 to participate in subjects on offer in a school other than their own. Older pupils may travel to another school for a particular lesson but many lessons will be “streamed”.

d) The school will provide high quality education for local children. It will be within walking distance from the homes of its pupils.

The diversity of secondary schools in Slough means that for some pupils the journey to and from school each day involves travel across the Borough. In addition, a number of pupils are travelling across the Council boundary into the neighbouring boroughs of Windsor and Maidenhead or Buckinghamshire.

The SASH School will provide a high quality local school within walking distance of our pupils’ homes.

Through our initial research, we have identified an area in the south eastern area of the Borough where there is a need for a school that is accessible to all local pupils. The schools that exist within the locality, currently, are three of

the grammar schools whose intake is selective.

Within the area, there is a possible site available at [REDACTED] However, we have not yet been able to instigate any formal feasibility study.

e) There is an increasing need for additional secondary school places from 2014 onwards.

Analysis of figures provided by the local authority demonstrate that even with their current plans to provide additional Year 7 classes there will still be a shortfall of secondary school places from the year 2014. (see Section E)

For the academic year 2014/2015 an additional 6 forms of entry to the current capacity of Slough schools will be required. In 2016/2017 this jumps again by an additional 8 forms of entry required.

The local authority plans currently allow for an expansion of the equivalent of 3 forms of entry in Slough schools.

An equivalent number of pupils to 4 forms of entry have places in schools outside of the Borough. Reliance on this as a partial solution however, may not be sustainable as the pupil population is growing in those areas also. Data from the Royal Borough of Windsor and Maidenhead illustrates that their primary school population is on the increase and that they will be adding an equivalent of 5 forms of entry to their capacity in 2013.

Even when the use of other Borough school places and the increase in local school class numbers planned is taken into consideration it is clear that the numbers of pupil places that will be needed is well in excess of capacity from 2014 onwards.

Vision and Ethos

“Active citizens – future leaders”

Our vision for The SASH School is that it will be a forward thinking outstanding school inspiring learning. It will develop confident young people, who will excel in their educational, personal and social development, achieving more than they believed possible.

The school will be known for its ability to develop the entrepreneurial skills of its pupils. There will be a clear emphasis on creativity, innovation and leadership. The curriculum will encourage problem solving, critical reflection, research and challenge and the development of analytic skills fostering the business men and women of the future.

We want all of our pupils to be “active citizens”. All pupils will be encouraged and given the confidence to participate in decision making, providing support and/or creative input across the three areas of family well being, public service and generating wealth. Through this we will develop self confident and

responsible pupils who contribute to the local community of Slough and are well placed to become future leaders.

An expectation that lifelong learning not only underpins success in adult life but that it will be a necessity in order to actively participate in the future economic world will underpin the culture and curriculum of the school. Our goal is that adult education will be integrated into the day-to-day activity of the school through a virtual college and with a number of facilities providing dual use. The school will create additional educational opportunities for parents and the local community by providing classes after the end of the usual school day and on a Saturday.

Our school will be a first choice local school for families in the neighbourhood providing world class teaching and learning opportunities that ensure the achievement and success of the pupils enabling them to move on with confidence into work, further training or education.

Parents and families will be closely involved in the school. The school will feel as if it is *their* school – a welcoming and supportive place to be. Positive relationships will be enhanced in a number of ways including by early communication with prospective parents whilst their children are in primary school, involvement in social and educational opportunities, parent information evenings, a parent communication group and through representation on the governing body.

We will provide an inclusive learning environment where all learners are welcome and able to succeed. Learning pathways will be tailored to suit the interests and aptitudes of individual pupils. A personalised approach to planning the curriculum will ensure that teaching and learning is differentiated in a way that maximises each pupil's attainment and achievement.

Our school will work closely with local business to ensure that the curriculum provided will enable pupils to gain the skills and expertise required by local employers. Opportunities for apprenticeships and work based learning will help our pupils to be successful in getting work in Slough and beyond.

We recognise the need for all learners to have the skills to be able to adapt to and use fast changing global technologies that will be relevant to their future employment. In The SASH School, therefore, the ICT curriculum will include the opportunity to learn the computing skills required in order to develop new technologies as well as expertise in information literacy and the use of state-of-the-art technologies as tools for learning. We will explore the opportunity provided by the high number of ICT companies based in Slough to develop a specific and relevant computing course for which one of them would provide the accreditation.

We aim to become an International Thinking School, accredited by the University of Exeter, highlighting the importance we attach to enabling our pupils and staff to understand and engage in effective thinking and learning that will support both their success in learning and teaching and ability to adapt to changing educational or workplace requirements.

We will work as an integral partner with the existing Slough schools' partnership. SASH school will add to the strength of their collaborative and strategic work together by providing additional curriculum opportunities that may be accessed by pupils across the Borough and by sharing other specialist input available in other schools.

The vision for our school is underpinned by our core values listed below.

Core values

- The school will be a stimulating and inspiring learning environment. It will be welcoming to all learners providing a very clear message that it is a place of learning where excellence can be achieved.
- All learners will be motivated, engaged and enjoy learning. This will promote optimum attendance and positive relationships amongst school pupils and staff. They will develop as independent learners, through a programme of personalised learning, focused on individual needs, interests and ambitions.
- The curriculum will be challenging and diverse; inspiring creativity, innovation and leadership. It will provide opportunities for academic, vocational and practical pathways as appropriate for individual interests and aptitudes.
- The school will have the highest expectations of all staff and pupils – promoting high standards of achievement for all and minimising gaps in attainment.
- The school will be driven by a shared view that every individual really does matter, has views that are important and is entitled to the opportunity to succeed.
- The concepts of active citizenship, empathy, community, self responsibility, independence and leadership will be inherent in all that the school does.
- The school will be committed to inclusive education providing quality education for all learners according to their individual strengths and needs. All learners, the gifted and talented, as well as the more vulnerable that may have special educational needs or a disability, will be supported to ensure that they have opportunities to succeed.
- All learners will have access to a range of experiences and qualifications to enable them to enter the world of employment or

higher education and to make a positive economic and social contribution to the regeneration of the local Slough, national and international communities of the future.

- Whilst ensuring a diverse curriculum that allows learners to follow a variety of pathways, the school will take advantage of opportunities presented by their links with local business to support whole school improvements and to provide specialisms for learning.
- The learning environment will be flexible and adaptable enough to accommodate a variety of approaches to learning.
- The individual success of all learners will be fostered and supported by high quality inspirational teachers and multi- disciplinary support staff.
- The school and its business and educational partners are committed to minimising the impact of change from one setting to another and will work towards seamless transition across key stages and between school/college/university and work.
- Learning opportunities, facilities and services will be accessible to the wider community. The school will have capacity to host other activities, organisations and community events and will support the wider Slough Learning Partnership in the provision of extended school services and adult learning opportunities.
- The outward facing nature of the school will recognise the contribution the school can make to future generations of the community and how it can support and influence local regeneration in terms of environment, economy, social relationships and high quality citizenship and active involvement.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate.

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year 7		0	120	180	180	180	180	180	180	180
Year 8		0	0	120	180	180	180	180	180	180
Year 9		0	0	0	120	180	180	180	180	180
Year 10		0	0	0	0	120	180	180	180	180
Year 11		0	0	0	0	0	120	180	180	180
Year 12		0	0	0	0	0	0	80	120	120
Year 13		0	0	0	0	0	0	0	55	80
Totals		0	120	300	480	660	840	980	1075	1100

Year 12 and 13

We propose to grow and develop the school in a manner that will ensure the maintenance of the highest quality of standards and achievement from Year 7 through to year 13. For the purposes of planning we have based our assumed pupil numbers in Year 12 and 13 on a typical rate where about two thirds of Year 12 do not stay on at school but will move on into further education or employment.

We are mindful that with regard to the Raising of the Participation Age there may be a greater desire for pupils in the future to continue for longer in education at school and so this assumption may be amended in line with emerging trends for 2015 onwards.

Our model also assumes greater mobility of pupils across Slough schools and use of additional education providers or work related settings. The numbers enrolled in the sixth form therefore may not reflect the actual numbers of pupils coming to The SASH School for specific subject lessons on a daily basis.

Section D: Education plan – part 2

D1: Curriculum and the organisation of learning

Rationale

The school's curriculum will respond to Slough's specific circumstances as outlined in the vision and prepare its pupils to be able to access those higher order jobs in the skills sectors required by the local economy, as well as anticipating what skills are needed for future growth.

Approach

Pupils who leave the school at the age of 18 or 19 will be active citizens ready to face the challenges of a 21st century society which is characterised by change. They will be innovative, creative leaders and they will develop the knowledge and skills needed to become those individuals through an exciting and rigorous curriculum.

A consistent and robust attention to the development of high level literacy, numeracy and scientific skills will be evident throughout every pupil's time at the school. Differentiation, targeted support and intervention will be key features of our personalised approach. All learning environments will be equipped with interactive and hand held technologies which will facilitate the research, planning, development and presentation of pupil learning. In addition the core curriculum will be heavily weighted towards pupil led learning and to joint planning of learning with staff.

Curriculum model

In order to achieve our vision that all pupils leave The SASH School as confident active citizens prepared for roles as future leaders we will implement innovative approaches to teaching and learning and use evidence based alternative curriculum models.

Our approach to enable all individuals to develop to the best that they can be is based around pupil led and personalised learning pathways. As the school grows we will progress, using this approach, to a "stage not age" model of teaching and learning. The emphasis within this will be on thematic learning with vertical grouping of pupils.

There are three pillars supporting our curriculum delivery. These are:

- the RSA Opening Minds framework
- the Thinking curriculum
- Block 4 extended learning opportunities

Opening Minds

The RSA Opening Minds framework promotes innovation. Teachers design and develop a curriculum based round five key competences: Citizenship,

Learning, Managing information, Relating to people and Managing situations.

A competence based approach enables pupils not just to acquire subject knowledge but to understand, use and apply it within the context of their wider learning and life. It also offers them a more holistic and coherent way of learning which allows them to make connections and apply knowledge across different subject areas.

Thinking Curriculum

The "Thinking curriculum" is not defined by content but focuses on how pupils learn and how they think about their learning. Instead of seeing curriculum primarily in terms of content, it promotes more systematic reflection upon the thinking skills, learning styles and processes involved in teaching and learning and pedagogy. The Thinking curriculum approach will be inherent to our teaching in The SASH School.

Block 4

The use of a fourth learning Block will enable us to enhance our offer through extended learning activities that will focus on creative, innovative and leadership activities maintaining an emphasis on the Thinking curriculum and problem solving throughout.

A Block 4 slot beyond the end of the official school day will maximise the curriculum freedoms afforded to Free Schools and be the vehicle by which the school will be able to move towards staggered timings for particular cohorts of pupils.

Flexible blocks of The Thinking Curriculum will be built into the school day for all year groups and will allow for further mixed groupings across the age range or, less often, activities specifically focused on an age group. The Thinking Curriculum will reinforce and deeply embed metacognitive thinking skills into pupils' learning. It will complement the Opening Minds curriculum proposed for Years 7 and 8, and provide continuity from this across Key Stages 4 and 5. High quality Continuing Professional Development (CPD) based around the International Thinking Schools framework will ensure confident, high quality delivery. The Thinking Curriculum may be whole days, a series of days, an afternoon or 2 hour lesson. For example a group of year 10, 11, 12 or 13 pupils could be spending the afternoon with the CEO of an international company based in Slough finding out about his/her career path and then engaging in an activity relating to that particular company. In other learning environments, pupils from across the age range may be engaged in an introduction to Mandarin for business or a workshop on theatrical make up delivered by pupils from the local Further Education (FE) college or undertaking a fitness test in the school fitness studio followed by a seminar on nutrition and healthy eating with sports science pupils from our Higher Education (HE) partner.

Residential programmes are considered to be an essential part of the learning experience. We would expect to run World Challenge (or similar), team

building outdoor education in other parts of the UK and abroad and enterprise residential which might comprise The Apprentice style task but with mentoring from key business figures, leadership theories and 360⁰ profiling.

All pupils will be expected to develop leadership skills as part of the Relating to People competence and both The Thinking Curriculum and Block 4 strands of the curriculum will provide opportunities to acquire qualifications/accreditation in National Governing Body sports coaching, languages leadership, Community/Junior Sports Leadership, Young Ambassadors, Duke of Edinburgh and peer mentoring. They will also offer community involvement experiences such as literacy support in local primary schools, delivering ICT training in residential care homes for the elderly or to adults with disabilities or working with local charities such as Aik Saith to support community cohesion.

Block 4 examples

Block 4 will give pupils opportunities such as:

- Business related initiatives e.g Slough ASPIRE
- Externally accredited programmes e.g.in Developing Effective Thinking Skills
- Access to the full range of adult and distance learning qualifications/courses held on site
- Creative writing circle
- Work with business and higher education mentors
- Qualifications in Community Languages, Latin, Classics
- Master classes and seminars by visiting speakers
- Personal interest related activities and clubs

Pupils will be required to attend a minimum of 75 Block 4 sessions over the school year, equivalent to 2 a week. These will be negotiated between the pupil and their Director of Teaching and Learning Community and will include both free and guided choices. Both The Thinking Curriculum and Block 4 will be almost entirely delivered in mixed age groupings.

Years 7 and 8

Years 7 and 8 will follow an integrated vertical curriculum using the RSA's Opening Minds model with a focus on enterprise. Pupils will develop skills in 5 key competences – Citizenship, Learning, Managing Information, Relating to People and Managing Situations. The table below exemplifies how this fits into the vision for the school.

Active Citizens				
Making a difference – understanding how society, government and business work	Understanding of ethics and values, how personal behaviour is informed by these and how to contribute to society	Understanding and valuing diversity, locally, nationally and globally	Understanding the social implications of technology	Understanding how to manage their lives including financial affairs
Innovative		Creative		Leaders
Operate in teams to innovate and fulfil different roles <i>Develop range of communication techniques and understand how and when to use them</i> Initiate, cope with and manage change using a variety of techniques <i>Be entrepreneurial and take initiative; develop capacities in these areas</i> Take and manage risk and uncertainty		Think originally and systematically and know how to apply this knowledge <i>Explore and understand own abilities and talents and how best to make use of them</i> Develop techniques to access, evaluate and differentiate information and how to analyse, synthesise and apply it <i>Reflect and apply critical judgement</i>		Relate to others in various contexts including those they lead, are led by and how to get things done <i>Lead own learning – understand how they learn</i> Develop others and understand techniques used to do this <i>Manage personal and emotional relationships</i> Develop techniques to manage stress and conflict including disappointment <i>Celebrate success</i>

Challenging thematic approaches will allow pupils to develop and apply the skills and knowledge of the National Curriculum subjects in depth, across extended periods of time and in meaningful, enterprise orientated situations. They will work almost entirely within mixed age groups, at first, in classes of a maximum of 30. Our aim is that by 2021 the pupil teacher ratio will have improved to 1:16.

