

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

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

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Executive Principal [REDACTED] Comberton Cambridge [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? No
8.	If Yes, please provide more details: N/A
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? Yes
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A [REDACTED] is [REDACTED]. If the bid is successful, [REDACTED] will work alongside senior staff in recruiting staff, finalising the timetable and overseeing the fitting out and equipping of the new building prior to opening.
Details of company limited by guarantee	
11.	Company name: Comberton Academy Trust
12.	Company address: Comberton Village College [REDACTED]

	<p>Comberton Cambridge</p> <p>██████████</p>	
13.	Company registration number: 07491945	
14.	Does the company run any existing schools, including any Free Schools?	Yes
15.	<p>If Yes, please provide details:</p> <p>Comberton Village College Academy</p> <p>██████████</p> <p>Comberton Cambridge</p> <p>██████████</p> <p>The Voyager Academy Academy</p> <p>██████████</p> <p>Peterborough Cambridgeshire</p> <p>██████████</p>	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 6	
17.	Please provide the name of each member below	
	██████████ ██████████ ██████████	
	██████████ ██████████ ██████████	
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Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold


19. Please provide the name of the proposed chair of the governing body, if known: [redacted]

Related organisations

20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <p>Cambridge University Faculty of Education Anglia Ruskin University British Council National College The Schools' Network Youth Sports Trust Teaching School Alliance Wysing Arts Investors in People</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
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21. **Cambridge University Faculty of Education** and **Anglia Ruskin University** will work with the governors and Head teacher to provide outstanding training for new entrants to the profession, and excellent professional development for serving teachers. Comberton Village College, the sister Academy, already has a very strong track record in this regard through its work as a member of the **Teaching Schools Alliance**. These well established relationships will have an immediate

	<p>impact on the quality of teaching and learning in the new Free School.</p> <p>The new school will have a strong relationship with the National College for School Leadership giving access to a wide range of support and professional development. We will bring on the next generation of school leaders, and will take full advantage of national leadership programmes such as the Specialist Leaders of Education scheme (Comberton already heavily involved in this) to ensure outstanding leadership in the new school. Administration and Finance staff will be encouraged to take advantage of the professional development opportunities offered by NCSL such as the Certificate of School Business Management.</p> <p>Working closely with the Schools Network (SSAT – Charity 296729) and the British Council (Charity – 209131) will enable the school to be part of a network of innovative, high-performing schools and academies, in this country and abroad, and to develop partnerships with business and the wider community.</p> <p>The new school will work closely with the Youth Sport Trust (Charity – 1086915) (relationship firmly established through Comberton, the sister academy) to ensure a high level of competitive school sport, and that students are offered a wide range of opportunities in leadership, coaching and volunteering in order to promote health and fitness, and to raise their confidence and self-esteem.</p> <p>Wysing Arts (Charity – 1039555) (██████████) is a research and development centre for the visual arts, set in 11 acres of farmland with 11 buildings, including studios and a media centre. The centre is very close to the new school and Wysing Arts staff are advising us on the establishment of a sculpture park at the new school. Once the school is opened, the relationship with Wysing Arts (already strong with Comberton) will mean that professional artists will be able to work in the school, and students will have the opportunity to visit the artists in their studios for educational visits, or on work experience.</p> <p>Investors in People Comberton Village College has this accreditation, and the new school will begin the process of application.</p>		
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.). N/A		
Existing providers			
23.	<table border="1"> <tr> <td data-bbox="312 1939 1066 2007">Is your organisation an existing independent school wishing to become a Free School?</td> <td data-bbox="1066 1939 1370 2007">No</td> </tr> </table>	Is your organisation an existing independent school wishing to become a Free School?	No
Is your organisation an existing independent school wishing to become a Free School?	No		

24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	Yes
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136463
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:</p> <p>Comberton Village College</p> <p>Age Range: 11 – 19</p> <p>Number on roll: 11-16 – 1460 Year 12 – 173 (Sixth Form opened in September 2012)</p> <p>Capacity: 11-16 – 1500 This will reduce to 1200 when the new school opens) Sixth Form – 350</p> <p>The Voyager Academy, Peterborough</p> <p>Age Range 11 – 19</p> <p>Number on Roll 11 – 16 – 1235 Sixth Form – 231</p> <p>Capacity - 1650</p>	
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>9th October 2007</p> <p></p>	

29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: [REDACTED]
30.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Company registration number: 07491945 Comberton Academy Trust

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



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

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

Signed:

Position: Chair

Print name: [REDACTED]

Date: 22nd February 2012

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

Section B: Outline of the school

1.	Proposed school name:	Cambourne Village College
2.	Proposed academic year of opening:	2013/2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A

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

Section C: Education vision

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

The Comberton Academy Trust is seeking to establish a Free School at the new settlement of Cambourne, 5 miles from the city of Cambridge. A new school is needed in this area because of the rapid growth in population in Cambourne. When the settlement was first planned, a secondary school was not considered necessary, and it was intended that secondary age students would attend Comberton Village College, 7.8 miles away. Because of the unexpectedly high growth in population at Cambourne, and a decision to build more houses, it has become clear that attending Comberton will not be sustainable after 2013, and that a new secondary school at Cambourne is the only solution. See **Appendix 1** – Local Authority demography figures).

If a new school did not open in Cambourne, then Comberton Village College would have to increase its Pupil Admission Number from 300 to 360 in 2013, and increase numbers still further after that. Having opened a new Sixth Form in 2012, the Comberton site would not be able to cope with such increases in student numbers, and there would be serious objections to the consequent increase in traffic in what is a small rural village. The only other solution would be for Cambourne students to be 'bussed' into Cambridge, where there is already great pressure on places in the city's secondary schools.

The solution that is proposed is for a new school, Cambourne Village College, to be opened in September 2013 as an academy within the Comberton Academy Trust. The age range will be 11-16; after that, students will have the opportunity to attend the Comberton Sixth Form, or to attend one of the other schools and colleges in the 'Cambridge Collegiate Board' system.

Cambourne students who already attend Comberton Village College will continue to do so, including the September 2012 intake. After that, Cambourne students will be expected to attend Cambourne Village College. The Pupil Admission Number will be 150: this number has been agreed because demography figures show approximately 60 new Cambourne students seeking places in 2013; Comberton Village College already takes in approximately 60 Cambourne students at present, but will reduce its PAN in 2013 by 60 so that Cambourne students can attend their local school which will make the new school sustainable. The 120 places thus provided will cover 'Basic Need', but an additional 30 places are also planned, in order to extend parental choice, and to allow a small number of parents from further afield to choose the school if they believe that it meets the needs of their children more effectively than other local alternatives. It is this additional element that has led us to make a Free School application, because the new school is intended to provide more than the 'Basic Need' places which the Local Authority is happy to provide.

(See Appendix 2)

Cambourne parents have been very happy with the education provided at Comberton Village College: in a survey in January 2012, 98% of respondents agreed with the statement: "It is good news that the Cambourne secondary school will be set up with a philosophy and a curriculum based on Comberton Village College."

Parents are aware that Comberton (the sister academy) is consistently among the highest performing non fee paying secondary schools in the county (see **Appendix 3** – DfE Performance Tables)

Therefore, with the full support of the Local Authority, Cambridgeshire County Council, it is intended that the new school should be established as an Academy within the Comberton Academy Trust, as a sister Academy to Comberton Village College. The vision and ethos of the new school will mirror those of Comberton Village College, which has been rated ‘outstanding’ in its last two OFSTED inspections. Key principles under-pinning the school vision will be: promoting the very highest academic standards; an inclusive approach providing the very best education for all students; a strong community role for the school in line with the concept of the ‘village college’; an outward-facing approach with school, and students, engaging with others for mutual benefit, and a strong international dimension to the school’s work. This vision has informed the education plan.

In terms of its philosophy, or ‘mission’ the new school will mirror that of its sister academy, Comberton Village College:

The new school will provide a programme that will:

Deliver all aspects of the National Curriculum.

Provide a **broad** and **balanced** curriculum for all students.

Promote a **relevant** curriculum for individual student needs. At Key Stage 4 students will be able to choose part of their curriculum from a range of subjects which are not compulsory. This will allow students the opportunity to follow a curriculum relevant to their interests and future plans.

Be **flexible**, **interesting** and **contemporary**.

Give opportunities for each student to achieve his or her full potential.

Develop the students as **confident** and **capable** members of society and as **caring** members of the community

The links with Comberton will be much more than philosophical: all of the teaching staff will be recruited to the Comberton Academy Trust and, in year one, the majority of them will teach in both schools, which will be very cost effective compared to new schools that are established without a partner. Only the Head, Deputy, SENCo and Head of Year 7 will be permanently on site during the first year, as well as members of the support staff: TAs, admin staff, site team, caterers and midday-supervisors. Curriculum plans and schemes of work will largely be imported from Comberton, as will school policies such as those relating to curriculum, behaviour and assessment. (**Appendices 4, 5 and 6**) Middle leadership will be strongly linked to Comberton Village College, so, for example, the Head of English at the new school will also be a member of the English department at the sister academy and will be able to look to the Head of English at Comberton for advice and support.

Paradoxically, the most distinctive feature of the new school will be the fact

that it will be run as a sister academy to Comberton Village College and will mirror its partner school in terms of ethos, curriculum, timetable, school day, term-dates, policies, uniform and so on. This is very much in accordance with the wishes of local parents, many of whom claim to have moved to Cambourne in order that their children could experience a Comberton education and be part of a village college which operates at the heart of its community. Clearly this has informed the education plan where all staffing arrangements have been designed to mirror those of Comberton and to dovetail with them e.g. for timetabling purposes.

Comberton has been a specialist school in sport and in modern foreign languages and, as a result, opportunities for students are very strong in these areas. For example, Comberton operates well established exchange visits to France and Germany, and an annual student visit to South Africa. This will influence the Cambourne curriculum and philosophy, and, in the early years it will be possible for students from both schools to team up on such visits. This is why the international element is emphasised in Section D. Internationalism is important for schools so close to Cambridge where the university and 'Silicon Fen', with its profusion of innovative science parks, attract the brightest young minds from all over the world.

Aspirations for students and the school will be high, with all student outcomes in the upper quartile compared with schools nationally.

Target area	%	Timescale
Attendance	95%	Ongoing
Students achieving 5+ A*-C including English and Maths	90%	Summer 2018
Students achieving E-Baccalaureate	60%	Summer 2018
Students achieving 3 levels of progress in English and Maths	90%	Summer 2016

In performance management, teacher targets will be set at FFT (D) or above, and at other upper quartile measures, to ensure that staff have high expectations of all students in their classes.

Whilst recognising that numerical targets are extremely important in setting the levels of aspiration, and measuring outcomes, we are conscious that schools are about so much more than that. We have spoken (above) about our students becoming confident, capable and caring.

Although Cambourne will have the full range of socio-economic groups represented in all types of housing stock, including social priority housing, we believe that we will be able to achieve these aspirational targets because we will have the strong support of an outstanding school close by, with an outstanding teaching staff, including 18 accredited Advanced Skills Teachers, available to work at the new school. We will embark on the new life of the school with a curriculum, schemes of work, assessment policy and teaching

and learning philosophy which are tried and tested and have already produced outstanding results at Comberton.

In summer 2011, 76.5% of year 11 students at Comberton Village College achieved 5 higher GCSE passes including English and Mathematics, and 45% achieved the E-Baccalaureate. All student outcomes were in the upper quartile compared with schools nationally. The same approach to teaching and learning that led to those results will be employed in the new school, and we are committed to providing a similar quality of experience to students, leading to excellent outcomes.

Comberton Village College has a very strong record of providing high quality experience and outcomes for students of all levels of ability, from a very diverse range of backgrounds: the new school will pride itself on providing an outstanding education to the full range of students.

Comberton has a very strong track record in the professional development of staff, and was one of the first 100 teaching schools in the country.

Section D: Education plan – part 1

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

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

	Current number of students (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		150	150	150	150	150		
Year 8			150	150	150	150		
Year 9				150	150	150		
Year 10					150	150		
Year 11						150		
Year 12								
Year 13								
Totals		150	300	450	600	750		

Section D: Education plan – part 2

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

The curriculum at the new school, Cambourne Village College, will mirror the curriculum of its sister academy, Comberton Village College. At the last full inspection, OFSTED praised the Comberton curriculum:

“The curriculum is broad and balanced, and provides a good range of opportunities for students. The Key Stage 4 curriculum provides suitable options for students of all abilities, including work-related learning and vocational courses. An outstanding range of events, trips and extra-curricular activities, including an impressive number of sporting, musical and drama clubs, complements the curriculum and broadens students' experiences.”

Key Stage 3:

All students in years 7 to 9 will study the core subjects, which consist of English (language and literature), Maths and Science. Students will also have lessons in the non-core foundation subjects, which include Citizenship; Design and Technology; Expressive Arts (Art and Music); Geography; History; Computer Science and Modern Foreign Languages and Physical Education. All students will also follow courses in Drama to complement the Expressive Arts courses and the English curriculum. Religious Education will be delivered to all students in every year, and PSHE, sex education and careers education will be delivered through Personal Development days. A small number of students in year 9 will be withdrawn from MFL lessons, in order to support their core studies, particularly in Maths and English. Overall, this will support our strong emphasis on success in the English Baccalaureate as outlined above (Section C).

Key Stage 4:

All students in Key Stage 4 will have the opportunity to study GCSE examinations (and other qualifications at an equivalent level) in a range of subjects. Students will have the opportunity to study additional GCSEs through extra-curricular provision. The most able mathematicians may also be entered for further qualifications including GCSE Statistics or FSMUs. Every student will have access to a curriculum that is broad, balanced and which leads to a wide variety of choice for Post-16 Education.

All students must study English, Mathematics, Combined Science, Physical Education, and Information and Communication Technology. Religious Education, Citizenship, Careers education, Sex education, Work Related Learning and PSHE are all delivered through a mixture of cross-curricular links and collapsed timetable conference days. All students will then have a

number of choices to make from a wide range of GCSE subjects such as : Art, Catering, Dance, Drama, Electronics, French, Geography, German, Graphics, History, Music, Philosophy and Ethics, PE, RE, Resistant Materials, Spanish, Triple Science and a range of vocational courses such as: Art and Design, Beauty Therapy, Business Studies, Media and Sport. Some will be offered as single (First Extended Certificate) courses and others as double (First Diploma) courses. In ICT, students will be prepared for the Certificate in Digital Applications. Appropriate guidance will ensure that the significant majority will take the English baccalaureate.

After School: students will be able to opt for one additional after school option subject, such as accelerated Spanish, or 'AS' Level Economics. These courses may be offered as joint provision with the sister Academy.

The curriculum at the new school will promote the spiritual, moral, cultural, mental and physical development of students. These elements will be built into programmes of study across the curriculum, and additional learning opportunities will be provided through a programme of collapsed curriculum days, often with visiting speakers.

Students will be prepared for the opportunities, responsibilities and experiences of later life with very strong programmes of study relating to work related learning and careers; voting and government; drugs and alcohol; sex and relationships education; rights and responsibilities under the law and protecting our environment.

The school will have a very strong international focus, mirroring that of its sister academy, with student exchanges, teacher visits from other cultures; Comenius projects with other European countries and e-mail pen-pal relationships with students in other parts of the world. Students will all study Spanish in Year 7, and will be able to study French or German in Years 8 and 9 as a second Modern Foreign Language. At the end of Year 9, they will opt to study one or two foreign languages; because of the strong guidance we will give, we anticipate that very few indeed will not choose a foreign language. This will help us in our aim that a high proportion of students should gain the E-Bacc. qualification, and it fits the aspirations of our local community and the needs of the local economy: as well as the large number of science and innovation parks, with many small companies trading internationally, Cambridge and the surrounding area has more language crammer colleges than any other part of the UK. The city (and its shops) receives millions of foreign tourists each year, and advertisements for employment often stress the advantage of speaking a foreign language.

Because the curriculum is broad, with a range of different qualifications available (e.g. Diploma as well as GCSE) there will be something for all students to be enthusiastic about.

Because the teachers at the new school will, at the beginning, be able to work part of their week at Comberton Village College (11-19) and part of the week at Cambourne, it has meant that we will be able to timetable highly qualified, specialist teachers to teach Year 7 at the new school. This would

not be possible without the sister academy relationship: if the new school stood alone, most teachers would be teaching their 2nd or 3rd subjects to make the budget sustainable.

