



Credimus

KING'S SCHOOL

WOOLSTON

An Enterprise Academy

FREE SCHOOL PROPOSAL

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Section 1: Applicant details

Details of Company Limited by Guarantee
Name: Great Schools for All Children
Company address: ██████████, ██████████ Frodsham Cheshire ██████████
Company registration number:7641004
Main contact ██████████
Name: ██████████
Address: ██████████, ██████████ Frodsham Cheshire ██████████
Email address: ██████████
Telephone number: ██████████ ██████████
Members and Directors
Please confirm the total number of (a) Company Directors (5) <input type="checkbox"/> and (b) any other members of the Governing Body (0) <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: ██████████ Position: Chairman and Director
Name: ██████████ Position: Director
Name: ██████████ Position: Director

Name: [REDACTED]
Position: Director
Related organisations None
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? No
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:

OBJECTIVES AND ARTICLES OF ASSOCIATION

These will be changed and amended, including appropriate freehold and leasehold clauses as required, as soon as approval is given and an appropriate site agreed.

OBJECTIVES

1. To play a leading role in helping schools enhance the social mobility of their students
2. To deliver high quality leadership training to schools
3. To act as promoter to a series of Free Schools
4. To ensure that these free schools are of the highest quality

ARTICLES OF ASSOCIATION

THE COMPANIES ACT 2006

PRIVATE COMPANY NOT HAVING A SHARE CAPITAL

MEMORANDUM OF ASSOCIATION

of

Great Schools for All Children Limited

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

Name(s):

██████████

██████████

██████████

██████████

██████████

Dated this 19th day of May 2011

THE COMPANIES ACT 2006
PRIVATE COMPANY NOT HAVING A SHARE CAPITAL
ARTICLES OF ASSOCIATION
of
Great Schools for All Children Limited

1 Defined terms

1.1 In these Articles, unless the context requires otherwise:

appointor has the meaning given to that term in Article 26.1;

Articles means the Company's articles of association for the time being in force;

bankruptcy includes individual insolvency proceedings in a jurisdiction other than England and Wales or Northern Ireland which have an effect similar to that of bankruptcy;

CA 2006 means the Companies Act 2006;

chairman has the meaning given to that term in Article 15.2;

chairman of the meeting has the meaning given to that term in Article 37;

Clear Days means (in relation to the period of a notice) that period excluding the day when the notice is given or deemed to be given and the day for which it is given or on which it is to take effect;

Companies Acts means the Companies Acts (as defined in section 2 of CA 2006), in so far as they apply to the Company;

Conflict has the meaning given to that term in Article 18.2;

conflicted director means a director who has, or could have, a Conflict in a situation involving the Company and consequently whose vote is not to be counted in respect of any resolution to authorise such Conflict and who is not to be counted as participating in the quorum for the meeting (or part of the meeting) at which such resolution is to be voted upon;

corporate representative has the meaning given to that term in Article 45;

director means a director of the Company, and includes any person occupying the position of director, by whatever name called;

document includes, unless otherwise specified, any document sent or supplied in electronic form;

electronic form has the meaning given to that term in section 1168 of CA 2006;

hard copy form has the meaning given to that term in section 1168 of CA 2006;

instrument means a document in hard copy form;

member has the meaning given to that term in section 112 of CA 2006;

Model Articles means the model articles for private companies limited by guarantee contained in Schedule 2 of the Companies (Model Articles) Regulations 2008 (SI 2009/3229) as amended prior to the date of adoption of these Articles;

non-conflicted director means any director who is not a conflicted director;

ordinary resolution has the meaning given to that term in section 282 of CA 2006;

participate, in relation to a directors' meeting, has the meaning given to that term in Article 14;

proxy notice has the meaning given to that term in Article 43.2;

proxy notification address has the meaning given to that term in Article 44.1;

relevant officer has the meaning given to that term in Articles 52.3.2 or 53.2.1, as the case may be;

relevant loss has the meaning given to that term in Article 53.2.2;

special resolution has the meaning given to that term in section 283 of CA 2006;

subsidiary has the meaning given to that term in section 1159 of CA 2006;

United Kingdom means Great Britain and Northern Ireland; and

writing means the representation or reproduction of words, symbols or other information in a visible form by any method or combination of methods, whether sent or supplied in electronic form or otherwise.

- 1.2 Save as otherwise specifically provided in these Articles, words and expressions which have particular meanings in the Model Articles shall have the same meanings in these Articles, subject to which and unless the context otherwise requires, words and expressions which have particular meanings in CA 2006 as in force on the date when these Articles become binding on the Company shall have the same meanings in these Articles.
- 1.3 Headings in these Articles are used for convenience only and shall not affect the construction or interpretation of these Articles.
- 1.4 Unless expressly provided otherwise, a reference to a statute, statutory provision or subordinate legislation is a reference to it as it is in force from time to time and shall include any orders, regulations or subordinate legislation from time to time made under it and any amendment or re-enactment of it or any such orders, regulations or subordinate legislation for the time being in force.
- 1.5 Any phrase introduced by the terms "including", "include", "in particular" or any similar expression shall be construed as illustrative and shall not limit the sense of the words preceding those terms.
- 1.6 No regulations set out in any statute or in any statutory instrument or other subordinate legislation concerning companies, including but not limited to the Model Articles, shall apply to the Company, but the following shall be the articles of association of the Company.

2 **Liability of members**

- 2.1 The liability of each member is limited to £1.00, being the amount that each member undertakes to contribute to the assets of the Company in the event of it being wound up while he is a member or within one year after he ceases to be a member, for:
- 2.1.1 payment of the Company's debts and liabilities contracted before he ceases to be a member;
 - 2.1.2 payment of the costs, charges and expenses of winding up; and
 - 2.1.3 adjustment of the rights of the contributories among themselves.

3 **Specific Objects**

- 1 To supply high quality education for children through the establishment of a small chain of schools
- 2. To supply both leadership and classroom pedagogy training to these schools
- 3. To provide leadership and pedagogy training to other schools

4 **Standard Objects**

- 4.1 The objects for which the Company is established are:
- 4.1.1 to carry on any other trade or business whatsoever which can, in the opinion of the Company, be advantageously carried on by the Company in connection with or ancillary to any of the general business of the Company or is calculated directly to benefit the Company or enhance the value of or render profitable any of the Company's property or rights or is required by any customers of or persons dealing with the Company;
 - 4.1.2 to do all or any of the things or matters aforesaid in any part of the world and either as principals, agents, contractors or otherwise, and by or through agents, brokers, subcontractors or otherwise and either alone or in conjunction with others.]
- 4.2 The objects set forth in each sub-Article of this Article 4 shall not be restrictively construed but the widest interpretation shall be given thereto, and they shall not, except where the context expressly so requires, be in any way limited or restricted by reference to or inference from any other object or objects set forth in each sub-Article or from the name of the Company. None of each sub-Articles or the object or objects therein specified or the powers thereby conferred shall be deemed subsidiary or ancillary to the objects or powers mentioned in any other sub-Article, but the Company shall have full power to exercise all or any of the objects conferred by and provided in each of the said sub-Articles as if each sub-Article contained the objects of a separate company. The word **company** in this Article, except where used in reference to the Company, shall be deemed to include any partnership or other body of persons, whether incorporated or unincorporated and whether domiciled in the United Kingdom or elsewhere.
- 4.3 The income and property of the Company shall be applied solely towards the promotion of its objects as set forth in this Article 4 and no portion thereof shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise howsoever by way of profit, to members of

the Company, provided that nothing herein shall prevent any payment in good faith by the Company:

- 4.3.1 of reasonable and proper remuneration to any member, officer or servant of the Company for any services rendered to the Company;
 - 4.3.2 of any interest on money lent by any member of the Company or any director at a reasonable and proper rate;
 - 4.3.3 of reasonable and proper rent for premises demised or let by any member of the Company or any director; and
 - 4.3.4 to any director of out-of-pocket expenses.
- 4.4 If upon the winding up or dissolution of the Company there remains, after the satisfaction of all its debts and liabilities, any property whatsoever, the same shall not be paid or distributed among the members of the Company, but shall be given or transferred to some other institution (charitable or otherwise) having objects similar to the objects of the Company and which shall prohibit the distribution of its or their income to its or their members, such institutions to be determined by the members of the Company at or before the time of dissolution.

5 **Directors' general authority**

Subject to the Articles and to the applicable provisions for the time being of the Companies Acts, the directors are responsible for the management of the Company's business, for which purpose they may exercise all the powers of the Company.

6 **Change of Company name**

Without prejudice to the generality of Article 5, the directors may resolve in accordance with Article 10 to change the Company's name.

7 **Members' reserve power**

- 7.1 The members may, by special resolution, direct the directors to take, or refrain from taking, specified action.
- 7.2 No such special resolution invalidates anything which the directors have done before the passing of the resolution.

8 **Directors may delegate**

- 8.1 Subject to the Articles, the directors may delegate any of the powers which are conferred on them under the Articles:
 - 8.1.1 to such person or committee;
 - 8.1.2 by such means (including by a power of attorney);
 - 8.1.3 to such an extent;
 - 8.1.4 in relation to such matters or territories; and
 - 8.1.5 on such terms and conditions;as they think fit.
- 8.2 If the directors so specify, any such delegation may authorise further delegation of the directors' powers by any person to whom they are delegated.
- 8.3 The directors may revoke any delegation in whole or part, or alter its terms and conditions.

9 **Committees**

- 9.1 Committees to which the directors delegate any of their powers must follow procedures which are based as far as they are applicable on those provisions of the Articles which govern the taking of decisions by directors.
- 9.2 The directors may make rules of procedure for all or any committees, which prevail over rules derived from the Articles if they are not consistent with them.
- 9.3 Where a provision of the Articles refers to the exercise of a power, authority or discretion by the directors and that power, authority or discretion has been delegated by the directors to a committee, the provision shall be construed as permitting the exercise of the power, authority or discretion by the committee.

10 **Directors to take decisions collectively**

- 10.1 The general rule about decision-making by directors is that any decision of the directors must be taken as a majority decision at a meeting or as a directors' written resolution in accordance with Article 11 (Directors' written resolutions) or otherwise as a unanimous decision taken in accordance with Article 12 (Unanimous decisions).
- 10.2 If:
 - 10.2.1 the Company only has one director for the time being, and
 - 10.2.2 no provision of the Articles requires it to have more than one director,the general rule does not apply, and the director may (for so long as he remains the sole director) take decisions without regard to any of the provisions of the Articles relating to directors' decision-making.
- 10.3 Subject to the Articles, each director participating in a directors' meeting has one vote.

11 **Directors' written resolutions**

- 11.1 Any director may propose a directors' written resolution by giving notice in writing of the proposed resolution to each of the other directors (including alternate directors).
- 11.2 If the company has appointed a company secretary, the company secretary must propose a directors' written resolution if a director so requests by giving notice in writing to each of the other directors (including alternate directors).
- 11.3 Notice of a proposed directors' written resolution must indicate:
 - 11.3.1 the proposed resolution; and
 - 11.3.2 the time by which it is proposed that the directors should adopt it.
- 11.4 A proposed directors' written resolution is adopted when a majority of the non-conflicted directors (or their alternates) have signed one or more copies of it, provided that those directors (or their alternates) would have formed a quorum at a directors' meeting were the resolution to have been proposed at such meeting.
- 11.5 Once a directors' written resolution has been adopted, it must be treated as if it had been a decision taken at a directors' meeting in accordance with the Articles.

12 **Unanimous decisions**

- 12.1 A decision of the directors is taken in accordance with this Article 12 when all non-conflicted directors indicate to each other by any means that they share a common view on a matter.
- 12.2 A decision may not be taken in accordance with this Article 12 if the non-conflicted directors would not have formed a quorum at a directors' meeting had the matter been proposed as a resolution at such a meeting.
- 12.3 Once a directors' unanimous decision is taken in accordance with this Article 12 it must be treated as if it had been a decision taken at a directors' meeting in accordance with the Articles.

13 **Calling a directors' meeting**

- 13.1 Any director may call a directors' meeting by giving notice of the meeting to each of the directors (including alternate directors), whether or not he is absent from the UK, or by authorising the company secretary (if any) to give such notice.
- 13.2 Notice of any directors' meeting must indicate:
 - 13.2.1 its proposed date and time;
 - 13.2.2 where it is to take place; and
 - 13.2.3 if it is anticipated that directors participating in the meeting will not be in the same place, how it is proposed that they should communicate with each other during the meeting.
- 13.3 Subject to Article 13.4, notice of a directors' meeting must be given to each director but need not be in writing.
- 13.4 Notice of a directors' meeting need not be given to directors who waive their entitlement to notice of that meeting, by giving notice to that effect to the Company prior to or up to and including not more than seven days after the date on which the meeting is held. Where such notice is given after the meeting has been held, that does not affect the validity of the meeting, or of any business conducted at it.

14 **Participation in directors' meetings**

- 14.1 Subject to the Articles, directors participate in a directors' meeting, or part of a directors' meeting, when:
 - 14.1.1 the meeting has been called and takes place in accordance with the Articles, and
 - 14.1.2 they can each communicate to the others any information or opinions they have on any particular item of the business of the meeting.
- 14.2 In determining whether directors are participating in a directors' meeting, it is irrelevant where any director is or how they communicate with each other.
- 14.3 If all the directors participating in a meeting are not in the same place, they may decide that the meeting is to be treated as taking place wherever any of them is.

15 **Chairing of directors' meetings**

- 15.1 The directors may appoint a director to chair their meetings.
- 15.2 The person so appointed for the time being is known as the chairman.
- 15.3 The directors may terminate the chairman's appointment at any time.

- 15.4 If the chairman is not participating in a directors' meeting within ten minutes of the time at which it was to start, the participating directors must appoint one of themselves to chair it.
- 16 **Chairman's casting vote at directors' meetings**
- 16.1 If the numbers of votes for and against a proposal at a meeting of directors are equal, the chairman or other director chairing the meeting has a casting vote.
- 16.2 Article 16.1 does not apply in respect of a particular meeting (or part of a meeting) if, in accordance with the Articles, the chairman or other director chairing the meeting is a conflicted director for the purposes of that meeting (or that part of that meeting at which the proposal is voted upon).
- 17 **Quorum for directors' meetings**
- 17.1 At a directors' meeting, unless a quorum is participating, no proposal is to be voted on, except a proposal to call another meeting.
- 17.2 Subject to Article 17.3, the quorum for the transaction of business at a meeting of directors may be fixed from time to time by a decision of the directors but it must never be less than two directors, and unless otherwise fixed it is two. A person who holds office only as an alternate director shall, if his appointor is not present, be counted in the quorum. If and so long as there is a sole director, he may exercise all the powers and authorities vested in the directors by these Articles and accordingly the quorum for the transaction of business in these circumstances shall be one.
- 17.3 For the purposes of any meeting (or part of a meeting) held pursuant to Article 18 (Directors' conflicts of interests) to authorise a director's Conflict, if there is only one non-conflicted director in office in addition to the conflicted director(s), the quorum for such meeting (or part of a meeting) shall be one non-conflicted director.
- 18 **Directors' conflicts of interests**
- 18.1 For the purposes of this Article 18, a **conflict of interest** includes a conflict of interest and duty and a conflict of duties, and interest includes both direct and indirect interests.
- 18.2 The directors may, in accordance with the requirements set out in this Article 18, authorise any matter proposed to them by any director which would, if not authorised, involve a director breaching his duty under section 175 of CA 2006 to avoid conflicts of interest (such matter being hereinafter referred to as a **Conflict**).
- 18.3 A director seeking authorisation in respect of a Conflict shall declare to the other directors the nature and extent of his interest in a Conflict as soon as is reasonably practicable. The director shall provide the other directors with such details of the relevant matter as are necessary for the other directors to decide how to address the Conflict, together with such other information as may be requested by the other directors.
- 18.4 Any authorisation under this Article 18 will be effective only if:
- 18.4.1 the matter in question shall have been proposed by any director for consideration at a meeting of directors in the same way that any other matter may be proposed to the directors under the provisions

- of these Articles or in such other manner as the directors may determine;
- 18.4.2 any requirement as to the quorum at any meeting of the directors at which the matter is considered is met without counting the director in question and any other conflicted director(s); and
- 18.4.3 the matter was agreed to without the director and any other conflicted director(s) voting or would have been agreed to if their votes had not been counted.
- 18.5 Any authorisation of a Conflict under this Article 18 may (whether at the time of giving the authorisation or subsequently):
- 18.5.1 extend to any actual or potential conflict of interest which may reasonably be expected to arise out of the Conflict so authorised;
- 18.5.2 be subject to such terms and for such duration, or impose such limits or conditions as the directors may determine; or
- 18.5.3 be terminated or varied by the directors at any time.
- This will not affect anything done by the director prior to such termination or variation in accordance with the terms of the authorisation.
- 18.6 In authorising a Conflict the directors may decide (whether at the time of giving the authorisation or subsequently) that if a director has obtained any information through his involvement in the Conflict otherwise than as a director of the Company and in respect of which he owes a duty of confidentiality to another person the director is under no obligation to:
- 18.6.1 disclose such information to the directors or to any director or other officer or employee of the Company; or
- 18.6.2 use or apply any such information in performing his duties as a director,
- where to do so would amount to a breach of that confidence.
- 18.7 Where the directors authorise a Conflict they may provide, without limitation (whether at the time of giving the authorisation or subsequently) that the director:
- 18.7.1 is excluded from discussions (whether at meetings of directors or otherwise) related to the Conflict;
- 18.7.2 is not given any documents or other information relating to the Conflict;
- 18.7.3 may or may not vote (or may or may not be counted in the quorum) at any future meeting of directors in relation to any resolution relating to the Conflict.
- 18.8 Where the directors authorise a Conflict:
- 18.8.1 the director will be obliged to conduct himself in accordance with any terms, limits and/or conditions imposed by the directors in relation to the Conflict;
- 18.8.2 the director will not infringe any duty he owes to the Company by virtue of sections 171 to 177 of CA 2006 provided he acts in accordance with such terms, limits and/or conditions (if any) as the directors impose in respect of its authorisation.
- 18.9 A director is not required, by reason of being a director (or because of the fiduciary relationship established by reason of being a director), to account to the Company for any remuneration, profit or other benefit which he receives as director or other officer or employee of the Company's subsidiaries or of any other body corporate in which the

- Company is interested or which he derives from or in connection with a relationship involving a Conflict which has been authorised by the directors or by the Company in general meeting (subject in each case to any terms, limits or conditions attaching to that authorisation) and no contract shall be liable to be avoided on such grounds nor shall the receipt of any such remuneration or other benefit constitute a breach of his duty under section 176 of CA 2006.
- 18.10 Subject to the applicable provisions for the time being of the Companies Acts and to any terms, limits and/or conditions imposed by the directors in accordance with Article 18.5.2, and provided that he has disclosed to the directors the nature and extent of any interest of his in accordance with the Companies Acts, a director notwithstanding his office:
- 18.10.1 may be a party to, or otherwise interested in, any contract, transaction or arrangement with the Company or in which the Company is otherwise interested;
- 18.10.2 shall be counted as participating for voting and quorum purposes in any decision in connection with any proposed or existing transaction or arrangement with the Company, in which he is in any way directly or indirectly interested;
- 18.10.3 may act by himself or his firm in a professional capacity for the Company (otherwise than as auditor) and he or his firm shall be entitled to remuneration for professional services as if he were not a director;
- 18.10.4 may be a director or other officer of, or employed by, or a party to any contract, transaction or arrangement with, or otherwise interested in, any body corporate promoted by the Company or in which the Company is otherwise interested; and
- 18.10.5 shall not, by reason of his office, be accountable to the Company for any benefit which he (or anyone connected with him (as defined in section 252 of CA 2006) derives from any such office or employment or from any such contract, transaction or arrangement or from any interest in any such body corporate and no such contract, transaction or arrangement shall be liable to be avoided on the ground of any such interest or benefit, nor shall the receipt of any such remuneration or benefit constitute a breach of his duty under section 176 of CA 2006.
- 18.11 For the purposes of this Article, references to proposed decisions and decision-making processes include any directors' meeting or part of a directors' meeting.
- 18.12 Subject to Article 18.13, if a question arises at a meeting of directors or of a committee of directors as to the right of a director to participate in the meeting (or part of the meeting) for voting or quorum purposes, the question may, before the conclusion of the meeting, be referred to the chairman whose ruling in relation to any director other than the chairman is to be final and conclusive.
- 18.13 If any question as to the right to participate in the meeting (or part of the meeting) should arise in respect of the chairman, the question is to be decided by a decision of the directors at that meeting, for which purpose the chairman is not to be counted as participating in the meeting (or that part of the meeting) for voting or quorum purposes.