Years 9 to 11

It is the aim that every child will achieve 5 A*-C grades including English and Maths. From Year 9 onwards pupils will embark upon qualification pathways delivered using the principles of Opening Minds and supported by on-going Thinking Curriculum and Block 4 opportunities. Pupils will take qualifications when they are ready to do so as individuals, rather than at the ends of specific key stages. As the school expands it is envisaged that a “stage not age”, model will develop to accommodate this. The mixed age The Thinking Curriculum and Block 4 entitlement will pave the way for this.

The core curriculum will comprise GCSEs in English and English Literature, Mathematics and Sciences. Core ICT will be delivered across the curriculum

and the requirements for Religious Studies, PSHCE and PE through The Thinking Curriculum. The majority of pupils will follow triple Science but the school will retain the flexibility to offer Double Science for pupils for whom it is more appropriate.

Pathways will be supported with strong, independent information, advice and guidance and will allow pupils to achieve the English baccalaureate (History, Geography, French and Spanish) where appropriate. Further optional GCSEs are likely to include Religious Studies, Technology subjects, Art, Drama, Music. Pathways for the more able will include FMSQ, iGCSEs and beginning AS qualifications early.

The school will offer a range of high quality vocational qualifications in partnership with other local secondary schools and FE college, drawing on their specialisms. Qualifications will be in Business Studies, Health and Social Care, Engineering, Sport and Performing Arts as well as a robust professional standard Computing qualification. We will also engage with external training providers such as the Aylesbury Training Group to give our pupils opportunities in very specific skills sectors likely to include Manufacturing, Business and Administration and ICT to respond to local need, alongside their broader qualifications pathway. This will be intended to feed into apprenticeships at 16 or 18 or into specific degree courses. We will seek to establish compact agreements with Higher Education both to strengthen school/university links and to provide specific exit routes for our pupils. Pupils will enjoy working with industry standard ICT to further enhance their employability skills.

Work based learning opportunities will pervade the curriculum from year 7 through the enterprise focus. Meaningful work experience will also be available to KS4 and KS5 pupils, tailored to their particular qualification pathway and may be block placements or regular weekly placements depending on individual pupils' needs.

All qualifications will have to demonstrate the characteristics set out in the DfE guidance for inclusion in the performance tables.

By 2016 we will develop a 'SASH diploma' which will reflect the core principles underpinning our curriculum: creativity, innovation and leadership. We will use recognised and accredited modules to build the key elements of the diploma as well as developing our own. We will seek external validation for the diploma from our Higher Education partner.

A description of the organisation of our curriculum is provided in D2.

Sixth Form

There is a commitment to working collaboratively with other local secondary schools to allow the flexibility and choice Post-16 which a single institution may not be able to offer.

The detail of our Post 16 offer will be developed in response to the needs of

our pupil population as they move through the school. It will be ready for full implementation from 2019 onwards.

Qualification pathways post-16 will ensure a relevant but flexible progression from level 2 qualifications and will include traditional and applied A Levels and high quality vocational qualifications including via external training providers and supported by the International Baccalaureate Career Related Certificate (IBCC).

This will bridge the gap between academic and career-related programmes and provide a flexible learning programme, tailored to meet the demands of our pupils and our local community as well as the world beyond. The IBCC will incorporate two or more courses from their core:

- Approaches to Learning to introduce pupils to life-skills
- A language
- A reflective project that engages pupils in personal inquiry and reflection and develops research and communication skills or
- Community and service emphasising knowledge, civic, social and personal development

Sitting alongside this is the career-related qualification. This will enable pupils to become self-confident and internationally-minded learners and reflects the school's commitment to developing the young person in a coherent and holistic way.

More able pupils who may have begun studying for level 3 qualifications pre-16 will be offered stretch and challenge through opportunities provided by our HE partner and global businesses. These might include: international work experience, company based work shadowing, senior staff work shadowing and access to accelerated learning programmes. The school will also offer level 2 programmes for the small number of pupils for whom level 3 may not yet be appropriate.

Sixth Form pupils will continue to engage in the vision for learning through The Thinking Curriculum. This will also give them leadership opportunities working in vertical groupings to organise and lead learning. Block 4 will continue to provide the chance to engage in the ways outlined above, but will have a greater focus on post-18 progression routes such as specialist workshops on getting into medical school, modern apprenticeship seminars or scholarships.

D2 School organisation, timetable and calendar

Daily timetable and organisation of the school year

The SASH School proposes to adopt a six term year. In the first instance this will maintain a longer 5 or 6 week holiday during the summer in order to maintain consistency with our partner schools. This will enable us to progress our plans to share expertise and benefit from opportunities to tap into subject

specialist lessons taking place in other schools. In the longer run, the SASH partnership is likely to review overall how they organise schooling in order to further develop arrangements to enable pupils to benefit from the wide range of expertise across all of the schools. We anticipate that in future the school year will spread holiday times more evenly to avoid the potential slippage in learning that occurs immediately after the summer holiday period, particularly for pupils who require more reinforcement and practice of new ideas in order to master them.

Our future school year is likely to appear as follows:

Organisation	Length
Term 1	7 weeks
Holiday	2 weeks
Term 2	7 weeks
Holiday	2 weeks
Term 3	6 weeks
Holiday	2 weeks
Term 4	6 weeks
Holiday	2 weeks
Term 5	6 weeks
Holiday	2 weeks
Term 6	6 weeks
Holiday	4 weeks

Any changes to the arrangements will be formally consulted upon as required.

The school day will be divided into 4 learning blocks. Divisions within Learning Blocks will be organised around the learning being undertaken by the particular group of pupils. For example, where pupils are taking part in thematic or cross curricular learning projects one or more learning blocks may be timetabled for the activity. Lunch and break will be moveable depending on the learning which is happening. Further description of the organisation of the school day is provided in D1.

The breakdown of a typical day is as follows:

8.30 - 8.50	Registration/assembly
8.50 - 10.50	Learning Block 1
10.50-11.10	Break
11.10 - 1.10	Learning Block 2
1.10 - 2.10	Lunch (this may be shorter while school is small)
2.10 - 3.10	Learning Block 3
3.10 - 3.20	Registration/tutor time
3.20 - 5.00	Learning Block 4

Organisation of pupils - curriculum

In D1 above, we outline our approach to the curriculum and proposed curriculum pathways. The tables set out below illustrate our curriculum model and the proportion of time given to each subject for the different year groups.

Free School Curriculum

Year 7/8 vertical groups

	Opening Minds	Enrichment	PE	Total no. hours in 2 week timetable cycle
16 classes	36	10	4	50

Year 9

	En	Ma	Tr Sc	Db Sc	Enr	Opt 1	Opt 2	Opt3 & Opt 4 or Vocational	PE	Total
Ability Sets 1 to 5	5	5	10	-	10	4	4	8	4	50
Ability Sets 6 to 8	6	6	-	8	10	4	4	8	4	50

Year 10

	En	Ma	Tr Sc	Db Sc	Enr	Opt 1	Opt 2	Opt3 & Opt 4 or Vocational	PE	Total
Ability Sets 1 to 5	5	5	10	-	10	4	4	8	4	50
Ability Sets 6 to 8	6	6	-	8	10	4	4	8 (vocational)	4	50

Year 11 (Have completed GCSE Options, plus GCSE English, English Literature and Maths in Year 10)

	IGCSE En	FSMQ	Tr Sc	Db Sc	Enr	AS Opt 1	AS Opt 2	PE	Total
Ability Sets 1 and 2	5	5	10	-	6	10	10	4	50

Year 11 (Have completed 2 GCSE Options, plus GCSE English and GCSE Maths in Year 10)

	En Lit	IGCSE Ma	Tr Sc	Db Sc	Enr	Opt 1	Opt 2	AS Opt	PE	Total
Ability Sets 3 to 5	5	5	10	-	8	4	4	10	4	50

Year 11 (Need the full 3 years to complete GCSE)

	En	Ma	Tr Sc	Db Sc	Enr	Opt 1	Opt 2	PE	Voc	Total
Sets 6 to 8	6	6	-	8	10	4	4	4	8	50

Sixth Form

A Levels/IB subjects	9 hours a fortnight
Core IB	3 hours a fortnight
Vocational	Dependent on guided learning hours
Enrichment	5 hours enrichment, plus Block 4

Key

En	English
Ma	Maths
PE	Physical Education
Tr Sc	Triple Sciences
Db Sc	Double Science
Enr	Enrichment

Opt 1 }	Pupil choice of GCSE subjects
Opt 2 }	
Opt 3 }	
Opt 4 }	

Voc Pupil choice of a vocational or applied learning qualification

AS Opt 1 } Pupil choice of an AS qualification
 AS Opt 2 }

Please note the numbers in the grid refer to the number of hours per fortnight allocation to that subject/option

Organisation of pupils – pastoral

The pastoral system in the new school will be organised around six teaching and learning communities (TLCs) equivalent to a House system. Pupils will be organised into vertical tutor groups within each teaching and learning community. When the school is full, with 900 pupils, there will be 150 in each pastoral teaching and learning community, 30 from each of years 7 – 11. Within each TLC there will, in the first instance, be 5 tutor groups. As the school grows, we aim to reduce the number of pupils within each group to 15 and so will ultimately have 10 tutor groups in each TLC.

We believe that the arrangement of pupils vertically, in mixed age groups has many advantages which include:

- It creates a more cohesive and friendlier school community where pupils know and work with pupils from other years. This will assist in our successful development of a “stage not age” approach to planning pupil learning
- Emphasises pupils as individuals, not just members of a large group
- Age related bullying is reduced, as older pupils see younger ones as members of their tutor group with whom they associate on a daily basis
- More opportunities for pupil leadership within their tutor group and TLC
- Easily accessible positive role models for younger pupils
- Pupils support one another and understand the stages that they will go through as they move through the school. This has the potential to increase aspiration and motivation
- Tutors get to know information for every year group, which is often of great relevance during their teaching sessions
- Tutors can attend to small numbers of pupils at once, at critical times for them, e.g. new intake, option choices, work experience
- Tutors develop a "whole school" experience and understanding of progression that makes them a stronger tutor
- Enables greater flexibility for the curriculum as learning groups will not need to be based on tutor groups
- Enables greater flexibility for intake numbers, as a new vertical tutor group can be more easily created than a tutor group all of one year group

The organisation of pupils into vertical groups within the TLCs is core to our whole school approach to managing behaviour (see D6) and also underpins our approach to teaching and learning. It will help us to achieve our vision by providing additional opportunities for pupils to take on leadership roles within a group, take part in mixed age creative and innovative TLC based activities and increase the confidence of younger pupils earlier.

The Teaching and Learning Communities therefore have a social function in addition to their academic function. It is our intention that the TLCs will also provide “hubs” for some of the Thinking curriculum activities. This will involve pupils of different ages and abilities working together to for example; solve problems, organise an event or participate in an enterprise day.

The six TLCs also provide the structure that will support the organisation of subject area, a mini faculty model. Each TLC is led by a Director, who is a subject specialist, responsible for the learning and pastoral needs of the pupils within that community. Our proposed subject communities are outlined as follows:

1. Science; Physics, Chemistry, Biology, Technology, Engineering, Health and Social Care
2. Social Sciences; Humanities, RS , Psychology,
3. Communication; English, Languages, EAL
4. Business; Economics, Enterprise, Government and Politics
5. Creative arts; Art; Music; Drama; Dance, P.E.
6. Maths and Computing

ICT, Enrichment, Active Citizenship and PHSCE and Literacy are strong elements of our education vision and will be taught in an integral manner in relation to all subject areas.

D3 Strategy for ensuring the needs of pupils with differing abilities are met

Addressing individual needs

The principles and values of The SASH School mean that we fundamentally believe that the individual talents and strengths of all of our pupils must be optimised to enable them to achieve the best that they possibly can both in an educational setting and in the world of work. Our strategy to support this has two important elements; a) ensuring that the ethos and culture of the whole school is one of excellent inclusive practice and b) the implementation of sound evidence based approaches to address the diversity of needs of the pupil community.

Inclusive school

Our definition of an inclusive school is one where the individual needs of each pupil are at the forefront of our thinking, planning and actions. This applies in equal importance to all groups of pupils be they young people with a special educational need and/or a disability; highly gifted and talented; pupils who are looked after; young carers or pupils with English as an additional language.

Within three years of opening we will aim to achieve recognition for our inclusive philosophy through the achievement of the UNICEF, Rights Respecting School Award. This recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. The four key standards of the award are:

1. Rights-respecting values underpin leadership and management
2. The whole school community learns about the CRC
3. The school has a rights-respecting ethos
4. Children are empowered to become active citizens and learners

These standards closely reflect our vision for the school and will provide a positive benchmark for us in our progress towards achieving it.

The SASH School is committed to an integrated approach to learning and believes that everyone working within and with the school has a shared responsibility to ensure that each pupil is valued and able to succeed. We want to build a supportive school community that fosters high achievement for all of our pupils. We believe that this “whole school” approach is crucial in order to ensure their success.

In order to develop an inclusive school ethos and encourage shared responsibility we will establish a process of self-review and evaluation that will link with school development planning processes. All staff will be involved in sharing and building on their existing knowledge of what facilitates or impedes learning and participation of pupils from the outset of the establishment of the school. As a tool to support our work in this area we will draw on the framework provided in the Index for Inclusion¹. With a focus on school cultures, policies and practice this will provide a strong basis from which to develop approaches that reduce barriers to learning and participation, decide priority areas for development, identify additional or alternative strategies and review progress in addressing individual and group needs across the school.

Pupil led approach

At The SASH School we recognise the value and potential of our pupils by nurturing them as individuals with discrete learning needs, aspirations and a preferred learning style. We aim for all of our learners to be self regulating, confident in independent study but recognise that for some alternative modes of learning are more suitable. Our pupil led approach to learning will therefore ensure that we are:

- Setting suitable learning challenges based on clear progress monitoring
- Maintaining high expectations of all
- Responding to pupils’ diverse learning needs and
- Able to overcome potential barriers to learning and
- Assessment for individuals and groups of pupils.

All of our pupils will have an individual learning plan (ILP). This will outline all of the subject areas in their learning pathway and detail the specific learning goals for each area. In keeping with our vision and aims to develop our pupils as confident and active citizens, well prepared for the opportunities, experiences and responsibilities of later life, the plan will also include goals specifically relevant to the development of spiritual, moral, cultural, mental and physical development.

¹ Booth, T et al “Index for Inclusion – developing learning and participation in schools” CSIE 2000

Pupils and parents will be actively involved in the development and review of their learning goals with pupils taking increasing responsibility for decisions about their own learning as appropriate to their age and ability to do so. Progress will be monitored routinely on a termly basis, but more frequently when there is a need. For example, when shorter term goals need to be set for a pupil where there are concerns about learning progress or behavioural issues.

The monitoring of progress towards meeting personal pupil goals will be supported using SIMS.