The broad curriculum and the specialist teaching will improve the quality of the learning experience for students and will generate the high student outcomes which we have set for the school e.g. 90% 5 A*-C including English and Maths (See Section C)

(Appendix 7: Specimen Yr. 7 Timetable Models)

The **school year** for students will consist of 190 student days and 195 teacher days with 3 terms each divided by a half-term break. Term dates will be organised to synchronise with Comberton Village College, the sister academy, and with the 4 local partner primary schools. This will enable students to take part in joint school visits and after school clubs, and will be more convenient for parents. The 5 Training Days will all be mutual between Comberton and Cambourne Academies to ensure the most powerful professional development for the staff at both schools, a crucial contributory factor to ensuring high educational standards.

The **school timetable** will have 6 lessons per day, each of 50 minutes in length. The day will begin at 8.30am, and will end at 2.50pm when after-school activities will begin.

8.30	Registration
8.40	Period 1
9.30	Period 2
10.20	Break
10.40	Period 3
11.30	Period 4
12.20	Lunch / Assembly
1.10	Period 5
2.00	Period 6
2.50	End of School Day
3.00	After School Activities

Extra-Curricular

The school will be committed to offering a wide range of extra-curricular activities. Extra-curricular activities will be offered within P.E., Science, Drama, Music, Art, I.C.T, Technology, Languages and Humanities, together with the opportunity to participate in the Duke of Edinburgh Award scheme at the appropriate age. Pupils will be encouraged to participate in a wide range of extra-curricular activities. All of these activities will be optional.

The school will open before registration so that students are able to enjoy breakfast; early opening will be helpful to parents who go out to work, and need to leave early in the morning. This may be particularly helpful to single parents. Similarly, there will be an after-school club providing a safe place for students until 5.00pm.

The school will be organized (horizontally) in year groups. When the school opens, with 150 Year 7 students, a full-time Head of Year 7 will be appointed to take responsibility for the care and guidance of the year group, and for monitoring their progress. This links with and supports our educational vision, particularly our aim to: “develop the students as **confident** and **capable** members of society and as **caring** members of the community.” The Head of Year will be a full-time member of staff from the beginning; although there is an additional cost to this decision, it is worthwhile because of the continuity it will provide for students and parents, with consequent benefits for student behaviour and pastoral care. Each year, an additional Head of Year will be added to the staff complement and he/she will be a full-time member of staff.

The most recent OFSTED report on Comberton Village College, the sister Academy, found care, guidance and support to be outstanding.

In the first instance, the Tutor Group would be the basic teaching group for subjects. However, even from the outset, this would not be entirely the case as setting would be introduced for reasons of strong academic progress for pupils of all abilities and for permitting proper organisation of practical subjects. Thus teaching would move to setting arrangements early in pupils' careers, often from the very outset in the following subjects:

English;

Maths;

Science;

Modern Foreign Languages;

Physical Education and

Technology.

By the time pupils move into KS4, the Tutor Group will no longer be the basis for teaching arrangements as all core subjects will be set and all other subjects chosen for GCSE (or equivalent) will be organised around the choices of individual pupils.

Year groups of 150 students will be organised into 6 Tutor groups giving an average class size of 25. Having an even number of groups will allow for half-year blocking e.g. 3 English groups being taught at the same time as 3 Maths groups, and this will allow departments to 'set' by ability which will improve student outcomes. 25 is a good number for teaching as it will allow students to receive more individual attention. Design Technology classes will be smaller for safety reasons; the year group will be divided into 8 groups, average size 18/19. We will be able to sustain these group sizes as the school grows. In Key Stage 4, group sizes in the option subjects will depend on the number of students choosing.

There will be strong and effective provision for all pupils with special educational needs. The policy adopted in this area will be the same policy as currently exists at Comberton Village College. This has been seen to oversee practice that enables pupils with a wide range of special educational needs to make excellent progress through their secondary

school years. The processes will be overseen by a Special Educational Needs Co-ordinator at the new Academy at Cambourne. This member of staff will work in close partnership with the SENCO at Comberton Village College in order to ensure excellent practice from the outset. The new school will have full regard to the Special Needs Code of Practice. The SENCo will have no teaching commitment, and will be able to observe students in lessons and give all of his/her time to meeting the needs of SEN students and their families. The SENCo will also take responsibility for co-ordinating provision for looked after children and EAL children.

'The Centre' will be the area where the SENCo and TAs are based. It has been designed to include a shower with disabled hoist to meet the needs of students (for example) with incontinence. TAs will be deployed to support students in class, and through small group sessions in 'The Centre' for example for intensive teaching of reading. As the school develops, TAs will be allocated to individual departments and will become specialists in the curriculum and teaching approach of that department. Additional TAs who are funded through LA statemented hours will generally work closely with individual students in part or all of their curriculum. Some statemented students will have behavioural or social issues, and may be supported through attendance at the Centre during key periods such as break or lunch, and there will be social skills programmes and sensory circuits to help them to get on better with staff and other students.

Teaching will be differentiated to ensure that all students receive an appropriate curriculum. Setting will ensure that students are in an appropriate class, and teachers will differentiate learning materials and their teaching methods appropriately.

There is an Aspergers' Centre based at Comberton Village College. This allows a number of children to access mainstream education that would not otherwise be the case. The intention is that this Centre would be available for any Cambourne pupils who might be diagnosed with ASD to the point where mainstream education would not be the usual expectation. The Aspergers' Centre has been very successful in supporting 12 students, of whom a number come from out of catchment, through a full curriculum offer.

The new building , as designed, is fully DDA compliant and all rooms are accessible to all students. In practical rooms, there will be one work-station e.g. Science bench that is 'wheelchair-friendly'. Disabled students will experience the full curriculum including PE, with an individual programme of study where necessary.

The commitment to ensuring that all pupils of all abilities make excellent progress and achieve very highly implies strong provision for all Gifted and Talented pupils. A clear policy in this area will be adopted from the outset of the new Free School and will be the same as the policy in place at Comberton Village College. This is included as **Appendix 8**. A member of staff at the new Free School will be nominated as the Gifted and Talented

Co-ordinator and Lead Teacher. This person will report to the experienced Gifted and Talented Co-ordinator and Lead Teacher at Comberton Village College who will ensure excellent practice in this area from the outset. Comberton Village College is acknowledged nationally to have excellent practice in this area with exceptionally high higher-level attainment in a comprehensive environment. This will be a hallmark also of the new Cambourne Academy from the very beginning.

Some students will be provided with ICT devices to enhance learning e.g. Netbooks for students who have difficulty in processing information, and are happier word-processing than writing notes.

The new school will have excellent working relationships, from the first day, with members of other agencies and partners because these relationships already exist at the sister school. Such agencies and partners will include: partner primary schools; Cambourne (multi-faith) church; Cambourne Parish Council; ESLAC (looked after children); social services; Police; Youth Offending Team; health team, including school doctor and school nurse etc. Working closely with such groups will be essential so that we can fully support the progress and development of all students.

The school will also work closely with the LA agency for EAL students to provide specialist TA support, translation services etc.

As outline above, the new school will have ambitious targets from the start. Because of the relationship with the sister academy, expectations are high, and governors will expect the head teacher and staff to have high aspirations for students from day one:

Target area	%	Timescale
Attendance	95%	Ongoing
Students achieving 5+ A*-C including English and Maths	90%	Summer 2018
Students achieving E-Baccalaureate	60%	Summer 2018
Students achieving 3 levels of progress in English and Maths	90%	Summer 2016

Our strategy to achieve the attendance target will be led by the Deputy Head. Students and parents will be made clear about our expectation. Term-time holidays will be regarded as unauthorised absence; first-day calling will be used to check that any absences are legitimate; automatic letters will be 'triggered' if a student's attendance falls below 90%; year group attendance displays will engender competition between tutor groups, and all school reports to parents will include an attendance figure. Students with 100% attendance will be recognized and rewarded each term and at the end of the academic year.

Our strategies for achieving the ambitious learning targets have been described above, but include: experienced, specialist teachers using tried and tested schemes of work; a broad and balanced curriculum with appropriate courses and examinations for the full range of students; outstanding departmental leadership supported by the sister academy; outstanding guidance and care providing students and their families with the support required for high quality learning to take place. Teaching and learning will be very closely monitored by the Head teacher and the senior team who will be held to account by the governors and the Board of the Academy Trust. The accountability model has proved very successful at Comberton and will be applied with equal rigour at Cambourne.

A student tracking scheme will be introduced which will monitor student progress in each subject at 6 points in the year. Individual success measures will be established for individual students relating to levels of progress, FFT (D) and other upper quartile measures. Reports to parents will make clear the expected level of achievement for a student and his/her progress toward or beyond that target. Intervention will take place to support students who are under-achieving; this will be co-ordinated by the Head of Year and will include mentoring and one-to-one teaching. Parents will be able to access assessments online through online reporting.

The overall performance of classes, subjects and year groups will be monitored by the Senior Leadership team and reported to governors on a termly basis. These statistics will be used in establishing and monitoring the Head's performance.

Performance targets will be set for each teacher in October; they will be 'half-year monitored' in April, and evaluated the following October with a link to performance related pay. One target for every teacher will relate to pupil performance and must at least match up to FFT (D), and other upper quartile measures, at Key Stage 4. Other targets will relate to whole school priorities which will be set each year by the governors and Senior Leadership Group in the school development plan. Teachers who are also middle leaders e.g. Head of Year, will have one target that refers to their leadership role.

The admissions policy will mirror the local, inclusive admissions policy of Comberton Village College. This policy fully conforms with the admissions code of practice and is accepted as entirely appropriate by the local admissions forum. The clear commitment to children with special educational needs is clarified by the initial statement under the criteria that states: 'Children who have a statement of special educational needs that names the school will be admitted'. **(Appendix 9 – Admissions)**

In the second category of the admissions criteria, the 'catchment area' will be Cambourne, as defined by the catchment areas of the partner primary schools. The three primary schools (and later, 4 primary schools) in Cambourne will be deemed to be the partner primary schools for the new Free School, although pupils from other primary schools might attend if

numbers are not entirely taken up by Cambourne children. The expectation is that places would be significantly if not entirely taken up by Cambourne children.

We have been liaising closely with the Local Authority admissions team and necessary consultations have been undertaken so that the new school can enter into the admissions round which will lead to students being admitted in September 2013.

The new school will have outstanding management of student behaviour based on principles of honesty and fairness. Starting a new school with 150 students will give us the opportunity to work closely with students and their parents so that everyone understands the ethos, and behaviour is exemplary, meaning that all students have the opportunity to learn and thrive.

Policies will be based on those that work so successfully at the sister academy e.g. the project known as P.E.O.P.L.E. (**Appendix 10**). There will be strong emphasis on students taking responsibility with projects such as sports leadership; student voice will be a strength, with students involved in all teaching staff appointments from the outset. A range of sanctions such as detention will be used, and parents will be fully informed as they will be able to access the students' behaviour record online. In the new school's infancy, there will not be any form of isolation room: departments and senior staff will support teachers by allowing for short-term withdrawal from lessons; an isolation room will be something we consider from September 2015 as a way of minimising Fixed Term Exclusion and keeping the children safe at school and reducing petty crime in the local area which can occur during periods of exclusion.

A strong, fair, clearly understood approach to behaviour management will improve the student outcomes of all students because it will create a positive climate for learning which then attracts more students to the school and raises the morale of staff leading to strong fields of applicants for additional posts.

The sister academy, Comberton Village College, is a community college, set up in accordance with the vision of Henry Morris, Director of Education for Cambridgeshire in the 1930s. His template for community education has been used all over the world, and we are passionately committed to it. Members of the Henry Morris Trust have given their unanimous support to the new school being given the prestigious title of 'Village College' which recognizes the school's place at the heart of its community. Discussions have taken place at Parish, District and County Council level, and all have been keen to emphasise the vital role that the new school will play in bringing heart and soul to the new community of Cambourne, with community classes, dual use sports facilities, a community cinema, space for groups like the WI and the choir to meet, etc. Comberton's Community Education manager has been involved in these early discussions and the architects have amended the plans, on her advice, to include an evening

reception area and a daytime community classroom with facilities for making refreshments.

We have been in discussion with Head teachers of the partner primary schools, and a series of meetings with primary governors, primary parents and primary pupils is planned for Spring and Summer 2012.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Leave **column C** blank.

In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	24		16%	150	45		30%
Year 8					150			
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Figures in the demand column are low, but the level of **response** to the survey (turnout) among parents/carers of students in Years 4 and 5 was only **27%**. Among those responding, comments were very favourable, with 99% expressing their approval for the fact that Comberton Village College would be supporting the establishment of the new school. Through further surveys and public meetings, we will be able develop a more realistic picture, but we are confident that the school will be full in Year 7 and in subsequent year groups. We are clear that negative responses would have been included in this return.

Section E: Evidence of demand and marketing – part 2

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

EVIDENCE OF DEMAND AND MARKETING

Evidence of Parental Demand

There are 3 key indicators of strong parental demand for a Free School to be established by the Comberton Academy Trust as an 11-16 Academy at Cambourne:

- On-going over-subscription for places at Comberton Village College
- Demographic projections that clearly indicate a shortage of secondary places in the local area
- A questionnaire that has been conducted in the community of Cambourne

Comberton Village College has an on-going record of over-subscription for the places available. This is true even now with the Published Admissions Number having been increased at Comberton to 300. For example, there were clearly well over 300 first-choice applications for Year 7 places for September 2011. In addition to this, there are significant numbers from outside of the named catchment area of the school that registered Comberton Village College as their first choice that were not awarded a place due to the Published Admission Number being met from other applicants.

This consistent over-subscription implies that there is currently demand for pupils to be educated at Comberton Village College that cannot be met. The opening of a new Free School at Cambourne run together with Comberton Village College will allow more parents and children in the local area to gain their first choice of school. There is demand already there for the extra capacity that will be provided through the proposed Free School.

Demographic projections for the local area make clear the significant shortage of places for secondary-aged pupils that is emerging in this area in the near future. The fundamental reason for this is the on-going development of residential property at the new development of Cambourne. At the moment, secondary-aged pupils from Cambourne feed into Comberton Village College. However, this model cannot be sustained into

the future. The site at Comberton is now at its limit with an admission number of 300 and thus an 11-16 population of 1500. There is now also a Sixth Form open on this site. The issue can be seen in the latest set of demographic projections and the implications for secondary school places in the local area (Appendix 1 and Appendix 2). This document (produced by Cambridgeshire Local Authority) explains the size of the secondary catchment expected at Cambourne in coming years and the number of secondary pupils in the rest of Comberton Village College's catchment area. From September 2013, there is a significant shortage of secondary school places in the local area (over 50 Year 7 children will not be able to receive a place). This problem then worsens from that date. This is why it is so crucial that the new Cambourne Free School opens in September 2013 for its first intake of Year 7 pupils. This is the only way to ensure that there are places available for secondary-aged children to attend a local school that they and their parents would wish to attend.

A survey has been conducted among parents/carers of students in Years 4 and 5 at the 4 primary schools from which students will transfer to the new Free School (**Appendix 11**). 93% of parents, who responded, supported the establishment of the new school in Cambourne; 98% supported the plan that Comberton Village College should be responsible for the new school, and 66% of those returning the survey, expressed their intention to choose the new school as the first choice of secondary school for their child. Those who did not indicate that they would choose the new school as their first preference often left the question blank, or stated that they would like to receive more information; others stated that they would choose the sister academy, because a sibling is educated there, and they are very satisfied. However, these parents may not yet be aware that the sister academy will reduce in size when the new school opens, and this option may not be available to them. We are confident that desire for places at the new school will be very strong once public information meetings have taken place, and parents are entirely clear about the depth of the relationship with Comberton, a school which they all trust and respect.

It is reasonable to suggest that the outcome that effectively provides the result desired by most respondents is to establish a new Free School in Cambourne as a new Academy of the Comberton Academy Trust to be run in close association with the Academy of Comberton Village College.

These three indicators combined thus provide an overwhelming case for the strong parental demand for a new secondary Free School proposed here. Given these indicators, Cambridgeshire Local authority has already engaged with the Comberton Academy Trust to start to pursue the possibility of setting up a new secondary school in Cambourne. The Trust has engaged positively with these discussions. This has enabled planning to move forward such that it is possible for a new school to be built and opened ready for September 2013. The Local Authority is well aware of this Free School proposal by the Comberton Academy Trust and is supportive of it. In the event of it being successful, there is a recognition that there would need to be discussion between the DfE and Cambridgeshire Local

Authority to determine the amount of additional capital funding that is needed to complete the project, which will provide more places than are required to satisfy Basic need.

Consultation and Equality of Opportunity

Meetings have taken place with the Head-teachers of potential partner primary schools, and parents/carers have taken part in two survey questionnaires, one in November 2010, and one in January 2012. A meeting with primary school Governors is planned for 27th February 2012, and a public meeting for parents soon after that. Information and discussion sessions for Year 4 and 5 students will take place in primary schools in the summer term.

A series of meetings has been held involving the Principal and senior staff of Comberton Village College, and senior officers of the Local Authority and the YPLA. Members and Officers of the LA are fully behind the project and £21.6 million has been agreed by the Cambridgeshire County Council as their contribution to the capital building programme for the new school at Cambourne.

If the Free School proposal for Cambourne is approved, further consultation will be conducted. The Comberton Academy Trust will conduct the necessary consultation with the local community and all relevant stakeholders. This will be through web-based information and feedback, plus written correspondence and public meetings. Proper feedback will be provided for all respondents. The Comberton Academy Trust is experienced in running consultations for Academies. Recent consultations have been conducted preceding Comberton Village College's conversion to Academy status on 1 February 2011 and for the sponsorship of the Voyager Academy in Peterborough by the Academy Trust

The proposed school is fully inclusive, clearly indicated in its admissions policy. It will be strongly committed to equal opportunities, adopting the approved equal opportunities policy of Comberton Village College.

Section F: Capacity and capability

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

Cambourne Village College, the new school, is being set up as a sister academy to Comberton Village College and therefore the necessary skills and experience to set up the new school are available. Comberton Village College (Comberton Academy Trust) has been named on the DfE's list of approved sponsors.

The Senior Leadership Team of Comberton Village College including Principal, Deputies, Assistant Heads and Business Manager have all contributed to the planning process, and will continue to do so as the project develops. The establishment of a new school at Cambourne has been under discussion for at least 5 years, with regular liaison between Comberton and the Local Authority. **(Appendix 16)**

A governors' planning committee dedicated to the discussion of the new school at Cambourne has been meeting regularly for two years.

In order to provide additional capacity, an educational consultant has been appointed to the Comberton staff on a 20% contract for the academic years 2011/12 and 2012/13. [REDACTED]

In terms of the financial management of the new school, the Comberton Business manager will take overall leadership for this element. A Financial Secretary will be appointed for Cambourne Village College, and a part-time Business manager will be appointed as the budget permits. [REDACTED] who will be a [REDACTED]

Jeavon's Wood was opened by the Comberton Education Trust, a predecessor of the Comberton Academy Trust, through the previous competition process. It has been graded as good with many outstanding features in its first OFSTED inspection. Comberton guided the new school through the design of its buildings, the appointment of a Head and the setting of its budget.

There is strong, relevant experience among the group, including Members and Directors:

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

We have been working with senior officers of the Local Authority, Ian

Trafford and Hazel Belchamber who have many years' experience in statutory notices, school admissions etc. [REDACTED] [REDACTED] of YPLA has joined us in many meetings to discuss funding streams. We meet on a monthly basis, and members work on the project as required between meetings.

A Senior Project Manager from [REDACTED] has been appointed by the local authority, in agreement with the Comberton Academy Trust, to ensure that the building is completed on time to a high standard. The successful completion of the Cambourne Village College buildings is his full time role.

Regarding the specification for ICT, we have a very strong team of managers and technicians in place at Comberton who have contributed their expertise; [REDACTED] [REDACTED] (see above) runs a major company and is strong in this area.

[REDACTED] [REDACTED], Comberton Governor, is a qualified accountant and advises on any complex financial/legal matters. CEFM (Centre for Education and Finance Management) perform the role of 'Responsible Officer' for Comberton (scrutiny of financial management) and will be called upon for advice regarding Cambourne systems, if required.

The Comberton Academy Trust, is a multi-Academy trust, and will be the trust for the Cambourne Free School. It will then jointly be the trust for the Academy of Comberton Village College, the Voyager Academy in Peterborough and the Cambourne Free School. Details of the members and directors are included in section 1. The memorandum and articles of association are available. They have been changed appropriately so that the trust is able to operate as a multi-Academy trust (having been established in the first instance as a single Academy trust).

The governing body of Comberton Village College has been judged as 'outstanding' in its last two full Ofsted inspections. It has a full range of appropriate expertise amongst its members and the Free School's governing body will benefit from its association with this body. The new school will have its own, local board of governors, but the members of the Comberton Academy Trust will provide over-arching governance for all of the schools in the group, and have ultimate responsibility.

The current Executive Principal of Comberton Village College, [REDACTED] [REDACTED], will become the Executive Principal of both the Cambourne Free School and Comberton Village College, and Chief Executive of the Comberton Academy Trust. He has over ten years' of headship experience as Principal of Comberton Village College and is designated as a National Leader of Education with experience in supporting other schools. A member of Comberton Village College's senior team will move into a position as Head of School at the Cambourne Free School. The Business Manager at Comberton Village College will also become the Business Manager of the Cambourne Free School, and a new post of 'Finance Director' will be created to oversee budget management issues at Comberton Village

College, The Voyager Academy and at Cambourne Village College. Through this model, strong and experienced senior educational and financial leadership will be in place not only for the proposed opening of the Free School in September 2013 but for the duration of the planning process up until the opening. This will be crucial in ensuring that everything is properly in place to ensure success for the new Academy.

The initial staffing capacity for the proposed Cambourne Free School will come from current Comberton Village College staff combined with new recruitment in conjunction with Comberton Village College. This will include a model of middle leadership of core subject areas from Middle Leaders at Comberton and the use of Comberton Advanced Skills Teachers (outstanding teachers skilled in working with other staff and other schools) to support the development of excellent teaching and learning in all key areas. Newly appointed SLEs, Senior Leaders in Education will also play a key role in the development of excellent teaching and learning at the new school.

Comberton Village College has a strong track record of recruiting high-quality staff in all areas. This has partly been associated with its role as a Teaching School. This capacity will be used to recruit new staff for the Cambourne Free School, in some cases with staff appointed to work at both Comberton and Cambourne.

An experienced curriculum planning and timetabling team has drawn up a curriculum plan and a staffing plan for Cambourne Village College, and two specimen timetables for year one. (See **Appendix 12** a set of curriculum plans and staffing overview spreadsheets where school is at full capacity, and **Appendix 13**, a set of curriculum plans and staffing overview documents where school is 10% below capacity). There is a phased build-up of teaching staff and of support staff (education and admin). Staffing has been bench-marked with that of Hampton College Peterborough which opened with 180 students in year 1 and currently has approximately 800.

The final staffing structure will have a Senior Leadership Team of Head, Deputy, and 3 Assistant Heads. The Deputy Head will have a key responsibility for curriculum, while the 3 Assistant Heads will have overall oversight of:

Teaching and Learning, including in service training;

Pastoral Care, behaviour and attendance; and

Data, student tracking and examinations.

All senior leaders will have a role in line management of departments and in monitoring and evaluation.

Middle leadership, after 5 years, will consist of 5 Heads of Year, SENCo, Heads of Department for all major subjects, with Heads of English, Maths and Science paid on a higher TLR (Teaching and Learning Responsibility Allowance) to recognize the importance of the core subjects, and the size of the role. As the school grows, 2nd in Department posts are created in the core subjects and, in Year 4, Heads of Department are added in Business

Studies and Psychology because those subjects are added for the first time as GCSE courses begin.

Head, Deputy and Head of Year are full-time posts in year one, and will be present at the school for the full working week, unless attending out of school courses or meetings; the rest of the teachers will be at Cambourne Village College when teaching, but are likely to be at Comberton Village College at other times during the week. This arrangement provides a financial saving, and ensures that students will be taught by specialists for the majority of lessons, something that is not usually possible in a new school opening for one year group only.

Regarding support staff, we will start small, with one school secretary, one receptionist and a finance secretary; these staff will be first-aid trained and will fulfil the role of School Nurse. The admin staff will grow as the number of students increases; a similar growth may be seen in the numbers of Teaching Assistants, Technicians, Midday Supervisors etc.

A principal designate will be appointed to take up post from 1st January 2013. Candidates will be drawn from the Senior Leadership Teams of Comberton Village College. All candidates will be expected to have obtained the NPQH qualification, and the process will be demanding and rigorous.

As outlined above, teaching staff will be drawn from the staffing complement of Comberton Village College. Comberton employs many ASTs (Advanced Skills Teachers), and many of the teachers who are deployed to work at Cambourne Village College will be ASTs, employed at the new school as part of their 'outreach' function. In terms of other roles, and the addition of more teachers as the school grows, we are confident that we will attract very strong fields of candidates, as we do now, because of the school's very close association with Comberton. It will also be very helpful that Comberton is a designated teaching school, and will train a good number of bright, highly motivated young teachers who can be considered for roles at the new school.

We have begun the process of identifying members of the interim governing body: (see below)

Name	Qualification
[REDACTED] (Chair)	Member (see above)

██████████	██████████	Director (see above)
██████████	██████████	Director (see above)
██████████	██████████	Director (see above)
██████████	██████████	Member, Chair of Governors at Comberton Village College
██████████	██████████	Director, Chair of Curriculum Committee and Planning Committee at Comberton Village College
██████████	██████████	Head of local (██████████) primary school; a Cambourne resident and parent
██████████	██████████	Senior Administrator at Comberton Village College; former University Admissions Tutor; Cambourne resident and parent
██████████	██████████	Chair of curriculum committee, Comberton Governing body
██████████	██████████	Chief Executive of Comberton Academy Trust and Principal of Comberton Village College.

Once the school opens, the usual round of governor elections will take place to establish the appropriate proportion of parent and staff governors and to ensure that all stake-holder groups are appropriately represented. We are confident that a number of the interim governors will be pleased to stay on at that time to ensure continuity, and to see the project to real fruition.

In terms of structure and accountability, the Comberton Academy Trust will appoint the Head teacher of the new school and will set a strategic framework, within which the board of governors of the new school will operate. Certain functions be performed by the academy trust such as the appointment of Cambourne Village College's non-elected governors, the signing off of the budget and the approval of accounts.

The Comberton Academy Trust is regarded as the parent body and, as such will establish the Articles of Association for the governing body of the new school, including decisions relating to its membership. However, the academy trust will delegate powers to the governing body so that it (the governing body), has a meaningful role in setting the strategic direction of the new school and holding the Head and staff to account, as a 'critical friend'. (Appendix 18)

The Executive Principal will perform a leadership role as line manager of the Head teachers of the Academies within the academy trust, and will report to the academy trust, and be accountable to them. If the Head teacher of the new school has a grievance against the Executive Principal, he/she will have a right of appeal to the academy trust.(Appendix 17)

In order to avoid any conflicts of interest developing, there will be regular communication between the Chair of the Academy Trust and the Chairs of Governors in the member academies at termly Chairs' Forum meetings.

Section G: Initial costs and financial viability

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

In the financial plans presented, income (including start-up funding) exceeds expenditure in all years of operation.

We have minimised the need for start-up funding: the Head and Deputy have teaching commitments even after 5 years; only 3 of the teaching staff at the school are on the premises full-time in year one (Head, deputy and Head of Year. All other teachers spend some of their teaching week at Comberton; this is a very economical way of providing the teaching staff. Several support staff are performing shared roles e.g. the Art / technology technician.

The school will still be viable when start-up funding has ceased.

Assumptions:

- The school will operate as an Academy within the Comberton Academy Trust. This will bring considerable savings e.g. Comberton Business Manager will oversee finances at the new school.
- Most teachers at the new school will also teach at Comberton Village College. This will bring savings compared to a new school working alone where staff are often under deployed in the early years. Teaching staff on 100% FTE have been kept to a minimum in the early years.
- Middle managers e.g. Heads of Department in the new school will be paid on lower allowances than is usual in recognition of the fact that the Heads of Department at Comberton will mentor and support them.
- Most teaching staff will spend some time travelling between the two schools. Mileage will be paid at 40p per mile for the 8 mile journey. An estimate of these costs has been included in Non-Payroll costs section. The costs level off after 2 years because more teachers will, by then, be based solely at the new school.
- Some staff will perform multiple functions in the early years e.g. Receptionist and Secretary will both be First Aid trained so that there will be no School Nurse in the early years. Art Technician and Design Technology Technician will be the same person, but job description will make clear that the job will split in due course.
- Timetable has been based on half year blocking for some subjects, to enable setting to take place, because we believe this to be a key factor in enabling us to achieve high standards within a comprehensive ethos. To enable half year blocking to work, we will establish 6 tutor groups / classes, and will therefore need 3 English or Maths teachers working at any one time. For Design Technology

we will split the year into 8 groups for safety reasons, and will therefore need 4 DT teachers at any time. In the sensitivity plan, where 10% fewer students are recruited to each year group, we would reduce to 5 tutor groups with an average size of 27, and would amend the blocking structure to reflect this change.

- We have based our modelling on a two week timetable which mirrors that of Comberton Village College to enable staff to move easily between the two.
- We have allocated notional teaching subjects to staff e.g. we have assumed the Head will teach Design Technology for 16 periods in a fortnight.
- Contingency has not been included in the financial plan, as that is not our normal practice. An experienced leadership team and finance team will monitor budgets closely to ensure that we are on track. Governors will not allow an over-spend, and appropriate interventions would be made to ensure that one did not occur.

- The school will have a Pupil Admission Number of 150, and will grow by that number each year.
- Free School Meals are estimated figures based on LA average in DfE tables.
- School Action and School Action Plus are estimated figures based on LA average in DfE tables.
- Catering: 50% of students will take a meal (total daily spend £3.00) on 150 occasions during the year. Cost of raw food materials 50% of sale price (bench-marked against Comberton).

In the second financial plan, we have been able to show that we would still be able to deliver high quality education, in line with our vision, even if fewer students were recruited than originally anticipated. The savings have been made through adopting a different timetabling strategy.

We have made similar assumptions for our second financial plan except that there will be slightly less setting, and half-year blocking will occur in fewer subjects.

We have been consistent in our approach to financial planning. For example, most non-payroll costs have been reduced by 10% in the second plan to take account of the fact that we will be catering for 10% fewer students.

We have used benchmarking extensively in drawing up the financial plans. We have benchmarked with Comberton (the sister academy, when setting salary levels for teachers and support staff, because, as part of the same a Academy trust, staff have the right to expect some consistency; we have benchmarked with Hampton College over costs such as water, cleaning materials etc., because the school is of a similar size.

Section H: Premises

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

PREMISES

Much work has been done to identify a preferred appropriate site for the proposed Free School at Cambourne. County planning team researched a number of alternatives with regard to access, traffic management, environmental impact, cost etc. After assessing possibilities, a site has been identified, and purchased. It is currently farm land. The site is judged to be ideal and to represent the best value for money from the possible sites that could be available. It has already been visited by Partnership for Schools who have given a positive verdict on its possibilities.

Plans for the proposed site are included (Appendix 13 and Appendix 14) with this application. It is located on the west side of Cambourne on the edge of the residential development. It provides excellent access for vehicles that would not need to drive through Cambourne in order to get to the school. Equally, it provides excellent pedestrian access for all Cambourne residents. Everyone living in Cambourne can walk safely to the chosen site. It also has excellent bicycle access, including linking with a bridle path and a cycle route. All Cambourne pupils could thus cycle to the proposed site. This fits well with our intention to promote respect for the environment, and to encourage children (and staff) to live a healthy life. We hope to be able to purchase a set of cycles so that cycling can be included as part of our PE curriculum.

All services can be connected appropriately to the site. The land is flat and appropriate for building a school (confirmed by Partnership for Schools).

Full discussions have taken place between representatives of the Comberton Academy Trust and the proposed design and build team, [REDACTED], regarding the design of the proposed Free School. A working group of staff from Comberton Village College have entered into these discussions and have had full involvement in the proposal regarding the suggested design. The design team have now taken these proposals and have drawn them up into a precise school design. Planning permission for the new school was granted at a meeting of Cambridgeshire County Council Planning Committee on 27th January 2012.

It is believed that the plans provide a very practical, flexible and attractive school design highly suitable to deliver the core aims of the Comberton Academy Trust and contribute towards educational excellence. A key point is that it has been carefully tested against the premises in use at Comberton Village College. The 11-16 capacity of Comberton Village College is 1500 pupils. The initial capacity of the Cambourne Free School will develop to 750 pupils. Given that the intended curricula at both schools

will be very similar, the capacity of the Cambourne Free School needs to be (and to be seen to be) 50% of the capacity of Comberton Village College. This proposed design ensures that this is the case.

Much discussion has taken place with Cambridgeshire Local Authority regarding the possible development of a new secondary Academy at Cambourne. The need for this to happen is strongly accepted. Following advice from a DfE official on the proposal, the Comberton Academy Trust has pressed ahead with the negotiations and the planning before the Free School can be approved through the current process. This is necessary due to the required time line in order to allow the new Academy to be opened for its first pupils in September 2013. It is also acknowledged through these discussions that a significant capital contribution will be made by Cambridgeshire County Council. This is because one significant element of the proposal is around basic need: the need to ensure that there are sufficient secondary school places for residents of Cambourne. The other element of the proposal stems from the current over-subscription of Comberton Village College and the possibility of satisfying more parental demand than is currently possible without opening a new sister Academy to Comberton Village College. As stated earlier, Members of the county Council have voted the sum of £21.6 million as the county's contribution to the building of the new school.

Additional funding of £3 million is now sought as part of the Free school Application.

The funding provided by Cambridgeshire County Council will permit the design and erection of a fully functioning, well equipped and compliant secondary education building that meets national guidelines and policies. The additional funding sought as part of this bid will assist in the immediate enhancement and enrichment of both the educational and community activities available at the new school to more closely match those that have been built up and developed by Comberton over many years as a Village College. This will ensure that the new pupils at Cambourne Village College will receive the same facilities and opportunities as their colleagues at Comberton and underpins the community support for the new school having a continued link with Comberton because of the popularity of its current offer.

The additional funding will assist in enhancing the following facilities;

- Enhanced Audio-visual and presentation facilities at the school, permitting use by both the school and local community in a wide range of drama and musical productions.
- Additional sporting equipment and opportunities delivering a wider range of activities that can be enjoyed and used by the school and community. This would include the provision of state of the art, floodlit all weather pitch and community changing facilities.

- Provision of wider range of access to the visual arts

The Free School proposal also allows for increased parental choice as it represents an expansion of the number of places provided in the area by the Trust over and above those that are required to meet basic need. Whilst the Local Authority recognises its responsibility to use its allocated basic need funding to provide the places required, it is the Free Schools programme which seeks to promote and funds proposals that increase choice and diversity in the provision of education.

Comberton Academy Trust is also seeking further sponsorship locally towards the proposed Free School.

Annexes

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

Appendix 1	Cambridgeshire LA catchment forecasts (demography)
Appendix 2	Cambridgeshire Cabinet paper re Cambourne secondary school
Appendix 3	DfE Performance Tables (Cambridgeshire)
Appendix 4	Comberton Curriculum policy
Appendix 5	Comberton Behaviour policy
Appendix 6	Comberton Assessment policy
Appendix 7	Year 7 specimen timetables (Cambourne)
Appendix 8	Comberton Gifted and Talented policy
Appendix 9	Comberton Admissions policy
Appendix 10	Comberton Student Equal Opps (PEOPLE) document
Appendix 11	Parental Survey
Appendix 12	Curriculum Plans and staffing overviews – full recruitment
Appendix 13	Curriculum plans and staffing overviews – sensitivity plan
Appendix 14	Ground Floor building plan
Appendix 15	First floor Building Plan
Appendix 16	Letter of Support from Director of Children's Services
Appendix 17	Leadership Structure
Appendix 18	Governance Structure

APPENDIX 1

Catchment forecasts for Comberton Village College

Research Group, July 2010

Summary

This paper presents forecasts of secondary pupil numbers living in the catchment for Comberton Village College, divided between those living in Cambourne and those living in the remainder of the catchment.

The forecasts show broadly stable pupil numbers outside Cambourne, with individual intake cohorts fluctuating between around 5 and 6 FE over the next 10 years.

Assuming that 7% of children opt to attend an independent school, secondary intakes from Cambourne will reach almost 4 FE in 2011/12, rising to 6 FE by 2015/16. Intakes will peak as high as 9 FE around the end of the decade, before gradually falling to between 5 and 6 FE in the longer term.

In the long term there are likely to be intakes of 11-12 FE across the whole catchment area. In the medium term, numbers could peak at 14-15 FE. Detailed forecasts suggest the secondary intake cohort will first reach 10 FE in 2011/2.

Background and current rolls

Comberton Village College's catchment area covers children living in the catchment areas for the following feeder primary schools: Barton, Caldecote, Coton, Hardwick, Bourn, Meridian (Comberton) and Haslingfield, along with Monkfield Park, The Vine and Jeavons Wood in Cambourne.

The latest completions data for Cambourne suggests there had been around 2,900 completions on the development by the end of March 2010. A total of 4,250 dwellings are currently expected on the site. There are currently no plans for significant house building in any other settlement within the catchment area.

The total number of pupils on roll at Comberton VC has increased steadily from 1,005 (6.7 FE) in January 1999 to 1,405 (9.4 FE) in January 2010. The school's PAN increased to 300 in September 2009, taking the school to 10 FE.

The January 2010 School Census shows that 93% of children requiring a place at a local authority (LA)-maintained school living in the catchment area are on roll at the school. For those in Year 7, the proportion is higher at 96%. Around 94% of pupils on roll at the school live in the catchment; again this figure is slightly higher for Year 7 pupils at 95%.

Secondary catchment forecasts - excluding Cambourne

Table 1 shows the forecast numbers of 11 year olds living in the catchment for Comberton VC excluding Cambourne. The total number of children requiring a place at an LA-maintained school is shown, alongside a figure allowing for 5% of pupils to opt to other schools.

Secondary intake numbers living in the catchment excluding Cambourne are forecast to remain broadly stable over the next 10 years at around 5-6 FE per year. This is consistent with the number of ten-year-olds forecast to be on roll at the Comberton feeder primaries over the next 5 years. If 5% of pupils continue to opt elsewhere, the average secondary intake from these villages would be 5.7 FE. Pressures elsewhere may reduce opportunities for pupils to opt to other schools, particularly in Cambridge, so it is prudent to plan on the basis of 100% transfer and around 6 FE.

Table 1: Forecast number of 11-year old children requiring a place at an LA-maintained school, living in the Comberton VC catchment, excluding Cambourne

School Year	Forecast number living in catchment excl. Cambourne		
	Number	FE	FE with 5% opt-out
2009/10	182	6.1	5.8
2010/11	153	5.1	4.8
2011/12	189	6.3	6.0
2012/13	180	6.0	5.7
2013/14	186	6.2	5.9
2014/15	187	6.2	5.9
2015/16	178	5.9	5.6
2016/17	194	6.5	6.1
2017/18	180	6.0	5.7
2018/19	187	6.2	5.9
2019/20	165	5.5	5.2
Mean intake	180	6.0	5.7

Secondary catchment forecasts - Cambourne

Forecasting secondary numbers from Cambourne is more difficult, particularly given the current economic uncertainty. Previous forecasts for Cambourne assumed a build rate of around 300 dwellings per year, however the actual build rate has fallen well below this. South Cambridgeshire District Council's December 2009 housing trajectory anticipates build rates rising no higher than 200 per year through to 2018/19.

Table 2 shows forecasts of the number of 11-year olds living in Cambourne that can be expected to attend an LA-maintained secondary school. These forecasts allow for 7% opt-out. Table 2 shows secondary intakes from Cambourne reaching almost 4 FE in 2011/12, continuing to rise to almost 9 FE in 2019/20. This is likely to be around the peak in secondary numbers. In the longer term, intakes will gradually fall from this high, to around 5-6 FE in the 2030s and 2040s.

Table 2: Forecast number of 11-year old children requiring a place at an LA-maintained school living in Cambourne

Note: These forecasts allow for 7% opt-out

School year	Forecast dwelling completions*	Forecast number of LA pupils	
		11 year olds	Secondary intake FE
2009/10	205	111	3.7
2010/11	192	107	3.6
2011/12	160	117	3.9
2012/13	160	138	4.6
2013/14	160	168	5.6
2014/15	200	173	5.8
2015/16	200	184	6.1
2016/17	200	202	6.7
2017/18	200	215	7.2
2018/19	75	240	8.0
2019/20	0	268	8.9
Longer term (2030/40s)	4,250 dwellings in total	160	5.3

* Source: South Cambridgeshire District Council Annual Monitoring Report December 2009

Combined secondary catchment forecasts

Considering the pupils coming from Cambourne together with those from the remainder of the catchment, in the long term there are likely to be 11 to 12 FE living in the Comberton catchment area (assuming a total of 4,250 dwellings in Cambourne). Over the next 10 years, however, numbers will rise considerably higher than this.

Table 3 presents a detailed 10-year catchment forecast for Comberton VC's catchment. This forecast suggests the Year 7 intake cohort could reach 10 FE in September 2011/12, peaking between 14 and 15 FE around the end of the decade. Total numbers of 11-15 year olds across the catchment area will exceed 10 FE for the first time in 2013/14.

Table 3: Forecast number of 11-year old children requiring a place at an LA-maintained school living in the Comberton VC catchment (including Cambourne)

Year	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Total 11-15	Total FE	Intake FE
2009/10	293	288	283	287	262	1413	9.4	9.8
2010/11	260	303	287	283	287	1420	9.5	8.7
2011/12	306	270	302	287	283	1448	9.7	10.2
2012/13	318	314	269	302	287	1490	9.9	10.6
2013/14	354	326	313	269	302	1564	10.4	11.8
2014/15	360	362	325	313	269	1629	10.9	12.0
2015/16	362	368	361	325	313	1729	11.5	12.1
2016/17	396	370	367	361	325	1819	12.1	13.2
2017/18	395	404	369	367	361	1896	12.6	13.2
2018/19	427	403	403	369	367	1969	13.1	14.2
2019/20	433	434	399	400	368	2034	13.6	14.4

Agenda Item No:

PROVISION OF A SECONDARY SCHOOL IN CAMBOURNE

To: Cabinet

Date: 14th June 2011

From: Executive Director Children and Young People’s Services
Finance Director Local Government Shared Services &
Corporate Director of Finance Property & Performance.

Electoral division(s): Bourn
Hardwick

Forward Plan ref: **Key decision:** Yes

Purpose: To update Cabinet on the progress made on the project to acquire and establish a new secondary school to serve Cambourne and to seek agreement to conclude terms for the acquisition of the land required.

Recommendation: Cabinet is recommended to

- a) to delegate the agreement of the terms for the acquisition of the land required for the proposed secondary school west of Cambourne and the land required for the access road to serve them to the Director of Finance Property and Performance and the Cabinet Member for Resources and Performance.
- b) support Comberton Village College in seeking an exemption from the current new schools’ competition requirements should its application to promote the new school in Cambourne as a Free School not be successful

<i>Officer contact:</i>		<i>Member contact</i>	
Name:	[REDACTED]	Name:	[REDACTED]
Post:	Education Capital Projects Manager	Portfolio:	Learning
Email:	[REDACTED]	Email:	[REDACTED]
Tel:	[REDACTED]	Tel:	[REDACTED]

1. BACKGROUND

1.1 In line with the original master plan for Cambourne, Comberton Village College (CVC) was identified as the catchment school. As Cambourne expanded, section 106 funding has been used to expand provision at CVC in several building phases taking it from 6FE (900 places) to 10 FE (1500 places) for the 11-16 age range.

1.2 This approach to secondary education was taken based upon the original proposals for Cambourne prepared in the mid-1990s which were for 3000 dwellings. The County Council had concerns about the viability of secondary schools serving fewer than 600 pupils and Cambourne, with this number of dwellings, was forecast to generate a demand for between 450 and 600 secondary school places. Since that time a combination of the following factors means that Cambourne could now support a viable secondary school of up to 6FE or 900 places:

An amendment to the original planning application using a change to national planning guidance on development densities increased the number of dwellings to be provided from 3000 to 3,300

Changes to the housing mix in response to market conditions meant more family housing was provided.

A planning application for an additional 950 homes was approved by South Cambridgeshire District Council in December 2010. This will take total housing development in Cambourne to 4250 dwellings.

1.3 There is an urgency to make secondary school provision in Cambourne as these pressures are combining to fill the 1500 places provided at CVC for 11-16 year olds. Current forecasts show that CVC will be full in September 2013. There is no further development potential on the CVC site. Governors, of what is now an Academy School, have also confirmed that they do not want to expand beyond the 10FE (1500 places) of provision they already make for 11-16 year olds

1.4 If secondary school provision is not made in Cambourne by 2013 the County Council faces the prospect of having to transport a large number of children some distance to other secondary schools with available spare capacity. This will not be popular with the Cambourne community and will be potentially damaging to the reputation of the County Council. At the current time, some Cambourne children in certain year groups are already being educated at secondary schools in the City of Cambridge because of a pressure on places at Comberton.

2. MAIN ISSUES

2.1 The County Council has made provision in its five year capital programme to fund a new 5FE (750 place) secondary school in Cambourne. The sum of £20m has been identified. This was approved by Council in February 2012.

2.2 The County Council had been working up an outline planning application for a secondary school on land west of Cambourne as early as 2009. However, this project was placed on hold 12-14 months ago as the potential DfE funding stream that could have contributed up to 50% of the capital cost was discontinued pending a Government review of schools capital. Further fees could not be justified in the absence of any certainty about capital funding. Once there was greater certainty of funding through the Council's own

capital programme it was possible to re-activate the earlier project to provide a secondary school in Cambourne.

2.3 Progress has quickly been made on the procurement of the school buildings. A competition has taken place between the County Council's framework contractors for a design and build solution based upon the Council's strategic brief and programme requirements. A preferred contractor, [REDACTED], was appointed early in March 2011.

2.4 The appointed contractor's programme demonstrates the need to work with urgency to achieve some of the key milestones. These are:

Site surveys, particularly ecological surveys which are seasonal, were undertaken almost immediately

The planning application will need to be submitted in September 2011

Planning approval will be required by January 2012

Start on site for construction will need to be achieved by May 2012 to enable completion of the build by May 2013. This will allow sufficient time to enable fit out, commissioning and occupation of the building for the start of the Autumn term in September 2013

2.5 Good progress has been made on the delivery of the school buildings. The Project Team is established and a Design Stakeholder Group comprising representatives of the District Council, Parish Council and the Comberton Education Trust will meet monthly to ensure that the scheme as it develops is supported by those with an interest in the project. The involvement of the Comberton Education Trust in the project reflects that it is likely to be the promoter of the new secondary school in Cambourne. This issue is covered in more detail in section 2.12 of the report.

2.6 The major risks to achieving this programme are the acquisition of a site for the secondary school and securing planning permission for the development which will be contrary to the agreed master plan for Cambourne.

2.7 Site Acquisition

There was, until the end of March 2011, two potential sites for the location of the secondary school in Cambourne on which discussions were being held with the respective owners or controlling interest. These were:

Agricultural land to the west of Cambourne in the ownership of the [REDACTED] Family **(option1)**

On the Cambourne Business Park opposite [REDACTED]. (This option would still require some of the [REDACTED] family land for the provision of the playing fields). **Option 2.**

A third site on [REDACTED] had been offered as a potential "free" site by a developer who sees it as an opportunity to open up adjacent land for substantial housing development. However, this site does not have the support of the local planning authority, South Cambridgeshire District Council. Also, as a site that has only recently been suggested no feasibility work has been undertaken upon it and there is little supporting infrastructure in place. Therefore, a school could not be delivered in this location for September 2013.

2.8 Option 1

Progress towards concluding acquisition of the land required west of Cambourne has proved lengthy. Work on this site commenced 18 months ago and a scheme had been worked up to outline planning application stage before being put on hold 12-14 months ago. However, discussion continued with the owners on site acquisition but it was not until the end of January 2011 that the first draft heads of terms were produced. There was no further discussion with the owners following receipt of these heads of terms until March. However, a series of meetings have followed in quick succession and significant progress has been made.

The County Council has obtained an independent valuation of the land.

2.9 Option 2

As recently as January 2011, the owners of the Cambourne Business Park, Development Securities expressed an interest in making part of their site available for the school, including car parking and play areas. Progress on the acquisition of land west of Cambourne had been slow so it was considered to be an option worthy of further consideration, particularly as the site enjoyed certain advantages over the land west of Cambourne as it is within the development envelope, already fully serviced and has access roads in place.

However, in exploring this option further some of the perceived advantages of the Business Park did not materialise. Also, the owners of the Park, Development Securities, were unable to secure the support of its business partners for the location of a secondary school within it. A meeting in March confirmed that the proposal to locate the school on the Business Park was not deliverable and no further work on this option has taken place since.

2.10 Option 1 is the only site option remaining that will allow the delivery of a secondary school in Cambourne by the required date of September 2013.

Land Use Planning Issues

The planning application for the secondary school will be determined by the County Council as a Regulation 3 application. However, South Cambridgeshire District Council as the local planning authority and the master planning authority for Cambourne, will be an important consultee. Its views will carry significant weight.

The site west of Cambourne would require development to be located in the open countryside. Such an application would be a departure from the local development plan and a planning application approved by the County Council could be "called in" by the Secretary of State for review. An objection to the application from the local planning authority (SCDC) would represent a significant risk to a successful outcome.

While there is widespread acknowledgement of the need for Cambourne to have its own secondary school, there will be some concerns that development of the substantial built form of a secondary school in open countryside will encourage further applications for housing development and the expansion of Cambourne itself. It is reasonable to assume that there will be individual objections to the planning application although it is not possible to predict who will submit them.

Promoter of the new Secondary School in Cambourne

Comberton Educational Trust (CET) has had a lengthy interest in the past, current and future educational provision for the children of Cambourne. Comberton Village College is the catchment area secondary school for children living in Cambourne and the CET is the promoter of the Jeavons Wood Primary School based in Cambourne.

The original proposal for making secondary education in Cambourne referred to in paragraph 2.2 required a project bid to be made to the then DCSF Targeted Capital Fund (TCF) to secure 50 % of the capital funding. No decision was ever made on this bid and the project was placed on hold following the announcement by the previous Government of a review of all capital funding streams. However, the criteria under which the bid was made was for the expansion of a popular and successful school. The bid proposed that secondary school provision in Cambourne would either be an extension of, or second campus of, Comberton Village College.

The County Council has more recently undertaken in November 2010 a parental survey on the future provision of secondary education in Cambourne. The overwhelming majority of responses supported the option of providing additional secondary school provision in Cambourne, which is still part of Comberton Village College.

Following the release of the survey results in November 2010, the Comberton Educational Trust submitted a proposal to establish a secondary Free School in Cambourne. A moratorium on determining Free School bids has now been lifted and the Trust has recently resubmitted the bid in May 2011. The Trust is hopeful that the bid will be accepted in principle by the Secretary of State. Following in principle approval, a business plan would be prepared and at that stage the details of capital funding, if any is made available, will need to be worked through with the DfE. However, in principle approval of bids for Free Schools is not likely to be given by the DfE until September this year.

If the application to establish the new secondary school as a Free School is not successful the County Council's usual approach to establishing a new school would be to run a new schools competition and invite bids from which it would select the best proposal. The competition would take around nine months to complete. However, the basis of the original TCF bid for capital funds, the strong academic performance of Comberton Village College, the results of the parental survey in November 2010 and the CET's lengthy commitment to education in Cambourne suggests that a different approach should be considered in this case.

Cabinet is, therefore, being requested to support any application made by CET for an exemption to the new schools competition process should its application for a Free School be unsuccessful. The CET could then seek to promote the new school as an Academy.

3. ALIGNMENT WITH PRIORITIES AND WAYS OF WORKING

Supporting and protecting vulnerable people when they need it most

There are no significant implications for this priority.

Helping people live healthy and independent lives in their communities

The following bullet point sets out the details of the implications for this priority

If pupils' have access to local schools they are more likely to do so by either cycling or walking rather than by local authority provided transport or car. They will also be able to more readily access out of school activities such as sport and homework clubs. This will contribute to the development of both healthier and more independent lifestyles.

Developing the local economy for the benefit of all

The following bullet points set out details of the implications for this priority:

The provision of a secondary school in Cambourne for 11-16 year olds provides a location within the community from which to provide other services such as Adult Learning and Training, post 16 provision and targeted youth service and careers advice.

Potential beneficiaries of such services may currently be deterred from accessing them at Comberton Village College which is x miles from Cambourne

The secondary school itself will be a significant employer within Cambourne

Ways of Working

The following bullet points set out implications identified by officers for *[way of working]*:

The County Council will be the commissioner of the secondary school to provide the 750 school places it requires in Cambourne. The school itself will be delivered by a locally based Trust, the Comberton Education Trust. The Trust will make all decisions relating to the financial affairs, organisation and management of the school. If the school is promoted as either a Free School or an Academy it will receive its budget direct from the DfE via the Young Peoples Learning Alliance (YPLA)

The design brief for the secondary school will take account of any opportunities for extended community use. Although Cambourne is well provided for by way of community facilities, the CET is discussing with community representatives whether there are currently any unmet needs that may be provided by the new secondary school.

SIGNIFICANT IMPLICATIONS

Resource and Performance Implications

Negotiations on the terms for the acquisition of the only site on which a secondary school can be provided have largely been concluded. Some progress has been made by the County Council in that it will now acquire the freehold rather than a long lease and the restrictive covenants that may have limited other educational or community uses have been removed. However, throughout negotiations there has been no movement on the owners regarding the value of the land.

The owners value aspirations, which reflect the value of an existing option on the land held by a developer, is higher than the independent valuation received by the County Council. However, the sum that the County Council would be required to pay for the site can be

contained within the overall capital project cost of £20m for delivery of the secondary school in Cambourne.

The County Council will have a further cost to gain rights over the land (under different ownership) required for construction of the access road to the site west of Cambourne. Again, this sum can be accommodated within the overall project cost

Sufficient land has been acquired through the negotiation to also provide additional primary school places on the site should it be necessary. The timely acquisition of a site in Cambourne for the Jeavons Wood Primary School was a significant risk factor for the County Council in providing the required number of pupil places to meet demand. A significant capital investment was required in temporary buildings on the site of the proposed parish burial ground before the permanent site and buildings can be provided for the Jeavons Wood School in September 2012. The acquisition of sufficient land west of Cambourne has addressed a significant risk as primary school numbers in Cambourne continue to rise.

Revenue funding for the school will come direct form the YPLA if it is promoted as either a Free School or an Academy by the Comberton Education Trust.

Comberton Village College, part of the CET, is a high performing secondary school with a strong reputation locally. The Trust is the best placed local organisation to promote this school/service (see paragraph 2.12). This view is supported by the outcome of the parental survey in November 2010.

Statutory, Risk and Legal Implications

The Schools White Paper – “The Importance of Teaching” includes an expectation that all new schools will be either Free Schools or Academies. There is some uncertainty at present how this aspiration sits alongside the current statutory requirement to hold a competition to establish a new school. Further guidance on this issue is anticipated from the DfE in the autumn of this year. The County Council will reflect the requirements of the most recent guidance in determining the promoter of the new secondary school in Cambourne.

The key risks for the successful delivery remain the overall tight timescale for the delivery of the capital project and the need to obtain planning consent on an application which is a departure from the Local Development Plan. Failure to deliver the school and provide places for children in Cambourne would damage the reputation of the County Council.

Equality and Diversity Implications

The school will operate as a catchment area school serving Cambourne. The school will admit children in accordance with the National Admissions Code and the County Council’s policies on inclusion for children with Special Educational Needs (SEN)


Engagement and Consultation

The County Council is already engaging with key stakeholders in the early stages of the design process (section 2.5 of the report). The planning application for the secondary

school will be subject to extensive pre-application consultation in accordance with the County Council's Statement of Community Involvement. The planning application itself is subject to a statutory consultation process.

The County Council has previously surveyed the views of parents in its parental survey of November 2010.





The local County Councillor and the Parish Council support the provision of a secondary school in Cambourne. The Parish Council supports the location of the school on land west of Cambourne

Source Documents	Location
Cambourne Parental Survey November 2010 Briefing Note for Members on Secondary School Provision in Cambourne Pupil Forecasts from CCC Research Group Draft Heads of Terms – (confidential)	 Cambridge

APPENDIX 3

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving all English Baccalaureate subjects	% achieving grades A*-C in English and maths GCSEs
		English	maths	2011	2010	2009	2008		
England - all schools		NA	NA	58.9%	53.5%	49.8%	47.6%	17.6%	59.5%
England - state funded schools only		71.8%	64.8%	58.2%	55.2%	50.7%	48.2%	15.4%	58.7%
Local Authority		72.3%	66.8%	59.2%	58.9%	56.2%	53.6%	22.3%	60.1%
Schools (click box to add schools to your selection)									
<input type="checkbox"/> Abbey College Cambridge	Independent School	NP	NP	17%	NA	NA	NA	0%	17%
<input type="checkbox"/> Abbey College, Ramsey	Voluntary Controlled School	76%	59%	54%	63%	47%	47%	10%	56%
<input type="checkbox"/> Abbey College, Ramsey ⓘ	Academy	No KS4 data available for this school							
<input type="checkbox"/> Bassingbourn Village College	Foundation School	73%	70%	66%	69%	67%	58%	39%	67%
<input type="checkbox"/> Bassingbourn Village College ⓘ	Academy	No KS4 data available for this school							
<input type="checkbox"/> Beechwood School	Independent School	NP	NP	63%	SUPP	64%	SUPP	50%	63%
<input type="checkbox"/> Bellerbys College Cambridge	Independent School	NP	NP	0%	0%	0%	0%	0%	0%
<input type="checkbox"/> Bottisham Village College	Foundation School	73%	73%	67%	70%	67%	53%	41%	67%
<input type="checkbox"/> ⓘ Bottisham Village College	Academy	No KS4 data available for this school							
<input type="checkbox"/> Cambridge Arts and Sciences Sixth Form and Tutorial College	Independent School	NP	NP	0%	0%	0%	4%	0%	0%
<input type="checkbox"/> Cambridge Centre for Sixth Form Studies	Independent School	NP	NP	33%	0%	22%	0%	4%	44%

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving all English Baccalaureate subjects	% achieving grades A*-C in English and maths GCSEs
		English	maths	2011	2010	2009	2008		
Cambridge International School	Independent School	NP	NP	78%	NA	SUPP	NA	22%	78%
The Centre School	Academy	No KS4 data available for this school							
Chesterton Community College	Community School	72%	74%	66%	61%	60%	56%	30%	66%
Chesterton Community College Academy	Academy	No KS4 data available for this school							
Coleridge Community College	Foundation School	67%	52%	43%	29%	39%	18%	9%	45%
Coleridge Community College	Academy	No KS4 data available for this school							
Comberton Academy Trust	Academy	No KS4 data available for this school							
Comberton Village College	Foundation School	89%	81%	76%	82%	77%	75%	45%	77%
Cottenham Village College	Foundation School	77%	69%	63%	60%	68%	68%	20%	64%
Cottenham Village College	Academy	No KS4 data available for this school							
Cromwell Community College	Community School	81%	75%	63%	47%	49%	42%	5%	64%
Ely College	Foundation School	65%	51%	42%	52%	39%	45%	4%	45%
Ernulf Academy	Academy	No KS4 data available for this school							
Gamlingay Village College	Foundation School	No KS4 data available for this school							
Hinchingsbrooke School	Voluntary Controlled School	90%	61%	63%	65%	66%	67%	19%	64%
Hinchingsbrooke School	Academy	No KS4 data available for this school							
Impington Village College	Foundation School	79%	75%	66%	64%	60%	64%	40%	67%
Kimbolton School	Independent School	NP	NP	98%	50%	98%	96%	83%	98%
King's College School	Independent School	No KS4 data available for this school							
The King's School Ely	Independent School	NP	NP	97%	94%	90%	92%	49%	98%

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving all English Baccalaureate subjects	% achieving grades A*-C in English and maths GCSEs
		English	maths	2011	2010	2009	2008		
<input type="checkbox"/> The Leys School	Independent School	NP	NP	99%	98%	100%	99%	71%	99%
<input type="checkbox"/> Linton Village College	Foundation School	75%	70%	65%	66%	70%	76%	25%	65%
<input type="checkbox"/> Linton Village College 	Academy	No KS4 data available for this school							
<input type="checkbox"/> Longsands Academy 	Academy	No KS4 data available for this school							
<input type="checkbox"/> Longsands College	Foundation School	76%	72%	64%	67%	66%	53%	32%	65%
<input type="checkbox"/> Mander Portman Woodward	Independent School	NP	NP	33%	SUPP	SUPP	22%	0%	67%
<input type="checkbox"/> The Manor - A Foundation School	Foundation School	72%	64%	48%	49%	37%	40%	0%	48%
<input type="checkbox"/> Melbourn Village College	Community School	80%	70%	68%	66%	65%	49%	21%	68%
<input type="checkbox"/> Melbourn Village College 	Academy	No KS4 data available for this school							
<input type="checkbox"/> The Neale-Wade Community College	Community School	50%	53%	42%	52%	43%	42%	8%	43%
<input type="checkbox"/> The Netherhall School	Community School	69%	72%	55%	61%	50%	51%	27%	55%
<input type="checkbox"/> Parkside Community College	Foundation School	84%	86%	80%	63%	67%	76%	36%	80%
<input type="checkbox"/> Parkside Community College 	Academy	No KS4 data available for this school							
<input type="checkbox"/> The Perse School	Independent School	NP	NP	99%	0%	0%	0%	18%	99%
<input type="checkbox"/> Red Balloon Learner Centre	Independent School	NP	NP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
<input type="checkbox"/> St Andrew's	Independent School	NP	NP	20%	SUPP	SUPP	SUPP	0%	20%
<input type="checkbox"/> St Bede's Inter-Church School	Voluntary Aided School	86%	84%	77%	68%	66%	66%	35%	77%
<input type="checkbox"/> St Faith's School	Independent School	No KS4 data available for this school							
<input type="checkbox"/> St Ivo School	Community School	74%	78%	69%	66%	60%	56%	29%	69%

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Education

APPENDIX 4

Comberton Village College

Curriculum Policy Statement

Aims:

We aim to provide a programme that will:

- Deliver all aspects of the National Curriculum.
- Provide a **broad** and **balanced** curriculum for all pupils.
- Promote a **relevant** curriculum for individual pupil needs. At Key Stage 4 pupils are able to choose part of their curriculum from a range of subjects which are not compulsory. This allows pupils the opportunity to follow a curriculum relevant to their interests and future plans.
 - Be **flexible, interesting** and **contemporary**.
 - Give opportunities for each pupil to achieve his or her full potential.
 - Develop the pupil as a **confident** and **capable** member of society and as a **caring** member of the community

Organisation

Key Stage 3:

All pupils in years 7 to 9 study the Core Subjects, which consist of English (language and literature), Maths and Science. Pupils also have lessons in the non-core Foundation subjects, which includes Design and Technology, ICT, Geography, History, Modern Foreign Languages, Expressive Arts (Art and Music), Physical Education and Citizenship (which is delivered through PD days and cross curricular means). All pupils also follow courses in Drama to complement the Expressive Arts courses and the English curriculum. Religious Education is delivered to all pupils in every year, and PSHE, sex education and careers education are delivered through PD days. A small number of pupils in year 9 are withdrawn from MFL lessons, in order to support their core studies, particularly Maths and English.

Key Stage 4:

All pupils in Key Stage 4 have the opportunity to study GCSE examinations (and other qualifications at an equivalent level) in a range of subjects. Pupils have the opportunity to study additional GCSEs through extra-curricular provision. The most able mathematicians may also be entered for further qualifications including GCSE Statistics or FSMUs. Every pupil has access to a curriculum that is broad, balanced and provides a wide variety of choice for Post 16 Education.

All pupils must study English, Mathematics, Combined Science, Physical Education, and Information and Communication Technology. Religious Education, Citizenship, Careers education, Sex education, Work Related Learning and PSHE are all delivered through a mixture of cross curricula links and collapsed timetable conference days. All pupils then have a number of choices to make, as shown on the attached options form.

Number of School Periods per Subject per fortnight (60 period fortnight)

	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	8	8
Maths	8	8	8	8	8
Science	8	8	8	12	12
Art	3	3	4		
Music	3	3	3		
Drama	3	2	2		
Languages (French and German)	6	7	8		
History	3	4	3		
Geography	4	3	3		
R.E.	3	3	2		
Physical Education	5	5	5	5	5
Technology	4	4	4		
I.T.	2	2	2	3	3
Option Subjects				24	24

Each Department is supported by the Centre, which is responsible for coordinating provision for pupils with special needs. Sex Education is taught to all years in line with National Curriculum guidance.

Homework is given to all years in all subject areas and is a very important extension of the school's curriculum. Each department has its own policy for marking and recording homework in line with National Curriculum Statements of Attainment for individual subjects.

Extra-Curricular

The school is committed to offering a wide range of extracurricular activities. Extra-curricular activities are on offer within P.E., Science, Drama, Music, Art, I.C.T, Technology, Languages and Humanities, together with the opportunity to participate in the Duke of Edinburgh Award scheme. Pupils are encouraged to participate in a wide range of extra-curricular activities.

APPENDIX 5

Comberton Village College

Pupil Behaviour and Discipline Policy

Overview

Rationale for the Policy

Code of Conduct - A.C.T.

The use of Rewards and Sanctions

- | | | |
|----|--------------------------|---|
| 4. | Abuse of people | Verbal
Physical
Bullying |
| 5. | Abuse of the environment | Graffiti
Vandalism
Litter
Stealing |
| 6. | Abuse of drugs | Tobacco
Alcohol
Illegal drugs |

Equal Opportunities – Race, Sex, Disability, Religious

Uniform

Truancy

Travel on School Buses

School Trips and Visits

Behaviour towards staff off school premises

Appendix 1 Rewards

Appendix 2 Sanctions

Appendix 3 Sanctions for smoking offences

Appendix 4 Discipline ladder

Rationale

We wish to encourage and develop behaviour of the highest possible standard. We see this as part of developing the full positive potential of every individual. It also enables others to achieve their full potential.

We aim to create a strong, positive and caring ethos that values every individual and every individual's achievements.

Code of Conduct

Our Code of Conduct states our values regarding good and proper behaviour. It underpins our behaviour and discipline policy.

See ACT

The use of rewards and sanctions

Staff will use both rewards and sanctions as appropriate to encourage and develop good behaviour. The aim is always to encourage positively through appropriate rewards. However, sanctions will also be used as required.

Rewards (see Appendix 1 for more detail)

Staff have a range of positive rewards to encourage good behaviour. These include:

- Verbal encouragement
- Positive written feedback
- Merits
- Communication with parents
- Commendations
- Prizes
- Principal's Award

They can all have their role in developing good behaviour and creating a positive and caring ethos that encourages learning.

Sanctions (see Appendix 2 for more detail)

A range of sanctions may be used by staff in order to tackle and discourage inappropriate behaviour.

These include:

- Verbal admonishment
- Written feedback
- Communication with parents
- Stickers in homework diaries
- Detentions
- Reports
- Community Service
- Isolation
- Temporary Exclusion
- Permanent Exclusion

The aim is always to use the sanction that is the most appropriate to tackle the behaviour in question.

The school reserves the right to recommend that a pupil is removed from a bus.

Abuse of People

A caring ethos that values every individual and every individual's achievements cannot accept any form of abusing people.

A proper respect and care for others is positively encouraged in various ways at Comberton Village College. These include:

Specific modules within the PSHE and Citizenship Programme
Assemblies

Messages during lessons and form time

Staff acting as role models

The school's Code of Conduct, 'ACT'

The school's Bullying Code, 'SAFE'

The school's Equal Opportunities Policy, 'PEOPLE'

If any pupils contravene this expected respect for others, then appropriate discipline will be required and a note will be written in the homework diary.

While it may be possible for the school to mediate in the case of incidents which occur outside of school, we will usually advise parents to liaise with appropriate external agencies.

A) Verbal abuse

Swearing and verbal abuse of others is unacceptable at Comberton Village College. The precise way to deal with any such situation will depend upon particular circumstances. However, the following are general rules:

A pupil is heard swearing as a general manner of speech

Take pupil aside and clarify that this is unacceptable. A verbal apology and assurance not to repeat should be expected. A note will be written in the homework diary.

Depending upon the context, a more serious sanction may be required.

A child swears at a member of staff

This is considered to be a very serious offence. The child will need to be taken out of the immediate context of the act. The Head of Department and Head of Year need to be informed.

The usual sanction for this offence is a temporary exclusion.

A child speaks disrespectfully to a member of staff

This is unacceptable. The level of sanction must depend upon the precise circumstances.

4. A child speaks rudely or inappropriately to or about another child

This should not be accepted. An appropriate apology will be required. A more serious sanction may be required, depending upon the circumstances.

Use of computers

Pupils using the ICT facilities agree to the school's ICT Code of Conduct which is the homework diary.

Pupils are expected to use computers appropriate to aid their learning. Inappropriate use of computers must be dealt with. The level of the sanction will vary depending upon the seriousness of the specific incident:-

Sending personal emails in lesson time

Attempting to view websites without appropriate permission. Obscene and offensive websites are particularly unacceptable and could lead to a serious sanction, including exclusion.

Downloading and storing unsuitable files (e.g. mp3 or large files that take up a lot of space).

Any pupil using computers inappropriately in those (or other) ways is likely to be banned from using school computers, or certain applications, for a period of time.

Mobile 'Phones

Pupils are permitted to bring these to school. However, they are not permitted to have them switched on or use them during school hours. If this requirement is contravened, the 'phone will be confiscated and sent to the general office for collection at the end of the day. Persistent offenders will receive an appropriate sanction.

Physical Abuse

Any form of physical abuse towards staff or other pupils is totally unacceptable and considered to be a serious offence. Pupils are always encouraged to deal with differences of opinion in an appropriate, non-violent fashion.

In the event of physical abuse occurring, the usual disciplinary measures are as follows:

Physical abuse of another pupil

The precise circumstances would be taken into account, but the usual sanction would be isolation from lessons or temporary exclusion. This will depend upon the seriousness of the incident.

Physical abuse of a member of staff

This is deemed to be extremely unlikely. Although the precise circumstances would be taken into account, permanent exclusion would be the expected sanction.

No offensive weapon may be brought onto school premises. If a pupil does bring a weapon onto the premises, it will be confiscated. The sanction will depend upon the weapon, but temporary or even permanent exclusion is possible.

Bullying

Bullying in any form is unacceptable. A caring ethos that values the achievements of all can have nothing to do with bullying. The school is strongly committed positively to ensuring that bullying does not take place. Two documents that clarify the positive ways that we try to ensure this:

S.A.F.E. This code is in all homework diaries.

'Dealing with Bullying: A Guide to School Policy'.

The aim is always positively to encourage proper respect for others. This implies bullying cannot be tolerated.

If bullying is found to occur it must always be dealt with. Where verbal and/or physical bullying occurs, the sanctions would be in line with those described under verbal and physical abuse. Appropriate sanctions could be used for any other forms of bullying.

The aims must always be:

To stop the bullying

To support the victim

To change the behaviour of the bully

To bring some form of reconciliation, if at all possible, between bully and victim

5. Abuse of the Environment

Proper care of and respect for the school environment is expected from every pupil. It is seen as part of a positive ethos and a caring community. It is to do with respecting other people.

This proper respect is positively encouraged in the same ways as those noted for respect for other people.

If proper respect for the school environment does not occur, then appropriate discipline will be required.

Graffiti

Any form of graffiti is entirely unacceptable. Any graffiti discovered will be instantly removed by the site team unless the offender is immediately apprehended. If s/he is caught, s/he will do the cleaning.

The person responsible for the graffiti will receive a sanction ranging from detention through to temporary exclusion depending upon the nature of the graffiti. It is likely that some 'community service' in the form of helping the site team after school will be required.

Vandalism

Any vandalism is entirely unacceptable.

Any pupil found to be responsible for vandalism will be charged for the repair or replacement of the item vandalised.

The sanction received will range from detention through to temporary exclusion depending upon the nature of the vandalism. It is likely that some 'community service' in the form of helping the site team after school will be required.

Litter

Comberton Village College aims to be free of litter. The ample provision of litter bins means that there is no reasonable excuse for dropping litter.

Any pupil seen dropping litter will immediately be asked to pick up at least five items of litter. S/he is also liable to be placed in detention (the purpose of which may be litter clearance).

Chewing gum is banned from the school site. An appropriate sanction may be imposed if this is contravened.

Stealing

All stealing is unacceptable and seen as a very serious offence.

The usual sanction for this offence is a temporary exclusion. The level of the sanction may vary according to a judgement about the severity of each individual case. The College will liaise with the police where appropriate.

Abuse of drugs

Tobacco

The school takes a clear stand regarding smoking tobacco. The whole school site is designated as a 'no-smoking' area. This applies to both adults and children.

The issue of smoking and its deleterious effects on health are dealt with clearly in the school's PSHE programme. The school aims to promote a healthy lifestyle: this includes not smoking.

It is prohibited for pupils to bring cigarettes and lighters onto school premises. If they are found, they are confiscated and disposed of.

Any pupil caught smoking on school grounds will receive a sanction. The sanction will escalate depending upon how many previous times the offence has been committed (see Appendix 3). Any pupil clearly associating with those smoking is likely to receive the same sanction as if smoking him/herself. Smoking within the school buildings will immediately lead to the sanction of isolation or beyond. Smoking is also not permitted on the way to or from school.

Alcohol

The appropriate use of alcohol is dealt with through the school's PSHE programme.

Pupils may not bring alcohol onto the school's premises. If it is found it will be confiscated and disposed of.

If a pupil is suspected of being under the influence of alcohol, s/he should be reported to the Head of Year and will be immediately isolated. Parents will be contacted and expected to collect the pupil from the school as soon as possible. The pupil may be punished for this behaviour.

If a pupil is discovered to have consumed alcohol on the school premises then the usual punishment will be temporary exclusion.

Illegal drugs

The details of the approach to illegal drugs are given in the 'Drugs Policy'.

The school's PD programme deals significantly with issues concerning illegal drugs.

It should be noted that any pupil who is found to be

In possession of illegal drugs
Partaking of illegal drugs
Selling illegal drugs

on the school premises will be permanently excluded from the school.

Equal Opportunities

Comberton Village College values every individual. It seeks to create a caring and understanding ethos that recognises and celebrates differences between people and the achievements of all. These values are clearly communicated throughout the curriculum (for example on PD days, in RE, Geography, History, English and Modern Foreign Languages) as well as through assemblies, school trips and visits and various informal mechanisms.

Within these values, any form of racial, sexual, disability or religious harassment or abuse is entirely unacceptable.

These points are further developed in the school's Equal Opportunities Policy.

Any examples of racial, sexual, disability or religious abuse should be picked up upon immediately by staff. They should always be clearly reported to the school's Equal Opportunities Officer. It will always be pointed out that such behaviour is unacceptable and an appropriate apology will be required. Depending upon the seriousness of the behaviour in question temporary or even permanent exclusion could be a possibility.

Incidents will always be logged and communication sent home to parents.

8. Uniform

The school has a uniform as it helps to create a positive corporate identity and contributes towards a whole school ethos. A simple, appropriate uniform can also help to contribute towards an orderly and working atmosphere. Given this, all pupils are expected to wear the school uniform as clearly stipulated in the school prospectus.

If any pupil is not wearing any item of school uniform without very good reason, there will usually be spare items available in the school office. The pupil concerned should report to the school office immediately and will be required to borrow the required item.

Training shoes may only be worn for medical reasons explained by a parental/doctor's letter. If they are to be worn for more than one week, a doctor's note is required.

Any inappropriate jewellery should be confiscated and put in a named envelope in the general office. It can be collected **by a parent/guardian of the child**.

Coats and other outer garments may not be worn around the school at any time. Pupils should leave them in a locker or carry them in a bag.

A persistent failure to wear proper school uniform could lead to appropriate sanctions being used.

Extreme haircuts (as decided by the school) are not appropriate and are not permitted. They are at best distracting and could be, at worst, offensive. The school reserves the right to isolate a pupil from lessons if a haircut is considered to be too extreme and distracting.

9. Truancy

Every pupil must attend all school days and lessons, both in order to achieve as well as possible and for legal reasons. The general principle if a pupil truants is to make up the time at alternative times. This may be through:-

SLG detentions

Series of after-school detentions

Attendance on Staff Training Days

Further sanctions could be applied in some circumstances.

Persistent truancy will result in liaison with the Education Welfare Officer.

Lateness to school and lessons is unacceptable. Depending on the amount and persistence of lateness, sanctions that require time to be made up will be applied. These start with detentions and could escalate from there.

Travel on school buses

Pupils travelling on school buses **and other forms of travel to and from school and all other transport** to and from school should abide by the school's Code of Conduct. A more specific school bus Code of Conduct also exists (see homework diaries).

School trips and visits and outside clubs linked to the school

The school's Code of Conduct applies for all school trips and visits. The same sanctions are liable to apply to the same offences on school buses and outside clubs that are linked with the school, as indicated for offences committed on school premises. Inclusion on school trips is at the discretion of staff.

Behaviour towards staff off school premises

School staff have a right to be treated with appropriate respect by pupils when off school premises.

Disrespectful and offensive behaviour towards staff off school premises is viewed very seriously. The school reserves the right to use any sanctions reasonably as appropriate to the misbehaviour. The school is also likely to liaise with the police in such situations.

Rewards

Verbal encouragement. There is no limit to the amount and the possible effectiveness of this reward. We should never under-estimate its power.

Positive written feedback. All work worthy of praise may receive positive written comments. Pupils greatly value these.

Merits. Merits may be awarded to any pupil in Year 7, 8 and 9. They can be given for any work or act worthy of a specific reward. Each merit should be recorded in the appropriate place in the pupil's homework diary. In Years 7 and 8, pupils receive certificates for numbers of Merits collected. In Year 9, all Merits collected by a Form are collated to compete with other Forms for a prize.

Communication with parents/carers. Staff may choose to communicate verbally or in written form to parents to comment positively on the work or action of a pupil. This can have a very powerful effect. There is a general system of letter of congratulation that is sent home by pastoral teams for outstanding effort grades in pupil termly reports.

Principal's Award. **Awarded for very high levels of effort in school reports (close to universal grade '1's)**

Commendations. A system of Commendations exists in Year 10 and 11. These take over from Merits. At the end of every term, each subject teacher is asked to confirm the names of two pupils to receive a commendation on the forms that are issued. These are then awarded at the end of each term.

Prizes. At the end of Year 11, two prizes are awarded for each subject. Subject teachers nominate the pupils. One prize is for excellence and one for progress. These prizes are awarded in the Final Assembly at the end of the Spring Term.

Sanctions

Verbal admonishment. The great majority of low-level misbehaviour can be dealt with by appropriate words to the pupil. We should always expect all pupils to do as required when asked or instructed. A failure by a pupil to respond appropriately would be a serious issue requiring further action.

Written feedback. Unacceptable work can receive written feedback that confirms what is wrong and what must be done. Pupils are required to respond to this.

Communication with parents. Verbal or written communication with parents can be an effective way to confirm acts of unacceptable pupil behaviour and indicate what is required to improve it. Securing parental support in dealing with unacceptable behaviour is usually important and effective. The homework diary is an effective mechanism for communication.

Stickers in homework diaries. All teaching staff may use the stickers system in the homework diaries for certain acts of unacceptable behaviour.

Detentions. All staff have the right to place a pupil in detention as a punishment for unacceptable behaviour. These might be short detentions at break or lunchtime in order to deal quickly with a more minor incident. After-school detentions may also be used for a more serious incident of misbehaviour. At least 24 hours notice must be given to parents in this situation. The usual form of communication is via the homework diary.

Your child has failed to meet the school's Code of Conduct in the following areas:-

Not working to his/her potential	[]
Not completing homework	[]
Not bringing in the required equipment	[]
Behaving inappropriately	[]
Repeatedly not wearing the uniform correctly	[]
By arriving late to a lesson	[]

Signed.....Teacher.....Date

Your child has been given a detention at:-

Break/Lunchtime on []

After-school 3.00 - 4.00 p.m. on[]

Please arrange to collect your child from school on the above date

Signed.....Teacher.....Date

Staff may refer certain behavioural issues to their Head of Department who may then require a pupil to attend a departmental detention. Equally, a Head of Year may run a detention for a pupil or pupils in the Year group for certain acts of misbehaviour most appropriately dealt with by a Head of Year.

The most serious detention available is an SLG detention. This takes place every Friday for one hour after school. It is supervised by a member of the SLG. Members of SLG alone can place a pupil in this detention, usually in consultation with the relevant Head of Year. Its seriousness is viewed as close to isolation. Typical uses of an SLG detention are in response to:

truancy
a second smoking offence

Reports. Pupils may be placed on a lesson-by-lesson report for a period of time to monitor behaviour, work effort or other specific issues. They are available from the pastoral secretary. The following reports are available for use, depending on the context:

Departmental
Form Tutor
Head of Year
Deputy Principal
Principal

An unsatisfactory report can lead to a further sanction or escalation to a higher report.

Isolation. Some significant acts of misbehaviour may be dealt with by isolation from lessons. All such isolations require an appropriate letter to be sent home. There are two types of isolation:

Departmental. The Head of Department may isolate a pupil from a certain number of subject lessons due to some serious misbehaviour in that subject. The Head of Department is responsible for overseeing this isolation.

Head of Year (or Link Deputy Principal). A pupil may be isolated from all lessons for a period of time in response to certain serious acts of misbehaviour (for example, some lower levels of violent behaviour). Pupils isolated in this way are required to complete work on numeracy or literacy in pre-prepared packs. They must stay in the appropriate place at all times except for specified times to use the toilet and get some food. They lose the right to full break time and lunch time.

Temporary exclusion. This is an extremely serious sanction used to deal with very serious acts of misbehaviour. A deputy Principal confirms a decision on any temporary exclusion, often in consultation with the Principal. An official letter is sent home, usually signed by the Principal. All such exclusions must be reported both to the Local Authority and to the Governing Body. Parents have the right of appeal against any such exclusion. Any pupil returning from an exclusion must have a re-admission interview involving parents, Head of Year and relevant Deputy Principal. In some situations, this will be attended by the Principal. Any pupil returning from exclusion will be placed on a Head of Year report for at least one week.

Permanent exclusion. This is the final, most serious sanction. The hope and expectation is that it does not have to be used. There are two reasons why it might have to be used:

one-off act of extremely serious misbehaviour (such as involving illegal drugs)
A persistence of serious acts of misbehaviour that have already led to several temporary exclusions.

Any such decision will be made by the Principal in consultation with the Chair of Governors. The school then follows all appropriate national and local guidelines.

Community Service. May be considered in cases where property or the environment has been damaged.

Smoking Sanctions

Specifically, any pupil caught smoking or with pupils who are smoking will receive the following sanctions:

1 st offence	1 st offence formal letter
2 nd offence	Senior Leadership Group detention
3 rd offence	Isolation
4 th offence	One-day exclusion
5 th offence	Two-day exclusion
6 th offence	Five-day exclusion
7 th offence	Permanent exclusion.

Discipline Ladder

The model under discussion has been designed to minimize the potential for the persistent disruption of the learning of others by any individual. It makes it clear that a persistently impeding others' learning can ultimately lead to a pupil leaving the school.

Alternative Provision	
Contract	
Red Principal's Report	
Red Deputy Principal's Report	
Amber HOY Report	Amber HOD Report
Green HOY Report	Green HOD Report
Green Tutor Report	Green Class Teacher Report
Stickers; teacher organized break, lunch, after-school detentions.	

Voluntary Report: Pupils may choose to go on a monitoring report
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Sanctions to mark transitions

Green Class/tutor to Green HOD/HOY	SLG detention: letter home generated anyway
Green HOD/HOY to Amber HOD	Short period PWR and letter home
Amber HOD to Amber Deputy	Longer period PWR and parental meeting
Amber Deputy to Red Deputy	Exclusion, re-admission interview
Red Deputy to Principal	Longer exclusion, Principal re-admits

Key Points

1 HOY reports last over a period of a week. HOD reports will run for a period of lessons established at the start of the 'on report' period in after consultation with the appropriate Link Manager. This is necessary because of the different numbers of lessons that a pupil has per cycle in different subjects.

2 Pupils 'on report' may be given the chance to repeat an 'on report' level at the discretion of HOD/Link Manager as appropriate.

3 The 'on report' system will ask teachers to make judgements about pupil conduct in a range of fields using a 5 point scale based on our parental reporting system whereby

1 = conduct/attitude/effort which will help a pupil maximize their attainment

2 = conduct/ attitude/effort which will allow a pupil to achieve within the expectations of their potential

3 = conduct/ attitude/effort which risks damaging the grade/level at which a pupil will achieve in their Key Stage

4 = conduct/ attitude/effort which could damage the achievement of others

5 = conduct/ attitude/effort which could seriously damage the achievement of others

- 4 The question of whether a pupil 'passes' or 'fails' an 'on report' level will ultimately be down to the professional judgement of the supervising member of staff. The major contributory factor will be the number of times the pupil has been given 4 or 5 for their conduct/ attitude/effort in lessons. The occurrence of a number of 3s might lead to the repetition of a report for monitoring purposes.
- 5 At the higher levels (amber and above) reports will normally focus on behaviour and class effort.
- 6 Reports will provide a space for staff to set specific targets that may help focus a pupil on what they need to do to reach the required standard, how they have got things wrong in the past, or mechanisms for supporting a pupil in being successful.
- 7 Where a pupil is taken off report and subsequently exhibits conduct/ attitude/effort which merits being placed back onto report, it would be normal practice that he/she should re-join the ladder at the stage he/she successfully left it. The pupil may be placed at a lower level if, in the professional judgement of the supervising middle/senior managers, there has been sufficient time between the stages to warrant this.
- 8 When a pupil is placed on HOD report an identified member of the admin team needs to be informed. Where a pupil is simultaneously on more than 2 subject reports it will be usual practice for these reports to be replaced by a HOY report on that level.
- 9 Completed reports, successful or otherwise, will need to be carefully filed in pupil record files.

APPENDIX 6

Comberton Village College: Assessment Policy

Aims and Principles

At Comberton Village College we consistently aim to ensure pupils attain standards of achievement that are the highest of which they are capable, by providing teaching of the

highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal.

We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop pupil learning, while being managed efficiently by teachers as an integral part of their work.

Research and investigation into best practice provides clear indications of which approaches to assessment are most effective in encouraging pupil progress. Most studies distinguish between *summative* assessment that summarises a pupil's achievement at a particular point in time, often in the form of a grade or level, and *formative* assessment, the aim to provide constructive feedback to a pupil about how he/she can improve.

The following policy summarises how these approaches will be adopted at CVC. Subject departments will develop their own policies that apply the principles and practice contained to their particular curriculum areas.

1. Pupils make the greatest progress in their learning when teachers provide effective, clear, relevant and focused formative feedback.

To help achieve this

The school, subject departments and individual teachers will work together to develop and share best practice in providing formative feedback to pupils.

Teachers will provide relevant feedback *of some kind* within a fortnightly lesson cycle of work being undertaken or completed, as appropriate.

Teachers will provide effective formative assessment of pupil progress, which will usually be in written form, clearly summarising what pupils have achieved in the work they have done a target or targets for further improvement on a regular basis, at intervals agreed between the Head of Department and his/her Line Manager.

Teachers will provide opportunities for pupils to act on the feedback they receive, and will evaluate subsequent work to ensure that they are acting upon it.

It is completely appropriate that effective assessment of pupil work could consist entirely of thorough formative feedback and not require any additional grade/mark/level of any kind.

However, it is also important that a pupil can relate his/her periodic reporting/monitoring grade back to the work from which the judgement was derived. To this end when grades signifying attainment are awarded for work they should be appropriate NC levels/KS4 grades, or be easily relatable by the pupil to those grades.

All teachers have an important role in developing the basic literacy of pupils. To this end teachers will use their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. They will normally prioritise:

key words for the topic being studied

the most common misconceptions in spelling, punctuation and grammar.

Heads of Department, or another appropriate manager delegated by them, will sample work from every teacher within their department across each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of pupil response to it, and to use this to improve assessment practice.

2. Pupils make the greatest progress in their learning when they understand the assessment process, and are involved in their own learning.

To help achieve this

The school, subject departments and individual teachers will take every opportunity to explain to pupils the purpose, focus and methods of assessment that are used as clearly as possible.

Subject departments will ensure that National Curriculum Attainment Targets and KS4 assessment criteria are expressed in ways that are understood by all pupils, and that they are also readily accessible to all pupils.

Subject departments will ensure that exemplar material showing achievement at different levels will be accessible to teachers and pupils.

The school, subject departments and individual teachers will take every opportunity to help pupils become literate in the language of assessment.

Subject teachers will ensure that all pupils understand how any attainment grades given can be related to NC levels/KS4 assessment criteria.

Where subject departments wish to acknowledge any aspect of effort in work or conduct in lessons with a grade, they will use a five-point scale that pupils will understand is relatable to the school's periodic reporting/monitoring effort grades.

3. Pupils make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem.

To help achieve this:

Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.

They will provide opportunities for productive self and peer assessment approaches.

They will allow pupils to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

4. Pupils make the greatest progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.

To help achieve this:

Subject departments will be able to 'map out' where the different elements of their courses that need assessment are to be assessed.

Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans.

Assessment will be a fundamental part of the way individual teachers plan their lessons, not something that is seen as additional or external to the normal process of teaching and learning.

Pupils will be given explicit and direct advice on how to achieve to the best standard possible in assessment, through the creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.

5. Pupils make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process.

To help achieve this:

Teachers will take time to observe and listen to pupils talking about their work.

Subject departments and individual teachers will develop tasks that require pupils to demonstrate their learning.

Subject departments and individual teachers will analyse and make explicit the key words that will help pupils to develop and articulate their subject understanding.

Individual teachers will take account of the results of assessment in their teaching.

6. Teachers are best able to help pupils make the greatest progress in their learning when they use manageable systems for recording pupil progress.

To help achieve this:

The school will identify points throughout the year, when teachers will need to make summative judgements about pupil attainment and effort, so that progress can be monitored. This is currently once in each term for each year group.

When appropriate information about test performance and KS4 tier of entry will also be collected.

These judgements will be entered onto the school Management Information System.

Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data.

Subject departments will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which

team members are required to record is demonstrably useful to the assessment process.

7. Teachers help pupils to make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets.

To help achieve this:

Teachers will familiarise themselves with baseline data on the pupils they teach. This will usually include SAT results, reading ages, CAT scores, SEN information and other prior performance data where available.

The school will provide teachers with the information above in the most effective form possible. It will also provide predictive statements at KS3 and KS4 based upon previous performance at the school, which teachers can use as the basis for individual target setting.

The school will undertake, collate and disseminate analysis of data entered onto the school Management Information System amongst relevant staff. Where appropriate individual teachers, tutors, middle and senior managers will use this information to track the actual performance of relevant pupils against expected progress.

8. Pupils make the greatest progress in their learning when teachers, parents and pupils themselves work in partnership to ensure that assessment is effective.

To help achieve this:

The periodic summative judgements that teachers make about pupils will be shared with parents through reports. In each academic year parents will receive
at least 1 interim report summarising attainment and effort levels
1 full report containing the above information alongside concise statements outlining pupil progress and setting a target for improvement in each subject.

Progress statements and targets will be consistent with comments made in formative assessment during the year. They will be useful to parents and pupils in helping to encourage progress in pupil learning.

Parents will have one formal opportunity to discuss assessment judgements at a parents' consultation evening following one of the reports. Parents are able, when necessary, to contact teachers, middle or senior managers if they would like to discuss assessment issues at other times of the year.

The school will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their son/daughter, and are encouraged to examine the assessed work they have produced.

Teachers, form tutors, curriculum managers and pastoral managers will maintain an on-going dialogue with appropriate pupils about assessment and what it suggests about

their progress at every opportunity. Pupils will receive sufficient information to reach an informed understanding of their progress in relation to expectations.

APPENDIX 7 Specimen year 7 Timetable models

Monday A				Tuesday A				Wednesday A				Thursday A				Friday A											
Sc		RE	Hi	Gg		MFL		Ad		MFL		Sc	Gg		Mu	Hi		Dr		MFL		Ma					PE
Ma	RE															Dr											Ad
Hi		Sc																									Ma
RE	Ma	Hi	En	Sc		PE	ICT	Sc		MFL	En	DT				Ma											Dr
																											Ma

Monday B				Tuesday B				Wednesday B				Thursday B				Friday B											
Sc		RE	Hi					Mu		MFL		Sc	Gg		RE	Ad		Cr		MFL		Ma					PE
Ma	RE																										ICT
Hi		Sc																									Ma
RE	Ma	Hi	En	Sc		Cr	Mu	Sc		MFL	En	DT				Ma											Cr
																											Ma

Based on a two-week timetable (Week A and Week B)

This model uses half-year blocks only in DT.

Science, Maths, English and PE are taught in pairs of tutor groups only – allowing for only minimal setting.

For ease of scheduling this model includes some double lessons in creative subjects such as Ad and Mu.

This model was **rejected** because it does not allow for sufficient setting which we regard as important in achieving high standards of achievement.

Monday A		Tuesday A		Wednesday A		Thursday A		Friday A	
Sc	ICT	PE	DT	Sc	Sc	Ma	En	Ma	En
Dr	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
Ad	Ad	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En

Monday B		Tuesday B		Wednesday B		Thursday B		Friday B	
Sc	ICT	PE	DT	Sc	Sc	Ma	En	Ma	En
Dr	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
Ad	Ad	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En
MFL	MFL	DT	DT	Sc	Sc	Ma	En	Ma	En

Based on a two-week timetable (Week A and Week B)

This model uses half-year blocking in DT, PE, Sc, Ma and En – this allows for more setting.

This is the model that has been **used as the basis for our staffing plan.**

APPENDIX 8

COMBERTON VILLAGE COLLEGE

A. GIFTED AND TALENTED STUDENTS' POLICY

Introduction and General Rationale

- This document is a statement of the aims, principles and strategies for provision for the Very Able and Gifted and Talented Child at Comberton Village College.
- Comberton Village College aims to develop the full positive potential of every individual pupil in its care and it recognises that this means the full development of the different parts of individuals' lives. It is the duty of the College to provide opportunities, through its mainstream academic and pastoral organisation, that ensure that the skills and understanding of all pupils may progress at an appropriate pace, and we are thus committed to raising the achievement of all our pupils ***through the use of appropriate personalised learning strategies and pathways.***
- It is a vital strength of Comberton Village College that it has students who display a whole range of abilities and talents. Our definition of ability and talent recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.
- Since we strive to cater for students of all abilities, this must necessarily include a significant number judged to possess 'high' ability in a particular area or several areas. To this end, we have drawn up the following objectives that relate specifically to Gifted and Talented Provision:
 1. To work within our own setting and with other professionals to ensure that Gifted and Talented students are identified early and provided for accordingly.
 2. To provide opportunities for all pupils to take an active role in their own learning.
 3. To encourage an active partnership with parents in their children's learning.
 4. To offer every pupil the special educational provision he/she requires, so that the continuum of need in the school is matched by a continuum of provision.
 5. To provide continuity of learning for every pupil and to use regular evaluation of pupil progress to inform future planning.
 6. To co-ordinate support for Gifted and Talented pupils across the College and to undertake regular monitoring and review of our allocation of resources, the provision made for individual pupils and the progress of those pupils identified.
- Providing well for able students is ultimately an issue of equal opportunities. It should thus be seen as over-lapping with the school's Equal Opportunities Policy and also as reflecting the school's provision for students with Special Educational Needs. As such, we are committed to taking all reasonable steps to ensure that the inclusion of pupils with identified talents or abilities is not incompatible with the efficient education of other pupils and that their entitlement to a broad, balanced and high quality education is maintained.

Policy for Identification

- We aim to implement a process of identification that is continuous, rigorous, transparent, fair and flexible.
- The definition of 'high' ability within this process should be wide and encompass all appropriate students in the school.

- A range of sources should be used to identify able students as early as possible in different areas. These include:
 - (a) Primary School information
 - (b) Objective tests, particularly CATs and SATs
 - (c) Teacher identification made in conjunction with Subject Specific Criteria held by individual departments
 - (d) Information from parents
 - (e) Clubs, Societies and other relevant external agencies
 - (f) Peers

- A range of abilities and talents exist. A student might be identified as having high ability in one, several or all of these areas. Gardner (1993) identified twelve areas of intelligence:
 - (a) Factual
 - (b) Linguistic
 - (c) Musical
 - (d) Physical
 - (e) Logical-mathematical
 - (f) Spatial
 - (g) Practical
 - (h) Intrapersonal / Metacognitive
 - (i) Interpersonal / Emotional
 - (j) Common Sense
 - (k) Spiritual / Existential
 - (l) Creative

He argues that there is a particular type of giftedness associated with each form of intelligence.

- Departments will keep their own subject specific criteria for the identification of Gifted and Talented pupils and will maintain a register of identified pupils. Pupils may be added to or removed from this document – staff involved in the process should be especially mindful of those who may be regarded as underachievers or who may be ‘missed’ by the use of such criteria. The document is further intended to enable a continuous process of effective provision within departments through the dissemination of relevant information about the needs of particular pupils.

- Registers are reviewed twice during each academic year. Departments are encouraged to monitor instances of those individuals who have been removed from registers during this process and, if necessary, to report any concerns to Heads of Year and the G&T coordinator.

- ***Routine progress reviews, using both qualitative and quantitative data, make effective use of current, prior, predictive and value-added attainment data to plan for progression in pupils’ learning, monitor progress, generate targets and identify students at risk of underachievement.***

Curriculum Provision

- The school curriculum reflects a principle of ‘opportunity for all’. As such, it must be capable of serving the needs of able students while ensuring that these students retain complete access to the full curriculum. We are confident that our current curriculum provision combined with appropriate differentiation has the potential to meet the needs of each individual. However, we recognise that, in a small number of instances, it is appropriate to operate with a certain degree of curricular flexibility so that we can offer adapted curricula to particular individuals. We further recognise that, in exceptional circumstances, this may involve

appropriate programmes of acceleration. Such a decision is taken only after thorough consultation with the pupil, parents, staff and pastoral teams involved.

- The principle of differentiation, in its various forms, is fundamental to the good teaching of able students. Schemes of work aim to address opportunities for differentiation in planning for the teaching of able students, taking into account a full range of teaching and learning styles.
- In providing for very able students, staff will seek to promote a spirit of enquiry in the classroom. This regularly includes opportunities for students to engage in higher order thinking skills, involving applied and critical thinking. Provision will also reflect the school's commitment to best practice in the fields of Teaching and Learning and Assessment for Learning.
- ***Particular emphasis should be placed on skills-based learning, prioritising quality over quantity and with time to experience a breadth of learning.***
- A number of subject areas employ a setting policy as a mechanism for helping enable students to move through the curriculum at a suitable pace and in appropriate depth. Grouping according to gender also takes place in English classes to refine these aims further. Differentiation should remain a high priority in these groupings, however, as teaching staff look to meet needs of every pupil including, at the highest level, the Gifted and Talented individual.
- The use of extension and enrichment activities is encouraged as a highly desirable and appropriate way of providing effectively for able students. ***Staff will seek to engage with partners beyond the school where appropriate to enrich provision in this area.***
- ***The school will continue to seek to extend and enrich curriculum choice for Gifted and Talented students through provision of appropriate Level 3 courses. Current provision includes FSMQ, AS Level Economics and AS Level Critical Thinking.***
- There are occasions during the school year when an alternative curriculum is offered to pupils. Occasions such as the school's Curriculum Extension Days and Activities Week enable pupils to focus on particular subjects in greater depth and effectively serve as extension activities.

Extra-Curricular Provision

- Extra-curricular activities provide valuable opportunities for pupils to develop their talents. The school is committed to providing a broad range of opportunities in a number of areas, particularly in music, sport and the arts. This may variously involve use of staff from within the school or experts and specialists from external institutions and organisations.
- The school will endeavour to sustain and develop the impressive range of residential opportunities open to students which are a vital and valuable form of enrichment.
- ***The school will continue to work closely with YG&T (Young Gifted and Talented) to provide additional opportunities for students. These range from online materials and support services to access to specialist Outreach seminars and Summer Schools.***
- The school aims to provide its own annual Summer School for Gifted and Talented pupils, including those from its feeder Primary Schools, and will seek funding from appropriate sources.

Leading Edge Provision

- As an Ambassador and Leading Edge School the school is fully committed to sharing good practice in the field of Gifted and Talented education and to using the expertise of staff to deliver outreach programmes in local, regional and national contexts.

Pastoral Issues

- Able students need to be developed as fully rounded and balanced human beings as with all other students. The school's pastoral system has a vital role to play in delivering an affective (sic) curriculum which expresses a concern for the whole child – emotional, social, spiritual, intellectual and health-related.
- Able students function best in an ethos that recognises and encourages achievement. At Comberton Village College we recognise that we all have a part to play in sensitively fostering such an ethos.
- We recognise that pressures on able students can, at times, be very great. The school's pastoral system aims to ensure that full and proper support is given to any students in this situation throughout their time at the school. The tutorial system plays a vital role in this: as part of the ILP programme (Year 8 onwards) tutors are allocated time to meet with tutees in order to discuss and assess their individual learning needs. Additional advice and support is offered by members of the Learning Support Centre.
- Through the pastoral system we aim to respond to the needs of every individual. Accordingly, we recognise that it may be appropriate in some instances for certain identified pupils to be afforded a mentor who might personally address the needs of the individual and assist them in balancing their commitments and pursuing their goals.
- We are particularly mindful of the heavy burdens of practice and competition faced by many of our talented students. Through the Junior Athletes in Education programme we are able to assign mentors to our most talented young sportsmen and women in order to help them manage their time and commitments. The programme has been adapted to provide similar support for our talented musicians and dramatists.



APPENDIX 9

ADMISSIONS POLICY

ADMISSION OF PUPILS

Catchment area:

Children living in the catchment areas of the following primary schools: Barton; Caldecote; Coton; Hardwick; Bourn; Meridian, Comberton; Haslingfield; Monkfield Park, Cambourne; The Vine, Cambourne and the new primary school expected to open in Cambourne.

1) POLICY AND NUMBERS

Pupils will be admitted into Year 7 without reference to ability or aptitude.

In 2008, the published admission number was 257. The published admission number for Year 7 for the year commencing 1 September 2009 will be 300. For year 8 and year 9 the admission number is 257, year 10 and 11 is 249.

2) ADMISSIONS CRITERIA TO BE APPLIED IF PLACES ARE OVER-SUBSCRIBED

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

- 1) Children who are looked after or who have a Statement of Special Education Needs.
- 2) Children living¹ in the catchment area², who attend one of the schools listed above and who have a sibling³ at the school at the time of admission. *Parents may contact the Local Authority (LA) if they are uncertain whether or not they reside in the catchment area.*
- 3) Children living¹ in the catchment² area and who have a sibling at the school at the time of admission.
- 4) Children living¹ in the catchment² areas and attend one of the schools listed above.
- 5) Children living¹ in the catchment² areas.

¹ The home address is defined as the address of the adult with parental responsibility with whom the child normally lives and which applies at the time of application. Applications based on future addresses can only be considered up to 6 teaching weeks before the child is expected to take up the place and upon confirmation of a minimum of six month tenancy agreement or exchange of contracts'.

² A map showing the catchment area and/or further information can be obtained from the school.

³ A sibling is defined as another child of compulsory school age living in the same family home.

- 6) Children who live outside the catchment area, who attend primary schools within it and who have a sibling³ at the school at the time of admission.
- 7) Children who live outside the catchment area who have a sibling at the school at the time of admission.
- 8) Children who live outside the catchment area who attend the primary schools within the catchment area.
- 9) Children who live outside the catchment area.

In cases of equal merit, priority will go to children living nearest the school according to the shortest straight-line distance.

4) HOW TO APPLY FOR A PLACE IN YEAR 7

The application process for admissions into Year 7 is co-ordinated by Cambridgeshire Local Authority (LA), which acts on behalf of the governing body to offer places at the College. Parents should apply online at [REDACTED] or submit a Cambridgeshire Application Form, available from their child's primary school or from the LA Admissions Team, no later than the LA deadline in November. Offer letters will be issued by the LA on the National Offer Date (1st March or first working day after). Late applications (those submitted between the November deadline and the end of the co-ordination period) will be handled by the Admissions Team.⁴

To apply for a place after the start of term or in any other year group please contact the school for an application form.

School office contact: Clerk to Governors/Admissions Officer – [REDACTED] or [REDACTED]

LA Admissions Team Contact: South Team: [REDACTED] / [REDACTED] or [REDACTED]

All parents are advised to read the Local Authority booklet for parents on secondary admissions.

Parents wishing to visit the school prior to submitting an application are welcome to do so, though it may not always be possible to organise this at short notice. Visits are not interviews and do not affect any decision regarding the availability of a place. Please contact the school to make arrangements.

How places are offered

For admission into Year 7, the LA, on behalf of the Governing Body, will offer places to 300 children. This is the Published Admission Number (PAN) for that year group. In the event that more than 300 applications are received, the oversubscription criteria will be applied to determine priority for places. (See section 2)

5) HOW TO APPLY FOR PLACES IN YEARS 8, 9, 10 AND 11

Applications for places in these year groups at any time of the year: A College application form must be completed and returned to the College's Admissions Officer.

In the event of over-subscription the criteria set out above in Section 2, will be applied and places offered in accordance with those criteria.

Application forms are in the College Prospectus and available from the College's Admissions Officer (see contact details above).

Parents wishing to visit the school prior to submitting an application are welcome to do so. However, this is not always possible to organise at short notice and visits are usually conducted in small groups. Visits are not interviews and do not affect any decision regarding the availability of a place.

⁴For further information and specific dates, please refer to the full scheme for secondary co-ordination, available from the LA Admissions Team or from the website, [REDACTED]

6) OPERATION OF THE RESERVE LIST

Year 7 intake:

As part of the co-ordinated scheme for secondary admissions, the LA Admissions Team holds the initial reserve list on behalf of the governing body until the end of the first week of the autumn term in the initial year of intake. When an application is refused, the child's details are automatically placed on a reserve list for the year group, ranked according to the oversubscription criteria. Parents will be contacted immediately if a place becomes available for their child, but should be aware that their child's place on a reserve list may change if an application is subsequently received that meets a higher criterion than their own.

If you would like your child's name to be retained on the list after the first week of the Autumn term, please notify the college accordingly.

Mid-phase applications:

Parents whose applications are not immediately successful because of over-subscription will be asked whether they wish their child's name to be placed on a reserve list. Applications will be ordered on the list according to the over-subscription criteria and when places become available, they will be offered accordingly. Parents should be aware that their place on the waiting list may vary if applications are subsequently received which meet a criterion higher on the list than their own.

Please note that names held on the reserve list will not be carried over to the new school year. Parents wishing to remain on the list should contact the school.

7) APPEALS

The parent of any child who is refused a place at the school has a right of appeal to an independent Appeals Panel. The panel consists of three people who are independent of the school's Governing Body and the Local Authority. The panel will consider the circumstances of the case put before them. Both the Governing Body and the parents must abide by the decision it makes.

Appeals for the school are currently arranged by the Governing Body's Admissions Sub-Committee on behalf of the Governing Body. Further information and appeal forms are available from the Clerk to the Governors at the College.



Comberton Village College

Pupils' Equal Opportunities Policy means Learning for Everyone

P.E.O.P.L.E.

At CVC we aim to live in an educational environment which allows pupils to conduct their school lives in an atmosphere of freedom, tolerance and optimism about who they are and about who they might be. We hope to achieve this as follows:

Equality of Opportunity is achieved through:

- Access to the curriculum for all both in and out of school.
- Wide curriculum access without gender bias.
- Promotion of knowledge and understanding of others through the Personal Development and Citizenship programme.

Racial Equality and Good Race Relations is encouraged by:

- The challenging and avoidance of stereotypes
- Positive views of difference
- Appreciation of diversity
- An active PD programme
- Promotion through curriculum content and delivery, where appropriate
- Clear Racial Harrassment policy procedures.

Prejudice and Discrimination are dealt with through:

- Allowing and accepting difference in people
- Valuing of varieties of abilities and talents
- Respect for diversity of belief

- Respect for cultural diversity

APPENDIX 11

Comberton Academy Trust
Comberton Village College

Cambridgeshire County Council

Comberton

Cambridge

PLANNING FOR THE NEW SECONDARY SCHOOL IN CAMBOURNE

PARENTAL SURVEY RESPONSE

(Parents of Year 4 and Year 5 pupils in Cambourne Schools)

Please complete the attached survey form and return by Friday 27th January 2012 to your child's primary school.

BACKGROUND

Cambridgeshire County Council members have decided that a new secondary school should open in Cambourne in September 2013. Councillors are aware that Comberton Village College will not have the capacity to take all Cambourne children as the population grows, and that a local school is the best solution for the people of Cambourne.

The new school will accommodate 750 pupils aged between 11 and 16. There will be 150 pupils in each year group. The school will open with year 7 pupils in September 2013, and will then grow, one year group at a time, reaching its full capacity in 2017. After Year 11, pupils will have the opportunity to continue their studies at Comberton Village College Sixth Form, or at other post - 16 centres.

Cambridgeshire County Council has asked the Comberton Academy Trust to take responsibility for setting up the new school. Comberton Governors are determined that the new school in Cambourne will have all of the positive qualities associated with Comberton Village College, whilst still developing its own individual character.

Architects and builders have been appointed, and plans have been drawn up for a 'state of the art' school building in Lower Cambourne which will provide the opportunity to develop another school of the very highest quality.

OBTAINING YOUR VIEWS

Comberton Governors and Cambridgeshire County Council are keen to understand the views of parents and other members of the local community. A public meeting will be held later this year so that plans for the school can be explained in more detail and there will be time for questions, and a full discussion.

In the meantime though, we are keen to understand the views of parents and carers of children who will make up the first two year groups. Current Year 5 children will make up the first year 7 group in September 2013; current Year 4 children will begin at the new school in September 2014.

Please would you fill in the attached reply-slip. We simply ask you to say whether you agree or disagree with the 3 statements. The survey is anonymous, but feel free to add your name and contact details, if you wish to do so. We have left space for you to write comments or questions on the form.

Thank you for your help with this survey.

CAMBOURNE SECONDARY SCHOOL PARENTS' / CARERS' SURVEY FORM

Primary School: _____

My child is currently in Year 4 / 5 (Please circle as appropriate)

(Please tick 'agree' or disagree')

	Agree...	Disagree
Establishing a new secondary school at Cambourne is the right thing to do, especially as Comberton will not have the space to take Cambourne children by 2013.		
Comments:		
I am happy that the Cambourne secondary school will be set up with a philosophy and a curriculum based on Comberton Village College, and with Comberton teachers.		
Comments:		
I intend to select the new Cambourne secondary school as my first choice when the time comes to choose a school for my child.		
Comments:		

Please list extra-curricular clubs or activities that your child would like to see provided at the new school:

Any other comments: (please continue overleaf if necessary)

Please return survey form to your child's primary school by Friday 27th January 2012.

APPENDIX 12

Staffing Overview and Curriculum Plan for each of the 5 years after opening, assuming 150 students in each year group: please see separate spreadsheets (and separate attachments)

APPENDIX 13

Staffing Overview and Curriculum Plan for each of the 5 years after opening, assuming 135 students in each year group: please see separate spreadsheets (and separate attachments)

APPENDIX 14

Ground Floor Plan: please see separate sheets (and separate attachments)

APPENDIX 15

First Floor Plan: please see separate sheets (and separate attachments)

APPENDIX 16

Letter of support from Adrian Loades, Executive Director: Children and Young People's Services and Adult Social Care. Please see separate document (and attachment)

APPENDIX 17

Leadership Structure please see separate document (and attachment)

APPENDIX 18

Governance Structure please see separate document (and attachment)