- 19 **Records of decisions to be kept**
The directors must ensure that the Company keeps a record, in writing, for at least ten years from the date of the decision recorded, of every unanimous or majority decision taken by the directors.
- 20 **Directors' discretion to make further rules**
Subject to the Articles, the directors may make any rule which they think fit about how they take decisions, and about how such rules are to be recorded or communicated to directors.
- 21 **Number of directors**
Unless otherwise determined by ordinary resolution, the number of directors (other than alternate directors) shall not be subject to any maximum but shall not be less than one.
- 22 **Methods of appointing directors**
22.1 Subject to Article 22.2, any person who is willing to act as a director, and is permitted by law to do so, may be appointed to be a director:
22.1.1 by ordinary resolution, or
22.1.2 by a decision of the directors.
22.2 No person who is not a member shall in any circumstances be eligible to hold office as a director.
- 23 **Termination of director's appointment**
23.1 A person ceases to be a director as soon as:
23.1.1 that person ceases to be a director by virtue of any provision of CA 2006 or is prohibited from being a director by law;
23.1.2 that person ceases to be a member;
23.1.3 a bankruptcy order is made against that person;
23.1.4 a composition is made with that person's creditors generally in satisfaction of that person's debt and the Company resolves that his office be vacated s;
23.1.5 a registered medical practitioner who is treating that person gives a written opinion to the Company stating that that person has become physically or mentally incapable of acting as a director and may remain so for more than three months;
23.1.6 by reason of that person's mental health, a court makes an order which wholly or partly prevents that person from personally exercising any powers or rights which that person would otherwise have; or
23.1.7 notification is received by the Company from the director that the director is resigning from office, and such resignation has taken effect in accordance with its terms.
- 24 **Directors' remuneration**
24.1 Directors may undertake any services for the Company that the directors decide.
24.2 Directors are entitled to such remuneration as the directors determine:
24.2.1 for their services to the Company as directors, and

- 24.2.2 for any other service which they undertake for the Company.
 - 24.3 Subject to the Articles, a director's remuneration may:
 - 24.3.1 take any form, and
 - 24.3.2 include any arrangements in connection with the payment of a pension, allowance or gratuity, or any death, sickness or disability benefits, to or in respect of that director.
 - 24.4 Unless the directors decide otherwise, directors' remuneration accrues from day to day.
- 25 **Directors' expenses**
- 25.1 The Company may pay any reasonable expenses which the directors (including alternate directors) and the secretary (if any) properly incur in connection with their attendance at:
 - 25.1.1 meetings of directors or committees of directors,
 - 25.1.2 general meetings, or
 - 25.1.3 separate meetings of the holders of any debentures of the Company,or otherwise in connection with the exercise of their powers and the discharge of their responsibilities in relation to the Company.
- 26 **Appointment and removal of alternate directors**
- 26.1 Any director (**appointor**) may appoint as an alternate any other director, or any other person approved by resolution of the directors, to:
 - 26.1.1 exercise that director's powers; and
 - 26.1.2 carry out that director's responsibilities,
 - 26.1.3 in relation to the taking of decisions by the directors in the absence of the alternate's appointor.
 - 26.2 Any appointment or removal of an alternate must be effected by notice in writing to the Company signed by the appointor, or in any other manner approved by the directors.
 - 26.3 The notice must:
 - 26.3.1 identify the proposed alternate; and
 - 26.3.2 in the case of a notice of appointment, contain a statement signed by the proposed alternate that the proposed alternate is willing to act as the alternate of the director giving the notice.
- 27 **Rights and responsibilities of alternate directors**
- 27.1 An alternate director may act as alternate director to more than one director and has the same rights in relation to any decision of the directors as the alternate's appointor.
 - 27.2 Except as the Articles specify otherwise, alternate directors:
 - 27.2.1 are deemed for all purposes to be directors;
 - 27.2.2 are liable for their own acts and omissions;
 - 27.2.3 are subject to the same restrictions as their appointors (including those set out in sections 172 to 177 CA 2006 inclusive and Article 18); and
 - 27.2.4 are not deemed to be agents of or for their appointors, and , in particular (without limitation), each alternate director shall be entitled to receive notice of all meetings of directors and of all meetings of committees of directors of which his appointor is a member.

- 27.3 A person who is an alternate director but not a director:
- 27.3.1 may be counted as participating for the purposes of determining whether a quorum is present (but only if that person's appointor is not participating and provided that no alternate may be counted as more than one director for these purposes);
 - 27.3.2 may participate in a unanimous decision of the directors (but only if his appointor does not participate); and
 - 27.3.3 may sign a written resolution (but only if it is not signed or to be signed by that person's appointor).
- 27.4 A director who is also an alternate director is entitled, in the absence of any of his appointors, to a separate vote on behalf of that appointor, in addition to his own vote on any decision of the directors but he shall count as only one for the purpose of determining whether a quorum is present.
- 27.5 An alternate director is not entitled to receive any remuneration from the Company for serving as an alternate director except such part of the alternate's appointor's remuneration as the appointor may direct by notice in writing made to the Company.

28 **Termination of alternate directorship**

An alternate director's appointment as an alternate for any appointor terminates:

- 28.1 when that appointor revokes the appointment by notice to the Company in writing specifying when it is to terminate;
- 28.2 when notification is received by the Company from the alternate that the alternate is resigning as alternate for that appointor and such resignation has taken effect in accordance with its terms;
- 28.3 on the occurrence, in relation to the alternate, of any event which, if it occurred in relation to that appointor, would result in the termination of that appointor's appointment as a director;
- 28.4 on the death of that appointor; or
- 28.5 when the alternate's appointor's appointment as a director terminates.

29 **Appointment and removal of secretary**

The directors may appoint any person who is willing to act as the secretary for such term, at such remuneration, and upon such conditions as they may think fit and from time to time remove such person and, if the directors so decide, appoint a replacement, in each case by a decision of the directors.

30 **Applications for membership**

No person shall become a member of the Company unless:

- 30.1 that person has completed an application for membership in a form approved by the directors; and
- 30.2 the directors have approved the application.

31 **Termination of membership**

- 31.1 A member may withdraw from membership of the Company by giving seven days' notice to the Company in writing.
- 31.2 The directors may terminate the membership of any member provided that the member concerned shall have a right to be heard before any final decision is made.

- 31.3 Membership is not transferable.
- 31.4 Subject to Articles 31.1 and 31.2, a person's membership terminates when that person dies or ceases to exist.

32 **Convening general meetings**

The directors may call general meetings and, on the requisition of members pursuant to the provisions of CA 2006, shall forthwith proceed to convene a general meeting in accordance with CA 2006. If there are not within the United Kingdom sufficient directors to call a general meeting, any director or the members requisitioning the meeting (or any of them representing more than one half of the total voting rights of them all) may call a general meeting. If the Company has only a single member, such member shall be entitled at any time to call a general meeting.

33 **Notice of general meetings**

- 33.1 General meetings (other than an adjourned meeting) shall be called by at least fourteen Clear Days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of the members having a right to attend and vote, being a majority who together represent not less than ninety per cent (90%) of the total voting rights at that meeting of all the members.
- 33.2 The notice shall specify the time, date and place of the meeting, the general nature of the business to be transacted and the terms of any resolution to be proposed at it.
- 33.3 Subject to the provisions of these Articles and to any restrictions imposed on members, the notice shall be given to all members and to the directors, alternate directors and the auditors for the time being of the Company.
- 33.4 The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

34 **Resolutions requiring special notice**

- 34.1 If CA 2006 requires special notice to be given of a resolution, then the resolution will not be effective unless notice of the intention to propose it has been given to the Company at least twenty-eight Clear Days before the general meeting at which it is to be proposed.
- 34.2 Where practicable, the Company must give the members notice of the resolution in the same manner and at the same time as it gives notice of the general meeting at which it is to be proposed. Where that is not practicable, the Company must give the members at least fourteen Clear Days' before the relevant general meeting by advertisement in a newspaper with an appropriate circulation.
- 34.3 If, after notice to propose such a resolution has been given to the Company, a meeting is called for a date twenty-eight days or less after the notice has been given, the notice shall be deemed to have been properly given, even though it was not given within the time required by Article 34.1.

- 35 **Attendance and speaking at general meetings**
- 35.1 A person is able to exercise the right to speak at a general meeting when that person is in a position to communicate to all those attending the meeting, during the meeting, any information or opinions which that person has on the business of the meeting.
- 35.2 A person is able to exercise the right to vote at a general meeting when:
- 35.2.1 that person is able to vote, during the meeting, on resolutions put to the vote at the meeting; and
- 35.2.2 that person's vote can be taken into account in determining whether or not such resolutions are passed at the same time as the votes of all the other persons attending the meeting.
- 35.3 The directors may make whatever arrangements they consider appropriate to enable those attending a general meeting to exercise their rights to speak or vote at it.
- 35.4 In determining attendance at a general meeting, it is immaterial whether any two or more members attending it are in the same place as each other.
- 35.5 Two or more persons who are not in the same place as each other attend a general meeting if their circumstances are such that if they have (or were to have) rights to speak and vote at that meeting, they are (or would be) able to exercise them.
- 36 **Quorum for general meetings**
- 36.1 No business shall be transacted at any meeting unless a quorum is present. Subject to section 318(2) of CA 2006, two qualifying persons (as defined in section 318(3) of CA 2006) entitled to vote upon the business to be transacted shall be a quorum; provided that if the Company has only a single member, the quorum shall be one such qualifying person.
- 36.2 No business other than the appointment of the chairman of the meeting is to be transacted at a general meeting if the persons attending it do not constitute a quorum.
- 37 **Chairing general meetings**
- 37.1 If the directors have appointed a chairman, the chairman shall chair general meetings if present and willing to do so.
- 37.2 If the directors have not appointed a chairman, or if the chairman is unwilling to chair the meeting or is not present within ten minutes of the time at which a meeting was due to start:
- 37.2.1 the directors present, or
- 37.2.2 (if no directors are present), the meeting,
- must appoint a director or member to chair the meeting, and the appointment of the chairman of the meeting must be the first business of the meeting.
- 37.3 The person chairing a meeting in accordance with this Article is referred to as the **chairman of the meeting**.
- 38 **Attendance and speaking by directors and non-members**
- 38.1 Directors may attend and speak at general meetings, whether or not they are members.
- 38.2 The chairman of the meeting may permit other persons who are not:

- 38.2.1 members of the Company, or
- 38.2.2 otherwise entitled to exercise the rights of members in relation to general meetings,
to attend and speak at a general meeting.

39 **Adjournment**

- 39.1 If the persons attending a general meeting within half an hour of the time at which the meeting was due to start do not constitute a quorum, or if during a meeting a quorum ceases to be present, the chairman of the meeting must adjourn it. If, at the adjourned meeting, a quorum is not present within half an hour from the time appointed for the meeting, the meeting shall be dissolved.
- 39.2 The chairman of the meeting may adjourn a general meeting at which a quorum is present if:
 - 39.2.1 the meeting consents to an adjournment, or
 - 39.2.2 it appears to the chairman of the meeting that an adjournment is necessary to protect the safety of any person attending the meeting or ensure that the business of the meeting is conducted in an orderly manner.
- 39.3 The chairman of the meeting must adjourn a general meeting if directed to do so by the meeting.
- 39.4 When adjourning a general meeting, the chairman of the meeting must:
 - 39.4.1 either specify the time and place to which it is adjourned or state that it is to continue at a time and place to be fixed by the directors, and
 - 39.4.2 have regard to any directions as to the time and place of any adjournment which have been given by the meeting.
- 39.5 If the continuation of an adjourned meeting is to take place more than fourteen days after it was adjourned, the Company must give at least seven Clear Days' notice of it (that is, excluding the day of the adjourned meeting and the day on which the notice is given):
 - 39.5.1 to the same persons to whom notice of the Company's general meetings is required to be given, and
 - 39.5.2 containing the same information which such notice is required to contain.
- 39.6 No business may be transacted at an adjourned general meeting which could not properly have been transacted at the meeting if the adjournment had not taken place.

40 **Voting: general**

- 40.1 A resolution put to the vote of a general meeting must be decided on a show of hands unless a poll is duly demanded in accordance with the Articles. Subject to any rights or restrictions to which members are subject, on a show of hands, every member who (being an individual) is present in person or (being a corporation) is present by a duly authorised representative (unless the representative is himself a member, in which case he shall have more than one vote) shall have one vote. A proxy shall not be entitled to vote on a show of hands.

- 40.2 No member shall vote at any general meeting, either in person or by proxy, unless all monies presently payable by him to the Company have been paid.
- 40.3 In the case of joint members the vote of the senior who tenders a vote shall be accepted to the exclusion of the votes of the other joint members; and seniority shall be determined by the order in which the names of the members stand in the register of members.
- 40.4 Unless a poll is duly demanded, a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against the resolution.

41 **Errors and disputes**

- 41.1 No objection may be raised to the qualification of any person voting at a general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting is valid.
- 41.2 Any such objection must be referred to the chairman of the meeting, whose decision is final.

42 **Poll votes**

- 42.1 On a poll every member who (being an individual is present in person or by proxy) or (being a corporation) is present by a duly authorised representative or by proxy shall have one vote. On a poll, a member entitled to more than one vote need not use all his votes or cast all the votes he uses in the same way.
- 42.2 A poll on a resolution may be demanded:
 - 42.2.1 in advance of the general meeting where it is to be put to the vote, or
 - 42.2.2 at a general meeting, either before a show of hands on that resolution or immediately after the result of a show of hands on that resolution is declared.
- 42.3 A poll may be demanded by:
 - 42.3.1 the chairman of the meeting;
 - 42.3.2 the directors;
 - 42.3.3 two or more persons having the right to vote on the resolution; or
 - 42.3.4 a person or persons representing not less than one tenth of the total voting rights of all the members having the right to vote on the resolution.
- 42.4 A demand for a poll may be withdrawn if:
 - 42.4.1 the poll has not yet been taken, and
 - 42.4.2 the chairman of the meeting consents to the withdrawal.A demand so withdrawn shall not invalidate the result of a show of hands declared before the demand was made.
- 42.5 A poll demanded on the election of a chairman or on a question of adjournment shall be taken forthwith. A poll demanded on any other question shall be taken either forthwith or at such time and place as the chairman directs not being more than thirty days after the poll is

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

42.6 No notice need be given of a poll not taken forthwith if the time and place at which it is to be taken are announced at the meeting at which it is demanded. In any other case at least seven Clear Days' notice shall be given specifying the time and place at which the poll is to be taken.

42.7 The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.

43 **Content of proxy notices**

43.1 Subject to the provisions of these Articles, a member is entitled to appoint another person as his proxy to exercise all or any of his rights to attend and to speak and vote at a general meeting. [A member may appoint more than one proxy in relation to a meeting, provided that each proxy is appointed to exercise different voting rights held by that member.]

43.2 Proxies may only validly be appointed by a notice in writing (**proxy notice**) which:

43.2.1 states the name and address of the member appointing the proxy;

43.2.2 identifies the person appointed to be that member's proxy and the general meeting in relation to which that person is appointed;

43.2.3 is signed by or on behalf of the member appointing the proxy, or is authenticated in such manner as the directors may determine; and

43.2.4 is delivered to the Company in accordance with the Articles and in accordance with any instructions contained in the notice of the general meeting (or adjourned meeting) to which they relate and received by the Company:

43.2.4.1 subject to Articles 43.2.4.2 and 43.2.4.3 in the case of a general meeting or adjourned meeting, not less than forty-eight hours before the time for holding the meeting or adjourned meeting at which the right to vote is to be exercised;

43.2.4.2 in the case of a poll taken more than forty-eight hours after it is demanded, after the poll has been demanded and not less than twenty-four hours before the time appointed for the taking of the poll; or

43.2.4.3 where the poll is not taken forthwith but is taken not more than forty-eight hours after it was demanded, at the time at which the poll was demanded or twenty-four hours before the time appointed for the taking of the poll, whichever is the later,

and a proxy notice which is not delivered and received in such manner shall be invalid.

43.3 The Company may require proxy notices to be delivered in a particular form, and may specify different forms for different purposes.

43.4 Proxy notices may specify how the proxy appointed under them is to vote (or that the proxy is to abstain from voting) on one or more resolutions and

the proxy is obliged to vote or abstain from voting in accordance with the specified instructions. However, the Company is not obliged to check whether a proxy votes or abstains from voting as he has been instructed and shall incur no liability for failing to do so. Failure by a proxy to vote or abstain from voting as instructed at a meeting shall not invalidate proceedings at that meeting.

- 43.5 Unless a proxy notice indicates otherwise, it must be treated as:
- 43.5.1 allowing the person appointed under it as a proxy discretion as to how to vote on any ancillary or procedural resolutions put to the meeting, and
 - 43.5.2 appointing that person as a proxy in relation to any adjournment of the general meeting to which it relates as well as the meeting itself.