Supporting learning and achievement

The pupils coming to our school from the local area will have had a range of early learning and primary school experiences. Some may be entering a UK school for the first time as they are recent arrivals into the country. We anticipate welcoming pupils with diverse attainment at Key Stage 2 and varying degrees of preparation for engagement in a secondary school curriculum and school life. The use of the Opening Minds framework and our personalised approach to teaching and learning will help us to support pupils to have access to and succeed in secondary school life. In addition, however, we will put in place a number of other strategies to facilitate the success of all of our young people. These are outlined as follows.

Early identification

We are keen to ensure that the transition for our pupils from primary to secondary phase education is as smooth as possible in terms of both the social and learning requirements of our pupils. In order to address this we will enhance relationships with feeder primary schools and make connections as early as possible to ensure receipt of accurate information about pupils' abilities is gathered from the start. On entry to the school, we will conduct an initial assessment of attainment and ability, to add to information received, in order that we are confidently setting work at an appropriate level for each pupil, identifying any areas where additional support may be needed and to establish a baseline from which progress can be measured. The assessment tools we use are likely to include standardised measures such as the Cognitive Abilities Test (CAT) and those with a specific focus on literacy for example; Edinburgh Reading Test, Vernon Graded Word Spelling Test. An initial baseline assessment will be carried out for all new entrants to the school.

Early on in the first term of a pupil's participation in the school, parents will be invited to a Pupil Progress session where they will be encouraged to share their views about their child's strengths and any areas of concern and to contribute to planning learning goals to be included in their child's individual learning plan (ILP).

Partner schools, other environments for learning and businesses

A major strength of the SASH partnership is that it enables us to share expertise and specialist knowledge from across thirteen schools locally. We will be able to directly benefit in the new school from access to subject

specific opportunities and also from the outreach support provided by the two special schools within the group with a focus on social, interaction and communication needs and behaviour, social and emotional needs.

The SASH vision for education assumes that it is “age – less” and that learning can take place in the widest possible range of resources and educational settings. Learning will take place both within school buildings but also using to maximum effect the resources available within Slough and locally such as local business, Library, Cinema, West Wing Arts Theatre or Leisure Centre.

There is an innovative precedent for this within the partnership where some off site learning settings already include industrial locations. This not only provides work based training but space where pupils who have difficulties in accessing a traditionally taught curriculum have the confidence to attend and continue taking part in education and training. We will continue to develop working links with local businesses to establish apprenticeships and opportunities for business management experiences in order to broaden these options for our pupils.

We plan to develop a structural link with a HE provider with whom we hope to develop a range of initiatives that will include; pupil mentoring; course specific teaching and professional development opportunities for staff.

Our ability as a school to tap into extensive learning opportunities delivered in a wide range of environments will enable us to truly tailor-make learning options and develop innovative work related programmes of study that engage and motivate our pupils.

ICT tools for learning

The SASH School will use cutting edge technology to support both the educational and pastoral care functions of the school. Acknowledging the fact that the current rate of progress in the development of new applications of technology is so fast that at the time of writing we are not aware of the potential that will be available as we open the school, there are a number of key areas where we highlight its use. These include:-

Assessment for learning. We will collect and use data, including pupil learning plan outcomes, to inform assessment for learning and tracking pupils' progress in a rigorous manner as they move through the school. We will use SIMS to support this. Information will be made available to pupils and parents via the school virtual learning environment so that each pupil can clearly track their own successes.

Multi located learning – curriculum access. Use of the virtual learning environment offers opportunities for anywhere, anytime learning. We will be able to ensure that our pupils whether they are on site or elsewhere have access to study tasks and activities appropriate to their course and level of learning need. This effectively supports all learners, providing practice for those who require it and extending the reach of those most adept in their

subject area. Pupils will be able to access subject areas not available within the immediate school through shared access to our partner schools curriculum via streamed lessons or participate in distance learning courses. Adult learners, registered with us, will similarly be able to access the agreed programme of learning through our “virtual college”.

Attendance and behaviour. By using SIMS we will be able to monitor attendance quickly and with the introduction of a parent alert system using mobile technologies can easily contact parents in the event of an emergency or when it appears that a pupil is missing from school without explanation. Within school, it will be our aim to allow the use of school owned mobile devices in order to prompt action from or to locate a pupil who may be following a modified timetable or personal support plan.

Information literacy. One of our key challenges as a forward looking school will be to help our pupils to manage constructively their interactions with and use of available information on the world wide web. The National Forum on Information Literacy defines information literacy as “...the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand”. We will aim that all our learners are able to reflect on and critically evaluate the information being provided to them and their response to it.

Reducing barriers to learning. We will ensure that all of our pupils irrespective of their needs are able to enjoy and to use the widest range of hardware and software possible. We are excited by the increased access to learning that technology provides through for example; structured curriculum programmes, assistive and augmentative communication devices, touch sensitive and interactive devices; multimedia production and social communication. We are determined to utilise all available resources in a way that will enhance the achievement of all of our pupils and provide excitement and inspiration in learning for staff and pupils alike.

School learning environment

The SASH School vision and education plan has important implications for the arrangement of spaces that will support effective learning in our new school. In order to support our core values of creativity, innovation and leadership whilst also developing as an inclusive learning community we will need to develop a range of flexible accommodation. This will include, for example larger spaces for briefing/presentation; specialist subject spaces; class group spaces; small group and break out spaces; private spaces for one to one support/tuition; quiet areas for independent study. (See also Section H.)

External agency support

Many of our pupils will have complex life experiences or have had a critical event in their lives as a result of which there may have been extensive agency involvement with the family. Others will have special educational needs and/or a disability that require ongoing professional care and intervention. We will welcome and work in tandem with all external agencies e.g. Health, Social Care and CAMHS to facilitate the support of pupils whose situation is having

an impact on their success in learning. Within the school we will establish an area that is private, comfortable and safe, where families and pupils may meet with other professionals who visit the school.

We will coordinate or participate in, as appropriate, multiprofessional “team around the child and family” meetings to ensure that all views are represented in planning to meet a pupils’ needs, especially those of the pupil. Where required, we will provide information for and participate in a case conference or annual review of a Statement of Special Educational Needs.

Accountability

Amongst The SASH School staff and governing body we will ensure that the responsibility for pupil progress is clearly designated and understood. In the first instance responsibility for individual pupil learning will be held by the Director of the Teaching and Learning Community to which each pupil belongs. Where specific additional learning needs have been identified for a group of pupils or individual pupil, the Assistant Head/Special Educational Needs Coordinator (SENCo) will have additional responsibility for appropriate education planning and achievement. The governing body will nominate members to take responsibility through two subcommittees. Overall pupil achievement will be scrutinised by our curriculum committee and achievement of more vulnerable groups including pupils with special educational needs and a disability will be reviewed by our inclusion and achievement subcommittee.

Overcoming barriers to learning

There are a number of groups of pupils who we know from the evidence over many years are vulnerable to poor educational outcomes. These include, but are not limited to, Looked After Children; Young Carers, children whose families experience extreme levels of hardship and disadvantage; Traveller children; children with a special educational needs and children with disabilities. All of our approaches mentioned so far will enhance the opportunities for these pupils but key to their success in learning will be:

- Their confidence to engage with school life
- Access to the curriculum
- Building on their strengths and talents
- Use of evidence based teaching programmes

In order to promote increasingly successful learning for the most vulnerable groups our SENCo will adopt a number of ongoing actions designed to develop our understanding of what works best for individual pupils and to ensure that we are maintaining the highest expectations possible for all. These actions will include:

- Speaking to pupils about what they find effective;
- Observing lessons, group sessions and one-to-one tutoring (in our own school and others); feeding back, sharing good practice with other staff;

- Conducting action-research projects – trying new approaches and evaluating their impact (and cost-effectiveness);
- Analysing progress data and determining how/why some pupils have made more progress than others (type of intervention/resource; size of group; timing; venue; frequency; personnel; suitability to learning style/age appropriateness; parental support);
- Sharing ideas with SENCO colleagues across our partner schools;
- Implementing specific strategies (eg. the TEACCH programme, Reading Recovery, Precision Teaching; SEAL; Dyslexia training)

Improving outcomes for pupils with special educational needs (SEN) and learning difficulties and/or a disability (LDD)

At The SASH School we will welcome all pupils with additional learning needs whether their needs have been formally identified already as a special educational need (SEN) or not. We will follow current government guidance and legislation (Special Educational Needs and Disability Act 2001) in relation to identification, assessment and meeting the needs of pupils. We will also comply with the requirements of the Equality Act 2010 with regard to pupils with a disability and the Slough Fair Access Protocol.

The definition of a special educational need is outlined in the 1996 Education Act and states “Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. “Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the area
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

In addition to the inclusive school and pupil led approaches described above we will have in place a clear system of support that enables us to closely identify, monitor, review and track the progress of our pupils who are experiencing particular difficulties in school. In doing this we will have due regard to the definition above and follow the graduated process of identification and assessment outlined in the SEN Code of Practice. This will be overseen by the school Special Educational Needs Coordinator (SENCo), who will be a key member of the school leadership team. Our SENCo will be responsible for the following important functions in the new school:

- Managing school-based strategies, support and provision
- Providing professional guidance to school staff on matters relating to SEN
- Advising the school leadership on SEN strategy

- Working with parents, carers, and
- Liaising with external agencies, other professionals and the Local Authority

We are aware that there are proposed changes to the process of assessment for a Statement of Special Educational Needs and allocation of support possible following the consultation on the Green paper – Support and Aspiration. In particular, we are mindful of the increasing centrality of the role of parents and family in assessment processes. We wish to be at the forefront of good practice and will endeavour to ensure that all the parents and carers of our most vulnerable pupils are fully involved in the development of Individual Learning and Education Plans and feel comfortable and relaxed about participating in meetings in school.

A detailed plan that describes our graduated approach to the identification, assessment and support of our pupils is provided within our school SEN policy document available in **Annex A**.

Resourced Provision for pupils with complex learning needs

Across Slough there are a number of additional resource bases linked to schools that provide focused support for pupils with particular areas of learning need. Following discussion with the Local Authority regarding current gaps in provision, we propose to establish a resource base that will provide additional support for up to 20 pupils with complex learning needs (including literacy). The resource will be part of our new school and be a resource available to all Slough pupils. Clear access criteria will be determined in conjunction with the local authority during 2012 – 2013.

Pupils attending the resource base will follow an individual timetable but be able to benefit from engagement in a range of curriculum areas on offer in the school as appropriate. The resource base is not an alternative to a special school but will provide provision that “bridges” a gap between full time involvement in a mainstream curriculum and the need for specialised and smaller group tuition and therapy e.g. speech and language therapy.

The local authority have successfully reorganised two of their school support services (social, interaction and communication needs; behaviour, emotional and social needs) so that they are now operating from local schools. We will be working with them to consider whether there is an opportunity for the new school resource provision to provide a similar base for outreach support.

Extending the achievement of gifted and talented pupils

Our ethos as an inclusive learning community supported by the personalised approach to teaching and learning means that all pupils will be able to achieve to their very best, including those who are identified as gifted and talented. Through analysis of our initial and formative assessment of learning progress we will be able to tailor make suitable educational programmes that will extend the opportunities available to our gifted and talented pupils and ensure

that they benefit from a stage not age approach to learning that maintains their motivation and enjoyment of school.

Some of the ways in which we will address the need to truly stretch and expand the talents and interests of pupils will include:

- Ensuring teachers are able to focus their core provision to meet the needs of pupils who show outstanding promise
- Use of virtual learning opportunities, national and International
- Provide a “roadmap” of opportunities and support learners to construct their own learning directions
- Through our links with further and higher education
- Completing accredited courses when able to rather than in a prescribed year
- Additional enrichment activities through our Thinking curriculum
- Professional master classes, shared with our partner schools across Slough
- Facilitating anytime, anywhere learning
- Effective Information, Advice and Guidance (IAG) that signposts relevant business related experiences

Support for pupils for whom English is an additional language

More than 50 different languages are spoken as a first language by pupils in Slough schools. The top 5 languages spoken in Slough in addition to English are Somali, Punjabi, Hindi, Urdu and Polish. On entry into the new school it is likely that for many pupils, the use of English as the language of learning will be familiar as they will have attended school solely within the UK and many pupils will be successfully multilingual. We are aware, however, that there is still considerable movement of communities into and out of Slough and some pupils may arrive at The SASH School with no prior UK school experience.

We are therefore planning our support at a number of levels.

- 1) For pupils who have already been learning English as an additional language but who have not yet achieved a level of fluency in literacy that enables easy access to the curriculum
- 2) For new arrivals, pupils who do not yet know any English
- 3) For pupils for whom English is an additional language and who also have additional learning needs

- 1) Some additional support needed with literacy

The acquisition of English as an additional language is known to take up to 7 years. It has been described as a two stage process² a Basic Information Communication stage (BICS) and Cognitive Academic Language Proficiency

² Cummins, J. (1979) <http://www.iteachilearn.com/cummins/bicscalp.html>

stage (CALPS). The first stage refers to the use of spoken and social language and is usually picked up with 2 years of immersion in English, the second is essential for learning as it involves core literacy skills but these may not be in place until after 5 to 7 years.

Where additional literacy support is required we will ensure not only that subject teachers are aware of a pupils' needs in this area but that our EAL support teacher is able to provide support both within a classroom or small group targeted setting as appropriate.

We will run additional subject specific language classes to enable pupils to learn the vocabulary associated with a particular course module or curriculum theme.

2) Pupils arriving into the UK with no prior English

Our general approach will be to enable all pupils to take part within the main timetable of the school as immersion in English is the surest way in which to learn it quickly. However, we will provide the same class based and small group support as needed.

We will aim to employ classroom assistants and teaching staff from the local community so that their ethnic heritage and language culture reflects that of our pupils. In that way, they will be able to support our pupils by helping with translation and communication.

A pupil arriving at the school will be allocated a "buddy" from the same teaching and learning community. The buddy's role will initially be to mentor the new pupil and ensure that they are able to locate lessons, social activities, understand school rules and expectations but may also include introductions to friends that extend outside of school also.

Pupils will have the opportunity to take accredited courses including GCSEs in their community language. If we are unable to provide the required tuition we will facilitate access to the course through our Virtual Learning Environment (VLE) and/or through the shared expertise across the partnership.

We will provide documentation and web -based information in the main community languages to support parents with access to information about the school. Where needed we will engage with interpretation services in order to promote the comfort of families visiting the school.

Through the "virtual college" we will be able to offer the adults within a newly arrived family access to English language classes.

A number of pupils arriving directly into the school may have come to the UK as asylum seekers to escape conflict or imprisonment within their own country. The family may have experienced high levels of trauma. We will ensure that support is provided from within our pastoral system and nurture group if needed and through referral for external agency support if required.

3) Pupils with EAL and additional learning needs

We will identify any pupils who may have additional learning needs or a special educational need through our baseline and formative assessment process taking into account the research mentioned earlier that indicates the usual time taken to acquire English language competency. A process of assessment and support will be put into place by the school SENCo as described in our SEN plan.

D4. Definitions and measures of success – how they will help us to deliver our aspirations for pupil achievement

The success of The SASH School will be measured in a number of ways.

These will include:

- internal review e.g. self-evaluation and development; school as a thinking and learning organisation; performance appraisal and management of staff; governor monitoring
- external validation e.g. Ofsted judgements; achievement of quality marks and awards; pupil achievement in public examinations, nationally accredited qualifications and employment
- stakeholder views e.g. pupil views; parent feedback; community feedback; school popularity and reputation

We will produce a school improvement plan based on our vision for education that will be reviewed on an annual basis by school staff and the governing body. This will form the framework within which we establish specific, measurable goals relevant to the new school development and from which we can gauge our success. Crucially, our ability to learn and improve on the outcomes year on year will be monitored and evaluated by the governing body. We will ensure that the template used identifies clear criteria for success, monitoring activity, evidence of impact and evaluation. A sample of our template appears below.

Key target area.....

Action	Lead person	Timescale	Resources	Success criteria	Monitoring activity and evidence of impact	Evaluation
Specific actions that need to be taken	Named person/s responsible	Start and finish date Key milestones	People/time? Money? Training? Supply cover? Equipment?	Includes numerical data What will it look like when achieved? What effect will it have on the school?	What will be done by whom to check actions are in progress? What evidence will they consider?	Who will be involved in judging outcomes? Governors SLT Other?

We have identified a number of criteria as key performance indicators relevant to the vision for the school and the success of our expected pupil population against which to measure our success. The indicators we have identified cover whole school success, specific targets related to our vision, pupil attainment, outcomes and wellbeing. Progress on meeting the targets identified will form the core of our self evaluation process and be an integral part of the school improvement planning cycle. This target data will provide the information required to identify goals and actions that need to be taken to improve the school in order to achieve our vision.

The key performance indicators are as set out in the table below.

Proposed measures of success

Key performance indicator	Target	Baseline 2014	Target date
School of first choice for local the community	95% families within the local area identify SASH school as the school of choice	70%	2018
Ofsted judgement	To be an outstanding school in all key category inspection grades	n/a	2018
UNICEF Rights respecting School Award	Achieve UNICEF Rights, Respecting School Award (RRSA)	n/a	2018
Inclusion Quality Mark Centre of Excellence	Achieve IQM Centre of Excellence status	n/a	2019
Active Citizenship	100% of pupils engaged in at least 1 project based activity per year outside the taught curriculum	n/a	2015
Creativity, Innovation and Leadership (CIL)	100% of pupils engage in CIL project / programme and achieve SASH diploma	n/a	2019
Individual Learning goals	95% pupils achieve their individual learning goals each academic year	n/a	2015
GCSE	Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and Maths to be 5% above the average across Slough all ability schools	average across Slough all ability schools	Summer 2019
GCSE	Percentage achieving 5+ A*-C GCSEs (or equivalent) to be 5% above the average across Slough all ability schools	average across Slough all ability schools	Summer 2019
EBacc	Percentage achieving all English Baccalaureate subjects will be 5% above average across Slough all ability schools	average across Slough all ability schools	Summer 2019
Progress in English	80% of pupils make expected progress in English	n/a	Summer 2019
Progress in Maths	80% percentage of pupils make expected progress in Maths	n/a	Summer 2019
National qualification levels	100% pupils achieving level 2 qualifications	n/a	2021

Attendance	Annual attendance sustained at a level of 2% above LA average	Slough average	2015
Unauthorised absence	Number of unauthorised absences fewer than 1% in any academic year	n/a	2015
Exclusions	Level of fixed term exclusions 10% below LA average Permanent exclusions = 0	Slough average 0	2015 0
VLE	Active use by 100% pupils and staff	n/a	2016
VLE	Active use of the VLE by 30% parents	n/a	2016
Employment, Education or Training	100% pupils participate in on going education, employment or training	n/a	2019
Virtual college	80% of adults enrolled in virtual college pass the course modules	n/a	2016
Arts Quality Mark	Arts mark Silver achieved	n/a	2017
Wellbeing and happiness	97 of pupils report in annual survey that they enjoy coming to school	n/a	2015
Safeguarding	100% pupils report in annual survey that they feel safe in school	n/a	2015

Note: Appropriate and ambitious Level 3 qualifications targets will be devised as part of the planning and curriculum development as pupils move through the school.

The views and opinions of our pupils, their families and the wider community are important to us. We will quickly set up routine systems in school through which ideas and concerns may be conveyed. As part of our ambition to create a culture within the school of mutual respect that enables pupils to feel that their views are equally valued and heard at all times, we will establish a student council, annual pupil survey and pupil champion group. Feedback from parents will be actively welcomed and sought, amongst other activities, through an annual survey, a parent communication group, a parents' page on the school website and parent information sessions.

Our adult learners and members of the local community will be invited to provide feedback through a "review" blog on the website in addition to evaluative feedback that will be sought at the end of a training course or through a comments book available to those using the school facilities for out of hours activity.

Plans to develop pupil assessment and tracking systems

In D3 we describe how we will approach establishing a baseline of learning success for each pupil and the formative assessment process through which we plan to continue to reflect upon and monitor progress. It is our intention that all assessment is used consistently and accurately to inform the next steps and goals for each pupil's learning i.e. Assessment for Learning. We will draw upon the Assessing Pupil Progress (APP) materials to support teachers in making judgments about a pupil's progress in relation to National Curriculum levels.

In addition, to the use of Individual Learning Plans for all pupils and Individual

Education Plans for our pupils with SEN and LDD the use of externally validated qualifications and internally set tests will add to our knowledge about how well each pupil is achieving.

The Deputy Head (standards and staff development) will take responsibility for the implementation and organisation of pupil assessment and progress tracking. Through the gathering, sharing and use of assessment and other data the Directors of the Teaching and Learning Communities will be able to work together with other staff, including the SENCo to keep track of pupil progress and to plan any action required in order to extend the learning of pupils who are exceeding their goals and to intervene effectively with additional or different approaches for any pupil who appears to be at risk of not achieving their potential.

The Principal of The SASH School is responsible for ensuring that the school has coherent systems in place and the organisational capacity to fulfill our obligations to secure successful educational outcomes for all pupils. Their successful implementation of the school strategic improvement plan, strategies to support and enhance learning and achievement of the education vision will be overseen in turn by the governing body who take responsibility for his/her performance management and appraisal.

Through work with the senior leadership team and Directors of Teaching and Learning Communities we will ensure that all staff are confident and routinely using the systems in place for tracking pupil progress. If introducing new or alternative tracking systems, electronic or organisational, we will provide suitable training and coaching for all staff during a school based INSET day or through an external provider. Additional professional development needs will be identified for staff in relation to the areas of improvement needed for the school and in relation to their personal development needs identified through performance management, staff support and mentoring sessions.

D5: Admissions

Admissions Policy: The SASH School

The SASH School will be a forward thinking, outstanding all ability school, inspiring learning and taking a significant lead in regenerating the Slough community - a first choice local school for families in the neighbourhood. The school will attract and retain a highly qualified staff team. Our Admissions Policy reflects these aspirations.

This Admissions policy will be the subject of consultation and review prior to the opening of The SASH School once the site of the school is known to ensure that it is fit for purpose and equitable. The school will comply with all requirements regarding on-going consultation in respect of any proposed changes to the Admissions policy.

The SASH School will provide secondary school places for young people

aged 11 – 19 and the Admissions Policy for the Year 7 and Year 12 intakes is set out below.

The SASH School is committed to straightforward, open, fair and transparent practices and policy in relation to Admissions. The school will act in accordance with the Schools Admissions Code (as revised February 2012), the School Admissions Appeals Code and admissions law as they apply to all maintained schools and are relevant to Free Schools.

The SASH School will be part of the Local Authority's coordinated arrangements and operate in keeping with the local Fair Access Protocol. (Note – it may not be possible for The SASH School to be part of the Local Authority's coordinated arrangements in the first year if the timing of the legal process of opening does not allow this to happen).

Independent Appeals Panels will be established and training given to all who sit on these panels.

Admissions Policy 11-16

The Published Admissions Number for entry in Year 7 shall be 180 and shall admit up to this number each year with all applicants being admitted if fewer than 180 applications are received.

Admissions Criteria

If The SASH School is over-subscribed, after admitting pupils with a statement of Special Educational Need (SEN) where The SASH School is named on the statement, places will be allocated in line with the following objective over-subscription criteria:

- Looked after children and adopted children who were formerly looked after (a “looked after child” is a child who is (a) in the care of a Local Authority or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (See Section 22(1) of the Children Act 1989)
- Children with a strong social or medical reason. This must be supported by written evidence from a professional such as a doctor or social worker involved in the case and must demonstrate why the school is the only one which the child can attend as a result of the social and/or medical need.
- Siblings i.e. brothers or sisters including step, adopted or foster brothers or sisters living in the same family unit at the time when the child would be due to start at the school (note this criteria could not be applicable for the first round of applications for The SASH School in 2014)

- Children of The SASH School staff who have been in post for at least two years at the time of the application and / or have been recruited to fill a vacant post in a demonstrable skill shortage area
- Distance from the school measured by a straight line measured from the front gate / entrance of the child's home to the main gate of the school

The final criteria (distance) will always be utilised in the event of a tie-breaker.

Admissions Policy 16 -19

Note: pupils will not be admitted to Year 12 until such time as pupils from The SASH School reach the end of Year 11. There will therefore be no admissions into Year 12 until 2019.

Whilst the Admissions Policy for Years 12 and 13 does not need to comply with the Schools Admissions Code (as revised February 2012), the School Admissions Appeals Code or admissions law, the approach to admissions will be straightforward, open, fair and transparent in both practices and policy in relation to Admissions.

This Admissions policy will be the subject of consultation and review prior to the first year of admission for Year 12 pupils to ensure that the minimum criteria set for access to Post 16 courses are appropriate, fair and equitable.

The proposed number of Year 12 places will be 100.

Proposed Admissions Criteria

- Minimum entrance requirements must be met which are relevant to the level of course applied for. These will be based on GCSE performance or equivalent or other appropriate measures of prior attainment (the detail will be refined according to curriculum offer)
- A minimum number of pupils from schools other than The SASH School's Year 11 (number to be determined) who meet the minimum requirements above
- In the event of over-subscription based on the first two criteria, the allocation of places will take account of the availability of courses best suited to applicant's preferences and staff resources
- In the event of further over-subscription once the three criteria above have been met, looked after children* will be given priority and distance used thereafter as a tie-breaker.

*Note: (a "looked after child" is a child who is (a) in the care of a Local Authority or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (See Section 22(1) of the Children Act 1989).

D6. How our approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

Creating a Positive School Climate

We will work together with all of our staff, pupils and school community to generate an ethos and climate in the school of mutual respect and responsibility. This will be integral to our aim to promote our pupils as active citizens with the self-confidence to become future leaders and the ability to increasingly take responsibility for their own learning and social relationships.

Our work will be underpinned by several aims to support our development of an inclusive and collaborative school culture:

- Providing a safe and caring environment where everyone is treated with equal value and respect
- Promoting positive behaviour so that we work in an environment that is free from bullying, harassment, violence or disruption
- Developing positive relationships with parents and the community so we have a shared approach and responsibility for our policies
- Supporting pupils to become self-aware and understand how their actions impact on others

Our holistic approach to the education of our pupils supported by the use of the Opening Minds framework will help pupils to become more aware of their actions and potential impact on others, to be actively responsible citizens, to respect others and be caring individuals. The curriculum that we will adopt encourages self-regulation and the IBCC Learner Profile requires pupils to be principled and act with integrity at all times.

We believe that it is important that pupils feel that their views are valued within the school, and are able to bring about change if they feel they need to do that. The vertical tutor group arrangement within Teaching and Learning Communities will enable pupils to develop the confidence to share their views with older pupils and to discuss, in tutor time, any areas of change that they would wish to be considered. We aim to instill a school culture that explicitly and implicitly values diversity and by doing so provides a welcoming and inclusive environment for all irrespective of their differences.

All pupils will be able to make proposals to teachers and the Directors of the TLCs on changes they would like to see, ideas for additional enrichment and Thinking curriculum activities, trips they would like to go on, and so on. They would be expected to present a comprehensive case for these changes, and plans for implementation. We believe this will encourage their feeling of belonging and contributing to their school community and will prepare them well for life in the wider community.

Activities within our Thinking curriculum will help to promote the active engagement of pupils in social as well as academic learning. Opportunities for

the development of creativity, entrepreneurial skills, innovative thinking and the development of leadership qualities will be routinely provided. Our approach to involving all pupils in reflection on their own learning progress and development of their learning pathways will help to foster a sense of responsibility and self control.

We plan to develop an accredited Diploma, the SASH diploma for achievement in creativity, innovation and leadership. The detail is not yet determined however it is likely that pupils will be able to gain credits towards the diploma that have a focus both on social and educational success.

The SASH School will have high expectations of staff, parents and pupils. The school will publish the basic expectations it will have from staff and pupils in learning and behaviour as well as the responsibilities every member of The SASH School community of learners will have towards each other. This will take the form of a SASH school contract.

All of these expectations and standards will be published on the school website and in the prospectus. All pupils and parents, on enrolling, will receive a copy of these, as will prospective staff on applying for employment. They will also feature in the staff handbook.

Our behaviour policy, see **Annex A**, will set out clearly what our expectations of behaviour are for all pupils and staff and our approach to discipline. This will be published and available via the website.

Promoting well being

Our educational model with its emphasis on personalised learning is fundamental to the success of individual pupils. By ensuring that we differentiate the delivery of the curriculum in order to clearly address the learning needs and styles of our pupils we will increase pupil motivation, enjoyment and engagement in learning.

Within PHSCE activity we will address issues relevant to the development of emotional literacy. The importance of the social and emotional aspects of learning through both formal and informal learning will be given as much prominence as academic and study skills. We believe that this is vital to support us in achieving our goals of enabling well rounded young adults to enter a world where the type and range of work that they will experience is changing and the need for the ability to develop good relationships with new and different people on a regular basis will be crucial.

The evidence for the success of peer mentoring approaches³ is well known. We will establish a formal peer mentoring scheme within the school as it grows. This will focus on the development of self-confidence and self-esteem

³ Parsons, C. Maras, P. Knowles, C. Bradshaw, V. Hollingworth, K. and H. Monteiro (2008) Formalised Peer Mentoring Pilot Evaluation Canterbury Christ Church

of our more vulnerable pupils as well as form part of our anti – bullying strategy. We will ensure that mentors are provided with the appropriate training, support and management to guarantee that the programme is of the highest quality and safest for pupils to engage with. We anticipate that both mentees and mentors will benefit from the programme.

In order to support pupils who are new arrivals into the school and/or UK we will set up a “buddy” scheme. Each new pupil will be allocated a “learning buddy” who will act as a befriender, help the pupil locate classes, organise themselves around the school, meet other pupils and where necessary with English.