44 **Delivery of proxy notices**

- 44.1 Any notice of a general meeting must specify the address or addresses (**proxy notification address**) at which the Company or its agents will receive proxy notices relating to that meeting, or any adjournment of it, delivered in hard copy or electronic form.
- 44.2 A person who is entitled to attend, speak or vote (either on a show of hands or on a poll) at a general meeting remains so entitled in respect of that meeting or any adjournment of it, even though a valid proxy notice has been delivered to the Company by or on behalf of that person to a proxy notification address.
- 44.3 An appointment under a proxy notice may be revoked by delivering to the Company a notice in writing given by or on behalf of the person by whom or on whose behalf the proxy notice was given.
- 44.4 A notice revoking a proxy appointment only takes effect if it is received by the Company:
 - 44.4.1 in the case of a general or adjourned meeting, not less than forty-eight hours before the time for holding the meeting or adjourned meeting at which the right to vote is to be exercised;
 - 44.4.2 in the case of a poll taken more than forty-eight hours after it was demanded, not less than twenty-four before the time appointed for the taking of the poll; or
 - 44.4.3 in the case of a poll not taken forthwith but not more than forty-eight hours after it was demanded, at the time at which it was demanded or twenty-four hours before the time appointed for the taking of the poll, whichever is later,and a notice which is not delivered and received in such manner shall be valid.
- 44.5 In calculating the periods referred to in Article 43 (Content of proxy notices) and this Article 44, no account shall be taken of any part of a day that is not a working day.
- 44.6 If a proxy notice is not executed by the person appointing the proxy, it must be accompanied by written evidence of the authority of the person who executed it to execute it on the appointor's behalf.

45 **Representation of corporations at meetings**

Subject to CA 2006, a company which is a member may, by resolution of its directors or other governing body, authorise one or more persons to act as its

representative or representatives at a meeting of the company (**corporate representative**). A director, secretary or other person authorised for the purpose by the directors may require a corporate representative to produce a certified copy of the resolution of authorisation before permitting him to exercise his powers.

46 **Amendments to resolutions**

- 46.1 An ordinary resolution to be proposed at a general meeting may be amended by ordinary resolution if:
- 46.1.1 notice of the proposed amendment is given to the Company in writing by a person entitled to vote at the general meeting at which it is to be proposed not less than 48 hours before the meeting is to take place (or such later time as the chairman of the meeting may determine), and
 - 46.1.2 the proposed amendment does not, in the reasonable opinion of the chairman of the meeting, materially alter the scope of the resolution.
- 46.2 A special resolution to be proposed at a general meeting may be amended by ordinary resolution, if:
- 46.2.1 the chairman of the meeting proposes the amendment at the general meeting at which the resolution is to be proposed, and
 - 46.2.2 the amendment does not go beyond what is necessary to correct a grammatical or other non-substantive error in the resolution.
- 46.3 If the chairman of the meeting, acting in good faith, wrongly decides that an amendment to a resolution is out of order, the chairman's error does not invalidate the vote on that resolution.

47 **Written Resolutions**

A resolution of the members may be passed as a written resolution in accordance with chapter 2 of part 13 of CA 2006.

48 **Means of communication to be used**

- 48.1 Subject to the Articles, anything sent or supplied by or to the Company under the Articles may be sent or supplied in any way in which of CA 2006 provides for documents or information which are authorised or required by any provision of CA 2006 to be sent or supplied by or to the Company.
- 48.2 Any notice, document or other information shall be deemed served on or delivered to the intended recipient:
- 48.2.1 If properly addressed and sent by prepaid United Kingdom first class post to an address in the United Kingdom, forty-eight hours after it was posted;
 - 48.2.2 If properly addressed and delivered by hand, when it was given or left at the appropriate address;
 - 48.2.3 If properly addressed and sent or supplied by electronic means forty-eight hours after the document or information was sent or supplied; and
 - 48.2.4 If sent or supplied by means of a website, when the material is first made available on the website or (if later) when the recipient receives (or is deemed to have received) notice of the fact that the material is available on the website.

- 48.3 In proving that any notice, document or other information was properly addressed, it shall be sufficient to show that the notice, document or other information was delivered to an address permitted for the purpose by of CA 2006.
- 48.4 Subject to the Articles, any notice or document to be sent or supplied to a director in connection with the taking of decisions by directors may also be sent or supplied by the means by which that director has asked to be sent or supplied with such notices or documents for the time being.
- 48.5 A director may agree with the Company that notices or documents sent to that director in a particular way are to be deemed to have been received within a specified time of their being sent, and for the specified time to be less than forty-eight hours.
- 48.6 In the case of joint members, all notices or documents shall be given to the joint member whose name stands first in the register in respect of the joint holding. Notice so given shall be sufficient notice to all of the joint members. Where there are joint members, anything which needs to be agreed or specified in relation to any notice, document or other information to be sent or supplied to them can be agreed or specified by any one of the joint members. The agreement or specification of the joint member whose name stands first in the register will be accepted to the exclusion of the agreement or specification of any other joint member (s) whose name(s) stand later in the register.

49 **Company seals**

- 49.1 Any common seal may only be used by the authority of the directors.
- 49.2 The directors may decide by what means and in what form any common seal is to be used.
- 49.3 Unless otherwise decided by the directors, if the Company has a common seal and it is affixed to a document, the document must also be signed by either at least two authorised persons or at least one authorised person in the presence of a witness who attests the signature.
- 49.4 For the purposes of this Article, an authorised person is:
- 49.4.1 any director of the Company;
 - 49.4.2 the Company secretary (if any); or
 - 49.4.3 any person authorised by the directors for the purpose of signing documents to which the common seal is applied.

50 **No right to inspect accounts and other records**

Except as provided by law or authorised by the directors or an ordinary resolution of the Company, no person is entitled to inspect any of the Company's accounting or other records or documents merely by virtue of being a member.

51 **Provision for employees on cessation of business**

The directors may decide to make provision for the benefit of persons employed or formerly employed by the Company or any of its subsidiaries (other than a director or former director or shadow director) in connection with the cessation or transfer to any person of the whole or part of the undertaking of the Company or that subsidiary.

52 Indemnity

52.1 Subject to Article 52.2, but without prejudice to any indemnity to which a relevant officer is otherwise entitled:

52.1.1 each relevant officer shall be indemnified out of the Company's assets against all costs, charges, losses, expenses and liabilities incurred by him as a relevant officer:

52.1.1.1 in the actual or purported execution and/or discharge of his duties, or in relation to them; and

52.1.1.2 in relation to the company's (or any associated company's) activities as trustee of an occupational pension scheme (as defined in section 235(6) of CA 2006),

including (in each case) any liability incurred by him in defending any civil or criminal proceedings in which judgment is given in his favour or in which he is acquitted or the proceedings are otherwise disposed of without any finding or admission of any material breach of duty on his part or in connection with any application in which the court grants him, in his capacity as a relevant officer, relief from liability for negligence, default, breach of duty or breach of trust in relation to the Company's (or any associated company's) affairs; and

52.1.2 the Company may provide any relevant officer with funds to meet expenditure incurred or to be incurred by him in connection with any proceedings or application referred to in Article 52.1.1 and otherwise may take any action to enable any such relevant officer to avoid incurring such expenditure.

52.2 This Article does not authorise any indemnity which would be prohibited or rendered void by any provision of the Companies Acts or by any other provision of law.

52.3 In this Article 52:

52.3.1 companies are associated if one is a subsidiary of the other or both are subsidiaries of the same body corporate, and

52.3.2 a **relevant officer** means any director or alternate director or other officer or former director or other officer of the Company or an associated company (including any company which is a trustee of an occupational pension scheme (as defined by section 235(6) of CA 2006) and may, if the members so decide, include any person engaged by the Company (or any associated company) as auditor (whether or not he is also a director or other officer), to the extent he acts in his capacity as auditor).

53 Insurance

53.1 The directors may decide to purchase and maintain insurance, at the expense of the Company, for the benefit of any relevant officer in respect of any relevant loss.

53.2 In this Article 53:

53.2.1 a **relevant officer** means any director or alternate director or other officer or former director or other officer of the Company or an

associated company (including any company which is a trustee of an occupational pension scheme (as defined by section 235(6) of CA 2006;

- 53.2.2 a **relevant loss** means any loss or liability which has been or may be incurred by a relevant officer in connection with that officer's duties or powers in relation to the Company, any associated company or any pension fund or employees' share scheme of the Company or associated company; and
- 53.2.3 companies are associated if one is a subsidiary of the other or both are subsidiaries of the same body corporate.

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Section 1: Supplementary Information

1.1 Directors of the Academy Trust

██████████*	Chief Executive	Lead Educationalist
██████████	Accounting Officer	Registered Accountant
██████████		Media and Sponsorship Consultant
██████████		Marketing and I.T. Consultant
██████████	Legal Officer	Solicitor

*██████████ will take responsibility for vulnerable children, disadvantaged and hard to reach families

(A synopsis of the experience, skill sets and capabilities of the Directors may be found in Section 6.1)

The Trust is currently working with ██████████ of the Navigate Group to assess the expertise of these members and identify any gaps in the knowledge or expertise required to set up a new school. The Trust is presently seeking further expertise in project management, planning applications, marketing and publicity.

In order that these gaps in knowledge and expertise may be filled prior to the opening of the proposed school the Trust has set up a project board as the 'engine room' in driving the project forward. The skills sets of members of this board will be reviewed by the Navigate Group if the bid is successful in order that it has the skills necessary to set up a Free School.

(For brief résumé of individual members of Company or Project Board see Section 6.1)

1.2 The Project Board

██████████	Former Headteacher	Lead Education Director
██████████	Accountant	
██████████	Solicitor	
██████████	Former Headteacher and lead facilitator 'Local Leaders in Education'	
██████████	Project Manager	██████████
██████████	Campaign Manager	(██████████)
██████████	Planning	██████████
██████████	Journalist	Media and Publicity

Chair of parents' organisation and 4 Parent representatives

Section 2: Outline of the school

Proposed school name:	King's School Woolston								
Age range:	11 - 18								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Reception								
	Year 1								
	Year 2								
	Year 3								
	Year 4								
	Year 5								
	Year 6								
	Year 7	120	120	120	120	120	120	120	120
	Year 8		120	120	120	120	120	120	120
	Year 9			120	120	120	120	120	120
	Year 10				120	120	120	120	120
	Year 11					120	120	120	120
	Year 12						120	120	120
Year 13								120	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A								
<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	No religious character								

<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>Y / N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls NO</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Warrington</p>

Section 2: Supplementary information

2.7 Consultation with Local Authority

Despite making early contact with the Local Authority it was not possible for them to meet with representatives of the proposal until late May. This delay would appear to have been caused by senior staff holidays and the change of majority party after the local elections. Where previously there had been a Liberal Coalition, the council now has a Labour majority. At the time of the meeting the D.C.S. was still uncertain as to the identity of the new Executive Member for Education.

At the meeting the proposers outlined their reasoning for the setting up of a 'Free School'. Having discussed the proposal in depth, the DCS agreed to consult as soon as possible with the new Lead Member for Education regarding possible ways forward. It was also agreed that the bid should be submitted and regular monthly meetings planned between both parties from June until September.

We are now in the process of agreeing dates for consultative meetings in June and July.

Section 3: The educational vision of the school

3.1 WHY THIS SCHOOL IS BEING SET UP

This is a bid based on a huge local demand to see their community provided with a school that:

- Is committed to enhancing social mobility
- Believes that every child has potential and it is the duty of the school to ensure that this potential is fully achieved
- Has a strong and unrelenting focus on academic achievement and character development irrespective of the starting points of the child
- Has a firm focus on addressing both literacy and numeracy disadvantage
- Reaches out to disadvantaged and vulnerable families in order to reverse this disadvantage
- Believes that the emerging E.Bacc is the correct academic route for ALL children
- Continually delivers high quality lessons to ensure its mission is achieved
- Opens for longer hours to ensure each child fulfils their potential
- Continually confronts low expectations, underachievement and underperformance to ensure enhanced social mobility for its students
- Operates a compulsory summer school for any student failing to make sufficient progress in the previous academic year
- Sees parents and carers as natural partners in their child's education
- Works in partnership with universities, business and commerce, and
- Encourages public service and enterprise

Consultation with parents and headteachers of local primary schools has demonstrated strong support for the establishment of a 'Free School' with this ethos. Several years ago, many parents fought a long and hard battle with Warrington Local Authority to prevent the closure of the high school which served this community. In 2008 the local authority decided to close the school. It presently houses only years 10 and 11 in what is now a virtually empty school.

The intention of the local authority was to offer children of this area access to their secondary education in nearby Lysander Community High School. While it is true that there are sufficient places available in this under subscribed school, this alternative is highly unpopular with parents in both Woolston and many who live in the challenging urban estates that make up Padgate. This unpopularity is a direct result of the under performance of the school.

An examination of the G.C.S.E. results confirms that Lysander, formerly Padgate Community High School, has been underperforming in terms of both individual student achievement and overall outcomes for several years and, as such, is failing to enhance social mobility within the community.

Percentage of pupils achieving 5 or more G.C.E.'s at 'A* - C' Grade

	2006	2007	2008	2009	2010
Lysander	26	28	40	37	37
Borough Average	48.6	49.9	53.3	59.8	56.2

Although Lysander Community High School has demonstrated an improvement since 2007, there is still evidence of a large performance gap in terms of outcomes compared to other Warrington High Schools. These depressed outcomes are preventing the school developing a strong academic sixth form which is reflected in the A/ A.S. performance points.

A/A.S Level performance points

	2006	2007	2008	2009	2010
Lysander	629	593.4	572.6	667.1	662.5
Borough Average	709.4	718.8	730.2	757.9	739.5

This underperformance has resulted in many parents in both Woolston and Padgate, not being able to move in a depressed housing market, actively seeking primary education several miles from their homes in order to eventually access a better performing secondary school. Whilst the last few years has seen a steady rise in the number of commercial child nurseries in the area in response to a rising child population this rise has not been reflected in the populations of local primary schools.

This migration of the primary child population has had an adverse affect on the number of students in Woolston Primary schools as evidenced by the sudden decrease in primary school rolls.

Although Lysander has a capacity of 1163 and a PAN of 180 there only 715 students presently on roll. The performance of the school is such that first choice admissions have been declining and are now in double figures as many parents seek schools several miles away.

The decision by the Local Authority to allow nearby Birchwood Community High School to increase its roll from 180 to 210 has added further pressure to Lysander's ability to recruit students.

Birchwood Community High performs well but is oversubscribed and parents in the Woolston and Padgate areas experience difficulty in gaining places at the school. Access to the school is also difficult from these areas. A train service does operate but the location of the station is not convenient for most pupils in the Woolston and Padgate areas. The council did provide a bus service but this has been withdrawn as part of a planned budget reduction. Access is possible by foot but this means using a steep flight of stairs to cross the railway and following a long pathway that lacks illumination. This route causes parents concern, especially in the winter months.

The Local Authority must shoulder a major part of the responsibility for this situation. Lysander Community High has not improved in performance at a sufficient rate to increase parental confidence. The decision to allow Birchwood to expand was an attempt to allow parents more access to a successful school. However, the expansion agreed could never have met the demand.

In May of this year, OFSTED wrote to Warrington L.A. regarding progress since the last inspection. One of the action points that they recommended was the need to increase social mobility by closing the achievement gap at 16. This will be a feature of the proposed school.

All of above demonstrates the need for an outstanding local school, free from Local Authority control and decision making, enhancing social mobility in the Woolston and Padgate communities.

If approved, King's School will:

- Have a sharp focus on driving up the quality of provision and standards in the area by ensuring that overall outcomes exceed The Warrington average
- Provide parents with a greater choice of school in the community than they are presently offered and are presently dissatisfied with

- Encourage innovation within the system by modelling both new and cutting edge practice as outlined in the Educational Plan
- Create a school which demonstrates value for money by creating new places and offering to develop partnerships with other schools to create system wide change
- Create a self sustaining and self improving system that is independent of both central and local government intervention yet fully accountable to parents for its overall ethos and performance
- Improve social mobility in the local area

'Great Schools for All Children' is a teacher led company which firmly believes in schools establishing an ethos of 'high expectations and no excuses'. It has actively pursued the vision that every child has potential and, given the appropriate support, extended time and encouragement, can achieve and reach their full potential and is firmly committed to enhancing social mobility through the provision of excellent education.

The company has agreed to act as promoter for the parents seeking to establish the school.

3.2 WHY AN 11 - 18 SCHOOL?

This proposal seeks to offer more choice by opening a non-selective, non-denominational mixed 11 - 18 school mainly serving the Woolston and Padgate communities in response to parental demand. The 11 - 18 age range has been deliberately chosen to allow parents greater choice of school on transfer from primary school. Many Warrington schools are presently designated as '11 - 16' schools. With the school leaving age rising to 18, the parents wish to see the establishment of a thriving school with strong links to local universities.

If accepted, this proposal will not only offer greater choice of secondary education but will help restore the rolls of local primary schools.

3.3 THE ETHOS OF THE SCHOOL

'*GREAT SCHOOLS for ALL CHILDREN*' is aiming to develop an outstanding school in Woolston drawing upon Woolston itself and neighbouring areas, which are designated as disadvantaged and challenging urban areas. The company aims to significantly increase social mobility by creating a school culture where all students will develop the highest of aspirations and ambitions and, if the national admissions code guidance allows, increasing access to disadvantaged families. By coupling high quality education with these aspirations and ambitions, our students will enhance their prospects of gaining entry to the most prestigious of universities and top professions and thus enhance their social mobility.

It is intended that, over the course of time, the school will bid to become a training school with expertise in developing high quality teaching and learning in this emerging sector.

3.4 THE VISION FOR THE SCHOOL

The **students** of King's School Woolston will:

- develop the highest of aspirations, ambitions and self belief as they seek places at university and / or entry to professions and higher level employment
- develop a firm sense of personal responsibility and respect for themselves, others and their environment
- develop a passion for both learning and character development
- learn to be resilient on their educational journey to achieve these ambitions
- become independent critical thinkers
- become confident contributing citizens
- fulfil their potential

The **teaching and professional staff** of King's School Woolston will:

- be of the highest calibre and be able to demonstrate high personal academic achievement
- be totally committed to enhancing social mobility
- have the firm belief that every child has potential and can succeed, be ambitious for them and ensure that they know what is needed to be successful
- Provide all students with continuous feedback and clear strategies to achieve this success
- provide for the special needs of all pupils including those with particular abilities or disabilities
- be innovative by nature
- offer cutting edge practice by continual self reflection and high quality professional development
- foster a safe, supportive environment in which learning may flourish

The **parents and carers** of our students will:

- be seen as partners in the academic and character development of their children
- be consulted about their child's personalised educational programme
- be offered help and support when necessary through the family link worker or the on-line homework support team when their child is in Years 7 and 8.
- be kept fully informed of their child's progress within that plan
- encouraged to play a full part in the life of the school

King's School Woolston will work with its **local community** by:

- developing strong links with local primary and secondary schools
- making full use of local facilities and expertise in delivering its curriculum
- participating and supporting community events that are aligned with the vision and ethos of the school
- encouraging our students to identify community needs for their annual enterprise or service projects
- developing strong links with local employers, colleges of further education and universities
- Working to create system change in both education and social mobility
- Offer the school's facilities as a community resource

3.5 THE VALUES OF THE SCHOOL

The school's ethos will be developed through the embracement of six distinct values which will be continually recognised through the acronym **ASPIRE**.

A: Aspiration, ambition* and achievement

S: Scholarship, in the sense of working hard, and self-belief

P: Perseverance as in being resilient and not giving up

I: Integrity as in being honest and truthful

R: Respect for themselves as ambitious learners, their peers and their environment

E. Empathy as a core emotional intelligence competency and fundamental to the development of leadership skills, teamwork and self-awareness

** Ambition is used in the sense of being the link between having aspirations and achieving them.*

These six values, or pillars, will be the rocks on which the school is founded.