For some pupils starting secondary school may be daunting. The use of a pupil led and Opening Minds approach to teaching and learning should enable the majority of pupils to be appropriately supported but there may be a few who require additional support, particularly with managing the social pressures of a larger organisation. There may also be instances where an experience in a pupil’s life outside of school leaves them feeling vulnerable and anxious about attending. Within the building we will have a comfortable area where pupils can spend some time working alone or in a small group and where social skills and emotional support can be provided. This facility will provide a nurturing function for those under stress and unable to manage full time involvement with their usual curriculum.

We are mindful of the pressures on staff as well as our pupils. The staff facilities in the school will be of excellent quality to ensure that we are giving a strong message to our colleagues about their worth. Preparation space will be deliberately separate from a staff social area. We will ensure that there is at least one small private room to which a member of staff may retreat if at any time they are under extreme pressure and need a “breathing space” away from the liveliness of the school.

Safeguarding

The SASH School is committed to safeguarding and promoting the welfare of pupils within the school as stated in the ‘Statutory guidance on making arrangements to safeguard and promote the welfare of children’ under section 11 of the Children Act 2004 (revised March 2007)’. We believe it is everyone’s responsibility to protect and care for children and to put their needs and welfare first.

The school will adhere to the Berkshire Local Safeguarding Children Board’s (LSCB) Child Protection Procedures. We will also have regard to the government guidance in “Working Together to Safeguard Children” (2010) and “What to do if you are worried a Child is Being Abused (2006).

It will be the role for all adults at the school (whether employed or working on a voluntary basis) to identify pupils who may be at risk and to alert the appropriate member of staff or service. All staff will be expected to ensure that they know the child protection procedures that are in force and which staff

member is responsible for child protection issues.

The staff member with responsibility for child protection will be the Assistant Head/SENCo.

Our safeguarding and child protection policy will be built on the following principles:

- The interests of the pupil are paramount
- In cases of suspected child abuse all staff have a responsibility to take action according to our school procedures (This procedure also covers disclosures made in electronic communications (e-mail or text messaging).)
- Immediate action, to refer or consult, is required where there is suspicion of abuse
- Investigation is the responsibility of the relevant Children's Social Care Department and the Police
- Record keeping is essential at each stage

To meet the requirements of the LSCB, The SASH School will ensure that single agency and multi-agency training on safeguarding and promoting welfare is provided in order to meet local needs. All staff will be expected to attend child protection and safeguarding training when required to do so.

Advertisement of posts and application packs for jobs in the school will follow the National College of School Leadership 'Safer Recruitment' procedures and will make explicit reference to the commitment of the school to safeguarding, including:

- Our intention to seek enhanced CRB disclosures
- Clear statements in the job description and person specification that explicitly reference the individual's safeguarding responsibilities
- Providing information about Safeguarding Policy and Practices to applicants

Deterring Bullying

Bullying of any kind will be unacceptable at The SASH School. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils will be able to tell and know that incidents will be dealt with promptly and effectively.

We believe that the ethos of the school and many of the approaches (Rights Respecting School; Peer Mentoring; Active Citizenship; Opening Minds) outlined earlier in the document will be crucial in preventing bullying incidents in the school.

Bullying, and in particular cyber-bullying, is often hard to detect. We plan to engage pupils from day one in open discussions regarding bullying and work with them to put in place a SASH school Anti-Bullying Charter.

Where bullying is reported it will be dealt with swiftly. Depending on the nature and severity of the incident a variety of interventions may be used. These will include:

- The bully (bullies) may be asked to apologise genuinely. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled – using No Blame or Restorative Justice Approaches. Although these have to be used with caution as victims may feel even more humiliated or intimidated by the experience.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

An outline of our anti – bullying policy is included at **Annex A**.

Addressing behavioural concerns

Where there are specific concerns for a pupil in relation to their behaviour and or emotional well being that are having an impact on the pupil's learning these will in the first instance be referred to the school SENCo. The SENCo will then follow the graduated process set out in the school SEN policy and Plan.

By involving parents closely in the development of the individual learning goals for their child we hope that when any difficulties do arise that parents are alerted early and involved early in discussion and decisions about required interventions.

Within school we will establish a specific area where individual and small group support can be provided for pupils experiencing difficulties. This will provide an area where the school can work with a pupil or pupils to resolve problems that have arisen between staff and the pupil or two or more pupils.

On rare occasions there may be a need to adapt a pupil's timetable to plan for a phased involvement with school. We will create a private space within the school where a pupil may attend part time to complete work whilst being supervised by staff but without the need for proximity to peers.

In most instances, we will aim to resolve and support the emotional and behavioural needs of our pupils through internal school structures and processes. Where over a period of time this proves ineffective, we will draw on the available expertise from our partner schools and also from external agency support e.g. educational psychologist and those represented at our regular multi agency meetings (MAMS).

The SASH partnership work closely together to support pupils presenting with challenging behaviour. It is an express aim of the partnership to maintain access to learning for all pupils. Where it is deemed necessary for a pupil to have a fresh start, this is arranged through a process of a managed move rather than exclusion from school. The new school will fully participate in this process.

The school will also benefit, as part of the SASH partnership, from having access if needs be to the diverse alternative education facilities that exist in Slough. This will enable us to be flexible and creative in devising learning pathways for even our most troubled pupils.

Encouraging attendance

The SASH School will seek to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to achieve the very best that they can.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure and enjoys coming to school. Our ethos and curriculum are aimed at providing an exciting and personalised education that will suit all of our pupils and in which they will naturally wish to participate.

All school staff will work with pupils and their families to ensure each pupil attends school regularly and punctually. Accurate recording and attendance monitoring will be facilitated by the use of the SIMS database.

We will establish an effective system of incentives and rewards, linked to our Teaching and Learning Community structure which acknowledges the efforts of pupils to improve their attendance and timekeeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives we will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support. This will include use of electronic means such as mobile technology and the VLE.

Our aims in relation to attendance will be:

- To improve the overall percentage of pupils at school.
- To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
- To develop a framework, which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- To provide support, advice and guidance to parents and pupils.

- To develop a systematic approach to gathering and analysing attendance related data.
- To develop positive and consistent communication between home and school.
- To implement a system of rewards and sanctions.
- To promote effective partnerships with the local Attendance Service and with other services and agencies.
- To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

We believe that the additional learning opportunities available in Block 4, the extended hours of the school day will be attractive to pupils and enhance attendance. The implementation of a six term year will help to provide greater flexibility of holiday time and encourage parents not to take holidays during the term time period.

Our Attendance Policy is included for further reference in **Annex A**.

D7 Community engagement

The Borough of Slough is relatively compact in area. Despite this the local community is vibrant and diverse and the heart of Slough regeneration project provides a fabulous opportunity for a new school to energise and inspire pupils to want to succeed in gaining employment locally. The diversity of the local context highlights some challenges that our school partners already tackle and that we in the new SASH school will have to work with.

The KS2 attainment across the primary schools in Slough shows 73% of pupils achieving Level 4 in both English and Maths. Although this is only 1% below the national average it masks wide variation, with levels ranging from 46% to 98%. This provides an indication of the likely range of educational success of the pupils who will be entering our school in Year 7.

Over 140 different languages are spoken across Slough and more than 50 different languages are spoken as a first language by children in Slough schools. Within Slough there are well-established ethnic communities. The Pakistani (12%) and Indian (14%) communities are the two largest Black and Minority Ethnic (BME) communities. Slough has the highest percentage of Muslim and Hindu residents in the south east of England and the highest percentage of Sikh residents in the country. One third of the population was born outside of the UK and one fifth from outside the European Union. In 2010 children from an Eastern European background made up 10% of the school roll.

Slough is a young population with a higher than average number of young people. There are significant pockets of disadvantage and many vulnerable children, with high numbers of new migrants and asylum seekers from more than 70 different countries, unaccompanied minors, transient families, low-

income households, Looked After Children and children with Learning Difficulties and/or a Disability. In terms of overall deprivation, there are large variations between neighbourhoods across Slough, with Super Output Areas measures of multiple deprivation ranging from the bottom 10% to top 20%. These neighbourhood differences are one of the key challenges for the borough.

Very many primary schools experience a high level of pupil turbulence and it is not uncommon for mobility levels to be in excess of 20% in one academic year. The collective experience of dealing with the Slough context will place the leadership of The SASH School at a significant advantage in understanding the local need.

Slough Headteachers understand the local demographic trends and are very clear that The SASH School will contribute significantly to the dramatically increasing demand for secondary school places. (See section E for evidence of increase).

There is a high level of established collaborative activity in the local area, and The SASH School will be an active member of the Slough Learning Partnership. This newly-established collaborative network of local schools is working to provide effective school-to-school support to raise standards across the area in the primary, secondary and special school sectors. The SASH School will contribute expertise to support other schools in various appropriate areas as its staffing profile develops and will play a full part in the activities of the Partnership. In the longer term we would expect to have teaching staff acting as local leaders in subject-specific or generic teaching and learning issues, contributing to school improvement in other schools. The SASH School will actively seek support from the Slough Learning Partnership where this is appropriate, drawing on the knowledge and expertise to be found in other schools across the area.

The SASH School will be a local school for local children and will therefore build strong and effective relationships with nearby primary schools who will provide the majority of the school's intake. The aim is to make the transition from primary to secondary school as smooth as possible with minimum loss of learning and motivation. The use of the Opening Minds curriculum in Years 7 and 8 will provide an effective bridge from Key Stage 2 work and ensure a greater continuity of learning style. Teaching staff from The SASH School will meet regularly with primary school colleagues for joint curriculum planning – this joint approach is essential as the National Curriculum develops in the medium term. As local collaboration develops The SASH School will seek to share teaching across upper years of primary school and into Years 7 & 8. For example a teacher of English may work across the upper years of primary and lower years of secondary, teaching in Year 6 in one or more primary schools, and teaching the same pupils when they enter Year 7 of The SASH School. In this way The SASH School will seek to attain some of the advantages of continuity and coherence in curriculum planning that are associated with all-through schools.

As described, the local communities in Slough are diverse and there can be considerable differences in the community profile within very short distances. The SASH School will engage flexibly with parents from a wide variety of backgrounds and will establish a comprehensive parental partnership programme to involve parents as much as possible in their children's learning. For many parents the transition from primary to secondary education marks a step change, often considered to be negative, in the level of engagement and contact with the school. We will provide an open framework for communication between the school and parents, utilising face-to-face meeting, and open-door policy and use of social media and new technology to inform and engage parents in as many ways as possible. As part of the parental partnership programme The SASH School will actively seek to support parents, for example by offering structured workshops where parents can learn how to help their children effectively, and encourage them to experience secondary-school style learning for themselves. Given that parents will have children in both local primary schools and The SASH School, aspects of this programme will be run cooperatively across the area. The SASH School will seek accreditation of its work with parents through appropriate schemes.

The views of parents will be taken very seriously and will help to frame the development of the school. This will be achieved through the regular use of parental surveys, discussion groups and a programme of active contact with parents who are harder to reach and engage (Parent Communication Group). In many cases this will involve making connections with community leaders who can act as intermediaries and facilitators for face-to-face meetings.

The SASH School is intended as a lifelong learning community and will therefore offer opportunities for adult learning integrated into the day-to-day activity of the school. This will include adult literacy and numeracy support, language teaching for parents for whom English is not their first language, and support for the development of digital literacy. The school buildings will be opened to community use beyond the school day and a variety of community groups will be encouraged to use the facilities.

A thorough understanding of the local community is essential for a school which seeks to serve that community effectively; The SASH School will actively work with local community organisations and leaders to seek their views and engage their support. Pupils from the school will play a significant role in supporting their local community through The SASH School's emphasis on active citizenship. For example, this will involve pupils in locally-focused charitable fundraising and support, community service schemes, academic mentoring and sports leadership opportunities in local primary schools. Local community leaders will be invited to contribute to The SASH School's curriculum, extended activities and assembly programme. Appropriate community representation will be incorporated into the governance structure of the school. (See Section F)

The SASH School will use a range of strategies, publicised through our website to the local community, to raise aspirations around academic

achievement, appropriate local post-16 education or training and progression to Higher Education. The SASH School will continue to promote the Children's University, established in a number of primary schools, as a means to stimulate involvement in focused extracurricular activities in the first two years in secondary school. As pupils progress through the school they will receive wide-ranging careers advice and work-related learning intended to wider their horizons and open up possibilities. The School will engage with the business community both independently and through the East Berkshire Education Business Partnership and seek the active support of the diverse range of businesses established in the local area. The school will also establish links with local Higher Education institutions, particularly Brunel, Reading and Royal Holloway Universities to inspire pupils from an early age to the possibilities open to them.

Section E: Evidence of demand and marketing

Part 1

This application is being made a year earlier than was originally planned. There has been a focus to date on the development of the vision across SASH and making clear plans for how this free school would be developed in a robust and sustainable way ready for 2014 with the capacity to support the pre-opening stage in place. The early thinking, decision making and information gathering are done and the overall strategic planning timescales which would have been in place for application in February 2013 mean that direct parental engagement is scheduled to accelerate in April and May with two public consultation events launching the collaborative SASH venture, our educational vision and explaining the innovative curriculum approach.

However, the initial search for sites has led us to believe that we need to apply this year, allowing time for a new build for 2014. In addition, only recently have we been alerted to a suitable site becoming available in the very part of the borough with the greatest need.

Therefore it is not possible for us to complete fully the table below.

If your school is new provision:

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

2014				
	A	B	C	D
Year 7	120	0 to date		0
Year 8	0	0 to date		0
Year 9	0	0 to date		0
Year 10	0	0 to date		0
Year 11	0	0 to date		0
Year 12	0	0 to date		0
Year 13	0	0 to date		0
Totals	0	0 to date		0

Engagement with parents has been initiated through the establishment of the school website, initial awareness raising through school newsletters and coverage in the local press – see below.

We will continue to engage actively with parents and the local community through the strategies set out below, both in relation to parental demand and shaping the development of the new school.

Section E: Evidence of demand and marketing

Part 2 - E1

This application is being made to open a secondary free school in 2014. There is a demonstrable demand for secondary school places in the area (as outlined below) and this school would be an important part of an area wide solution to this need.

We are proposing a 2014 date to ensure sufficient time for a new build on our preferred site which is in the area where there is a need for non-selective school places.

Most importantly, we are continuing to engage with stakeholders and particularly parents who wish to express an interest or state a more specific preference for this school as a potential first choice for their child/children for admission in 2014.

The proposal for The SASH School has been publicised to date in a number of ways. A survey was recently made available to parents on-line and this was sign posted in school newsletters and on school websites as well as in the local press.

The website (www.sasheducation.co.uk) and consultation outlines the details of the proposed 11-19 school, The SASH School, our vision and ethos and the approach to the curriculum and admissions. We invite comments and feedback and provide an opportunity for interested parties to join a network to be kept informed as The SASH School develops. We refer to stakeholders having a real opportunity to get involved including a future consultation on the final name of the school.

A copy of the survey is available at: [REDACTED]

Specifically, we ask respondents to indicate their support in the following areas:

- Support for the school's vision
- Support for the proposal which will provide more choice for parents

We ask parents to indicate if they would:

- Consider applying to The SASH School for their child/ children
- Think seriously about The SASH School as first choice for their child/ children

Parents are invited to register an interest in sending their child/ children to The SASH School by leaving details of children's dates of birth.

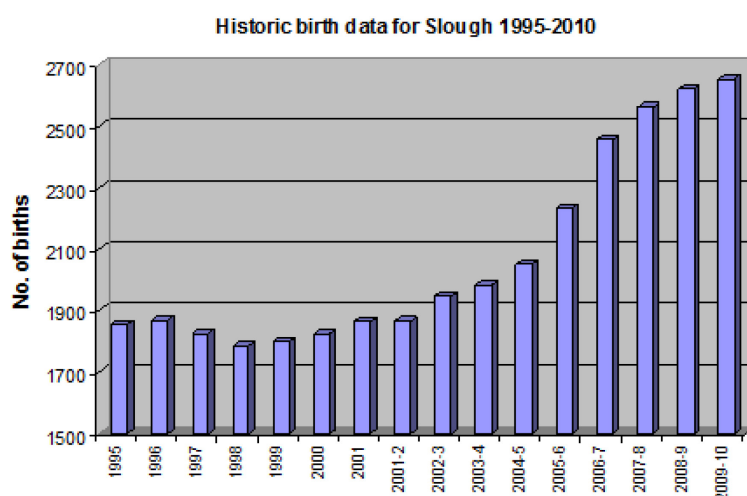
As indicated above this process has just begun and we are anticipating an increase in interest following imminent press coverage.

The proposed opening date of The SASH School is 2014 and the school's site is yet to be confirmed. We are confident that the specific demand from parents will grow rapidly once the site is confirmed. Should our preferred site be the final one this is an area where all ability school places are more limited. Admissions arrangements are complex in Slough, given the range of types of schools, including selective schools, with some schools having defined catchment areas and others not. Again, once a site is confirmed it will be easier for parents to understand the place of The SASH School in supplying additional choice.

We are continuing to gather survey responses. We are also gathering contact details and will continue to use these to provide updates, seek feedback and to influence the development of the school. This will be in addition to all the wider stakeholder engagement indicated below.

Demand for secondary school places in Slough

Slough Borough Council has expanded primary provision to meet increasing demand and equivalent growth will be required in the secondary sector to meet the significant increase in demand as the large cohorts from the primary sector begin to transfer to secondary schools from September 2014 onwards. The table below shows the dramatic increase in births:



Secondary surplus places in neighbouring boroughs such as Buckinghamshire and the Royal Borough of Windsor and Maidenhead currently provide much needed additional secondary school places but growth in demand elsewhere is likely to mean that fewer Slough children are accommodated in out-of-borough schools in future. The Royal Borough of Windsor and Maidenhead reports that numbers are rising and they are adding 5 forms of entry in the primary phase by 2013 which will mean pressure on their secondary places in the long term.

The need for places by 2017/18 is an additional 20 forms of entry (see

Forecast Summary below).

There has been some expansion across secondary schools to alleviate the pressure on places and this has been developed in a co-ordinated way through dialogue with all secondary schools, including Academies.

However, even with some limited expansions (a maximum of 3 forms of entry agreed to date) and use of some out borough surplus places, the need for high quality local school places at secondary level remains high. The capacity for expansion has reached saturation in a number of schools and the need for even more young people to travel beyond their local areas for their secondary schooling will increase without further provision.

Forecast summary provided to the DfE as part of the School Capacity return 2010-11:

	Forecast Year	Year 7	Year 7 classes
actual	2010/11	1670	56
forecast	2011/12	1744	58
forecast	2012/13	1795	60
forecast	2013/14	1846	62
forecast	2014/15	1925	64
forecast	2015/16	2004	67
forecast	2016/17	2171	72
forecast	2017/18	2326	78

Overall, compared to the 2011/2012 position, 20 additional forms of entry are required by 2017/18 to meet the need for places.

We have been in discussion with the Local Authority (LA) and it is clear that 6 forms of entry are required by 2014 even taking account of planned expansion of existing secondary schools and reliance on utilising 4 forms of entry out of borough surplus places. On an annual basis, up to 200 out of borough places have to be offered to families who have not expressed a preference for these schools.

The trend continues with a need for at least one other 6 form entry secondary school from 2016.

Currently it is not possible for the secondary school place preferences of local families to be met within Slough. For the last three years the number of preferences for Slough schools has been increasing. Between 2010 and 2012 the total number of preferences for all Slough schools has risen by approximately 20%. Therefore providing additional places will ensure that more local families can be offered their preferred school.

A free school is seen as an important part of the solution for Slough to provide these additional places and the positive discussions held between SASH and

the LA are continuing regarding providing a collaborative approach through this free school application to provide a 6 form entry secondary school. This application is supported and promoted by all Slough secondary schools to provide a robust and innovative solution.

The collaborative approach across the area is also reflected in our initial discussions with the LA concerning Admissions including the proposed criteria to be used to allocate places when the school is over-subscribed. This dialogue will continue once the school site is determined.

Part 2 – E2

On-going Marketing and Communications Strategy and Development of The SASH School as a Community Hub

Since this proposal is being made for 2014, our on-going marketing and consultation strategy is key in continuing to engage with stakeholders. We commit to undertake all statutory consultation required for establishing a Free School and other areas of consultation such as regarding Admissions. In addition, our aim is that local people and other interested parties will have **real** influence on the detail of the development of The SASH School to ensure that we meet local aspirations and needs.

To this end we will consult with a wide range of stakeholders including prospective parents and carers; young people; local community groups including churches and faith groups; businesses; FE and HE providers; voluntary and not-for profit organisations and charities; local and parish councillors; local MPs; the Local Authority; other schools across all phases as well as other education providers and local residents.

We will ensure that clear and timely information is provided so that people are very clear about site proposals as well as further details of the proposed education plan including vision and curriculum, governance, admissions policy, implications for local residents and other key information. We will ensure that any deadlines for feedback are set out very clearly.

We want to ensure that we reach all those who may have an interest in The SASH School and this must include those people in the community who are more difficult to engage for a number of reasons. To this end we will use a variety of marketing and consultation approaches and we will:

- Continue to use The SASH School website: www.sasheducation.co.uk as a key information, consultation and marketing tool, providing regular updates
- Carry out a specific consultation to choose the final name of The SASH School
- Use the collaborative base of all thirteen secondary schools as a way of reaching people through events, publicity and ensuring that parents

in particular know how The SASH School will fit with the choice of schools open to them

- Attend primary school events and events held at other local and community venues in order to reach a wide range of local interest groups
- Hold focus groups and other events for primary age children to ask them what they would like life to be like in what will be 'their' school
- Hold specific consultation and information events at key stages in the development of The SASH School in accessible local venues to enable prospective parents and others to attend; include in these round table discussions so that as many people as possible can genuinely have their say
- Have a presence in local and community venues such as shopping centres, faith groups' premises, GP surgeries, sports and leisure centres and libraries to provide information and take feedback
- Have high profile engagement with the media e.g. local press including the free newspapers and radio
- Use social media including Facebook and Twitter
- Utilise straightforward hard copy methods of marketing and getting feedback so that families and groups who cannot easily access on-line information have an equal chance of being involved – this will include using posters in community venues to advertise events and provide information; distributing leaflets in targeted areas and using consultation postcards to enable more people to respond easily
- Provide a named contact person with phone and email details widely advertised
- Maintain direct contact by email with all who register for updates and have registered an interest in The SASH School

Once a site is confirmed it will be possible to share with local people emerging architect's plans and get input and feedback – this too will be done via face to face events (if possible this will include on the site itself) as well as on-line through the website.

Once a Principal Designate is appointed s/he will have as a priority engagement with local people and prospective parents / families. This will be supported by the partner Headteachers across SASH. At this stage detailed consultation about Admissions can take place within the LA coordinated framework and a full prospectus developed (available hard copy and on-line). This will provide the kind of detail that parents and young people will need in order to identify The SASH School as their final first choice for Year 7. Attendance at primary school evenings as well as a public open evening for The SASH School will form part of this process. Knowing who the people are behind the proposal will be key so there will be many opportunities afforded to meet the team. Ideally, on-site sessions will be held to ensure that parents and young people can see for themselves the emerging new school.

Input from parents and families and a range of other stakeholders and partners will be a very real part of the on-going development of this proposal. We will clarify further what the issues, concerns and aspirations of our

stakeholders are and this will influence the developing school. For example, the needs of the local people, the wider community and business partners will be fundamental in shaping the final School Development Plan.

We will establish strong partnerships with community organisations, community groups and others in developing the school as a real community hub (see also Section D7). The school will be a focus for out of hours activity, building on our extended learning hours offer as well as integrated activities within the school day. The school will be a hub for family and community learning, recognising the skills and needs of the parents and the local community. We would aim to offer activities where families can learn together such as Dads and Lads Maths. Adult learning will be an important strand of activity. This will include adult literacy and numeracy support, language teaching for parents for whom English is not their first language, and support for the development of digital literacy. Slough Chamber of Commerce describes the resident-based economy as 'less well-qualified and more greatly characterised by the barriers to employment and enterprise than the resident economies of the surrounding districts'. We will aim to provide access to learning for adults to support the skills agenda, targeting working age residents in skills poverty to re-engage the community as part of wider economic and social regeneration. Staff with specific responsibility for community liaison will be an important way of sustaining links and developing the partnerships as the school progresses. This will include a senior member of staff with overall responsibility for overseeing this aspect of the school.

We will provide volunteering opportunities for local people with the community hub of the school being a particular focus for this, utilising the skills of volunteers in both delivery of specific activities such as community languages and oral history but also in the organisation of community activity. As well as the school and community benefitting from the input of volunteers, volunteering can often be a way of providing confidence building experience that supports on-going career development for the volunteers themselves.

Part of our pre-opening stage will be to build on local employers' knowledge and our own engagement with them to identify specifically the skills gaps that are continuing and emerging so that our curriculum offer and extended learning opportunities will continue to prepare our pupils and their families to meet these. In addition to identifying future needs of employers, pre-opening we will put in place with employers formal collaborative partnerships to develop e.g. apprenticeships and other collaborative approaches. The Education Business Partnership and expertise of Headteachers already involved in joint provision with businesses will inform this development.

There is extensive experience of managing community use across SASH including one school with a state of the art on-site conference centre. This expertise will be utilised in developing a range of viable community use and other commercial hiring arrangements and the management of this will be a specific staff responsibility.

We will also explore the possibility of making some local services available on

site e.g. providing spaces for visiting professionals making it easier for 'hard to reach families' to access services. We will also explore the possibility of the school being a provider of local services.

We will aim to appoint parent governors from prospective parents and these people will be important ambassadors and links with the local community including parent groups.

We will want our pupils to be proud of 'their' school and will ensure that the school is welcoming and all pupils supported to engage with the full range of opportunities open to them. This will include the extensive range of Block 4 activities; making the school building a place where pupils want to be beyond the school day and a place where they feel safe; making school a place where pupils feel valued and listened to for example through participation in planning their learning and student council. All pupils, whatever their socio-economic circumstances, will have equal access to learning resources such as use of ICT and space for homework study.

On-going engagement with the LA will be a key strand of activity as The SASH School is very much a collaborative venture across the area as the LA remains an important source of information for local people including parents.

A strategic marketing group will be put in place once the Principal Designate is appointed and ultimately this will form the basis of an on-going school group which will reflect key stakeholders, most importantly including the student voice.

The most powerful marketing tool longer term will be the success of the school and its pupils.

Section F: Capacity and capability

F 1 – Educational Expertise to Deliver the Vision

The group promoting The SASH School is the Slough Association of Secondary Headteachers (SASH) which comprises Headteachers of eleven mainstream secondary schools in Slough (four grammar and seven all-ability schools); one Headteacher from an all age special school and the Headteacher of the Alternative Education Service and the PRU. This group brings with it a unique and high level of expertise across all areas of education and extensive experience within and beyond the local area including international experience and expertise.

Set out below is a brief profile of each of the members of SASH which demonstrates clearly the education experience that the group brings and the individuals who have been commissioned to work with SASH at this early stage and who bring additional education and project management capacity.

A number of the Headteachers in SASH have in place a range of support structures in their own schools e.g. a Head of School responsible for Teaching and Learning allowing the Executive Headteacher to have spare capacity to support the Free School.

Profiles

A sample of profiles for SASH Headteachers are included below along with those of [REDACTED].



As the school is planned to open in 2014 there will be a phased implementation of support from SASH Headteacher members in terms of educational expertise.

We will identify precisely the on-going time commitments of SASH members to individual areas of development as part of the next stage of planning. To date SASH members have led on, for example, development of vision and ethos, curriculum development, school organisation, community engagement and other areas as well as overseeing specific areas such as finance. SASH is committed to supporting the development of the free school with resources and appropriate funding.

For the sake of continuity the additional capacity in place currently will continue. This is set out briefly in the table below – this is not intended to be a full project planning tool but simply showing the additional educational expertise in place for key activities to enable SASH to deliver its vision:

Date	Resource	Example tasks
March to August 2012	PSI (UK) Ltd and MW Interim Ltd: 1 day a week in total on-going education and project management support Additional support from [REDACTED] on a call off basis	Confirm specific roles and time commitments for individual SASH members On-going marketing and consultation Recruit Interim Principal Designate Work with LA and PfS to confirm site
September 2012	Interim PD in post 2 days a week or equivalent from capacity within SASH PSI (UK) Ltd and MW Interim Ltd: 2 days a week in total on-going education and project management support Additional support from [REDACTED] on a call off basis	Development of education plan, staffing plan, curriculum, education design brief On-going marketing and consultation Recruitment of Principal Designate Site / premises development; design etc
January 2013	Interim PD in post 3 days a week or equivalent from capacity within SASH Additional support on call off basis	Design, procurement and build Recruitment of PD Development of School Development Plan On-going marketing and consultation Admissions policy consultation and confirmation
Easter 2013	Principal Designate in post part time and increasing to full time (funded by SASH prior to DfE funding being available) Additional support on call off basis	Design, procurement and build Development of School Development Plan Policies and procedures to be developed On-going marketing and consultation Confirmation of staff roles and responsibilities and phased recruitment
Easter	Principal Designate in post full time	Curriculum and school

2014		organisation to be completed
September 2014		School opens

F2 – Financial Expertise

Since the promoting group comprises thirteen Headteachers there is a base line of extensive experience of financial management and planning. This includes involvement in major projects, including new builds and expansions as well as commissioning, providing and managing a range of other services alongside schools' budgets.

However, it is recognised that additional and different financial expertise was required both to date and that capacity will need to be supplemented as The SASH School develops.