3.6 THE DISTINCTIVE NATURE OF THE SCHOOL

The school will be distinctive from other schools in that it will:

- a. Have a firm commitment to targeting and supporting disadvantaged families
- b. Focus on enhancing social mobility by ensuring higher individual and overall outcomes through a 30 hour teaching cycle and a longer school day to give greater depth of study and individual support
- c. Ensure that each student has a 'Personal Learning Plan' that has been agreed by student, parents and the school
- d. Have a strong focus on the emerging English Baccalaureate
- e. Use both qualified teachers and leading professionals and experts to deliver the curriculum
- f. Have a curriculum delivered through the use of cutting edge technology
- g. Have a firm commitment to enhancing both literacy and numeracy skills
- h. Have a firm commitment to delivering good and outstanding lessons
- i. Have a strong focus on developing student's aspirations and ambitions
- j. Have a strong focus on individual character development
- k. Have a strong focus on developing self- confidence and public speaking
- l. Ensure that each child develops leadership and project management skills by engaging in enterprise and service projects each year as a contribution to the 'big society'
- m. Develop vocational programmes in Key Stage 4 that will be linked to, and sponsored by, local commercial and industrial organisations, taught by specialists and having a considerable work placement experience as part of the programme.
- n. Have on-site community based commercial facilities that support these vocational programmes
- o. Ensure each child develops the necessary employment skills that are needed for gainful employment
- p. Have an on-line home homework support team for year groups 7 and 8*
- q. Develop direct links with local independent and grammar schools
- r. Have an on-site pupil referral unit to decrease, if not eliminate, temporary and permanent exclusions

- s. Develop direct links with local universities to enhance access
- t. Seek to become a Training School for Free School teachers
- u. Develop a 'scholarship fund' to assist students aspiring to university**
- v. Pay teachers above the agreed national pay scales, finances permitting.
- w. Have an intent to use the building to enhance community facilities such as libraries, health, sure-start etc

** To enable effective financial projections to be forecast, a salary of £25 per hour has been allocated to these tutors*

*** A fixed percentage of all funds raised through enterprise projects will be held in trust by the school to develop the scholarship fund*

3.7 HOW THE SCHOOL DRIVE UP STANDARDS IN THE LOCAL AREA

The school will aim to deliver high quality education designed to fit the needs of twenty first century learners. The best of good educational practice will be sought out and brought together for the benefit of our students. New innovative strategies will be developed to ensure that our key priorities of securing high quality education, improved outcomes and enhanced social mobility will be achieved. The establishment of an on-line homework support team will seek to influence the manner in which local schools support their students after school hours where parents do not have the expertise. The different approach to Vocational Education will mean the creation of work - school partnerships which will be open to other local schools.

The establishment of a new school in this area will help stop the flow of children seeking quality education in neighbouring boroughs and enhance intellectual capacity in the community. The school will seek to create system wide change by working with, and freely offering expertise and innovative strategies to, other neighbouring schools especially Lysander in the hope of producing stability in terms of pupil numbers attending schools in the community.

The targeting of disadvantaged students, especially white working class boys, will drive up local results and increase social mobility.

As an academy, the school will offer advice to other schools wishing to become academies or parent groups who wish to consider opening Free Schools.

The eventual establishment of the school as a teaching school will allow new innovative educational strategies to be shared with other schools.

Section 4: The Education Plan

4.1 THE SCHOOL'S ADMISSION POLICY

King's School Woolston will seek to predominately serve the communities of Woolston and Padgate. The school will seek to provide education for children of differing abilities who are 'wholly or mainly' drawn from the area in which the school is situated. It is the school's intention to draw at least 85% of our intake from these designated areas.

The school will have an Admissions Number for Year 7 students of 120 in September 2012. The case for the establishment of this number is illustrated in *Section 5 'Evidence of Demand'*. King's School Woolston has already had in excess of 450 expressions of interest from parents. Further details are available in Section 5.

4.11 Admission's Code

In the event of more than 120 applicants for places in Year 7 we propose that the following oversubscription criteria will apply:

Priority 1

The admission of children with statements of special educational needs where the school has agreed to be named on the statement after consultation

Priority 2

The admission of looked after children, in accordance with the relevant provisions of the School Admissions Code

Priority 3*

Children who, on the date of admission, have siblings on the school roll. The term sibling includes legally adopted children as well as step brothers and sisters living at the same address.

Oversubscription

If the school is oversubscribed Priority 4 will act as a 'tiebreak' arrangement

Priority 4

The remaining places will be allocated to children from postcodes WA1 and WA2. Distance from the front door of the school, measured as 'the crow flies', will become the deciding factor.

** This priority will not operate in 2012. If legal guidance were ever changed the school would wish to directly advantage vulnerable and disadvantaged children through its admission process as part of its drive to enhance social mobility.*

N.B. If the national guidance on school admissions changes then, over a 5 year period, the school will seek to increase the number of places available to disadvantaged families to at least 20% of the intake.

4.12 Admission Procedures

1. Full consultation will take place with the Local Authority regarding admissions to the school
2. The school will seek to work with the Local Authority in ensuring smooth and co-ordinated admissions to all of the authority's secondary schools.
3. The school will accept that applications may be made on the Local Authority application form but will be using its own supplementary application form to gain more detailed information
4. The Academy Trust accepts that the Secretary of State may:
 - (a) direct the Trust to admit a named student to the school on application from a LA. This will include complying with a School Attendance Order. Before doing so the Secretary of State will consult the Academy Trust.
 - (b) direct the Academy Trust to admit a named student to the school if the Academy Trust has failed to act in accordance with this Annex or has otherwise failed to comply with applicable admissions and equalities legislation or the provisions of the Codes.
 - (c) direct the Academy Trust to amend its admission arrangements where they fail to comply with the School Admissions Code or the Admission Appeals Code.
5. The school is committed to working as part of a local behaviour and attendance partnership to improve attendance and reduce exclusions.
6. The school will consider the admission of 'hard to place students' during the academic year to help the Local Authority with these placements
7. The Academy Trust will act in accordance with, and will ensure that an Independent Appeal Panel is trained to act in accordance with, all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Education ("the Codes") as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools. For this purpose, reference in the Codes or legislation to "admission authorities" shall be deemed to be references to the governing body of the Academy Trust.

8. The Academy Trust shall ensure that parents and 'relevant children'¹ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Academy Trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.
9. Any proposed changes to the admissions policy will be submitted to the Secretary of State for approval.
10. King's School Woolston's admission policies and arrangements will always be in line with, and support, admissions law, the School Admissions Code of Practice and the School Admissions Appeals Code of Practice as they stand and as they are currently applied to maintained schools.

4.13 Commencement of the application process

Given approval by the Secretary of State, applications for Year 7 of King's School Woolston will commence in October 2011.

4.2 ORGANISATION OF LEARNING

4.21 How the school will organise its days, terms and year

After consulting parents and Heads of Primary Schools it has been agreed to align the school terms, as far as possible, with those of the local primary schools to enable parents with children in both phases to plan holidays without taking children out of school.

King's School Woolston will operate a three term year with the autumn term being approximately 14 weeks long and the spring and summer terms each approximately 12 weeks long. This will allow the school year to be broken into 6 equal 'learning modules' lasting 6 weeks, and 2 weeks for super learning days, extension studies, in-school 'university lectures', trips and visits.

However, the school will also be in session during the last two weeks in August for students needing further support as a result of disappointing end of year assessment results as well as delivering targeted literacy support to those Year 6 students transferring to the school in the following September whose reading age is in need of further enhancement.

The school will also be open each Saturday morning to accommodate enrichment activities for both students of the school and those in Y6 of local primary schools as well as school detentions if necessary.

4.22 THE SCHOOL DAY

Each school day will commence at 8.30am and finish at 4.30pm with the exception of Friday when school will finish at 2.00pm allowing staff to review the week and plan for the following week.

Within this time frame, a 30 hour teaching cycle will be embedded. The structure of the day would be:

7.45 - 8.30am	Early arrival and breakfast clubs. All students will be expected to have biometrically registered by 8.30am.
8.30 - 8.45am	Assembly or silent reading and independent study.
8.45 - 9.45am	Period 1
9.45 - 10.45am	Period 2
10.45 - 11.05am	First break
11.05 - 12.05pm	Period 3
12.05 - 1.05pm	Period 4
1.05 - 1.50pm	Second break
1.50 - 3.20pm	Period 5
3.20 - 3.30pm	Third break
3.30 - 4.30pm	Period 6

N.B. 1. Formal teaching will finish at 1.05pm on Friday with time set aside during the afternoon to meet with students to review their progress

2. There will be days when the conventional timetable will be suspended and replaced by 'super learning days'.

4.23 KEY POINTS IN THE SCHOOL DAY

7.45 - 8.30am

Each morning senior staff will be at the school's entrance to greet students on an individual basis. Early arrival will be an expectation for some students who are in need of individual support and encouraged for all other students. Light, healthy breakfasts will be available and supervised facilities will be open for independent study and research. An early morning 'keep fit' class will be available for both staff and students.

Students will be expected to use the biometric registration systems on arrival and those students who arrive after 8.30am will be officially late and have to make up the time after school.

Biometric registration will be used at the start of each lesson.

8.30 - 8.45am

All assemblies will be student led to encourage and develop communication and presentation skills. This will allow students to develop as confident, communicative and articulate individuals. Students gifted with musical or other talents will be encouraged to showcase their abilities during this time. There will be a daily act of worship.

8.45 - 1.05pm

The longer mornings will be dedicated, whenever possible, to the school's academic arc. This will allow students to spend 20 hours each week (70%) in academic study.

1.05pm - 1.50pm

This will be the main break of the day. Students will be free to use the school's 'healthy eating' restaurants or consume their own packed lunch in the restaurant. However, we would ask that 'packed lunches' are supportive of the school's drive to ensuing healthy lives. Students will not be allowed home for lunch. Staff will be expected to eat with students.

1.50 - 3.20pm

Where possible, the afternoons, with the exception of Friday, will be dedicated to those subjects in the creative arc (20%). Students will be able to engage in such activities as creative digital media, art, music, physical education, and personal development. Members of the academic teaching staff will team teach with the creativity experts during the afternoon or plan and prepare their own work at the back of those classrooms. On Friday afternoons, students will meet with their home base teacher or personal mentor to review their progress and continue planning their enterprise or service activities.

3.20 - 3.30pm

Light healthy refreshments will be offered in the school hall to students, staff and external tutors who will be arriving to take charge of the activities programme.

3.30 - 4.30pm

The final period of the day will be devoted to additional support or further enrichment, activities or sports (10%). Additional support will be compulsory for those students in need of targeted intervention and voluntary for those students who wish to enhance

their progress. Although we expect all students to take part in at least two activities per year, we recognise that there may be evenings when students are not inclined to elect for any of the activities on offer. If this is the case then students may use this allocated time to commence their homework under supervised conditions.

The school library and study centre will remain open until 7.30pm for community use. Students will be allowed to use this facility to complete homework thus leaving their evenings free. All homework will be expected to be emailed to the school by 8.15am the next day.

(The school will assist those families who are not presently 'on - line' in accessing IT facilities with finance provided by the parents' group)

5.30pm – 7.30pm

The school's on-line homework tutors will be available to give advice regarding the completion of homework assignments to years 7 and 8

(To enable effective financial projections to be forecast, a salary of [REDACTED] has been allocated to on-line tutors. The tutors will not be on the school payroll but will be outsourced and appear as Non Pay in the Financial Projection)*

Saturday Morning

Students in Year 7 will be offered enrichment activities* each Saturday morning. Students in Y6 at neighbouring primary schools will be invited to join them.

The school will reserve the right to request the attendance of any student who is disruptive or falling behind in his / her studies at specially convened Saturday morning sessions.

(To enable effective financial projections to be forecast, a salary of [REDACTED] has been allocated to enrichment tutors. The tutors will not be on the school payroll but will be outsourced and appear as Non Pay in the Financial Projection. Senior staff will take any Saturday morning detentions on a rota basis)*

4.3 THE SCHOOL CURRICULUM

King's School Woolston's approach to producing well rounded, responsible, confident and contributing students is to provide a broad, balanced curriculum that is delivered through three related and inter-connecting arcs which together will produce an integrated, aspirational and comprehensive experience for all of our students. This curriculum will promote the spiritual, moral, cultural, mental and physical development of all students and prepare them for the opportunities, responsibilities and experiences of later life. It will aim to foster good community relationships and promote an active contribution to our society.

The Academic Arc

This is a core academic curriculum based on the emerging English Baccalaureate and consisting of English language and literature, mathematics, science, history, geography, a modern foreign language and digital creative media.

The Creative Arc

The creative arc has two components, creativity and activities.

1. The creative component

The creative component will consist of art, music, physical education, personal development, enterprise and public speaking. Whilst being compulsory in Years 7 and 8, this arc will become an 'elective' in later years.

2. The activities component

All students will be expected to participate in a minimum of two school activities per year (sports teams, clubs, enrichment studies, Duke of Edinburgh Award, the School Cadet Force etc.)

The Enterprise Arc

The enterprise arc has three components, enterprise itself, service and professionalism. The enterprise arc will support the concept of the 'big society'.

i. The enterprise component

Each year students will be expected to develop their entrepreneurial and project management skills through the development of an 'enterprise project'. These projects will be aimed at raising money for local or national charities. Students will be taught how to lead, manage and evaluate the success of these projects.

ii. The service component

Community service will deepen our student's sense of personal responsibility and help develop both character and leadership. All students will be expected to respond to this arc by identifying service needs, initially within the family or extended family and eventually within the community as a whole, and responding as a volunteer to address those needs.

iii. The professional component

The professional arc is designed to allow our students to spend time in a professional setting thus further increasing their personal aspiration and ambition and giving them a greater understanding of the wider world. Each student will be allocated a professional mentor drawn from the world of

business and commerce. The professional mentor will meet with the student on a regular basis.

4.31 Curriculum Principles

There are twelve key principles underpinning the school's curriculum model. They are:

1. At all stages, the curriculum should meet each student's individual learning needs allowing them to achieve their full potential and increasing their chances of enhanced social mobility
2. All students should find their learning relevant, challenging, engaging and motivating
3. Students' learning should be active and allow them opportunities to develop and demonstrate their creativity
4. Students should have access to a broad, suitably weighted range of experiences which will allow them to learn and develop through a variety of contexts within the classroom, the school and the community
5. The overall curriculum should demonstrate continuous progression in students learning. Each stage should be built upon earlier knowledge and achievements.
6. The curriculum should offer students opportunities to develop their full capacity for different types of thinking and learning allowing them to develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding
7. Taken as a whole, learning activities should combine to form a coherent experience designed to enable all students to become life-long learners
8. There should be a strong core curriculum which ensures that basic skills are embedded at an early stage so that students are able to successfully access the wider curriculum
9. An extended curriculum will be delivered through the supportive studies programme which will ensure that all students have access to catch-up, extension and enrichment activities
10. ICT will be a cross-curricular skill and used to enhance both learning and teaching by becoming embedded across the curriculum
11. The curriculum will recognise the dynamic interplay between content, pedagogy and assessment
12. The curriculum meets statutory requirements

Curriculum delivery modules

The yearly curriculum will be delivered in 6 'learning modules'. Each of these modules will be followed by an assessment and a period of remediation to ensure that each child fulfils his / her potential.

4.32 Summary of the curriculum

- The focus of each Key Stage will be 'aspiration, ambition and achievement'
- There will be a strong focus on 'achievement for all' to enhance social mobility

- Achievement awards will be sponsored by local universities, business, commerce and the Academy Trust
- The length of Key Stage 3 will be determined by the progress of the individual student. The majority of students will complete the stage in two years. Those in need of further support may be offered a further year of basic studies.
- Each student, and their parent, will receive a personalised learning plan (PLP) that will map their predicted progress through the key stage together with accompanying achievement and personal development targets. These plans will be regularly appraised and up-dated to reflect individual student progress and aspiration
- Each student will be allocated a personal mentor to discuss weekly progress and achievement
- All students whose literacy or numeracy skills are in need of remediation will receive additional tuition and personal support
- Subjects in the academic arc will be delivered by highly qualified teachers who have excellent subject knowledge
- All schemes of work will be cognoscente of the starting points of our students and build upon their learning experiences
- Schemes of work of subjects in the academic arc will show both coherence and inter-dependence in their design and delivery
- Subjects in the academic arc will continually reinforce the school's literacy and numeracy enhancement strategies
- There will be formal written assessments at the end of each 6 week learning module for subjects in the academic arc
- Parents will be informed of the results of these assessments
- There will be a period of remediation following each assessment to ensure that no child falls behind
- Subjects in the creative arc will be delivered by both teachers and leading professionals in that particular area of creativity
- Creative subjects will be assessed through demonstration of acquired skill at the end of the creative learning module
- Parents will be invited to an 'assessment' evening when students will display their creative skills
- The enterprise arc will ensure that each student becomes involved in an enterprise project and learn the basic skills of project planning
- The service arc will ensure that all students contribute a 'service' to help their extended family or their local community
- There will be a strong emphasis on the development of self-confidence, personal character and appropriate social skills
- Students will be taught in a mixture of sets, bands, mixed ability, vertical groupings or personal support depending of the subject and rate of progress
- Students in need of most educational support will have a 'family link worker' attached to the group who will visit homes and work with families in supporting the learning of their child
- Students will be expected to achieve the targets set out in their personal learning plan. Students not reaching these targets will be expected to attend summer school or weekend classes

Key Stage 3

A fundamental aim of the Key Stage 3 curriculum is to ensure that, by the end of year 8, students will not only have had a broad, balanced, relevant and challenging learning experiences but that they will have achieved a level of competency that will exceed the national average level for literacy and numeracy as well as the necessary knowledge, skills and understanding to equip them to successfully enter Key Stage Four.

- Prior to entry, all students will have their reading and numeracy ages assessed
- Renaissance Learning will be used to both enhance literacy skills and encourage the joy of reading
- All schemes of work will be cognoscente of the starting points of our students and build upon their learning experiences in the primary phase
- All students will enjoy visits to a museum, art gallery, theatre and university
- There will be an annual residential experience for all Key Stage 3 students*
- All subjects in the academic and creative arcs are compulsory for Key Stage 3 students
- Students will be expected to achieve the targets set out in their personal learning plan if they are to graduate from Key Stage 3 at the end of year 8. Students not reaching these targets will be expected to either attend a summer school at the end of year 8 or spend their year 9 in Key Stage 3 until they achieve their targets
- The 'graduation targets' will be based on achieving at least a bronze award (gold, silver and bronze) in the academic arc; evidence of successful projects in the creative, service and enterprise arcs and high standards of behaviour, attendance and punctuality
- Headteachers of local primary schools will be invited into school for a day each year to ensure that the school is delivering a high quality education that builds upon the foundations that they built

(* The 'Annual Residential Experience' will be funded through a combination of school funds, parental contributions and sponsorship. It will be totally inclusive with additional funding being found for children from disadvantaged families.)