In developing the proposal to date, [REDACTED], [REDACTED], has taken responsibility for this area of work with support from a consultant who is a CPFA Accountant [REDACTED] Slough and Eton School also has a separate trading arm: Slough and Eton Business Services which provides strategic and operational financial management support to schools which is a readily available resource. In addition [REDACTED] and has extensive experience of schools' funding. The [REDACTED] of the Slough Schools Forum is also a member of the SASH group.

A SASH school will be identified during the summer term 2012 to provide a day a week financial support from an experienced Business Manager / Bursar with additional external input on a call off basis from September 2012 during the development phase. This will continue until the Principal Designate is in place and a decision will then be made about whether to continue with this arrangement or appoint a Finance Director on an interim / part time basis prior to the final appointment in January 2014.

Professional services are also identified as an on-going cost (see Section G) so that the role of the Finance Director can be determined finally once the Principal Designate is in place and a decision made as to how the role will need to be supplemented to provide certain external functions e.g. audit.

We will ensure, through careful selection criteria that the Principal Designate has sound financial management experience and acumen in order to carry out the important responsibility of oversight of financial matters on behalf of the Governing Body.

Finance Director

The Finance Director will be appointed by January 2014. S/he will be an important part of the Senior Leadership team, reporting directly to the Principal. S/he will be a qualified accountant or equivalent with relevant

educational / charity experience. This will enable him / her to carry out the full range of required duties and functions which will include: effective financial management and operation of all financial matters; day to day management of financial issues and systems; managing the overall financial position of the school within the framework set by the Governing Body; setting up robust and effective IT and other systems, procedures and systems of control; three to five year budget planning and monitoring and the provision of all required accounts and returns.

The Finance Director will also be responsible for the management of a number of other operational areas such as contract management and premises.

The SASH School will, through strong financial expertise at senior staff level and within the Governing Body / Strategic Board, ensure compliance with all company and charity law and requirements and the procedural framework set down by the YPLA (EFA) in the Academies Financial Handbook.

We will utilise the Schools Financial Value Standard as an evaluation tool to ensure that the right skills and processes are in place as the school develops.

Governing Body

The Governing Body will be responsible for strategic oversight ensuring that financial planning is linked to the strategic educational objectives of the school and, through robust monitoring of the budget and key financial decisions, will ensure that value for money is achieved. The Governing Body will ensure that appropriate robust financial arrangements and controls are in place and ensure that all necessary statutory responsibilities are met.

As well as identifying a specific Governing Body Committee to oversee financial matters we will ensure that a Governor / Director is co-opted onto the Strategic Board / Governing Body who has sound financial expertise and experience at senior level in the private or public sector.

A Responsible Officer will be appointed to provide the Governing Body with independent assurance that their statutory duties are being discharged and that financial management, systems, and controls are robust.

F3 - Expertise of Group and Beyond

SASH forms the basis of the Steering group for The SASH School and in addition, relevant expertise and experience will continue to complement that of SASH members. Currently this also includes input from [REDACTED] as well as an experienced ex Slough Headteacher. The formal Steering Group will take on additional members as the proposal develops including local HE and FE partners and input from local business. In addition, the Principal Designate and other senior staff, once appointed, most notably the Finance Director, will add to the Steering Group expertise.

To date the responsibilities of the SASH Steering group have been ensuring

appropriate capacity is in place from members of SASH and beyond; taking a strategic role in shaping the vision, ethos and principles of The SASH School; ensuring appropriate resources are provided; supporting marketing and consultation and overseeing the development of The SASH School proposal.

The experience and expertise of the Steering Group (see profiles in F1 above) includes vast Headteacher experience and the consultants, [REDACTED] bring additional private and public sector experience to the group, particularly experience of project management of major new build and other projects; translating design and vision into building; running major consultation programmes, marketing, managing school governor support and training and admissions services and working as part of a diverse team to establish new build schools and both are experienced school governors. These skills with those of the Headteachers will provide a sound basis for going forward and formal arrangements are in place to sustain this (see F1 above).

In the next stage the Steering Group will:

- Develop key strategies for the operation of the school
- Ensure that appropriate resourcing is in place to deliver these strategies
- Procure necessary expertise and services
- Ensure that fair and robust recruitment processes are in place and recruit staff in phased stages to support opening

(Note: the Steering Group will undertake these roles until such time as an Executive Committee is established by Members (see F6).

SASH is conscious that there is a need to expand the expertise base and has agreed a number of ways that this will be done for additional areas.

Currently there are federated arrangements in place across a group of the schools for the provision of HR services and also dedicated HR Managers in a number of schools. This provides a basis for initial input and as the staffing recruitment and HR policy work develops additional out-sourced capacity will be procured and the financial planning allows for this.

A similar approach will be taken to ICT where existing experience and expertise can be tapped into in the early stages with expert consultancy being procured to plan and develop the ICT infra-structure and tools for learning during the design / build process.

Legal advice and support has already been procured from Winckworth Sherwood, a legal firm with schools, academies and free school experience, to support the initial stages of establishing a company limited by guarantee and to support the early stages of the free school process. Arrangements are in place to continue this arrangement throughout the process going forward. This would provide legal advice and support for e.g. the academy aspect of setting up the school, land title, HR, admissions, policies and consultation.

Following future discussions with [REDACTED] at Partnerships for Schools we will identify any requirements for additional capacity in relation to property and construction.

An important role will be that of Clerk to the Governing Body to be appointed in line with the establishment of the shadow Strategic Board / Governing Body during the 2013/2014 academic year.

Company Limited by Guarantee

The SASH School has been established as a company limited by guarantee.

The members are the elected officers of SASH: [REDACTED], [REDACTED], [REDACTED] (See profiles in F1 above). [REDACTED] has experience of establishing a successful PFI school, working from initial vision, through design and build to opening in 2007 and on-going operation. The school also has a separate conference centre which service local businesses. Both [REDACTED] have successfully converted their schools to academy status. [REDACTED] also has experience of establishing a business unit to offer professional financial and business services to schools. As well as their education experience the three members are well placed to develop The SASH School project on a sound business footing.

F4 Outline of proposed staffing structure

The proposed staffing structure will support the growing numbers across the school from 2014 until we reach capacity with a full sixth form (in 2020/21). We have identified the key roles for our senior leadership team in order that they will have a specific focus on our aims and education vision and plan (see Section C). In particular, this will include the development of the Opening Minds integrated curriculum, the 'Thinking' curriculum and the focus on achieving high standards from day one for all of our pupils.

Senior Leadership Team

Ultimately, the Senior Leadership will comprise:

Post	Key Responsibilities
Principal	Strategic planning and overall accountability; leading and managing; setting the framework for success; school organisation; recruiting staff and performance management; overseeing partnership development; strategic role within SASH
Deputy Head	Developing and implementing curriculum and sustaining innovation; seeking and maintaining strong community, business and other partnerships
Deputy Head	Driving up standards; data management and tracking of progress; staff development and succession planning
Assistant Head	Head of Resourced Provision Establish and maintain Resourced Provision; developing

	the inclusive school; carrying out role of SENCo and embedding excellent practice
Assistant Head	Whole school literacy policy and practice Differentiation and targeted support
Assistant Head	Whole school numeracy policy and practice Differentiation and targeted support
Assistant Head	Sixth Form Establishing Post 16 provision to suit the full range of ability across the school; maintaining an innovative curriculum which meets the needs of local and national employers and provides pathways into work and Higher Education

Directors of Teaching and Learning Communities

The Directors of Teaching and Communities (TLC) will undertake the role of Head of House which will include responsibility for individual pupil learning progress, pastoral support and development of 'Thinking' curriculum activities within their TLC.

Each Director will have subject specific responsibility. Within their own area, each will be responsible for curriculum development and organisation. The proposed six TLCs will be as follows:

- 1 Science; Physics, Chemistry, Biology, Technology, Engineering, Health and Social Care
- 2 Social Sciences; Humanities, Religious Studies and Psychology,
- 3 Communication; English, English as an Additional Language and Languages,
- 4 Business; Economics, Citizenship, Enterprise, Government and Politics
- 5 Creative arts; Art; Music; Drama; Dance and P.E.
- 6 Maths and Computing

Support staff

Our learning support team will include teaching assistants, support teachers (e.g. for EAL) and home school liaison.

In addition, our support staff will include administration and site staff. This will include the functions of Finance Director, headteacher's assistant, finance officer, reception, examinations officer, admissions, data manager, timetabling, premises management and cleaning, catering, educational visits coordination, student services, sixth form coordinator.

The responsibilities of our technical team will be responsible for network management and support; reprographics and curriculum support.

This will be supplemented by a range of out-sourced professional expertise e.g the Human Resources function, ICT, Legal, aspects of the finance function and Clerk to the Governing Body.

Growth of staffing

Our staffing structure will grow as pupils join the school from 2014 onwards to full capacity in 2020/21.

Our proposed incremental increase is outlined in the table below. This is fully reflected in the financial plan (see Section G) which demonstrates financial viability. The proposed staffing for 2014/15 is consistent across the whole year in order that we can achieve full delivery of a high quality curriculum for all of our pupils from the start.

Staff	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Leadership	3	4	5	5	5	5	6
Teaching	5	12	25	36	47	56	63
Education Support	4	11	12	24	27	32	33
Admin/support	15	18	24	26	29	31	32
Supply	1	1	1	1	1	2	2
Total no.	28	46	67	92	109	126	136
Full time equivalent(fte)	22.7	38.6	57.6	80.4	95.5	109.8	119.7

This staffing model is based upon a number of assumptions:

2014

- 120 pupils who will be taught in 4 x mixed ability groups of 30 pupils
- small year group reflected until 6th year of operation
- teachers supported by senior leadership team including the SENCO

2015

- now 300 pupils following Y7&8 integrated vertical curriculum in groups 30
- 6 additional teaching groups
- 5 additional classroom teachers appointed
- first Director of a Teaching and Learning Community to lead on science
- SEN teacher employed to support SENCO
- first deputy head appointed to focus on curriculum development

2016

- Greater rate of staff increase as pupils enter Y9, beginning curriculum based on pathways.
- Pupil teacher ratio reduces from previously high level
- Greater degree of curriculum specialisation requires introduction of remaining Directors TLCs

- second deputy appointed to lead on standards + professional development
 - which to date has been distributed among senior leadership team
- 2017
- Continued incremental staff increase to match pupil numbers
 - Second SEN teacher
- 2018
- Continued incremental staff increase to match pupil numbers
 - KS3 and 4 complete
- 2019
- 80 pupils enter 6th form
 - Years 7-11 at 180 throughout.
 - Further staff increase to deliver KS5
- 2020
- 900 in 11-16,
 - 120 in Y12 and smaller Y13 of 55
 - Assistant Head teacher(Sixth Form) in post

Note: in 2021 it will be a school of 1100 with a pupil teacher ratio of 16.3.

Staffing for Block 4 activities is based upon the assumption that staff will be working flexibly across all four blocks of learning, thus creating capacity to deliver Block 4 programmes. In addition, activities will be provided through the use of external input from, for example, community and parent volunteers, business partners, Slough Schools Network and the Education Business partnership.

F5 Recruitment of High Quality Principal Designate, Staff and Governors

Interim Principal Designate

A part time interim Principal Designate will be appointed as soon as possible, to be in post at the start of the autumn term 2012, prior to recruiting the substantive post from January 2013 (see table in F1 above).

The Steering Group has considered a number of options for the role of interim Principal Designate and the recruitment will take place during the summer term 2012.

Options considered are:

- An Executive Headteacher from within SASH who has the capacity within their own school to support him / her taking on this role
- An ex Slough Headteacher and former member of SASH who shares the vision of SASH with regard to The SASH School

- An ex Headteacher from beyond Slough who shares the vision of SASH with regard to The SASH School
- External consultant with project management and education expertise who shares the vision of SASH with regard to The SASH School

Principal Designate

The Principal Designate will be recruited during the autumn / spring of 2012/2013 and be in post part time from Easter 2013 rising to full time from Easter 2014 (see table in F1 above). SASH will confirm whether or not to appoint on the basis of a one year contract in the first instance. In the early pre-opening stage the Principal Designate will have a vital role to play not only in strategic planning and delivery of the project including leading input into education / design brief but in being the focal point for local people and other stakeholders in terms of consultation and marketing. In terms of implementation, the Principal Designate will be the main driver for the successful operation of The SASH School, setting the framework for success, establishing the final curriculum plan and writing the Opening Minds Curriculum, school organisation, recruiting staff, finalising policies, processes and systems and being accountable for all aspects of the school.

The Principal will be the key post holder for the emerging / new school. Strong, effective leadership is key to the success of any organisation and evidence shows that good and outstanding schools are those with outstanding leaders. Pupil attainment and achievement are seen to be aligned to strong leadership.

In recruiting for the Principal Designate we will use the DfE National Standards for Headteachers. The six themes identified there provide a helpful framework to assess skills and competencies of the Principal Designate:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Strengthening community

These six areas align with the vision for The SASH School as ‘a forward thinking outstanding school inspiring learning and taking a significant lead in regenerating the Slough community.’ Above all we will seek a Principal Designate who can demonstrate commitment to this vision and has a strong track record of leadership that shows evidence of success. Given the ethos we wish to develop in the school, creativity, innovation and an entrepreneurial approach will be key strengths we will look for alongside more traditional qualities, skills and experience expected of a Headteacher.

The Principal Designate will need to demonstrate that their approach will be in line with the aspiration of the school to become an International Thinking

School. We will seek a high performance leader who can demonstrate high levels of personal effectiveness which has led to organisational effectiveness and pupil success.

We will seek a motivational and inspirational leader who will relish both the challenge of developing a constructive and positive culture across the new school and that of sustaining this and achieving high pupil outcomes and continuous improvement. Given the profile of Slough we will look to recruit a Principal Designate with experience of working in National / City Challenge schools.

We aim to attract a high calibre of candidate to the post. Establishing a new school from scratch, a new kind of school – a free school – is a once in a life time opportunity for any Principal. S/he would have a high level of autonomy and the opportunity to make a real mark on the national education landscape within a vibrant school focusing on creativity, innovation and high levels of outcome for young people and the local community. We will offer an attractive salary package to secure a high calibre candidate.

We will recruit utilising on-line advertising as well as national newspaper advertising and advertising in the educational press.

Other Staff

Our strategy for the recruitment of high quality teaching staff including subject specialists includes setting our remuneration sufficiently high to attract and retain high calibre staff. We will benefit from the planned teaching school in Slough who will facilitate professional development in which our staff will be able take part.

We believe that we will be providing unprecedented and attractive opportunities for staff that will include the opportunity to:

- develop new and innovative approaches to teaching and learning for example delivering an integrated and thematic curriculum through vertical and stage not age approaches;
- participate in the development of a brand new school and the exciting challenges that presents;
- work within a 21st Century teaching and learning environment;
- have access to professional development that supports personal aspiration and career development;
- work in an outward looking organisation committed to collaborative methods and partnerships e.g. with higher education and industry work closely with other colleagues e.g. in SASH schools and the Slough Learning Partnership initiatives

We will recruit support staff from our local community and provide opportunities for personal professional development to upskill and retain our employees. For example, staff will be able to benefit from access to adult

learning on site and through the virtual college. We will aim that our staff profile will reflect the diversity of the local community providing positive role models for our pupils and enabling the school to benefit from the wide range of community languages spoken.