Key Stage 4

The time spent in Key Stage 4 will depend on the ability and progress of the individual student. For some it will be a two year programme with early entry to the sixth form whilst, for the majority of our students, it will be a three year programme with the same intended final outcome. There will be a small minority of students who will have benefitted from an additional year of support in Key Stage 3.

The key stage will have a heavy emphasis on academic achievement as students move towards external accreditation. It will not be the school's policy to encourage students to take more than 9 G.C.S.E.'s in line with practice in the independent sector. Our intent is depth not breadth of study. Our students will be better served gaining 9 excellent results rather than 12 average results.

English, mathematics, science, history or geography and a modern foreign language will be compulsory for all students. Students may choose up to four more options to supplement these core subjects.

The majority of subjects will be externally accredited by G.C.S.E. providers. Where the school offers vocational courses, these courses will be directly related to employment prospects and trends in the local area.

Accreditation will be when the student is ready rather than at a fixed age.

- All schemes of work will be cognoscente of the starting points of our students and build upon their learning experiences in Key Stage 3
- Subjects in the options pool will be delivered by highly qualified and experienced teachers or leading professionals or college lecturers if it is a vocational subject
- Students following a vocational subject will be offered an extended work placement that is supportive of the programme that they are following
- External accreditation will be when ready rather than at a fixed age
- Students will be expected to achieve the targets set out in their personal learning plan. Students not reaching these targets will be expected to attend summer school or weekend classes
- All Schemes of work in Key Stage 4 will be designed as preparatory work for Key Stage 5
- Students not gaining grades at C or above in English or mathematics will be expected to continue with these G.C.S.E. courses in the sixth form

4.4 The Pedagogy

The academic arc

The core academic curriculum will be taught by highly qualified teachers who specialise in those subjects. Each teacher will be expected to have at least a 2.1 degree in their chosen subject. New teachers will initially be offered a one year contract which will lead to a permanent performance related contract if successful. Amongst the many pedagogical approaches that will be used are independent study, group work, problem solving and research.

The creative arc

The creative arc will draw upon experts and leading professional in their field as well as the teachers employed by the school. Drama specialist from local theatres, professional musicians and local artists will be engaged to deliver exciting and relevant practical learning experiences. Motivational coaches will be used to help students develop both confidence and presentational skills. The delivery of Digital Media will draw heavily upon expertise drawn from local colleges, business and media organisations. These specialists will be employed on fixed term contracts allowing the school to offer a rich diet of skill development in these areas.

(At this early stage it has been assumed that these lead professionals and experts will not be paid more than the basic scale of a newly qualified teacher and are classified as 'teachers' for ease of financial projections - see financial spreadsheets)

The enterprise arc

Community leaders and local charity workers will be encouraged to work with our students in identifying 'good causes' and will advise them on the possible nature of their annual enterprise project.

Local universities will be encouraged to develop mentor partnerships through the use of their undergraduates.

4.5 The King's School Entitlement (KSSE)

Each student in King's School Woolston is entitled to:

- Study a core curriculum of English, mathematics, history and / or geography, a modern foreign language and digital creative media as core subjects in both Key Stages 3 and 4
- Study a creative curriculum that will consist of at least art, music, physical education, drama and dance
- Become involved in a personal development which will consist of religious education, personal development, public service, enterprise and public speaking
- Be taught in lessons that are deemed at least good by OFSTED standards
- Enjoy their studies free of disruptive behaviour
- Gain regular and specific feedback on their progress
- Benefit from the continued support of a personal mentor and/or careers adviser
- Visit leading U.K. Universities at an early stage in their career
- Have a high quality aspirational work placement
- Have access to telephone or on-line homework tutors whilst in Years 7 & 8
- Have access to a range of extra curricular activities
- Give feedback on their learning journey through on-line surveys
- Gain certification in the Duke of Edinburgh Award before the age of 16

4.6 The King's School challenge

Each King's School student will be challenged, over their first four years in the school, to:

- Meet or exceed the bronze standard in the Key Stage 3 EBacc
- Visit a university
- Complete 8 service projects
- Complete 8 enterprise projects
- Take part in an outward bound residential programme
- To take part in, or help organise, a major school event
- To make a formal presentation to an audience

4.7 Organisation of students

Pastoral grouping

- On entry, all students will be allocated to one of 4 School Houses
- Over a period of period of 5 years these Houses will be vertically grouped in both Key Stage 3 and Key Stage 4 thus producing a Lower House and an Upper House
- In 2012, each student will be allocated to one of 12 small tutor groups
- In 2013, 120 new students will be allocated across the 12 tutor groups raising their size from 10 to 20
- In 2014, the Year 9 students will move back into smaller 'Upper House' tutor groups leaving 12 full vertical tutor groups in Key Stage 3
- By 2016, the school will have a fully formed vertical house system consisting of 4 Houses with 3 tutor groups in each house
- As the school grows co-tutors will be attached to each tutor group

Academic grouping

The design of the curriculum accepts that a 'one size fits all' curriculum is outmoded in preparing students for life in the wider world. To this end, access to the broad curriculum will be through a series of '**waves of progression**'. Each wave will represent a loose gathering of learners whose progress and learning needs fits the core curriculum offered to that wave of progression.

Class size in the Academic Arc will be a maximum of 24 students with Nurture Groups not exceeding 10 students

Waves of Progression in Key Stage 3

- Key Stage 3 is organised into four 'Waves of Progression'.
 - a) **Wave 1** is designed for students whose learning and social needs would benefit from being in a small group with specialist primary

trained teachers supported by classroom assistants so as to ensure that each student's basic skills are reinforced and consolidated

- b) **Wave 2b** is designed for students who have just failed to meet the statutory requirements for their age group
 - c) **Wave 2a** is designed for students who have met, but not exceeded, the statutory requirements for their age group
 - d) **Wave 3** is designed for students who have exceeded the statutory requirements for their age group and could be deemed to be 'gifted and talented'.
- Entry to a KS3 Wave is determined by both external and internal assessments upon transfer to the school
 - Progress is continually monitored on an individual basis to enable students to move between waves as they progress
 - The school will set targets for all wave 2b students to meet the statutory requirements for their age and to move into Wave 2a by the end of Year 7 after which Wave 2b will cease to exist.
 - It is hoped that some of the children in Wave 1 may be able to be placed in Wave 2 at the end of Year 8.

Determination of each student's individual Key Stage 3 'wave of progression'

Liaison with Primary Schools and entry testing procedures ensures that the school will receive baseline scores and information for students. These scores, together with a series of assessments undertaken by the school itself, will be used in determining a student's 'wave of progression'.

The school is presently examining the following assessments for the gaining of more diagnostic information regarding students on entry:

- Cognitive Abilities Tests -Verbal, Quantitative, Non-Verbal
- NFER Reading Test expressed both as a Standardised score and a Reading Age
- Vernon Spelling Test
- LASS Testing
- The EAL Language Survey information
- EAL Language Assessments-EAL QCA Levels
- Student Transition Form – G&T, SEN, BESD, Pastoral issues, Child Protection
- Code of Practice SEN information

N.B. It is possible for students to be in different waves for different subjects according to their aptitude and ability.

A student who is overall at Wave 2 level but is a gifted Mathematician may be placed in Wave 3 for Mathematics

Waves of Progression in Key Stage 4

1. Key Stage 4 core curriculum is organised into three Waves of Progression'
 - a. **Wave 1** is designed for students whose learning needs will best benefit from a continuing concentration on their basic skills and will

- gain greater confidence by achieving alternative accreditations alongside their academic and applied qualifications
- b. **Wave 2** is designed for students whose learning will benefit from an accumulative approach to the gaining of academic and applied qualifications
 - c. **Wave 3** is designed for students whose learning needs will both benefit from an accumulated approach to academic qualifications as well as an early experience of more advanced learning programmes
2. Progress is continually monitored on an individual basis to enable students to move between core curriculum waves as they progress
 3. Outside of the core curriculum, a modular curriculum will be offered. Each module will have three levels of delivery to ensure synchronisation with the three waves of the core curriculum

Determination of each student's individual Key Stage 4 'wave of progression'

Entry to a core curriculum wave in Key Stage 4 is determined by individual student progression in Key Stage 3.

As students progress in their learning they may access different waves of specific learning programmes outside of the core. For instance it will be possible for a student whose basic core curriculum needs are best suited by Wave 1 to follow a Wave 3 programme in Applied Music if they demonstrate sufficient talent.

Similarly, a student following a Wave 3 core curriculum may opt to study a short course in Mandarin at Wave 2 level.

Each of the subjects offered outside of the core curriculum will be both modularised and customised to individual learner need.

4.8 The curriculum model

Key Stage 3 Curriculum

Wave	Academic Arc	Personal Development	Creative Ark	Supportive Studies
1	An integrated approach to the core curriculum delivered by Primary trained teachers and Learning support specialists. Additional time is allocated in the Additional Supportive Studies programme for reinforcement of basic skills		A Mu Dr PE	Four periods per week will be devoted to additional supportive studies (see note 6 below)
2b	En ₄ Ma ₄ Sc ₃ H ₂ G ₂ MFL ₃	RE } PSHE } 1		Friday afternoon will be allocated to progress review
2a	CDM ₁			
3				

Additional notes:

1. Although this curriculum looks orthodox in nature it is designed to:
 - a. Consolidate the basic skills needed prior to accessing Key Stage 4

- b. Provide two year taster courses in many subjects before offering them as extended study options in Key Stage 4
- 2. Students are not restricted to a single wave. If they show progress or talent in a subject he / she may study that subject in a 'higher' wave
- 3. The creative arc will be taught in mixed ability groupings
At times the creative arc curriculum may be suspended as the school seeks to bring various artists, authors, poets, leading academics and community leaders into the school to enrich the curriculum offering
- 4. A 'Cultural entitlement' programme will be introduced which will ensure that each year all students will visit, at least once, in the Key Stage:
 - a. A university
 - b. A theatre production
 - c. An art gallery
 - d. A museum
 - e. A planetarium
 - f. A zoo

(See previous notes on the funding of these visits)

- 5. Student will undertake 2 service and 2 enterprise projects during the course of the Key Stage
- 6. There will be four hours per week of '**Additional Supportive or Extended Studies**'. Students may chose 6 activities from the following programme over the course of the year:

Additional studies*	Homework club**	Late detention***
Astronomy	Become a Chef	Become a poet
Code breaking	Choir	Dance
Debating society	Design and build	Environment Club
Gym Club	Junior Orchestra	Latin

*This is compulsory for all students who have still to attain National Standards

**Homework club is compulsory for students who fail to meet the schools homework standards

***Students who are late will not be able to participate in the additional studies programme on the day they are late

Key Stage 4 Curriculum

Wave	Academic Arc	Option Pools	
		A ₃	B ₃
1	En ₃ Ma ₃ Sc ₄ H/G ₃ MFL ₃ RE ₁ * PE ₂ * CDM ₁	The subjects in these pools will be mainly drawn from the 'creative arc'.	
2		Specialist subjects such as Latin, History, Geography, Second language, etc will also be available as additional academic study.	
3		For some students additional literacy and numeracy may be taught in option B	
Students who wish to follow vocational programmes may choose them here as double or triple options. All vocational programmes must align with employment prospects in the local community			
<p><i>There are 26 periods allocated to the option system. Students will still access the 4 '3.30 - 4.30' enrichment sessions although the school may use some of these lessons for additional tuition when necessary</i></p>			

Additional notes

1. The academic arc is compulsory for all students (EBacc)
2. External accreditation will be 'when ready' rather than at a fixed age
3. CDM, RE and PE in the Academic Arc are not pursued to external accreditation level. Students wishing to be accredited in these subjects must choose them as extended studies in the options pool.
4. CDM lessons in the Academic Arc will be designed to allow all students to improve the presentation of the work that they intend to have externally accredited.
5. Students will not be encouraged to take more than 9 G.C.S.E.'s.
6. Science will be offered as a double science with a choice of combining any two of physics, chemistry and biology or combined science depending on the aptitude of the student
7. All students, but especially those in Wave 3 will be encouraged to seek early accreditation and commence A Level studies
8. All vocational subjects must be related to employment prospects and contain an extended period of work placement

9. Student will undertake 2 service and 2 enterprise projects during the course of the Key Stage
10. There will be an 'Additional Supportive Studies' programme in year 10. In year 11 this programme will be replaced by a programme of supportive studies designed to maximise individual student outcomes in each chosen subject
11. There will be a strong emphasis on career or profession development throughout the Key Stage

4. 9 Gifted and Talented students

King's School Woolston will constantly promote and value excellence and achievement in all students. To ensure that students meet our aspirations and ambitions we will be committed to providing a stimulating and challenging curriculum which caters for their individual needs.

We recognise that, amongst our students, there will be those who will be identified as being gifted and talented with their own individual special educational needs. As a school we are committed to identifying these students. We further recognise that their talents may come in many different forms amongst which are:

- academic and intellectual ability
- creative talent
- dramatic/visual talent
- sporting/physical talent
- mechanical ingenuity
- organisational ability
- leadership and interpersonal skills
- IT skills

Whilst it is the school's responsibility to provide all students with a challenging and stimulating curriculum, we accept that within this curriculum additional provision must be made for the individual needs of those who are identified as being gifted and talented students.

In ensuring this provision we will

- Appoint a led person for gifted and talented students
- Produce strategies through which we will identify¹ those students who are gifted and talented students
- recognise that there may be disengaged, and sometimes troubled, students who may also be gifted and talented²
- raise awareness amongst students, parents and staff of these students and their educational and personal needs
- support teaching and non-teaching staff, through appropriate training and development, to meet the needs of able and talented students

- organise the curriculum and pedagogical approaches to ensure that the potential of these students is fulfilled by providing enrichment opportunities which will expand their horizons
- encourage consistency of approach in educating gifted and talented students
- provide pastoral support and guidance for gifted and talented students with a recognition of both individuality and equality of opportunity
- seek the closest possible partnership with parents in the process of education and personal development of these children

¹ *In recognising 'gifted' students we will seek those who demonstrate attainment that is well above average academic ability in one or more subjects in the academic arc and / or those who demonstrate skills and ingenuity in subjects in the creative arc.*

² *The research done by Pewter Sharp (Ed Psych) 2008 suggested that as many as twice the number of G&T students than the norm per 1,000 could be found in Student Referral Units (See section 4.133 regarding school's desire to operate own referral unit)*

Grouping of gifted and talented students

Gifted and talented students will be educated in a variety of groupings as determined by their needs. These groupings will include mixed ability, setting or independent support according to ability and needs in specific subjects. We will also consider a stage not age approach to enable accelerated learning and earlier academic achievement.

Curriculum Provision

We recognise that gifted and talented students need to:

- Have a secure environment in which they feel happy to display their abilities and to take risks.
- Have teachers who expect excellence not just competence.
- Experience challenge.
- Enjoy learning.
- Have access to learning opportunities that recognise a range of learning styles.
- Know that they can ask searching questions and will be given a considered response.
- Be recognised as an individual with strengths and weaknesses.

We consider 'in class' provision for gifted and talented students to be of paramount importance. It is our aim to provide a positive and challenging learning environment and recognise certain key curriculum principles in helping these students fulfil their potential. Individual curriculum areas will be required to plan provision for gifted and talented students within schemes of work.

In addition to this 'in class' provision, the school will develop a programme of out of class extension and enrichment activities to support, challenge and broaden the horizons of gifted and talented students. These may include:

- master classes
- additional lectures or events
- individual working with senior students
- independent projects
- networking with other schools

Each department will be responsible for the day to day planning, implementation and monitoring of provision for gifted and talented students.

Monitoring

Individual departments will be responsible for ensuring that departmental policies in this area are both implemented and monitored. The lead person will be responsible for monitoring the implementation of these departmental policies and of developing a coherent whole school approach to these students.

Personal support

It is the school's belief is that the pastoral care of gifted and talented students is just as important as care for their intellectual development. Where it is considered necessary we will designate personal mentoring for individual students.

Parents/Carers

In order to develop a close partnership with parents, the school will

- Give parents the opportunity to make nominations as part of the identification process.
- Inform all parents about the Gifted and Talented Programme by newsletter.
- Inform parents of students identified within the cohort by individual letter.
- Share information with parents regarding their children's involvement in the Gifted and Talented programme.
- Departments will communicate the results of students' involvement in the Gifted and Talented Programme to parents.

Evaluation

Individual departments will be responsible for evaluating the effectiveness of the provision for gifted and talented students within their subject area.

The lead person for Gifted and Talented will be responsible for evaluating the effectiveness of our approaches. Success will be measured against the following criteria:

- % A/A* in GCSE Examinations

- Average GCSE point score of the top 10% of achievers in terms of GCSE points score.
- Average GCSE point score of students in the Gifted and Talented Cohort
- Quality of the creative work that is produced
- Levels of motivation and challenge in these students

(Additional funding for students designated as being 'gifted and talented' is shown as 'academic support plus' in the financial projections assumptions section)

4.10 The school's arrangements for students with S.E.N. and disabilities

The School Trust will have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.

4.10.1 Duties in relation to students with SEN

The Governing Body of the Academy Trust will:

- Designate a member of the Council to be the responsible person for the purposes of the following duties in relation to students with SEN
- Ensure that a member of the leadership team will have responsibility for the day-to-day operation of the SEN policy
- Use their best endeavours to ensure that any student with defined special educational needs has the special educational provision which the student's learning difficulty calls for in place
- Ensure that all members of staff are cognoscente of the needs of that student and aware of the importance of meeting those needs
- Consult with the L.A. and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEN
- Ensure that children with special educational needs engages, as far as reasonably practical, in the activities of the school together with children who do not have SEN,

4.10.2 The schools S.E.N. and disability philosophy

King's School Woolston believes that all children have a right to access a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to, and benefit from, that society. It is in this belief that the school will:

- Ensure that students who have special educational needs will be supported wherever necessary to achieve full access to the whole school curriculum. This will be facilitated through access to skilled staff, specialist equipment and resources
- Aim to make appropriate provision for students who experience a range of additional and special educational needs

- Provide physical access to the school's buildings and will ensure full access of children with special educational needs to the curriculum
- Provide an annual budget allocation for special educational needs and planning of provision will be based on regular provision, best value analysis of that provision and ongoing policy development
- Ensure that the school prospectus includes details of the Academy Trust's policy for students with SEN and in particular shall include the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the School by disabled students (disabled students meaning students who are disabled for the purposes of the Disability Discrimination Act 1995).

4.10.3 The school's SEN Specialisms

The school will aim to accommodate provision for students who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions
- Have English as an additional language

4.10.4 Admission of students with special educational needs and / or disabilities

- The Academy Trust will ensure that students with SEN are admitted on an equal basis with others in accordance with its admissions policy.
- Where a local authority proposes to name the School in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy Trust shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy Trust shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.
- In the event of any disagreement between the Academy Trust and the local authority over the proposed naming of the school in a statement, the Academy Trust may ask the Secretary of State to determine whether the school should be named. The Secretary of State's determination shall,

subject only to any right of appeal which any parent or guardian of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.

- If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to SENDIST either against the naming of the School in the child's SEN statement or asking the Tribunal to name the School, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.
- Where the School Trust has consented to the School being named in a child's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the School Trust shall admit the child to the School notwithstanding any provision of Annex B to this agreement.

4.10.5 The school's S.E.N. policy

The schools 'Special Educational Needs' policy will take careful account of the Education Act 1996, the code of practice 2001, the Special Educational Needs and Disability Act 2001 and the aims of the school as outlined in school documentation.

We recognise that all children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable them to participate fully in society and to contribute to and benefit from it.
- The school will provide a graduated approach for SEND students by identifying different levels of need. Whenever it is to their advantage, SEND students will be accommodated in mainstream classes and given appropriate support
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Students should have special programmes designed to maximise opportunities for independent living preparation for life after school, including preparation for work or continuing education
- It is essential to keep parents and carers of SEND students fully engaged as partners in their child's education
- Additional specialist support or an appropriate differentiated or different curriculum will be available to SEND student in the Creative Arc to ensure that they are fully supported in fulfilling their potential

- Additional specialist support will be given to SEND student in the Enterprise Arc to ensure that the public service and fund raising activities are tailored to their strengths

4.10.6 Links with other schools

When a student with designated special needs is to transfer to the school, an appropriate member of staff will be allocated to monitor and co-ordinate the transfer process. This member of staff will become involved in the setting up of an extensive two-way information sharing process to ensure adequate information is available regarding the individual student and their particular needs. This will ensure that appropriate documentation and individual learning plans are in place prior to transfer.

4.10.7 Engaging with external agencies

The school will work closely with other agencies to focus on the identification and provision for those students who have additional educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality holistic support which focuses on the needs of the student.

4.10.8 The Management of SEN

A member of the school leadership team and will have the responsibility for the day-to-day operation of the school's inclusion policies.

The SEN Coordinator will:

- Maintain the school's Special Needs Register and all the required documentation by regular liaison with teachers, parents and external agencies and the arrangement of annual reviews
- Produce, issue, monitor and review individual action plans for each child with defined special needs
- Organise appropriate support and, if necessary, extended time for assessments and external examinations
- Oversee the running of the provision for students with special educational needs including general class, small group and individual student support.
- Organise and manage the work of the school's Learning Support Assistants and SEN support teachers
- Liaise with all relevant staff to ensure that the educational needs of all children with special educational needs are fully met
- Develop a proactive approach when it comes removing barriers to learning for children with SEN.
- Monitor and evaluate the different forms of intervention with respect to the specialisms below so that impact can be tracked. Develop entry and exit strategies for students receiving intervention

- Act as the lead practitioner for the 'Team around the child' and support the development of a 'Team around the School'.
- Produce termly reports to the designated SEN governor and an annual report for the 'Advisory Council's Report to Parents'

4.10.9 Access for the disabled

The School will provide access for disabled students through ramped access to particular buildings. The needs of the students will be taken in to account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

4.10.10 Special Education Needs Budget

With regard to the annual allocated budget in line with the aims and beliefs of this policy document, the following outlines the basis on which the School will plan financially for the delivery of SEN support.

- a) The annual allocation of the budget for special educational needs for the year will be agreed with the Director Finance of the School
- b) This allocation will conform with the principles of 'best value'
- c) The annual allocation will make allowance for any on-going L.A. or government directives

4.10.11 Complaints procedures

The school SEN records will be available in school for scrutiny by appropriate parties at any time:

If on registering and pursuing a complaints the child's representatives are not wholly satisfied with the response of the school they may seek further advice or assistance from the Local Authority (L.A.). If at this point they do not agree with the schools and the L.A.'s decisions, they have the right to appeal to the L.A.'s SEN Tribunal.

4.11 Developing character in our students

It is a fundamental aim of the school that we place as much emphasis on both leadership and character development as we do on academic success. We will ensure the development of these traits through:

- Encouraging pride in the school through high attendance and a high sense of dress
- Encouraging both teamwork and leadership by giving students ownership of assemblies
- Ensuring full participation on the Duke of Edinburgh Award scheme

- Encouraging full participation in residential events
- Using the school curriculum to study famous and not so famous people who epitomise the values of the school
- Having honours and success boards at significant places within the school building
- Displaying high quality inspirational and aspirational quotes throughout the school

4.12 Developing social equity in our students

As part of the school's admission process we will ascertain how often our students have visited libraries, museums, art galleries, theatres, etc. Each student's P.L.P. will be adjusted to ensure that any lack of these cultural experiences have been addressed by the end of Key Stage 3.

(School visits will be funded through a combination of school funds, parental contributions and sponsorship. It will be totally inclusive with additional funding being found for children from disadvantaged families. All National Curriculum related visits will be funded by the school)*

4.13 Student development and achievement

ACCOUNTABILITY

King's School Woolston is firmly committed to developing full accountability in all that it undertakes.

4.13.1 Whole school progress and accountability

Monitoring Progress

To this end a **Strategic Performance Manager** will be appointed to the leadership team with specific responsibility for the setting and monitoring of performance targets in the following areas:

	Performance Area	Target
1	Attendance and punctuality in each year group	Target 96% minimum in each year / house grouping
2	Level of persistent absence*	The school will attempt to have zero P.A.s but will insist on targets of being below 1% in key Stage 3 and 2% in Key Stage 4

	Performance Area	Target
3	Y11 progress targets a) %5 or more A* b) % 5 'A* - C' in the academic arc c) % 5 'A* - G' in the academic arc	a) %20% b) 85% minimum c) 100%
4	Progress of students entitled to free school meals at G.C.S.E.	Must align with, if not exceed, whole school target
5	Progress of 'looked after' students at G.C.S.E.	Must align with, if not exceed, whole school target
6	Progress of EAL students at G.C.S.E.	Must align with, if not exceed, whole school target
7	Progress of SEND students at G.C.S.E.	Must align with, if not exceed, whole school target
8	% students attaining National Standards at end of Key Stage 3	100%
9	% students working at 'gold level' in academic arc at end of KS3	40%
10	% students working at 'silver level' in academic arc at end of KS3	40%
11	% students working at 'bronze level' in academic arc at end of KS3	20%
12	Internal exclusions*	Less than 10 students per year group per year
13	Fixed term exclusions	zero
14	Permanent exclusions	zero
15	Teaching staff attendance	96% (excluding maternity cover)
16	Other staff attendance	96% (excluding maternity cover)

	Performance Area	Target
17	Quality of teaching	>40% lessons outstanding >40% lessons good <20% lessons satisfactory and with improvement strategies in place
18	Class size	<24
19	PTR	<1:15
20	Student - adult ratio	<10-1
21	Monthly spending profile	1/12 th of annual expenditure with allowance for major outgoings paid at specific times of year
22	Budget outrun forecast	Budget always in balance with surpluses directed at future whole school improvements

In the first three years of the school the monitoring process will concentrate on student attendance, academic progress (including all socio-economic sub groupings), quality of teaching, staff attendance and overall spending)

Producing Accountability

- a The school Principal and the leadership team will work in partnership with the Advisory Council in setting targets
- b. The leadership team will then, as line managers, inform all curriculum and section leaders of the performance targets for the year
- d. The Strategic Performance Manager will draw up appropriate RAG target charts for each curriculum and section leader
- e. Each month curriculum and section leaders will complete and return the RAG chart to the performance management team
- f. The performance management team will analyse the RAG charts and advise the leadership of potential risks and slippage
- g. These RAG charts will be presented to the Advisory Council each month who will challenge the team on their progress

- g. The leadership team, working with the appropriate curriculum or section leader, devise strategies to remediate any slippage
- h. At the end of each academic year the Principal, leadership team and Advisory Council will reflect on the school's progress and set targets for the following year
- i. It is essential that the Advisory Council sees it's role as one of 'challenge and support' throughout this whole process

4.12.2 Individual student accountability

- a. There will be dual accountability for individual student progress
- b. Curriculum leaders, working to school guidelines, will be expected to set individual subject targets for each student studying their subject. These targets must be based on a minimum of 2 levels of progress in each Key Stage
- c. Academic, creative or vocational tutors will be responsible for ensuring students are achieving these targets
- d. Where there is slippage, or danger of slippage, these tutors will be expected to produce immediate remediation strategies
- e. Curriculum leaders will be expected to produce monthly RAG charts regarding overall student progress for each year group
- f. Line managers and curriculum / section leaders will monitor any student underperformance and the effectiveness of the remediation strategies
- g. Home base tutors will be responsible for each student in their tutor group. Time has been set aside on a Friday afternoon for students to be seen on a regular basis regarding their progress. Each student will be seen at least once per month
- h. Where individual students are seen to beginning to underachieve parents will be immediately involved and a personal mentor immediately attached to the student

4.12.3 Impact measures outside of the academic arc

Overall Character Development

In order to measure individual student progress in the development of character, personal responsibility, self worth and confident citizenship, the school will use a variety of indicators drawn from the use of:

- Self review
- 360⁰ reflection tools

- Teacher reviews
- Parental questionnaires
- Community and work placement questionnaires

Where the indicators show that an individual student is in need of more support a personal mutually agreed intervention plan will be implemented

When using both the academic and character development indicators, special attention will be paid to the more disadvantaged or vulnerable groups in the school to ensure that the school's aim of 'enhanced social mobility' is achieved thus ensuring alignment and coherence between the school's vision, the curriculum, the assessment system and the achievement of overall desired outcomes.

4.12.4 Monitoring the performance of teaching staff

- All members of the teaching staff will be subject to performance review
- There will be six performance review sessions per academic year*
- Part of each review will consist of a whole, or part, lesson observation which will focus on improving specific aspects of classroom performance
- The outcomes of the lesson observation will directly influence the planned individual professional development programme for that teacher
- It is the aim of the school that 80% of teaching will be good or outstanding. Where this does not happen intervention and support strategies will be put in place for a period of 12 months
- Failure to improve, within 12 months, to the standards that the school requires will lead to discussions regarding suitability
- Teaching staff will be set 4 targets each year. They will be based on improving classroom performance, enhancing student outcomes, career development and involvement in the 'wider' school

*(*Newly appointed members of staff, especially NQT's will have monthly lesson observations as part of the school's desire to help them become outstanding teachers)*

4.13 Attendance and behaviour

The vision of King's School Woolston is to develop, in each student, the highest of aspirations, ambitions and self belief together with a firm sense of personal responsibility and respect for themselves, others and their environment. This will only

be achieved through the establishment of high patterns of attendance and the development excellent behaviours. To this end, the school will establish the following strategies and processes to ensure that the vision is achieved.

4.131 Attendance

1. The school will appoint a lead person to monitor attendance and behaviour
2. Attendance policies and guidelines will be drawn up which will:
 - a. Ensure parents are informed by letter, at the start of each term, of the school's expectations for attendance
 - b. Ensure attendance will be recorded biometrically at the start of the day and on entry to lessons
 - c. Ensure the continual monitoring of attendance to achieve overall school targets
 - d. Develop parental contact systems such as texts, phone calls and visits to inform parents, and check the validity, of absences
 - e. Devise reward strategies to encourage high attendance
 - f. Guide the work of re-integration panels-entry strategies of long term absentee
 - g. The development of form strategic alliances with appropriate and relevant external agencies to ensure both the safety and educational progress of all children
 - h. Ensure that, If a student is seen to be developing persistent lateness or absence traits, a personal mentor will be attached to that child to accompany them from home to school each day
3. Behaviour policies will be drawn up which will:
 - a. Ensure that good behaviour is regarded as a holistic and integral element of the school
 - b. Ensure the development and implementation of reward points for:
 - academic achievement
 - polite and courteous behaviour
 - evidence of a responsible attitude
 - extra-curricular involvement
 - community involvement
 - showing good character, and
 - a positive attitude to learning

- c. Set target levels for these reward points regarding the gaining of certificates and awards
- d. Ensure the development and implementation of behaviour modification methods which will define 3 levels of misdemeanour, each level being clearly defined with appropriate and fair sanctions
- e. Ensure through weekly planners and communication with home that parents and carers are fully informed of all misdemeanours
- f. That any internal, fixed term or permanent exclusions are in line with the policy

4.133 Exclusion Policy

It is the intention of the Academy Trust to set up its own Pupil Referral Unit and move towards a policy of zero exclusions as soon as finance and facilities are available. An approach has already been made by a newly formed PRU to gain academy status and work in partnership with the school.

General principles

1. The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline it believes is essential for effective learning to take place.
2. Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.
3. Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other students or teachers.
4. Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.
5. In applying this exclusion policy, the school will follow current D.f.E and L.A guidance and advice.
6. When it is necessary to exclude a student, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The exclusion will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Governing Body.
7. Each incident of exclusion will be recorded in a standard format. This will give:
 - a. the name of the student

- b. the tutor group
 - c. the gender of the student
 - d. the type of exclusion
 - e. in the case of fixed term exclusions, the number of days for which the student will be excluded
 - f. the reasons for the exclusion.
8. Each incident of exclusion will be notified to the Chair of the Governing Body / which will be sent a copy of the official exclusion letter.

Procedures for fixed term exclusions

1. The Principal alone will normally decide if a student is to be excluded for a fixed period. The only exception will be when the Principal is absent from school when his/her power to exclude for a fixed period will be delegated to the appropriate Vice Principal.
2. Each case will be determined on its merit and the particular circumstances will be carefully investigated and considered. The degree of severity of the offence, the frequency of occurrence and the likelihood of re-occurrence will be taken into account, as will the student's previous record.
3. The Principal will elect a member of the Curriculum Leadership Team to investigate the matter further. The investigation will be to establish the facts and to ensure it is a fair process. Statements will be taken as appropriate from students and staff involved in the incident or who witnessed the incident. Statements will be signed by the witness and dated, and countersigned by the person taking the statement.
4. The Principal will weigh up the evidence presented to him/her in order to reach a decision.
5. If a student is to be excluded for the first time, the length of the fixed-term exclusion will normally be 1/2 school days. Longer periods may be used for a more serious offence or for a reoccurrence of misbehaviour following an earlier fixed term exclusion.
6. Fixed-term exclusion may be used for a single occurrence of serious misconduct or for persistent misbehaviour. It may even be appropriate as a response to deliberate non-attendance or truancy.
7. Fixed-term exclusion will always be considered in the case of verbal abuse towards members of staff and in cases of serious violence towards fellow students or staff. It will also be considered in cases of the bringing of dangerous objects or illegal substances on to the school premises. Fixed-term exclusion may also be used in cases of serious misbehaviour on the way to and from school and on the school buses. Further examples are detailed under "Reasons a student could be excluded."

8. A fixed-term exclusion could take the form of an “internal” exclusion. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.
9. It will be King's practice to place the student on report for at least a week to continue to monitor behaviour and work. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents. Time in an 'internal exclusion' could also be used as a means to reintegrate a student who has served an external exclusion.
10. When the Principal or another senior member of staff has decided that there are adequate grounds for excluding a student, the parents will be informed as soon as possible, by telephone if this is available. A letter will be sent to parents on the day of the exclusion. This letter will set out:
 - a. the reasons for the exclusion
 - b. the length of the exclusion
 - c. a suggested date on which parents may meet the Head Teacher to discuss the exclusion.
 - d. their right to make representations to the Governing Body.
11. Information regarding the exclusion will be sent to the Chair of Governors.
12. Representations to the Governing Body concerning fixed-term exclusions will normally be made in the first instance to the Chair of Governors. If the Chair of Governors cannot resolve the matter, s/he may decide to refer the matter to an informal sub-committee of the Governors' Discipline Committee.
13. Before the student returns to school, the Principal or senior member of staff will normally meet with the parents to discuss the incident and future conduct. The Principal or senior member of staff may decide to impose conditions on the return or to draw up a home-school contract concerning the student's future conduct.
14. Although it will normally not be necessary, the school reserves the right to use fixed-term exclusion up to the maximum period allowed in current legislation. In the case of fixed-term exclusions exceeding the maximum period, the appropriate meeting of the Governors' Discipline Meeting will be called.
15. If the exclusion is for six days or more the Principal will;
 - a. Plan full-time, offsite, educational provision from day one of the exclusion.
 - b. Ensure that work is set and sent home for completion.
 - c. Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
 - d. Inform the LA of the details of the exclusion and the provision made for the individual.

Permanent exclusions

1. The Principal alone may decide if a student is to be permanently excluded. If the Principal is temporarily absent from school and an incident occurs in which the appropriate Vice Principal feels that permanent exclusion may be the appropriate response, the Vice Principal may exclude the student concerned for a fixed-term long enough to allow the Head Teacher to consider the case on his/her return.
2. Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including fixed term exclusion, have failed to produce the desired response in the student. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow student or an assault upon a member of staff.
3. The Principal will inform the parents of a permanent exclusion immediately by letter and, if possible, by telephone. The letter will give parents at least seven days notice of a hearing before the Advisory Council's Discipline Committee to consider the exclusion. The letter will state:
 - a. that the student has been permanently excluded;
 - b. the reasons for the permanent exclusion;
 - c. details of previous offences (if applicable) leading up to the permanent exclusion;
 - d. the parents right to examine the student's record;
 - e. the purpose of the hearing;
 - f. that the parents and student should attend;
 - g. that if they do not attend the Hearing it may proceed in their absence;
 - h. that if the Advisory Council confirms the exclusion, the parents (or student if over 18) have a right of appeal to an Independent Appeals Committee;
4. A copy of this letter will be sent to:
 - a. The Chair of the Advisory Council
 - b. The Chair of the Advisory Council's Discipline Committee
 - c. The Principal will make arrangements for a hearing before the Advisory Council's Discipline Committee to take place within 15 days of the date of the exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.
5. The procedure followed at the hearing will be as informal as possible. It will normally follow the format set out below:
 - a. The committee will meet jointly with the Head Teacher and the parent and/or the student and any accompanying friends of the parents.
 - b. The Advisory Council will invite the Head Teacher to give his/her reasons for recommending permanent exclusion.
 - c. The parents will be invited to ask questions of the Head Teacher.

- d. The parents will be given the opportunity to explain why they think permanent exclusion is inappropriate
 - e. The Principal will have an opportunity to ask questions of the parents.
 - f. The Principal and the parents will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the Head Teacher or the parents.
 - g. The Principal and the parents and student will then withdraw from the meeting and allow the Governors to consider the case on their own.
 - h. The Governors will decide to either:
 - i. Confirm the permanent exclusion
 - ii. To order the immediate reinstatement of the student.
6. The decision of the Governors' Discipline Committee will be communicated to the parents by letter. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents of their right of appeal to an Independent Appeals Committee.

Reasons why a student could be excluded:

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction:

- a. Verbal abuse to Staff and others
- b. Verbal abuse to students
- c. Repeated racist or homophobic behaviour
- d. Physical abuse to/attack on Staff
- e. Physical abuse to/attack on students
- f. Indecent behaviour
- g. Damage to property
- h. Misuse of illegal drugs
- i. Misuse of other substances
- j. Theft
- k. Serious actual or threatened violence against another student or a member of staff.
- l. Sexual abuse or assault.
- m. Supplying an illegal drug.
- n. Carrying an offensive weapon.
- o. Arson.
- p. Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

Behaviour Outside School

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject

to the King's Positive Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

4.14 Community Engagement

4.141 Parents

King's School will build strong parental partnerships and will aim to improve their commitment in taking an active role in their child's educational journey whilst at the school

- Parents will be invited to attend the school during the induction week so they feel they are active participants in school life.
- Parents will be given a tour of the school and have an introductory meeting with the Principal who will elaborate on the school's aims and philosophy.
- The school will introduce parent partnership contracts (D.f.E permitting) so they buy into our ambition of excellence.
- An annual parent day and evening will be organised to provide feedback to parents regarding their child's progress.
- Parents will receive 7 reports per year regarding the progress of their child
- Parents will be invited to attend an assembly prepared by students throughout the year.

- At the end of school year, parents will be invited to an awards ceremony to celebrate students' achievements throughout the year.

- Parent engagement will be actively encouraged through after-school homework clubs and open access to the library. We are aware the many students from inner city backgrounds may not have the space for private study, access to internet or workstations in their home environment.

- ICT lessons will be organised to help parents learn basic internet and PC skills and teach them how they can track progress of their child online.
- Parent governors will play an integral role, in providing feedback to King's with changing parent's needs and concerns.
- Regular reports will be given to parents detailing their child's performance in subjects. There will also be space in this report to detail how parents can help their child progress further.
- Parental engagement is crucial for student success and sustained academic performance. The school will arrange regular information sessions to enable parents to support academic developments at home. It will also include focused activities to help parents understand elements of the curriculum, give advice about revision techniques at KS3 and KS4 and basically provide parents with a

chance to experience contemporary schooling. The language needs of all parents will be accommodated.

4.142 Communicating with Local Community

- Students will raise funds for various charities in conjunction with local businesses through their enterprise projects
- School facilities such as catering, sport and recreation will be available to the local community where possible
- Strong links will be developed with the feeder primary schools, ensuring there will be visits to and from the schools.
- Members of the local community will be invited throughout the school year to become involved and participate in school activities
- Professional mentors will be drawn from expertise in the local community

4.143 Links with local businesses

- It is the schools intention to seek links with both large and small businesses. Major local organisations such as Marks and Spenser's, IKEA, Lever Brothers, BT, Walker's etc

4.144 Links with local primary schools

- It is the school's wish to create strong educational links with local primary schools such as Bruce Primary, Woolston C of E, Woolston Community Primary, and Oakwood Primary.

4.145 Partnership and Links to University

- The school will develop a strong link with the local universities such as Liverpool, Chester, Edge Hill, Manchester, Oxford and Cambridge
- Undergraduates will encouraged to become part in the Homework support initiative
- Regular visits will be arranged to these universities to raise student aspirations
- University lecturers will be encouraged to give talks at the school
- The school will initiate a series of Christmas Lectures which will be based on the nationally recognised Faraday Lectures and delivered by our local universities.

Section 5: Evidence of demand and marketing

Selection of comments left on website

“Woolston needs an education institute that serves the community and provides a different class of learning experience than is currently available locally.”



“We need a good local school, not the monster impersonal schools that are too far away but they are trying to force us into. We need a school focussed on the individual child with small classes, priority in standards and citizenship, making sure our children get the best out of their education.”



“We moved into the area thinking it would provide a Primary and Secondary school for our children. Our children's primary school has lost a significant number of children due to the closure of the current High School in the area. This has had a detrimental effect on the school and area. Families living in Woolston deserve to have facilities and I feel strongly that our children should be provided with a local school to continue their education.”



“Really impressed with this proposition, an exciting new way of schooling for Warrington is just what we need. King's School Woolston would be first choice on my list for a high school for my son and daughter when the time comes.”



“I would absolutely welcome this school into our area, the council closed a perfectly good school in our locality and families just like mine are now faced with a decision about whether to send our children to an inadequate high school or to face financial difficulties by moving to another area in order to provide a better education for our children. There are some lovely families and fantastic children in this area and they deserve a good education in a safe environment - I support this move 100% - thank you”



5.0 MARKETING PLAN

5.1 Vision

To open a four form entry secondary school based in Woolston, Warrington in September 2012. The school will have an ethos which strongly emphasise high academic achievement and strong character development gained through longer hours and strong behaviour protocols. It is intended that the school will become a successful 11 - 18 school with 840 students within seven years and enhance social mobility in the community.

5.2 Situational analysis

The last Y7 intake to Woolston Community School was in 2007. This decision, according to parents, was taken by the L.A. on three grounds. They were:

- Two secondary schools within 1.1 miles of each other were no longer demographically sustainable
- The fabric of the neighbouring school (now Lysander) was more sustainable in the long term
- Woolston Community High School was performing badly at the time

Whilst, at the time, these seemed logical reasons, the decision has had implications that were not foreseen at the time. Amongst these are:

- The continuing low performance of the remaining school
- The alleged poor behaviour of students in the remaining school
- The failure of the school to achieve high quality results and increase social mobility
- The reluctance of Woolston parents to send their children to the remaining school
- An emerging reluctance of Padgate parents to now select the remaining school as their first choice of secondary school

The Local Authority allowed the next neighbouring school, Birchwood High, to increase its PAN from 180 to 210 to satisfy demand for a 'quality' education. This increase does not meet local demand for the school which is now at full capacity. The decision has also placed further pressure on Lysander Community School in terms of declining demand and appropriate funding as rolls fall.

There is now strong evidence of parents seeking to:

- Leave both the Woolston and Padgate areas to locate to an area where their children are guaranteed a place at a successful high performing secondary school
- Drive their children long distances each day to secure a place in a primary school whose intake is linked to a successful secondary school.

If the present situation is allowed to continue then the secondary school based in Padgate intended to serve both communities will prove unsustainable in terms of parental demand and the ensuing first choice intake.

King's School would guarantee its success by not repeating the failures of the present system. This would be achieved by:

- Placing great emphasis on high academic standards and fulfilling parental aspiration
- Demonstrate year-on-year high contextual value added scores by opening for longer hours and placing great emphasis on personalised educational programmes for all students designed to maximise their performance and ensure they fulfil their potential
- Ensure the highest standards of behaviour
- Maximise the support to the individual child through the employment of academic and personal support mentors for each child
- Provide a family link worker for the harder to reach families or those families in need of help in supporting the academic and character growth of their child
- Targeting and supporting disadvantaged families
- Give parents a greater involvement in the education of their children

5.3 Preliminary Consultation

In line with the guidance on Statutory Consultation the promoters:

- Drew up a petition which clearly outlined the ethos of the proposed school
- Started to gain evidence of parental demand through the signing of the petition from the 28th March 2011
- Having gained 450 signatures in seven days, informed the Local Authority of the proposal on the 29th April
- Set up a web site on 3rd May to inform people of the ethos of the proposed school. The web site is interactive and has proved a useful way of answering questions and gaining support. All questions are answered within 48 hours
- Delivered flyers informing people of a public meeting at 7.30pm on the 11th May
- Gave out 300 copies of a five page synopsis of the bid
- Held the public meeting with over 250 parents attending allowing parents to both understand and ask questions about the proposal.

The public meeting was attended by over 250 people who, after interrogating the author of the bid for two hours, voted unanimously the bid should be submitted

5.4 The Petition

The parents' group deliberately framed the questions for the questionnaire to determine the evidence of need for a school that emphasised the ethos of the proposed Free School. These questions were:

- *Do you live in either the Woolston or Padgate areas of Warrington?*
- *Do you have children in primary schools in those areas that are presently in Y5 or below?*
- *If a secondary school with a strong emphasis on academic standards and preparation for university entrance were to be opened in this area would you be prepared to make it the first choice school for your child?*
- *Would you support that school in opening for longer hours if it meant that your child was to receive a high quality education*

If the response to all four questions was in the affirmative, the person was asked if they would support the petition. A total of 450 people signed the petition within 7 days.

The figures below indicate the present state of the petition regarding the numbers of parents who would send their children to King's School Woolston which emphasises high quality education, longer hours and excellent standards of behaviour.

Primary Year	Y5	Y4	Y3	Y2	Y1
PAN Number	120	120	120	120	120
Number signing petition	98	75	424		

5.5 The marketing of the new school

A marketing team will be recruited to help ensure that the intended school is publicised in such a manner that the proposed intake will be assured. The marketing strategy will be based on the targeting of three strands which are, in priority order:

- Strand 1: The end user (pupils and parents)
- Strand 2: Education (local primary schools, partner secondary schools, local universities, industry and commerce)
- Strand 3: The media

For each strand, we will, with the marketing team, identify the 'targeting objectives' and 'influencing' strategy for each stakeholder.

Strand 1: Parents and Children (September – December 2011)

The marketing plan will have five main objectives for both parents and children in this area of influence. They are:

Parents

- To raise parental awareness of the vision and philosophy that King's School has for the education of their children

- To enable these key stakeholders to identify the differences between the approaches of King's School and those of most state secondary schools
- To enable parents to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that parent's see the proposed school as the first choice for their child's secondary education
- To encourage parents to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

Children

- To raise children's awareness of the vision and philosophy that King's School has for their secondary education
- To enable them to see the benefits of the proposed longer school hours and the different range of educational providers
- To encourage them to see the proposed school as the first choice for their secondary education
- To encourage them to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- Holding a launch event specifically for parents which will outline the school's vision and philosophy
- The setting up of a parental working party to co-develop strategy, expectations and deliverables
- The holding of 3 way meetings between parents, primary school leaders and teachers and educational promoters of King's School
- Visiting 6 local primary schools to talk to children on an individual and collective basis
- Providing a 'goody bag' of essential equipment for a successful start at their new school for those who select the school

- Providing summer fictional reading material, targeted to each individual child's reading age, as a literacy strategy prior to starting at the new school
- The use of creative marketing in terms of a school web-site local media, Facebook, mobile 'marketing homes' outside of primary schools at drop off and pick up times, leafleting local shopping centres, etc.
- Producing child friendly web app-link information to increase childrens expectations and excitement of the new school

Strand 2: Education (local primary schools, partner secondary schools, local universities, industry and commerce) (September – December 2011)

The marketing plan will have five main objectives in this area of influence. They are:

- To raise the awareness of these key stakeholders of the vision and philosophy that King's School has for the education of the children within the Woolston and Padgate communities
- To enable these key stakeholders to identify the differences between the approaches of King's School and those of most state secondary schools
- To enable these stakeholders to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that the school gain's effective and positive support from these key stakeholders
- To encourage these stakeholders to act as 'ambassadors' for the new school
- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each stakeholder group including:
 - 7 primary schools in Woolston
 - Primary schools in Padgate which do not send many children to Lysander

- Altrincham and Manchester Grammar Schools to seek partnership agreements
- Manchester Metropolitan University, Liverpool John Moores University, Edge Hill University, Chester University, Oxford and Cambridge
- Marks and Spencer, Debenhams, IKEA
- Lloyds TSB, Santander, HSBC, Barclays, Nationwide, RBS
- Warrington Wolves, Warrington Rowing Club
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as Kings is essential for the intellectual and social growth of the local communities
- Inviting stakeholders to become involved in developing the school's vision and philosophy in order that the students gain an education appropriate to the needs of their own personal development, the furtherance of their education and the needs of industry and commerce in the area

Strand 3: The media (September 2011 – September 2012)

The marketing plan will have seven main objectives in this area of influence. They are:

- To raise the awareness of the media of the vision and philosophy that King's School has for the education of the children within the Woolston and Padgate communities
- To enable these key stakeholders to identify the differences between the approaches of King's School and those of most state secondary schools
- To enable these stakeholders to see the benefits of the proposed longer school hours and the different range of educational providers
- To ensure that the school gain's effective and positive support from these key stakeholders
- To encourage these stakeholders to give positive publicity and support for the proposed new school
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters

- Providing regular updates as progress is made towards the opening of the new school.

Influencing strategies

The influencing strategies that will be used are:

- The identification of these key stakeholders
- Making individual contact with an appropriate link contact with each key stakeholder including
 - Warrington Guardian
 - Warrington Metro
 - Radio Warrington
 - 107.2 Wire FM
- Holding a launch event specifically for these which will outline the school's vision and philosophy
- Identifying why the establishment of a school such as Kings is essential for the intellectual and social growth of the local communities
- Encouraging positive support from these stakeholders
- Inviting stakeholders to become involved in developing the school's work experience, service and enterprise projects as key supporters
- Providing regular updates and 'media headlines' as progress is made towards the opening of the new school.

5.6 Statutory Consultation

Outline of consultation plan:

Target audience

- Parents and carers in Woolston and Padgate
- The Local Authority
- Community groups – local political associations, listed community groups, local commercial children's nursery's parents groups, primary school governing bodies and P.T.A.'s etc
- Potential feeder schools

- Local further and higher education providers
- Local employers

Information to be provided to the target audience

- Rationale for establishing the school
- Mission and values of the school
- Distinctive nature of the school
- Curriculum offer
- Admissions policy
- Timetable of events

Method of consultation

- Face to face
- Local radio and news media
- Web site
- Social media
- Public meetings
- Influence groups

Outcomes

- A range of feedback reporting will be employed during and after the consultation incorporating. This will include use of the web site, newspaper and radio interviews and a news letter distributed locally
- Face forwarded mechanisms through partnership building with all stakeholders

(Finance allowing, a commercial marketing firm will be employed to assist in this consultation)

6. Organisational capacity and capability

6.1 Capacity and capability to set up a school

Company Trust

The Company Board will be responsible for the oversight of the project. The current members are:

Directors

██████████	Chief Executive
██████████	Accounting Officer
██████████	
██████████	Vulnerable Children
██████████	Legal Officer

Areas of Expertise

Lead Educationalist
Registered Accountant
Media and Sponsorship
On-line marketing
Solicitor

Experience and availability

██████████

██████████

██████████

██████████ is the author of the bid.

If the bid is successful he will relinquish many of his present responsibilities and be available on a full time basis.

██████████

██████████

If the bid is successful he will be available according to need.

██████████

██████████

If the bid is successful he will be available for two days per week

██████████

██████████

If the bid is successful he will be available for two days per week

██████████
██████████.

If the bid is successful he will be available as and when needed.

(The Academy Trust will increase its membership if the bid is successful to create more time for the project)

The Project Board

The Trust is currently setting up a Project Board who will manage the setting up and running of the new school. Whilst membership is presently on an interim basis we will employ ██████████ of the Navigate Company to:

- Assess the skills and experience of both the Company Board and the Interim Project Board
- Assess the skills and experience needed to set up and run the new school

- Determine where the are skills and knowledge gaps
- Assist in recruiting suitable people to fill these gaps

The Interim Project Board

The project board will look after the day-to- day operations prior to opening and will consist of:

██████████ Former Headteacher Lead Education Director

(Full Time)

██████████ Former Headteacher and ██████████

(1 day per week)

██████████ Project Manager ██████████

(3 days per week)

██████████ Campaign Manager ██████████

(As and when required)

██████████ ██████████

(As and when required)

██████████ Accountant (As

and when required)

██████████ Journalist Media and Publicity

(2 days per week)

██████████ I.T. Consultant and on-line marketing

(2 days per week)

██████████ Chair of parents' organisation

(As and when required)

4 Parent representatives

The Principal Designate as soon as she / he is hired

The Interim Project Board (additional profiles)



6.2 Appointment of Principal Designate

If the scheme is given approval, a principal designate will be appointed two terms prior to the opening date. The Company Trust and Advisory Council will jointly set up an appointment's committee and seek assistance from the Future Leaders organisation.

It is essential that the successful applicant's educational vision and philosophy is fully aligned with that of the proposed school and that they have the expertise to lead the school in achieving its expected outcomes.

The Future Leaders Organisation successfully recruits and trains such individuals.

The Appointments Process

Qualities of principal designate

- Firm commitment to enhancing social mobility through high quality education
- Values driven leader
- Fully aligned with the vision and ethos outlined in the bid
- Proven and successful track record as both a school leader and classroom practitioner
- Excellent communicator
- Innovative leader
- Able to identify the personal and socio-economic characteristics of vulnerable and disadvantaged children
- Excellent knowledge of the strategies and processes to prevent under achievement
- The ability to both motivate people and hold them to account when necessary

ATTRACTION

The Advisory Council will seek the expertise of the Future Leaders Organisation in both advertising and filling this vacancy.

During the recruitment process the Advisory Council, in partnership with Future Leaders, will organise a series of interviews, written exercises, role plays and other activities to ensure that a candidate with correct qualities is found.

ROLE PRIOR TO OPENING

The Principal Designate will be expected to play a major role within the Project Board in drawing up:

- plans, schedules, timelines, targets and milestones for all matters necessary for a successful opening
- Strategies, policies and protocols which will align the school with the proposal

- Job and person descriptions for the initial staffing structure
- Ensuring that the new building will be safe and fit for purpose prior to opening

The Principal designate will also be expected to play a leading role in:

- Visiting local primary schools to raise the profile of the Free School
- Attend all stakeholder meetings
- Play a major part in recruiting and selecting new staff in line with the agreed staffing structure and the school's philosophy
- Ensuring that new staff are fully understand the vision of the Free School and are aligned with it
- Devising initial training programmes for staff induction
- Ordering the appropriate furniture and resources to ensure a successful opening
- Arranging 'walking tours' of the school for prospective parents
- Arranging the Opening Ceremony

6.3 Appropriate financial expertise

██████████.

██████████ is a registered Chartered Accountant.

A school business manager will be appointed as soon as soon as funds allow. A Recruitment Agency will assist the Company Trust and Advisory Council in finding an appropriate person.

6.4 Appointment of Advisory Council (Governing Body)

Prior to the opening of the new school, the project board will act as a shadow Advisory Council. The Advisory Council proper will be formed in the first few weeks of the new school. The council will be composed of:

Two representatives of the parent company

The Academy Principal

One representative of Local Authority

Four specialist representatives representing Further Education, local business and specific areas of specialism need

Two teaching staff representatives

Two non –teaching staff representatives

Two parent representatives

The size of the Advisory Council may increase as the school grows in number

6.5 The Delineation of Roles

The Trust

The trust will act as an advisory body to both the Advisory Council and the school as a whole but will assume final responsibility and accountability for all matters relating to the school.

The Advisory Council

The Advisory Council will:

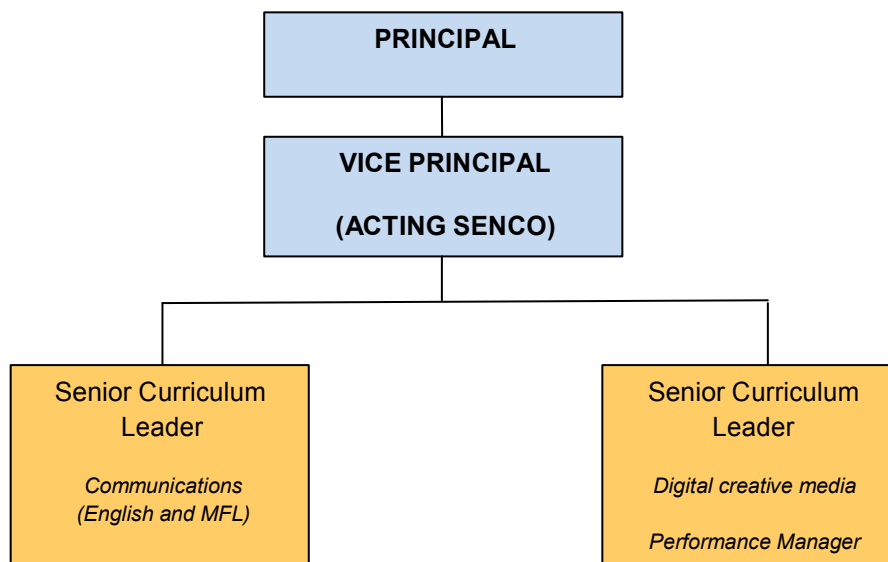
- Consists of representative of the Company Trust, the School, Local business, Commerce and Higher Education and parents
- Assume responsibility for ensuring that the school leadership team aligns the vision and ethos of the school to that which is outlined in the Education Plan
- Act in a position of 'Challenge and Support' to the school leadership team
- Work with the Leadership Team in setting annual targets and reviewing the successful implementation of whole school policies
- Be involved in budget planning and review
- Be involved in major spending decisions
- Review the work of the Principal and set annual progress targets
- Be involved with staff appointments or dismissals
- Be the body to which any disagreements with the school may be referred
- Act as arbiter in any disputes or appeals

The Principal

The Principal will be responsible for leading the leadership team in:

- Establishing the vision and ethos of the school in line with the bid
- Ensuring the smooth functioning and efficiency of the school
- Be responsible for the day-to-day life of the school
- Be responsible for all matters relating to health and safety of all members of the school community
- Ensuring high standards of teaching, learning and behaviour
- Ensuring the cost effectiveness of the school
- Ensuring that the school achieves all of its targets
- Dealing with day-to-day community matters

6.6 The Initial Leadership Structure of the School



There will be four major curriculum areas. These will be:

- Mathematics and Science
- Communications (English and MFL)
- Social Sciences

- Personal and physical development

With only a small number of students one of these posts will be held by the Vice Principal on an acting basis and one by a member of the teaching staff. Over a period of 3 years the school will move to the final leadership structure.

In the first year of the school the 120 students will be based in 4 Houses but taught, in the academic arc, in 5 groups of 20 together with 2 groups of 10 in the nurture section of the arc. All staff will be expected to teach within both the academic and creative arcs. Based on a 30 period week the teaching allocation would be as follows:

- | | |
|----------------------|------------|
| • Principal | 10 periods |
| • Curriculum Leaders | 20 periods |
| • Teachers | 22 periods |

The school will appoint a Principal, Vice Principal, 2 Curriculum Leaders and 5 teachers. This allocation will produce 160 teacher periods. This, together with a Nurture Assistant, will allow the curriculum to be delivered.

The Family Link Worker will also assist with the nurture class(es) and act as both Attendance Officer and Child Protection Officer during the first year of the school

During the course of the first year classes in the creative arm will be delivered by para-professionals who are experts in their field, have clearance for working with young people and are employed on part time fixed term contracts. The classes will be supervised by qualified teachers who will either team teach or spend their preparation time at the back of the classroom.

6.7 The roles within the initial leadership team

During the first year of the new school there will be a flat leadership team. The Principal, Vice Principal and two curriculum leaders will form this team. The team will be responsible for:

- The alignment of the day-to-day life of the school with the vision contained within the proposal
- The smooth day-to-day functioning of the school
- The planning, delivery and monitoring of the curriculum and quality of teaching

As an interim measure, the Vice Principal will assume the role of SENCO until a full time person is appointed.

During this first year the Principal, working with the Vice Principal will be responsible for implementing all monitoring, development and accountability systems.

The two curriculum leaders and two members of the teaching staff will be responsible for designing and implementing schemes of work

The Bursar, working with the Principal and Vice Principal will be responsible and accountable for the smooth running of the Creativity Arc

The Principal and Vice Principal will be responsible and accountable for the smooth running of the Enterprise Arc.

6.8 Initial Staffing Structure

The staffing structure for the first year of the school will be as follows:

Teaching

Principal (*See below for role*)

Vice Principal (Acting SENCO) (*See below for role*)

2Curriculum Leaders (*See below for role*)

5Teachers

(Funding equivalent to one FT teacher has been set aside for possible curriculum infill)

Nurture Assistant (*To work with SENCO in meeting needs of statemented, disadvantaged and vulnerable children*)

Family Worker (*To act initially as attendance officer and work with disadvantaged or vulnerable children*)

Data Manager (*See below for role*)

Principal's P.A. (*See below for role*)

Office Manager (*See below for role*)

Science Technician

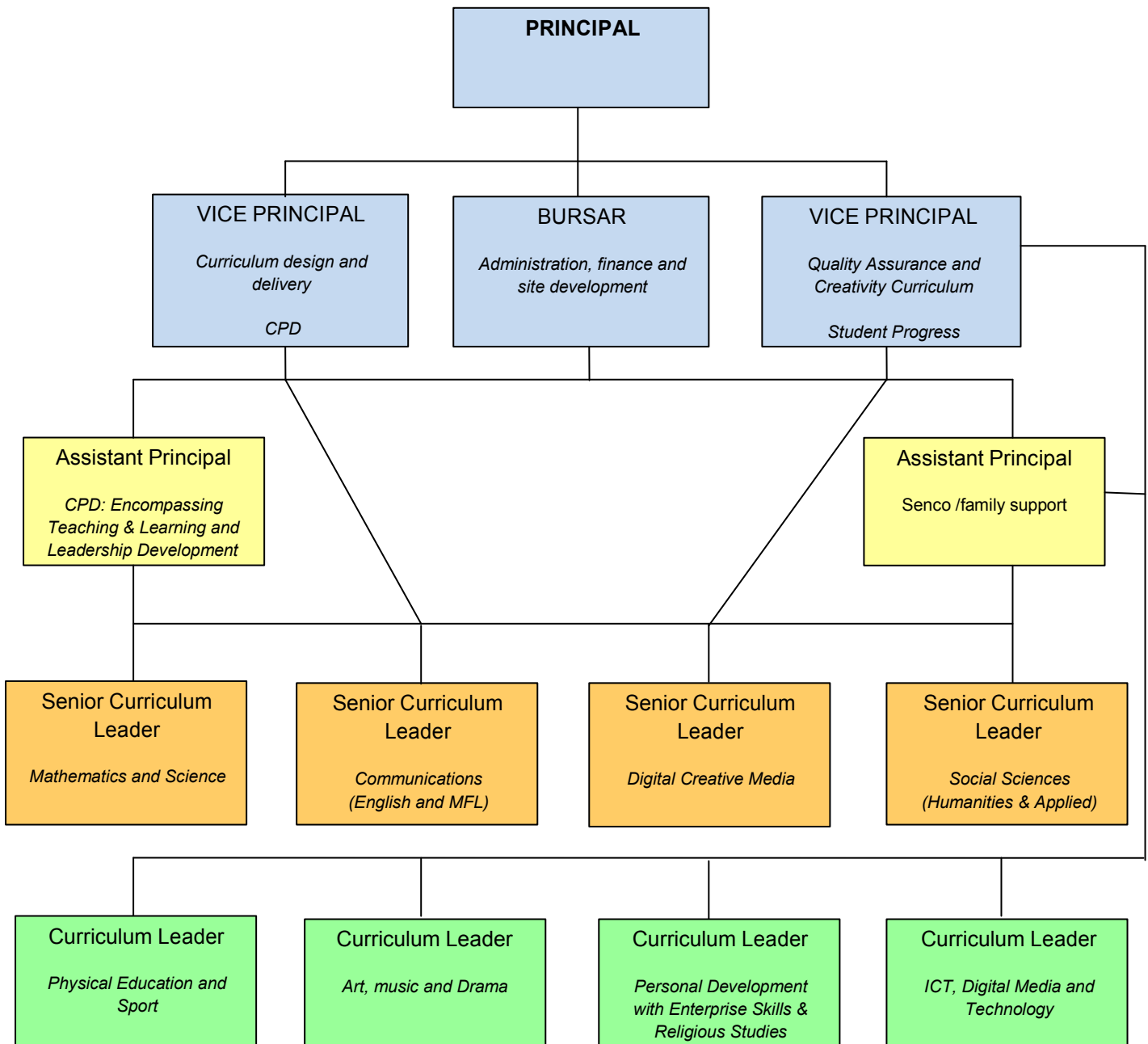
I.T. Technician

Site Manager

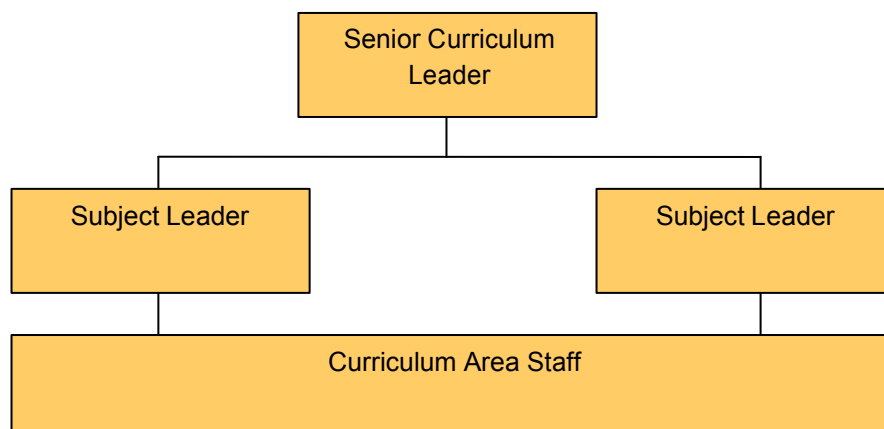
Part Time Site Staff

6.9 The Final Leadership Structure

The schematic diagram indicates the shape of the leadership structure after a period of five years. It is based on the assumption that the school will be fully subscribed and delivering the curriculum outlined in the proposal.



The Curriculum Area Structure



6.10 Final Staffing Structure

The final staffing structure is based on the following assumptions:

- a) The school reaches a full capacity of 840 in 7 years
- b) There is sufficient funding over the seven years to fund this structure

The Final Structure

Principal

2 Vice Principals

2 Assistant Headteachers

4 Curriculum Leaders

(Design, delivery and monitoring effectiveness of curriculum delivery - Maths and Science: Communications; Digital Creative Media and Social Sciences)

4 subject leaders

51 Teachers

5 Support Staff

5 Nurture Assistants

Student Support Structure

1 Family Worker

Student Services Secretary *(To be responsible for student attendance)*

(See Below)

4 House Managers (*To support all students within their House in ensuring that they successfully fulfil their potential*)

Financial Management

Finance Manager

Finance Assistant

Administration Staff

Principal's P.A.

Data manager (*Data tracking systems*)

Office manager

2 Office Assistants

Technical Staff

1 Librarian

2 Science Technicians

1 I.T. Technicians

1 A.V. Technician

Site Staff

1 Site Manager

2 Site Staff

6.11 The roles of the final leadership team

Principal

Developing a full, open and transparent partnership with the Advisory Council

Ensuring the school is constantly aligned with the vision and ethos of the plan

Ensuring high quality teaching and learning

Ensuring effective and accountable management systems

Ensuring high quality accountability systems

Representing the school within the wider community

Ensuring the school meets or exceeds its annual targets

Appointments to staffing structure

Assuming responsibility and accountability of all school matters

Vice Principal A - Curriculum Design and Delivery

Design of curriculum in line with vision and ethos within the proposal

Ensuring the cost effective deployment of teachers and teaching resources

The delivery of the Academic Arc

Monitoring of curriculum effectiveness

CPD Programme

Vice Principal B – Quality Assurance and Creativity

Design and implementation of quality assurance systems

Monitoring the effectiveness of these systems

Design of professional development programme to support performance management

The delivery of the Creativity Arc

All matters relating to the tracking of student progress and the introduction of necessary intervention strategies

Finance Manager

All financial and employment matters

Assistant Head – Teaching and Learning

All matters relating to the development of high quality teaching and learning

The Enterprise Curriculum

Assistant Head – SENCO

All matters related to statemented, vulnerable and disadvantaged students

Family Liaison

Primary Liaison

6.12 Year by year growth

The Principal Designate will be expected to draw up plans for year by year growth. These plans must be guided by:

- The anticipated number of students joining the school at the start of the next year
- The funding available
- The need to maintain a maximum PTR of 15:1
- The need to maintain and adult-child ratio with a maximum of 10:1
- The need to logically move towards the final staffing structure

Projected Growth

	2012/3	2013/4	2014/5	2015/6	2016/7	2017/8	2018/9
Pupil Numbers	120	240	360	480	600	720	840
Teaching Staff	10	19	26	38	44	54	64
Pupil - Teacher Ratio.	12.0	12.6	13.8	12.6	13.6	13.3	13.1
Other Adults	10	17	24	30	32	32	32
Student - Adult Ratio	6	6.6	9	7.2	7.9	8.4	8.8

6.13 Recruiting High Quality Staff

Leadership

Recruit from Future Leaders for senior leadership positions and Teaching Leaders and Teach On for middle leadership positions

Teaching

In selecting high quality teaching staff, the school will seek to recruit:

- Teachers with a minimum degree qualification of 2.1
- Use the Company's Teach First Connections to initially recruit from Teaching Leaders and Teach-On and, as the school grows, Teach First
- Insist on two lesson observations prior to appointment.

Non Teaching

The Principal Designate will be expected to draw up minimum qualification and experience levels for each post on the initial, emerging and final staffing structures.

When considered necessary, professional recruitment agencies will be brought in to add to the school's expertise.

Advisory Council

It is essential that the Advisory Council contains the necessary high level expertise to advise, support and challenge the school in terms of it's performance. It will be insufficient just to recruit a representative from a particular group of stakeholders. The person selected must have distinct expertise that may respond to the school's need.

If the bid is successful we will seek the services of the Navigate Group to identify these essential skills and work with Stakeholder groups in identifying suitable individuals.

Section 7: Premises

7.1 Investigation of site options

'Land Lets' of Warrington offered, on a voluntary basis, to act as a search agent for suitable premises. They proposed two sites:

- [REDACTED]
- A former school nearby part of which is available to lease

7.2 The preferred site

The preferred site for the school would be the [REDACTED].

[REDACTED]

The school presently accommodates Years 10 and 11 and is scheduled to close when the present Y10 students finish.

7.21 The reasons for choosing this site

This is an existing school and would only require limited refurbishing in terms of capital investment. At this stage we are in discussion with the L.A. and are more than willing to enter in to discussions to lease the site. It has accommodation for in excess of 1000 students and, apart from a replacement boiler, would apparently need only need minor cosmetic refurbishing.

7.22 The address of the site

[REDACTED], Woolston, Warrington, [REDACTED]

7.23 The current freeholder

The current freeholder is Warrington L.A.

7.24 The internal construction of the site

The accommodation consists of approximately:

- A multi-purpose dining room with classroom partition which would lend itself to a modern learning plaza design.

- Gym with climbing frames which can double as an exam hall
- Indoor sports hall with cricket partitions.
- Arts theatre with retractable step seating, this doubles as assembly hall and studio.
- Large central main office
- Good sized library
- Staffroom with kitchen
- SEN suit including large class room with break out rooms, conference room and multiple offices.
- Separate sixth form building with its own dining facilities, common room, study room, and 6 classrooms (this building is over 2 floors with a large yard at the rear)
- 4 science labs in the main building (3 recently modernised) 2 prep rooms
- Separate wing housing two fully fitted food technology rooms and 2 additional modern science labs with prep room (this building is over 2 floors).
- 4 MFL classrooms with 3 offices
- 2 music rooms with 3 practice rooms
- 3 large technology rooms with offices and prep rooms
- 3 art rooms with adjoining storage space and offices
- 3 fully fitted ICT suits, core faculties had laptop banks.
- 4 humanities rooms with office space
- 7 English classrooms
- 5 maths rooms
- Numerous additional offices and storage rooms
- CCTV facilities throughout
- The front elevation to the main building is over 2 floors, however, the majority of the site is single floor with flat roof design.

Outdoor grounds:

- Large outdoor Tennis courts, double as fire drill assembly points

- Large grass field
- Grassed quad area with seating
- Large rear car park, front visitors car park

7.25 Moving on to proposed site

Consultations with parents at meetings indicate that they are prepared to accept refurbishment as an on-going process during their child's first year at the school. There are sufficient classrooms and specialised learning areas to keep their children away from the first phase refurbishment programme. It is anticipated that phase 1 can be completed within 12 weeks of the opening of the school.

7.3 Alternative sites

A site has been identified within the [REDACTED] which is some 300m from the preferred site. The property, [REDACTED], is a two story building that has been recently refurbished. It is a two storey building with 14 possible learning spaces and a hard surface outside which could act as a play area.

7.4 Capital Investment

[REDACTED]:

- [REDACTED]
- Subletting, if lease allows, a small proportion of site to a local children's nursery*. Staff at the school will be entitled to subsidised places at the nursery for their own children as a strategy for dealing with child care and longer working hours. If this is not possible then the school will set up its own Childrens Nursery.
- Forming an I.T. company based on the site to repair and advise the local community on home computers.* The school will seek a partnership arrangement with an I.T. Company to enhance the income stream from this project.
- Forming a small printing company to undertake community printing.*
- Developing a high profile within the community to attract sponsorship
- Letting the community hire the school's facilities

*These three companies will become part of the school's vocational options in 2014

Section 8: Initial costs and financial viability

8.1 Maximising the revenue from the preferred site

On-site children's nursery

If the lease allows, the school will seek a formal partnership with a commercial organisation and [REDACTED]. If a formal partnership cannot be found then the Free School will set up its own nursery with the same income projections.

On-site printing company

The school will set up its own printing company with the target of [REDACTED].

Community room hire

The school will rent rooms and halls to the community with a target of [REDACTED].

Voluntary Contributions

The school will seek a [REDACTED]. This money is not expected as a family donation but as part of their overall annual fund raising commitment.

Summer Play Scheme

The school will operate a summer play scheme with a target of [REDACTED].

Evening School and Community Classes

The school will operate a community education programme with a target of [REDACTED]. This is in line with the previous school's performance.

Sponsorship

The school will work actively through local sources of business and commerce as well as contacts from within the company Board to [REDACTED].

8.2 The Financial Plan

The budget summary is contained on the following pages

8.3 The Financial Plan at 90% capacity

The budget summary is contained on the following pages

8.4 The Financial Plan at 90% capacity and with a lower sponsorship projection

The budget summary is contained on the following pages

[REDACTED]

[REDACTED]

[REDACTED]

Professional profile

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

[REDACTED]

Professional profile

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

[REDACTED]

[REDACTED]

[REDACTED]

Professional profile

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

[Redacted]

[Redacted]

[Redacted]

Professional profile

- [Redacted]
- [Redacted]

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

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

Professional profile

[REDACTED]

- [REDACTED]

- [REDACTED] [REDACTED]

- [REDACTED] [REDACTED]

- [REDACTED] [REDACTED]

- [REDACTED] [REDACTED]

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[REDACTED]