Support staff will similarly benefit from the chance to work in a brand new school and play a part in the development of new systems and approaches across a range of functions in the school.

From Easter 2013 the Principal Designate will lead the recruitment process for high quality staff in line with the proposed staffing model outlined above.

S/he will utilise a range of recruitment approaches including advertising in the local and national press, through partnerships with other schools including SASH and primary schools; through community groups; recruitment fairs and on line through the school website and the South East Business portal.

Governing Body / Strategic Board of Directors

The Governing Body (Strategic Board of Directors) is likely to have up to 15 members.

Three Directors have been appointed: [REDACTED]. These three members are the elected officers of SASH and Headteachers from academies and schools, both all ability and grammar. (See profiles in F1 above).

The initial structure for the Strategic Board / Governing Body has been established and enshrined in the Articles of Association of the Company Limited by Guarantee.

No.	Type of Director / Governor	
9	Appointed	5 Headteachers from range of Slough schools: selective, all ability, academy, special Business, Community, HE, FE
1	Principal	
2	Staff	Max. 1/3 of Board including Principal
Min. 2	Parents	2 initially and could increase later (some in place prior to opening)
Max 3	Co-opted	Max. 3 – co-opted for specific expertise / purpose e.g. Legal, HR, finance and may include a co-optee with strong local authority

		area knowledge and expertise
Total: up to 15		

There will be nine Directors appointed to provide a range of educational, business and community expertise and all that that encompasses: five Slough secondary Headteachers, ensuring that there are Directors from selective, all ability, academy and special schools; Directors with business experience and representing the local community and appointees from Higher Education and Further Education.

The Principal Designate will be a Director once appointed (Easter 2013) and the interim Principal Designate in the short term (from September 2012) along with a minimum of two elected staff members once staff are appointed.

Directors will also be appointed from the parent body. We will have parent representation even before the school opened if possible.

Additional Directors will be co-opted to provide specific expertise and this could include financial acumen, HR or financial expertise and could include a Director from the local authority area.

It will be possible to have some of the appointed Directors and co-opted Directors and the interim Principal Designate in place in the autumn of 2012 to provide a Shadow Board going forward.

Directors / governors will have a wide range of responsibilities (see also Section F6 below) and these will be even more stretching for a Governing Body establishing a new school than joining an existing Governing Body. For this reason we will seek Governors/ Directors, some of whom have strong governance experience as well as looking for the skills, competencies and experience that will be needed to address areas such as finance, HR, legal, business development, marketing and community knowledge and understanding.

We will ensure a wide spread of skills and competencies linked to the needs of the school at both pre and post opening stages. Crucial will be Governors/ Directors with a clear understanding and passion for The SASH School vision with its focus on creativity, innovation and leadership. Our Governors/ Directors will be clear thinking problem solvers and effective decision makers who can manage risk, provide robust quality assurance role and operate as a cohesive team which will challenge and support the Principal Designate and staff.

We will link with the Slough Chamber of Commerce and the Education Business Partnership as ways of sourcing business Directors/Governors as well as utilising SASH existing links with local and national businesses. We will liaise with the School Governors' One-Stop Shop (SGOSS) which recruits volunteers across all employer sectors as well as advertising in local

publications.

There are governors on the existing SASH schools' Governing Bodies who have extensive experience of governance including Interim Executive Boards and individuals with governor training, support and recruitment expertise and we will tap into this in the initial stages. In addition, we will contact local community and voluntary groups and recruit through our marketing and consultation strategy (see Section E) including via our website and more traditional advertising methods to ensure that we reach potential governors.

Staff governors will be appointed in line with the Articles of Association as will parent governors be elected. We will seek further advice regarding how to have some parent representation in advance of opening.

We will be mindful of the 2011 report by Ofsted: 'School governance - Learning from the best' which identified key characteristics of effective governing bodies and we will provide early governor training to establish the Governing Body as a cohesive group well placed to support the school.

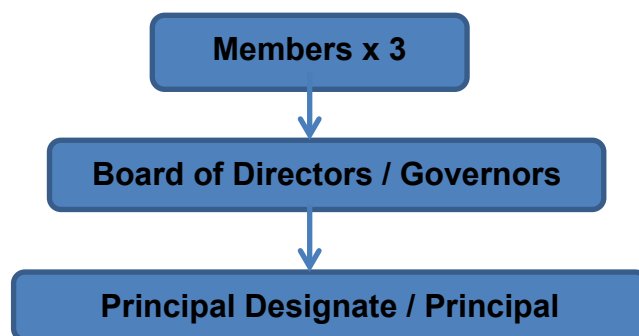
An appropriate committee structure will be established that is lean and effective and will meet the needs of the school pre and post opening. In the first instance these will have two main areas of focus: learning, curriculum, staffing, policy and school organisation on the one hand and practical premises, finance and business on the other.

We will appoint a clerk to the Governing Body in line with the establishment of the shadow Strategic Board / Governing Body during the 2013/2014 academic year. This function is likely to be out-sourced.

F6 Roles of Company Members, Governing Body and Principal Designate

There will be three levels of responsibility and accountability across The SASH School; the Members, Directors/Governors and the Principal Designate / Principal.

This will be clearly defined within the Academy structure of the school:



Members

Members have an overarching strategic role in relation to the school; control and own the established company limited by guarantee, The SASH School,

and are responsible for the appointment of the Directors.

The three members are: [REDACTED]

Board of Directors/Governors

The Directors/Governors will be appointed in line with the Articles of Association and the structure outlined in F5 above. Three Directors have already been appointed and these are [REDACTED], appointed as three of the five Headteacher Directors that will ultimately be in place (see structure in F5). They bring experience of leading academies and community schools, both all ability and grammar.

The function of the Board of Directors / Governors is to provide the strategic governance framework by establishing clear aims and objectives for the school; policies to achieve those aims and objectives and targets in line with these. The Board will regularly monitor and review progress and review the strategy in line with outcomes and success.

They will:

- ensure the quality of educational provision
- challenge and monitor the performance of the school
- ensure robust and value for money management of the school's finances and property
- employ staff
- ensure compliance with both charity and company law;
- manage and comply with the obligations in the Funding Agreement

This will involve, at strategic level:

- Establishing robust self-evaluation strategies
- Establishing clear criteria and performance indicators for success and monitoring against these
- Providing support and challenge and rigorous review of the impact of strategy to deliver outstanding outcomes for pupils and the community
- Overseeing strategy and policy development to achieve the vision of the school and to deliver the School Development Plan
- Appointing the Principal
- Agreeing objectives with the Principal; performance management for the Principal and providing appropriate support and challenge
- Driving community engagement and fostering links in the local and wider community
- Having strategic responsibility for safeguarding
- Ensuring that the SEN Code of Practice is complied with in all policy and practice
- Establishing conditions of service and HR policies and procedures and dealing with staff discipline appeals
- Ensuring value for money and compliance with all relevant statutory requirements in line with the YPLA (EFA)) guidance
- Reviewing admissions, appeals and exclusions policy and approving key operational policies

- Ensuring that appropriate arrangements are made to set up admissions and exclusions independent panels
- Having oversight of health and safety and risk management

In addition Governors will be a hugely important part in building the reputation of the school; being a visible part of the developing school and supporting, encouraging and celebrating success for staff and young people.

The Governing Body will report to the Members at high level on a regular basis and to ensure that there is sufficient rigour and clear lines of accountability there will be no more than three people who are Members as well as Directors.

The Governing Body is ,above all, a strategic body and will not be involved in day to day operational matters and management - these will be the responsibility of the Principal Designate / Principal. Appropriate levels of delegation will be given to the Principal Designate / Principal to enable him / her to work in an unfettered and professional manner. These will be clearly set out. In delegating functions to the Principal the Governing Body will have regard to its strategic role in the school. The Governing Body must consider the professional advice of the Principal Designate / Principal.

The phrase 'critical friend' is sometimes used to describe the relationship between the Governing Body and the Principal, providing both support, challenge and professional and constructive feedback.

The Principal / Principal Designate

The Principal will be given clear autonomy to lead the school and to carry out his/her responsibilities in relation to the day to day operation, organisation, management and running of the school and the implementation of the strategic framework set by the Governing Body. When the Governing Body delegates functions to the Principal, s/he must comply with their reasonable instructions about how that delegated power is to be exercised.

The job description for the Principal Designate will clearly set out responsibilities and expectations.

S/he will manage the school, be responsible for the recruitment and professional development and training of staff, the wellbeing of young people and be a role model for pupils and a figurehead for the school.

Whilst the Governing Body is responsible for the strategic function of establishing and reviewing aims and objectives for the school, the Principal will provide professional advice and appropriate information in relation to this so that the Governing Body can carry out its strategic function.

S/he will formulate the aims and objectives, supporting policies and targets for review by the Governing Body. S/he will report termly to the Governing Body on the progress made towards achieving overall aspirations, aims and objectives and progress against key performance indicators.

Accountability and Challenge

The separation of roles and responsibilities as outlined above gives a clear delineation between the three groups: Members, Governors/Directors and the Principal. It is envisaged that the structure creates clear lines of accountability and reporting and should avoid conflicts of interest.

In particular:

- The three Members will be the elected officers of the Slough Association of Secondary Headteachers and, as such, bring a wider view to the role, which would minimise potential conflicts of interest and enable challenge
- Ensuring that there are no more than three Members who are also Directors provides a broad base within the Governing Body to provide a further check and balance
- Regular reporting to the Members from the Governing Body formalises lines of accountability
- Termly reports from the Principal to the Governing Body against strategic aims, objectives and targets provides a clear vehicle for challenge and review
- Performance Management for the Principal provides a further opportunity for independent challenge
- Early establishment of Performance Management / appraisal for staff will complete the pyramid approach

It is envisaged that in the pre-opening stage when all positions are not filled it will be important to formalise a working Executive Committee to oversee the delivery of the school, both physical and academic which could report to Members. The Steering Group will recommend to Members that such a committee be formally established with clear responsibilities. Membership would comprise core members of the current Steering Group, key Governors as appointed; the Principal Designate and advisers from e.g. DfE, PfS and others as the project progresses.

Section G: Initial costs and financial viability

██████████.

Section H: Premises

This application is being made to build a new 1100 place (900 11-16 plus 200 Post 16) secondary free school, The SASH School, to serve Slough and the local area. We believe that the pressure on places across the area is such that a new build school will be required as part of the solution (see Section E which indicates the need for an additional 20FE overall by 2017/18). Our understanding is that there are limited opportunities for refurbishment for public buildings locally of sufficient size so that we believe a new build will be required as the solution. Two public buildings have already been utilised for primary provision: ██████████ and also the ██████████ is providing an expansion of ██████████. There are a number of industrial sites in Slough. However, our understanding is that the growing needs of business in the south east will mean little opportunity to use such sites.

Although we will consider options that include the refurbishment or upgrade of an existing building, should a suitable property be found, we believe that the achievement of our vision and the ability to create diverse and effective learning environments can best be achieved in a cost efficient way when starting with a “blank sheet”. Our educational model and our aim to deliver learning through more of a ‘stage rather than age’ approach requires us to review and think in innovative ways about the spaces we will need within the school and their use.

We plan to appoint our Principal Designate early – by Easter 2013 - with an Interim Principal Designate in place from September 2012. This, along with the experience of a number of SASH Headteachers of planning total new build schools and managing a range of major capital projects, means that we will be in a very strong position to ensure that the education brief and vision drive the design brief development as early as possible. The SASH School vision and education plan has important implications for the arrangement of spaces that will support effective learning in our new school through a range of flexible accommodation. This will include, for example larger spaces for briefing/presentation; specialist subject spaces; class group spaces; small group and break out spaces; private spaces for one to one support/tuition; quiet areas for independent study.

We plan to open the school for Year 7 pupils only in 2014, growing the school annually until we admit Post 16 pupils in 2019.

We recognise that it could be possible to adopt a modular solution for Year 7 in the first year but believe that this would not be possible on the preferred site (see below) and that the disruption on site would be to the detriment of the education of that very important first year’s intake. Providing such a solution elsewhere would also provide logistical difficulties for the young people in Year 7 and a fragmented Key Stage 3 experience. In addition, the educational focus during 2013/2014 needs to be on ensuring that the longer term design will enable the new curriculum and the vision of the school to be delivered. With a skeletal staff in place, the educational input driving the development of the design brief for the school is key. Opening in 2013 would dilute this and we believe, this would mean that neither the delivery to Year 7 nor the development of a sustainable and strong school would be achieved.

Potential Site Search

SASH has had informal discussions with the Local Authority to explore options available. The Chair of SASH has met with the Head of Property and Regeneration at Slough Borough Council and there has been on-going liaison with the LA regarding the detail of possible sites.

In addition we have had initial discussions with Partnerships for Schools (Pfs) who identified a former school site in Slough as a possible option. Our discussion with the Local Authority, however, indicated that this is no longer

viable as it has been designated for use by the local town football club. We look forward to working with PfS further.

Our initial search has resulted in us identifying one site so far, which is outlined below. Although there may be alternatives the advantages of this site in terms of the position with regard to ownership and potential purchase and its geographical position towards the south east of Slough, are significant.

Preferred Site

We have identified a preferred site that is available for building a new school and are applying early (for opening in 2014) to allow sufficient time for an efficient design and build process to take place.

The preferred site to build The SASH School is situated in the [REDACTED] area of Slough and close to [REDACTED].

The address of the site is:

[REDACTED]

Slough

[REDACTED]

The site is two hectares in size.

A site plan is attached (see **Annex B**).

The LA has indicated that this site will be available to free school applicants. The plan shows a small strip of land adjacent to the site and this is owned by the Local Authority and there is an option to purchase the site to build a school. This we understand to be linked to a previous development and Section 106 agreement.

There are a number of reasons why this particular site would be appropriate for The SASH School:

- It is situated to the south east of Slough. Although there is overall pressure on secondary school places across Slough, there are limited all ability places in the south east of the town. This part of Slough contains three of the four grammar schools.
- An all ability school in this area would enrich parental choice.
- There are a number of strong local primary schools in the area. Indeed, local estate agents highlight the quality of the local schooling when advertising properties
- An all ability school in this area would minimise the need for travel for local families – many young people travel out of borough for their secondary education

- The option to purchase this land represents real value for money
- This site, as a new build opportunity, would enable us to design the new school to facilitate fully the delivery of the Open Minds curriculum and deliver the vision and curriculum of The SASH School
- Although there are limitations in terms of playing field space, this could easily be solved through access to Slough Borough Council's neighbouring park, Upton Park and use of nearby secondary schools' facilities and there is a commitment to this across SASH

Section I – Due Diligence

We confirm that hard copies of the three ‘Suitability and Declaration forms’ for [REDACTED] have been sent to the Due Diligence Team along with one hard copy of Section A of this application form.

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications