

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: mainstream.fsapplications2013@education.gsi.gov.uk.

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: Lynch Hill School Primary Academy [REDACTED] Slough [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
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:		

Details of company limited by guarantee	
11.	Company name: Lynch Hill School Primary Academy
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Slough <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
13.	Company registration number: 7703829
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details:
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name:

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

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

Related organisations

20. 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.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- The role that it is envisaged they will play in relation to the Free School.

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).	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	109933
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	3-11 Current NOR 793 Capacity when expansion to 4form entry is complete: 960
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: 2008 [REDACTED]	
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: Password not available at time of posting. Hard copy attached as annex to section A	
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:	

**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 of company / Member of company (please delete as appropriate).

Print name:

Date:

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:	LYNCH HILL ENTERPRISE ACADEMY
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
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 NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
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:	
10.	Postcode of the preferred site of the proposed school:	To be confirmed
11.	Local authority area in which the proposed school would be situated:	Slough or South Bucks District
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Buckinghamshire / South Bucks District
13.	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.	

Section C: Education vision

1. Introduction

- 1.1. This proposal responds directly to the first aim of the Free Schools Programme which is not just the introduction of a new school but will look to drive up standards in all local provision - the level and positive content of responses to the consultation in the local community shows strong parental interest in and support for the proposal which will represent an innovative addition to the choice of schools on offer. This is because it will work closely with local businesses to fully prepare students for the world of work. This new school will offer a curriculum based around enterprise and work-based learning for life. We are committed to developing the skills needed for the 21st century and delivering the next generation's workforce for Slough.
- 1.2. The Slough LA School places report to Scrutiny Panel Nov 2011 (see Annex 1) identifies that between 2008 and 2012, Slough will have added 3,000+ new primary places and equivalent growth will be required in the secondary sector once pupils move up the system.
- 1.3. There will be a significant increase in the demand for secondary school places as the large cohorts from the primary sector begin to transfer to secondary schools from September 2014 onwards. Slough's school place planning assumes that pupils will continue to use the surpluses available in out-of-borough schools, although growth in demand in Windsor and Maidenhead suggests that eventually fewer Slough pupils than at present will secure a place in their schools.
- 1.4. Slough LA accepts that all sources of income will need to be explored for expanding secondary school provision. As well as the LA continuing to submit data to the DfE to secure new Basic Need allocations, academies and free school promoters will be encouraged to apply for funding for new school places from the DfE, where separate funding streams are available.
- 1.5. Slough LA fully recognises the need for school places and also sees the viability of a free school. This is endorsed from a scrutiny report which said "Possible sites are limited, although we will continue to explore options as they arise. This would include new Free Schools or academies in or near Slough as these would be funded by the central government". See letter of support in Section F4.
- 1.6. The key features of the proposed school.
 - An all ability, non-selective school for students aged 11 – 19yrs.
 - The school will accommodate 180 students per year group in KS3, 4 and 5.

- The school would seek to retain around 70% of year 11 into the 6th form in order to be cost-effective. This means years 12 and 13 would each have 120 pupils on roll.
- 1.7. LHE Academy is sponsored by Lynch Hill School Primary Academy and will therefore be a member of their multi-academy trust. The Primary Academy will ensure that LHE Academy benefits from this shared expertise and continues the learning journey with the same drive for high standards and continuous improvement. It is expected that the secondary school will excel in its standards of education provision, like the primary school, based on a thorough knowledge and understanding of the local community and its needs.

2. The Free Schools aims

2.1. We are seeking to establish a school that is...

- **INSPIRING** – we will inspire our students to ASPIRE, ACHIEVE, SUCCEED by developing their talents by challenging and supporting them through their learning journey to aim high and be the best that they can.
- **EXCITING AND INNOVATIVE** – we are committed to developing their understanding of the expectations of the world of work through real work experiences and use of the ASPIRE Skills and Training Centre which will act as a ‘hub’ for the delivery of development programmes and other outreach activities across the Slough Trading Estate and wider Slough business community.
- **PERSONAL** - we want all our students to feel known and understood by the school demonstrated by students’ positive attitudes to school and learning. KS3 students will be taught and mentored by just a few key teachers and staff, similar to primary school, helping children make a good transition to secondary school. All students will have a mentor who regularly reviews their progress with them.
- **HOLISTIC AND PERSONALISED** - we are committed to understanding every student, nurturing and directing them towards an avenue that will make full use of their potential.
- **ASPIRATIONAL** - high expectations will ensure good progress for all students, regardless of ability. Our aim is that all pupils will leave school with good levels of literacy and numeracy that meet industry expectations with at least 85% making at least the expected progress between KS2 and 4.
- **SUPPORTING PARENTS** – helping them, through parenting support and adult learning, to help their child make the most of every opportunity and achieve their best. Training and work-based skill

development opportunities will also be available to parents, such as IT classes and specific skills to meet local employment needs.

- **COMMUNITY ORIENTATED** - this school will be fully integrated into the diverse community of Slough, working with local businesses, schools, organisations and people. Listening to our community and working together to address areas of local need we aim to bring tangible benefit for all.
- **CONNECTED TO THE SLOUGH BUSINESS COMMUNITY** – we aim to develop the enterprise and work-based skills needed for the 21st century and deliver the next generation’s workforce for Slough working with the business community through the Aspire skills and training centre.

3. Our aims will be;

‘Aspire, Achieve, Succeed’ Developing Talent
We aim to develop our Community:
Ensuring our students have essential skills ready for employment and further study.
Fostering ambition, motivation & desire to realise their full potential.
Developing communication skills, leadership & team-work to equip ‘them’ to solve life’s problems.
Recognising the importance of individual goals and its interdependence with the wider community.
As responsible and caring members of the community.

4. The ethos of the school

- 4.1. This will be one of high expectations, personalised to the student’s ability and aptitude. An absolute focus on progress of every student means that no one is overlooked and everyone is given the support and constructive challenge they need. Appropriate support and nurturing will be provided to help all students meet our expectations of work and behaviour. We are passionate about learning and helping every child succeed. We believe that all students can learn effectively providing the appropriate provision and expectations are in place. The school will extend many of the successful policies and practices already in place at Lynch Hill School Primary Academy which reward

hard work and ensures that all pupils make good progress.

5. How the curriculum reflects the ethos

- Daily Maths and English lessons for all students aged 11-16
- Global citizenship and Business enterprise skills as core themes
- Science, Technology, Engineering and Maths (STEM) focus
- Personalised learning programmes supported by the business-led ASPIRE centre on the Slough Trading Estate
- State-of-the-art technology to support anytime, anywhere learning
- Nurture and support through learning support for each learner that ensures that each young person is personally known and that their preferred learning styles are understood and stimulated
- Family support and family learning through real engagement with families and the local community

6. Approach to teaching and learning

- 6.1. KS3 (years 7& 8): Education will be structured with a strong primary bias. The KS3 curriculum will be delivered by only a small team of key staff, mainly primary specialists. As in the primary school, each class would have a class teacher, so that the pupil:teacher relationship, which is such a key part of the primary ethos, remains a high priority. This will ease the issues around transition from the primary to secondary phase. Support staff would also be assigned to classes.
- 6.2. English and maths would be taught daily in contrast to many local secondary schools which provide only 3 days per week. This will be in ability groupings (sets). Primary trained specialist teachers, will mainly cover the KS3 curriculum. They will provide specialist teaching in the core areas whilst also providing a strong basis in pastoral care and personalised learning. Where timetabling allows, some secondary-trained specialists will teach across KS3 and KS4 e.g. in Science and PE.
- 6.3. KS4 (years 9,10 and11): Students will study a core curriculum of English, Maths, Science, ICT, Global Citizenship and PE throughout KS4.
- 6.4. As an Enterprise Academy all students will be expected to study at least one of the following subjects in the options:
 - Business studies
 - Engineering
 - A technology subject

- 6.5. The Enterprise curriculum will be delivered in partnership with local businesses personalised to the student's strengths and areas for development against a Key Skills framework. This would involve:
- Mentoring & coaching involving business personnel where possible
 - Apprenticeship taster days
 - Project work and 'The Apprentice' style enterprise challenges involving applied literacy and numeracy skills
 - Understanding the expectations of the world of work through work experiences and use of the ASPIRE Skills Centre
- 6.6. Personalised learning and thinking skills (PLTS) is now a module of the BTEC Apprenticeship curriculum. These themes describe the qualities and skills needed for success in learning and life, and are comprised of six groups of skills.
- Independent enquirers
 - Creative thinkers
 - Reflective learners
 - Team workers
 - Self-managers
 - Effective participators
- 6.7. **Annex 2** provides an insight into the attributes of each of these skills.
- 6.8. The framework, together with functional skills of English, Maths and ICT, captures the essential skills of managing yourself and relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals. Therefore these will be embedded into the personalised learning programme.

7. Why is this proposal so important for Slough?

- 7.1. This would be a really exciting development for the local area. Lynch Hill Enterprise Academy would be the first Free Secondary School in Slough and as such, we hope to extend the boundaries for what can be achieved through very carefully, structured "end to end" education; from pre-school to paycheque.
- 7.2. We will not only ensure that pupils attain the peak of their learning capabilities in their formative years, but also lead their academic path toward structured vocational studies, which should provide them with their best possible career opportunities.
- 7.3. Through the added support of our local business community, we expect that the paths of education and employment will align to establish wide ranging opportunities for talent development in the

young people of Slough. This will extend to higher education opportunities for our most talented individuals.

- 7.4. Our pupils will benefit from being able to start their adult working lives with local employers who appreciate the depth of focus and commitment this school will bring to the town. Candidates will be able to demonstrate high levels of employable skills, having had such close links to commerce and industry through the latter part of their education.

Section D: Education plan – part 1

1. Rationale

- 1.1. The educational plan for the new school has been developed on the premise that it will provide a purposeful and progressive student experience, with meaningful outcomes, to a diverse population including challenging pupils.
- 1.2. It will be a non-selective school which will make a difference to the lives of young people and will allow every pupil to flourish, providing them with the best possible start in life, beyond school. It will provide much-needed secondary school places but will also add greater diversity to the choice of non-selective education in Slough. By addressing the concerns of both the local community and businesses about the skill levels of Slough residents and their sustainability for local employment, the new school will take the lead in socially responsible curriculum development.
- 1.3. Our moral purpose is our social responsibility to the local community because we seek to make a difference in the lives of young people. We are concerned about closing the gap and raising the achievement of both high-performing and lower-performing students, contributing, where possible, to reducing the gap in other schools and the community.
- 1.4. However, raising achievement requires a dynamic, engaged teaching force. This requires many leaders with passion, commitment and sustained energy to continually develop others in the organisation. We already choose to train and develop our own teachers and grow our own leaders and will use the creation of the Teaching School to enhance this programme specifically to address the range of specialism required.
- 1.5. Our educational ethos is driven by the collective commitment of the staff, governors and local community of Lynch Hill School Primary Academy which has a proven track record of achieving outstanding outcomes for its pupils. This is evidenced by its results. The comments posted on the consultation website also indicate the wide recognition of the strength of Lynch Hill's vision and ethos, confirming the community's enthusiastic support for its continuation in a secondary school. Whilst not research, this evidence is compelling and will ensure a secure foundation on which to grow the next phase of education. **See Annex 9.**

2. The sponsor

- 2.1. The Primary Academy will ensure that the LHE Academy benefits from its shared expertise and continues the learning journey with the same drive for high standards and continuous improvement. It is expected that the secondary school will also excel in its standards of educational provision, like the primary school, based on a thorough knowledge and understanding of the local community and its needs.

2.2. Lynch Hill School Primary Academy is an outstanding school as evidenced by its Ofsted report (2008):

Overall effectiveness of the school

Grade: 1

Parents, pupils, staff and governors are all justifiably proud of this outstanding school. Pupils are enabled to flourish both socially and academically. One parent wrote, 'I feel that Lynch Hill is an excellent school. It is led very effectively by a strong team and promotes and achieves high standards of education and behaviour'.

Pupils' achievement is outstanding. They make good progress in the Foundation Stage and then exceptionally good progress throughout Key Stage 1 and Key Stage 2, building on the solid foundations embedded in the Early Years. Standards improve quickly as the pupils move through the school, and are exceptionally high by the end of Year 6. Pupils achieve so well because expectations are high, the teaching is outstanding, and because they receive excellent support from the teaching assistants.

As the headteacher said, 'Failure at Lynch Hill is not an option for the pupils. They can all succeed'. They enjoy their work because they benefit from a rich and interesting curriculum that makes learning fun and exciting. Teachers are successful at meeting pupils' differing needs because they know their pupils so well. Even in outstanding schools there is always something that can be improved and at Lynch Hill a relative weakness is that pupils do not have enough opportunities to produce extended pieces of writing in other subjects, such as history, geography and religious education.

Pupils' personal development and well-being are excellent. Members of staff give pupils excellent personal and academic support and, from an early age, teach them good values. Pupils quickly learn to respect each other and adults. They are very polite and welcoming to visitors and develop extremely positive attitudes towards their learning.

Pupils' exemplary behaviour is a major factor in their successful learning and creates a very positive atmosphere in lessons and around school. One quote from a parent, that was typical of many, was, 'I am overjoyed with the school. All the staff have a great rapport with the children'.

Pupils are keen to carry out helpful tasks and take these responsibilities very seriously. They say that they feel safe and that the very rare instances of bullying are effectively dealt with. School councillors are very conscientious and make an excellent contribution to the school community. For instance, they have planned healthy menus with the school meal providers.

The school has excellent links to the local community, including the Parish Council where ideas from the children for improving the locality are considered.

The school has established strong links with parents. One parent summed up the almost unanimous views of all by writing, 'I feel that my children have achieved so much since starting at Lynch Hill.' The school is so successful because it is led and managed exceptionally well. The headteacher and other members of staff are passionate about 'their school' and do all they can to ensure that pupils fulfil their potential. The governors are knowledgeable and provide excellent support.

The school is very clear about its strengths, although it tends to be a little modest in one or two judgments, reflecting the very high expectations of the headteacher and senior leadership team. Subject leaders are enthusiastic and support their colleagues well. There are ambitious plans for further school development, and the headteacher and governors are exceptionally well placed to realise their aspirations.

2.3. In addition, the school's interim assessment 2011 indicates performance has been sustained. The headteacher of Lynch Hill School Primary Academy is a National Leader of Education and the school is a National Support School. This school also has an application in process to become a Teaching School.

2.4. It is this strength that will be continued into the new school. Not only will KS3 (yr7&8) be organised using the primary model but Lynch Hill's excellent practice around nurturing and supporting vulnerable children and their families will continue beyond the primary phase. LHE Academy will also foster strong supportive relationships between home and school which will endeavour to smooth the transition to secondary school.

2.5. Lynch Hill's high expectations will ensure good progress continues through the secondary phase, for all students, regardless of ability. The LHE Academy will expect all pupils to leave school with good levels of literacy and numeracy that meet industry expectations which includes communication and presentation skills.

3. The number on role, when full, would be 1,140.

	2014	2015	2016	2017	2018	2019	2020
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12						120	120
Year 13							120
Totals	180	360	540	720	900	1,020	1,140

4. Our specialism

- 4.1. A CBI survey in April 2006 found that more than two thirds of employers felt that school-leavers were ill-equipped for the workplace. There is a lack of focus on the skills, attitudes and behaviours that young people actually need to be successful in their working lives; skills like teamwork, presentation, reliability, honesty, integrity, and punctuality, which employers look for in new recruits.
- 4.2. The concepts that lie at the heart of Enterprise education make our specialism even more relevant and pertinent to our young people and our wider community.
- 4.3. Enterprise education involves the development of:

Enterprise capability — the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life.

- 4.4. Enterprise capability can also be described as: innovation, creativity, risk-management, and a 'can-do' attitude and the drive to make ideas happen supported by:
- i. financial capability — the ability to manage one's own finances and to become questioning and informed consumers of financial services
 - ii. Business and economic understanding — the ability to understand the business context and make informed choices between alternative uses of scarce resources.
- 4.5. The Enterprise curriculum will be delivered in partnership with local businesses through:
- Mentoring & coaching involving business personnel where possible
 - Apprenticeship taster days
 - Project work / 'The Apprentice' style enterprise challenges involving applied literacy and numeracy skills
 - Understanding the expectations of the world of work through work experiences or attendance at the Training & Skills Centre.

STEM (Science, Technology, Engineering and Maths)

- 4.6. The National STEM strategy identifies that:
- The future prosperity of the UK is dependent on young people studying STEM related subjects

- The UK needs to double the supply of skilled workers in STEM related jobs in the next 7-10 years.
- Females and some ethnic minority groups are under-represented in these areas.

Issues we wish to address

- 4.7. Therefore, it is not surprising that our local business community tells us that STEM subjects should be the focus of our curriculum. These subjects will be given a high priority throughout the school as part of our enterprise specialism. **See annex 3 : STEM online module**
- 4.8. Transition between primary and secondary school. We have the highest expectations of our pupils within a nurturing ethos which supports individuals to give of their best. We believe that the primary model should be extended into KS3, at least to yr7& 8. Strong relationships, with a few key staff, are the bedrock of good teaching of younger pupils and these need to be protected in the next phase of schooling. We would, therefore, aim to create a smooth and seamless the transition between KS2 and KS3.
- 4.9. Slough is home to a large number of successful businesses, including multi-national companies, which offer significant employment opportunities yet they employ very few Slough residents. The majority of the workforce is drawn from out of town, across the Thames valley. This is because local people often lack the skills needed to take advantage of the career opportunities on their doorstep. Business leaders say that schools do not develop the knowledge and skills they require of applicants. They see a mismatch between what schools deliver and what the world of work requires. Standards of literacy and numeracy need to be higher and there needs to be a greater emphasis on Science, Technology, Engineering and Maths. We are, therefore, passionate about improving the skills of students in the areas where skills gaps have been identified so that they may take full advantage of the employment opportunities available in and around Slough.

The 8 key issues identified by the research
Slough residents' skills are out of step with local employment opportunities
Skills are holding back the local economy and business performance
Employer skills priorities appear to reflect the growth of high added value services
Acquisition of English language skills is a major challenge
Tackling recruitment difficulties could benefit from a joint approach
Closer links between employers and local learning and skills providers would be beneficial
Slough employers should be encouraged to be more active in developing the workforce
Slough residents should be encouraged to take greater ownership of their own learning and career

4.10. Local people, although well regarded by Slough employers, tend to provide a pool of low-skilled labour for lower level occupations. Residents are especially poorly equipped to take advantage of the increasingly sophisticated local employer base. The research indicates that 74% of the current Slough workforce has skills at NVQ level 2 and above - however, only 51% of Slough residents fulfil this skills requirement. The situation worsens higher up the skills value chain with more than half of the Slough workforce qualified to NVQ level 3 and above as opposed to only 33% of Slough residents.

5. The key skills issues facing Slough residents and businesses.

5.1. Slough residents' skills are out of step with local employment opportunities.

	Slough (%)	South East (%)	GB (%)
NVQ 4 and above	18.8	30.5	27.4
NVQ 3 and above	33.1	49.4	45.3
NVQ 2 and above	50.8	68.0	63.8
NVQ 1 and above	65.5	82.7	77.7
Other qualifications	20.1	7.7	8.5
No qualifications	14.4	9.6	13.8

Source: Office of National Statistics, Annual Population Survey, (Jan 2006 - Dec 2006).

5.2. The percentage of businesses with vacancies and hard-to-fill vacancies in Slough, and skills gaps in the workforce are way in excess of that elsewhere in the South East or England. The main reason employers gave for the difficulties experienced in recruiting the right staff is that applicants typically lack the required skills (60%).

See Annex 4 Local Talent : Global Success

5.3. We believe that a secondary school offering a curriculum geared to enterprise and work-based skills, working alongside the Aspire skills and training centre, would best meet the needs of our pupils. We would extend Lynch Hill's outstanding standards and provision through KS3, 4 and 5 to develop the 21st C workforce needed for the companies of the Slough Trading Estate.

5.4. Whilst the new school would be a separate school, with separate admissions arrangements, we do see it as a continuation of the Lynch Hill experience, developing the Enterprise curriculum from KS1 to 5 and beyond. The curriculum will actively promote Science, Technology, Engineering and Maths careers as the future prosperity of UK and local businesses is dependent on young people choosing these subjects.

5.5. The 'STEM Action Programme' report identified five main target areas (made up of 11 Action Programmes) to improve the delivery of STEM initiatives.

These target areas are:

- i. Getting the right people to become teachers and lecturers, covered by Action Programme;
- ii. Encouraging continuing professional development (CPD) for mathematics teachers and science teachers and to engage teachers in technology and engineering;
- iii. Bringing real-world context and applications of STEM into schools and colleges to enrich the teaching of science, technology and engineering and mathematics;
- iv. Showing young people the rich range of career opportunities that STEM study opens up
- v. Getting the STEM curriculum and infrastructure right. These aim to improve access to the science and maths curriculum, enhance the quality of practical work in science, and build the capacity of the national, regional and local infrastructure.

See Annex 5 : Discovering talent, developing skills 2010

6. The performance of existing secondary schools in Slough

6.1. The case for additional, decent, school places for secondary aged children is strengthened by the performance of existing local secondary schools. In many cases schools are at capacity and temporary arrangements are being sought, this lack of school places is exacerbated by the fact that many high performing schools are grammar based schools.

6.2. Ofsted judges all Slough secondary schools, except one, as good or better with 5 schools judged outstanding in both overall effectiveness and in teaching. One school is satisfactory overall whilst no secondary school in Slough is in a category.

6.3. Achievement.

- in 9 out of 11 schools pupils make at least the expected progress between KS2 and 4.
- in 7 out of 11 schools over 50% pupils achieve 5+ A*-C GCSEs including English and Maths; the grammar schools all achieve 98 or 99%. (floor standard 35%)
- in 6 out of 11 schools the percentage of pupils making the expected progress in English is above 85% (national median 72%)
- in 8 out of 11 schools the percentage of pupils making the expected progress in Maths is above the national median 65%; the 4 grammar schools all achieve above 97%.

Annex 6 provides a graphical representation of the achievement tables.

7. Exclusions

7.1. Exclusion data also shows that Slough schools have worked collaboratively with the LA to significantly reduce permanent exclusions to one of the lowest rates in the country.

DfE Published Data to 2009/10
Slough Data 2010/11 & 2011/12

Permanent Exclusions

	2007/08	2008/09	2009/10	2010/11	2011/12 to date
Slough Primary	0	0	0	0	0
Slough Secondary	4	5	5	4	2
Special	0	0	0	0	0
Total	4	5	5	4	2

- Embedded systems to prevent Permanent Exclusion, rapid response, fair access protocols, hard to hold, behaviour panel
- Zero primary Permanent Exclusion since 2006/7 and low secondary PE
- Close working with/between schools to reduce Permanent Exclusion

8. We believe that a great school is one where

- consistency is given the highest priority
- they constantly look to improve and excel at what they do
- disadvantage is not a barrier to achievement and they constantly seek to remove those barriers
- they put students first, invest in their staff and nurture their communities
- they have strong values and high expectations
- they have outstanding and well-distributed leadership.

8.1. These are the principles which will guide policy and practice at Lynch Hill Enterprise Academy. These achievements do not happen by chance but through highly reflective, carefully planned strategies.

Section D: Education plan – part 2

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

9. Curriculum and Organisation of Learning.

- 9.1. We will have a broad and innovative curriculum that interests and motivates all learners. We celebrate the successes of all students and set out clear pathways to help them make progress towards their personal as well as their academic and vocational goals.
- 9.2. We are dedicated to enhancing our students' learning and wellbeing by providing a wide range of opportunities that encourage them to aim high.
- 9.3. We want them to have achieved to the very best of their abilities before they leave the Academy and go on to higher education or into employment.
- 9.4. The LHE Academy has a clear curriculum vision guided by these principles:
- First and foremost, we aim to develop talent and fulfil the potential of all our students
 - Excellence is celebrated and work of a high standard is displayed and promoted throughout. Positive reinforcement and rewards are used continually to raise expectations.
 - Sustained effort is also encouraged to enhance standards.
 - Everything is done to maintain the quality of teaching and learning to ensure that pupils entering the school receive the best educational opportunities. Regular on-going assessment of children's needs, abilities and progress forms an essential part of this process. Teachers plan each individual's learning so that their full potential can be realised.
- 9.5. We will ensure that students progress well because the curriculum will provide opportunities for everyone regardless of difficulty or disability. We will be a highly inclusive school which personalises learning, offering learning opportunities specific to individual needs. For those experiencing difficulties these concentrate on the acquisition of basic skills thereby removing the barrier to their learning across the curriculum. There will also be personalised support for social and emotional issues and for the able and talented. All students will receive support at some time in their time at the school.
- 9.6. In recognition of the deprivation many local pupils experience, the school will give a high priority to basic skills. The success of the Primary Academy in teaching basic skills has motivated pupils to achieve well in all areas of the

curriculum and has produced positive attitudes to learning demonstrated by high and improving standards. The LHE Academy will also seek accreditation in the Basic Skills Quality Mark and continue this good work.

- 9.7. Synthetic phonics and cursive handwriting will still be taught in KS3 especially for students receiving additional support. Daily tasks will also support the regular learning of tables and spellings. Highly successful teaching support programmes, which follow the principles of the 'Dyslexia Friendly School', have made a significant impact upon the SEN profile of the Primary Academy by eliminating many of the serious behaviour concerns and will be replicated in the new school.
- 9.8. Good provision for English and Maths will ensure that students continue to progress well through key stage 3 and 4. The school will place great emphasis on the teaching of basic skills across the curriculum by offering daily English and Maths lessons. Despite low attainment on entry of many children to the primary school pupils leave the Primary Academy at least in line with national expectations, confident in their ability. This expectation of progress will be maintained rigorously.
- 9.9. Extension opportunities and selective groupings will fulfil the needs of students within the higher range of ability. Highly effective support programmes will be developed and implemented as necessary to ensure that students are fully supported and their self esteem remains high. All teachers and teaching assistants will ensure that all pupils make the most of their learning opportunities.
- 9.10. High levels of pupil engagement with the curriculum is essential in assuring good progress. It is a clear indication that the provision on offer, matched by very good care and support, is appropriate to the range of pupil needs. We will invest heavily in support staff to bridge identified learning gaps and assist with personal organisation. We will also invest significant time, effort and funds in rewarding and motivating students to succeed. Personal development is a high priority.
- 9.11. We will provide a wide range of enrichment activities both before and after school and at weekends. There will also be adult-learning opportunities for parents many linked to the ASPIRE centre providing work-based skill development. Targeted students will be encouraged to attend school clubs, activities and trips and offered subsidised/free places where payment is required.
- 9.12. Music is a significant and outstanding element of the curriculum at the Primary Academy where all children in KS2 learn to play a Brass instrument and whole school singing is good quality. This interest in music will be encouraged and developed in the new school as the personal development gained through music supports learning in other subjects. The Music department will be shared across the Trust to ensure continued high expectations supported by outstanding provision.

- 9.13. Information and Communication Technology (ICT) is an integral part of the whole curriculum. ICT confidence and capability is a key life skill that will be fostered by the LHE Academy. In KS3 (Years 7 and 8) we will actively promote the use of portable ICT to facilitate learning. All our KS4 (Years 9 to 11) students will have access to handheld, wireless devices used as part of their daily learning. In every class our staff will embed the use of ICT, so students are able to learn from the huge variety of resources available including ebooks, 3D applications, educational games and revision resources.
- 9.14. All pupils, including those with special educational needs and English as an additional language, will have full access to the curriculum. Quality support and early identification of need will enable us to target groups and support the learning potential of all students ensuring they make good progress and achieve well.
- 9.15. Students will have many good opportunities to contribute to and take on responsibilities in and around school. The personal qualities they will develop will prepare them for further responsibility outside school.
- 9.16. A strong partnership with parents is essential. We will keep them well informed about the school and their child's progress. We also go to great lengths to help them understand the information we provide and help them support their child's learning. Where this is not possible, at home, the school will offer support in whatever way it can.

10. Our aspirations for pupils.

- 10.1. Local business leaders have identified the enterprise skills they believe are needed for employment. These have been adopted as aspirations for pupils of the proposed school to ensure they have the best possible chance of employment when leaving education.
- Good levels of literacy and numeracy
 - Leadership skills
 - Project management skills
 - Communication skills
 - Customer service skills
 - Problem solving / thinking skills
 - Time management skills
 - Team working
 - Basic finance and business planning
 - Personal and social development: Qualities needed to succeed in the world of work

11. Personalised learning and thinking skills (PLTS)

11.1 These aspirations would be achieved through a programme of Personalised learning and Thinking skills which develops students' strengths and areas for development against a Key Skills framework around:

Independent enquirers

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

- Pose questions to answer and problems to resolve
- Require students to explore and solve challenges from different perspectives
- Demand a critical approach to information
- Allow individuals feelings and beliefs to be expressed
- Produce consensus outcomes based upon argument, fact and opinion

Creative thinkers

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

- Encourage the creative generation of ideas
- Stimulate and question thinking as part of solutions
- Encourage individuals to challenge assumptions
- Require experimentation to try different solutions
- Demand flexible responses to changing situations

Reflective learners

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

- Encourage reflection on the qualities and contributions of their peers
- Provide feedback on performance, with celebration of success and achievement
- Involve all students in the evaluation of their progress and achievements
- Require reflection on what might have been done differently for an improved outcome

Team workers

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

- Promote collaboration in pursuit of a common team goal
- Encourage individuals to reach a consensus view on solutions and methods
- Expect all students to show respect
- Promote responsible actions, and develop personal confidence and self-esteem
- Provide mentors who deliver constructive support and feedback

Self-managers

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

- Allow young people to act on their own initiative, agreeing key roles, and responding to changing situations
- Expect students to manage the use of time and other resources
- Allow students to take and handle risks, within acceptable limits
- Introduce change situations which require positive action by students if they are to succeed in their challenge

Effective participators

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring.

- Use real-life scenarios which are relevant to the student, school and community
- Promote positive action
- Can be followed through into on-going projects, embedded within other curriculum areas
- Require the application of core functional skills
- Necessitate the use of negotiation skills in order to reach workable compromises and solutions

D2: Provide a coherent and feasible school timetable and calendar

1. The school day

- 1.1. The calendar will follow the traditional six term school year.
- 1.2. The compulsory school day will run from 9.00am-4.00pm. However, students are actively encouraged to use the school facilities and resources to support or extend their learning before and after school.

8:00am - 9.00am	School opens for breakfast service, fitness training and private study. Tutors and mentors will be available for personalised support and tutorials. All pupils should register electronically before the start of school at 9.00am
9.00am - 3.00pm	Main teaching day : 5 one hour sessions, 15mins morning break and 45mins for lunch (25hrs per week)
3.00pm - 4.00pm	Assembly & Tutor group time (one day per week) Extension or enrichment activities e.g. Games/fixtures, PLTS, Enterprise projects. School day finishes at 4.00pm.
4.00pm - 6.00pm	Extended Curriculum – Clubs, Study Support etc

- 1.3. All students are expected to undertake at least 2 hours per week of extended curriculum activities, in the hour before and 2 hours after school.
- 1.4. Students are also encouraged to stay on other school days and to come in at the weekend to experience the wide range of activities on offer.
- 1.5. There are four main types of activities in these sessions:

- i. Enrichment - This involves activities outside of the usual curriculum, such as NVQ sports coaching, Duke of Edinburgh or junior sports leaders' courses, as well as academic courses at all levels.
- ii. Extra-curricular activities – This involves many clubs and activities including traditional sports teams, art and music.
- iii. Support for learning - All students will have an adult mentor who will meet with them before or after the main teaching day on a regular basis to look at their academic progress and provide support. There are also homework clubs so that students can study in quiet areas with adult support, as well as literacy support, one-to-one tuition in English and Mathematics, and a host of revision classes.
- iv. Trips and events - We offer outings and residential opportunities that support learning. These range from local day trips to art galleries, science museums, places of historical interest and the theatre, to residential experiences in the UK or abroad.

2. Curriculum organisation

2.1. Lynch Hill Enterprise Academy is DEVELOPING TALENT through:

Lynch Hill Enterprise College is DEVELOPING TALENT through:	
D	Discovering one's potential
E	Enjoyment
V	Vision
E	Excellence
L	Learning
O	Opportunities to suit learners
P	Personalisation
I	Innovation & Inspiration
N	New Experiences
G	Guidance & Mentoring

T	Teamwork
A	Aspiration
L	Leadership
E	Enterprise
N	Navigating a way to success – to be
T	The best that you can

2.2. We believe that each student will leave Lynch Hill Enterprise Academy as a successful citizen because of the value we place on:

- Achievement for all – we will not allow any young person to fail
- Aspiration – as a result of an inspiring and personalised curriculum
- Success – through the support, mentoring, guidance and strong relationships

2.3. We value every student as an individual and the importance of the learning journey including the challenges it brings.

2.4. We demonstrate our commitment to working as a learning community by:

- Providing an innovative, personalised 21st Century curriculum.

- Working collaboratively towards common goals within the local and global community
- Developing links with local businesses – ensuring that students have personalised experience of the workplace

3. KS3 (years 7&8)

3.1. This phase is designed to maximise learning by minimising the disruption generally caused by transition issues. Much of the organisation follows the primary model where students stay with a small team of teachers and movement around the school is limited as far as possible. Students form strong relationships with a few key staff members and generous levels of support staff help students focus on their learning and meet expectations.

3.2. Students will study the core subjects of English, Mathematics and Science in ability sets, appropriate to their ability, together with enrichment activities related to the subjects. English and Maths are taught daily in ability sets with smaller class sizes of 25. Science and the Arts are taught in classes of 22.

3.3. Some students will also study additional courses, depending on their aptitude and progress. Students' progress in each subject will be monitored regularly and assessed against their expected achievement based on Key Stage 2 data and other Academy assessments.

3.4. Students will be encouraged to learn independently and in groups, through different learning styles with the same teacher team supporting their learning across the year. Students will have access to a variety of resources, including the latest laptop technology.

3.5. 9.00am – 3.00pm curriculum

	Groups	Hours per week
English	7 sets	5
Maths	7 sets	5
Science	8 sets	3
PE	8 classes	2
ICT	6 classes	1
MfL	6 classes	2
History	6 classes	2
Geography	6 classes	2
Art/DT/Music	8 classes	1
Business & Enterprise skills	6 classes	1
Global Citizenship	6 classes	1
		25hrs

4. Opening Minds

4.1. What and how young people should be taught is a question which should be explored as both society and technology change and develop. With this in mind the RSA set out to explore how teaching and learning could better equip young people to meet the challenges of the 21st century based round the development of five key competences:

- i. Citizenship
- ii. Learning
- iii. Managing Information
- iv. Relating to people
- v. Managing Situations

4.2. A competence based approach enables students not just to acquire subject knowledge but to understand, use and apply it in the within the context of their wider learning and life. The aim was to develop an approach which would ensure students were enabled to become responsible adults, active citizens, inquisitive lifelong learners and competent skilled employees. It is exactly these areas that Opening Minds is designed to develop and build.

4.3. These skills will complement the personalised learning and thinking skills programme and will be taught through cross-curricular units involving ICT, History, Geography, Business & enterprise and Global citizenship.

5. KS4 (years 9, 10, 11)

5.1. This is a 3 year phase that allows core and additional subjects to provide a personalised approach to learning. All students will be taught the essentials in every subject, with the opportunity to extend depending on their ability.

5.2. As the phase progresses, students will be given a more personalised approach to the additional studies available within the subject area according to their preference and ability. This will provide further opportunities for students to study recognised qualifications. In addition, there will be enrichment activities that allow students to focus and attain key competencies that relate to their subject. This enrichment may come from timetables lessons or sessions or a combination of the two.

5.3. Accredited courses start in Year 9 and continue into Year 11. Students will select a variety of courses within a relevant pathway.

5.4. Students will study a core curriculum of English, Maths, Science, ICT, Global Citizenship and PE throughout KS4.

5.5. As an Enterprise Academy all students will be expected to study at least one of the following subjects in the options:

- Business studies
- Engineering
- A technology subject

5.6. The KS4 curriculum offers different option pathways, to meet the full range of pupil needs and interests.

- The English Baccalaureate pathway offers the Ebacc subjects and enables students to study at least 10 GCSEs, including triple Science. This pathway would be most suited to the more able group.
- The Enterprise pathway requires students to choose two Enterprise options. It is still possible for students to qualify for the Ebacc through this route if they make the appropriate subject choices. Students would gain at least 8 or 9 GCSEs via this route and would suit the middle ability group although the more able would still have access to 10 or more GCSEs.
- Both the Ebacc and Enterprise pathways are defined by academic rigour.
- The partially supported pathway enables students to achieve at least 7 GCSEs with greater flexibility in the timetable to allow additional support as necessary. Students can receive additional maths lessons, if needed. This route would suit students who work best with support and under less pressure, whether middle or lower ability.
- The fully supported pathway enables students to gain at least 5 GCSEs again with enough flexibility in the timetable to allow additional support, as necessary. Students receive additional maths lessons, so that maths is studied daily. Some vocational qualifications would be available options through this pathway: NVQs, Foundation Skills, Enterprise and Employability Level 1 and 2 Certificates.

9.00am - 3.00pm curriculum

Pathway	Core	Hrs	Foundation	Hrs	Options	
English Baccalaureate 5 A* - C grades of Ebacc subjects (10 GCSEs)	PE Global Citizenship English Lang. Maths Science double	1 1 3 3 5	English Lit. MfL History or Geog ICT	2 2 2 2	Enterprise option (2hrs) • Business studies • Engineering • A technology subject	One other option (2hrs)
Enterprise route (9 GCSEs)	PE Global Citizenship English Lang Maths Science double	1 1 3 3 5	English Lit. ICT	2 2 2 2	2 Enterprise options (2x2hrs) • Business studies • Engineering • A technology subject	One other option (2hrs)
Partially supported (7 GCSEs)	PE Global Citizenship English Lang Maths Science double	1 1 4 4 3	ICT	2	Enterprise option (2hrs) • Business studies • Engineering • A technology subject	One other option (2hrs)
					NVQ available	
Supported (5 GCSEs)	PE Global Citizenship English Lang. Maths Science double	1 1 5 5 5	ICT	2	Enterprise option (2hrs) • Business studies • Engineering • A technology subject	
					NVQ and Foundation skills available	

6. 6th Period 3.00pm – 4.00pm

6.1. The last hour of the day, for all KS3 and 4 students, will be dedicated to further study and cross-curricular work. A year assembly, followed by tutor group time, will be held on one day each week. Options for the rest of the week will involve additional Games sessions, including fixtures, enterprise projects, personalised support and PLTS development which can be extended into the after school period until 6.00pm.

7. KS5 (years 12 & 13)

7.1. The 6th form is a two-year phase for post-16 students. The Academy will provide for 120 or more students per year group. Numbers on role below this, in KS5, will make it difficult to provide the range of courses needed to sustain an effective 6th form. Therefore in the early years, at least, it may be necessary to join a consortium of schools offering courses at this level across the town. Such an arrangement is already in place between three secondary schools.

7.2. The courses provided by the Academy for these students will promote Science, Engineering, Technology and Maths (STEM) specialisms. These courses will enable progression from KS4 into higher education and will build on key partnerships with local businesses.

7.3. A range of courses will be offered to meet the needs of all students consisting of academic and vocational qualifications. The variety of advanced or level 3 courses will include A levels and BTEC Diploma courses. In year 12, students would normally choose to study four AS level courses, or equivalent, or a combination of both. All these courses will allow students to continue onto Higher Education at university or work. These courses usually require students to achieve five or more grade A* - C GCSE passes. To enrol on an AS course a student must have gained a GCSE grade C from the higher tier examination in both English and Maths.

7.4. Students in Year 12 and 13 will have a dedicated learning area, ensuring identity and space for independent learning during the school day. Their pastoral care will be provided by a Head of 6th form, form tutors and Learning Coordinator who will be fully acquainted with their needs and the course of study. Students will undertake an extensive induction programme and take advantage of a range of activities including a PE programme, residential experiences and outdoor activity events, industry days, university visits, H Ed conferences, enterprise challenges and social events.

7.5. KS5 students will also be encouraged to develop their leadership skills by becoming involved in the following:

- Mentoring younger students
- 6th form Council
- Representing the school
- Opportunities for volunteering
- Sports leadership
- Young enterprise programmes

7.6. We will expect our KS5 students to meet the highest standards at all times and to act as role models for the rest of the school in return for extended privileges. Students will be expected to be self-disciplined and self-reliant.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

8. The ethos

8.1. The inclusion of all pupils is central to our vision across the multi-academy trust. Lynch Hill School Primary Academy successfully promotes all pupils' learning and helps them achieve very well because all pupils believe they can succeed. This is due to the value placed on quality teaching and learning experiences, very good provision and support, and a highly positive ethos. It is also due to the commitment of staff in addressing and removing barriers to learning.

8.2. Personal development and wellbeing of pupils is also considered to be a strength of the school, as reported in successive Ofsted reports and by the LA. The positive, nurturing ethos of the school ensures that all pupils enjoy school and experience success through the commitment of staff to addressing and removing barriers to learning.

8.3. The LHE Academy will also be at the heart of its community. It will continue to raise the aspirations of young people so that they can achieve beyond their expectations and play a valuable role in society.

8.4. The LHE Academy will have the learning and care of all its young people, their families and the wider community, at its heart. This focus will lead to the transformation of learning for all, students and

families, fostering an ambition, motivation and desire to realise their full potential. It will be a hub for a wide range of services.

8.5. The values of aspiration, achievement and success will be firmly embedded in everything the school does. Through these the Academy will aim to develop the talents of every individual.

8.6. The Academy's Enterprise specialism will encourage all its students to develop the skills and understandings which underpin the world of work, increase their employability and develop their community.

9. Personal Social and Moral Development

LHE Academy is committed to providing an education for its pupils that develops the whole person. The achievement of high standards is our focus but this will only be possible if the ethos of the school offers the opportunities for personal growth the pupils deserve.

9.1. The school's values in particular will underpin the pupils' spiritual, moral, social and cultural development. These aspects are provided as an inter-related programme:

- The curriculum and its teaching will provide the major vehicle for promoting personal development
- A major part will be also played by the relationships that are established in the school and the support and guidance provided
- The responsibility of the KS3 class teacher for all or most of the curriculum will facilitate a coherent approach to each student's personal and intellectual development
- The approach will be informed by links with parents and supported by the sense of a close community
- The provision is for all pupils regardless of background
- Pupils with additional needs will receive additional support and encouragement to take a full part in school activities and to accept and exercise responsibilities
- Pupils will be given opportunities to learn about and explore different values, beliefs and views and to develop and express their own opinions as global citizens
- A good example will be set by the adults in school

9.2. Spiritual development will be provided through the curriculum and our teaching approaches which reflect clear values. This will enable pupils to gain understanding, through reflection, of their own and other people's lives and beliefs.

9.3. Pupils will also be taught the importance of a moral code. The LHE Academy values will be reinforced through assemblies and the personal and social education programme in order to raise

awareness of their personal responsibility in creating a caring community and in working towards greater global understanding.

10. Special Educational Needs Policy

10.1. At LHE Academy we believe that every student should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential. We aim to ensure that, in partnership with parents, the individual needs of all our pupils are identified and strategies developed to meet them so that our aims are to further the development of the whole person.

10.2. We recognise that it is the teacher's responsibility to meet the needs of all pupils in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. We are an Inclusive school and do our best to identify and break down possible barriers to learning.

10.3. Aims:

- All pupils have an entitlement to enjoy a rich, creative, broad and relevant education regardless of age, gender, race or creed. We aim to give all pupils the opportunities to achieve their potential. We can do this by identifying and removing barriers to learning whilst providing a personalised and stimulating learning programme.
- We aim to encourage independence, responsibility, self esteem and respect by allowing students to realise the contributions that they make to their learning, the school and the local community.
- Every pupil has the right to access the full curriculum and for access to be made according to their individual needs.
- Special Educational needs will be met by an inclusive whole school approach which attempts to use all of its resources to encourage the overall development of all pupils.
- Special Education needs may arise at any time during a pupil's school career. We will aim to provide support, information and specialist help.
- The Governors are committed to full access to the curriculum for all pupils and to the implementation of the policy. The nominated SEN Representative of the Governing Body will ensure that the policy is being implemented and to

ensure that parents are involved in partnership to implement the pupil's programmes.

10.4. Objectives.

The atmosphere in the school will promote a happy, sensitive, secure and stimulating environment to ensure the most effective learning. We understand that children learn best when they are happy, safe and secure in the environment. We believe that the needs of the whole person should be carefully met and where they cannot be, within the school's resources, more specialist help will be sought.

- All teachers ensure that all pupils have equal access to a broad curriculum which is differentiated to meet individual needs and abilities
- All teachers are responsible for ensuring provision is made for students with special educational needs to learn and develop successfully to their full potential.
- Early identification is important to ensure appropriate intervention and provisions are made available.
- To recognise that SEN is not limited to low academic ability
- To monitor and record each pupil's progress at regular intervals throughout the school and ensure they make continual good progress relative to their needs and starting point.
- To maintain a register of pupils with special educational needs. All teachers will contribute to this and update information regularly.
- The school will keep parents informed, working closely with them and encouraging them to be actively involved in their child's education.
- To seek the support and expertise of external agencies whenever appropriate.
- Pupils with special educational needs are taught alongside their peers. Work is differentiated to achieve a match to current levels of performance. On occasions they may be withdrawn for periods of time.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils and they receive opportunities to enable them to join in with all the activities of the school
- All pupils are entitled to experience success.
- Good special needs practice is good practice for all pupils.
- To seek the views of the young person and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

10.5. This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

11. Additional Support:

Learning Support

- 11.1. LHE Academy will be a fully inclusive school and is committed to supporting the full range of special educational needs – learning difficulties, both high and low ability and physical, medical or emotional need. We believe that our commitment to the resourcing and teacher expertise made available to support such students will benefit all students in the school. We expect this to be a strength of the school.
- 11.2. Staff will continually monitor students with special educational needs. We will have named teachers who are responsible for ensuring that these needs are met by careful day to day management of the curriculum and we will work closely with the Educational Psychologist, Social Services, the Health Service and parents.
- 11.3. The work of the Support for Learning Department will be supported through appropriate resources. Support will be provided for these pupils within mainstream classes and through withdrawal groups, as agreed by all parties in the development of each pupil's Individual Education Plan (IEP). The school will fulfil the requirements of the Special Needs Code of Practice and welcomes the closer relationship it brings between support agencies, parents and the school in meeting each pupil's individual needs.
- 11.4. Pupils with disabilities will be welcomed to the school and fully integrated wherever possible. Every effort will be made to ensure that such pupils are not discriminated against through the admissions policy.

Gifted & Talented support

- 11.5. We will recognise the talents and abilities in our most able pupils. Wherever possible pupils receive additional opportunities to develop their skills in a variety of challenges / activities. We will keep a "Gifted & Talented Register" and parents will be invited to nominate their children to be considered as G & T during the spring term. Additional courses, options and qualifications will be made available to them as well as regular review and mentoring.

Support for children whose first language is not English

- 11.6. We will also provide support for pupils and their families whose English is not proficient. A dedicated team of support staff will help induct these pupils and provide on-going support with their learning so that they make good progress in school. This team will also liaise with parents and in the interests of community cohesion

welcome them into the school. Adult language classes will be available at the school.

12. Admissions and inclusions

12.1. Pupils with SEN will be admitted to the school on the same basis as any other pupil, as per the admissions policy. A parent, of a pupil with a statement, that wishes to send a pupil to Lynch Hill School Primary Academy, must alert the Local Authority before an application can be considered. On receiving the statement, the Inclusion Team must consider whether the school is able to meet the needs of the pupil. Pupils with a statement have a priority of admission, as per the admissions policy.

D4: Tell us how your definitions and measures of success will deliver your aspirations for achievement

13. Strategies for Support.

In Class/Individual Support

13.1. In-class support from support staff can be arranged through the Student Development Manager for students in subjects where they experience particular difficulties.

13.2. Occasionally, students may be withdrawn from class to review their progress and set future targets for achievement. The Support for Learning Team liaise with parents and staff as necessary and provide regular support programmes and monitor progress.

Personal Development Award scheme

13.3. All pupils are issued with a Personal Development target card, on arrival. These cards contain statements that encourage pupils to maintain a positive attitude towards all aspects of school life e.g.

- attendance and punctuality,
- organisation,
- commitment to their homework and coursework
- contributions in lessons, taking an active role in group tasks and challenges
- community work, in and out of school
- leadership

13.4. Each statement must be evidenced by at least 3 staff signatures. Pupils take responsibility for collecting these and, when all targets are completed, they are rewarded appropriately and move to the next level. Rewards are personalised and agreed at the outset between staff and pupil. Each level comes with an improved reward.

Performance Reviews

13.5. These are held at the end of each term in which mentors review progress with each of their students. Where targets in focus areas, either by subject or aspect of learning, are met, recommendations can be made to the Headteacher for inclusion in reward trips/events or for a commendation.

Special awards

13.6. These are also given at the end of term to recognise full attendance, special achievements and significant achievement during the term.

Prefects

13.7. Yr11 students and 6th form are encouraged to develop leadership skills by undertaking whole school responsibilities.

Prize Day

13.8. This is an end-of-year celebration to recognise people's efforts, their achievements and their personal qualities. These are not just for academic progress or high standards but also for positive attitudes and personal development. At LHEA we celebrate the progress of everyone, in particular those who overcome difficulties and shine through in whatever way they can. We recognise that everyone has a valuable contribution to make to this school.

Learning Mentors

13.9. Students experiencing difficulties will be supported by a Learning mentor. It is the role of the Student Development Manager (SDM) to explore with the student a range of methods to re-engage them with effective learning. They will meet regularly with the Support for Learning team and will closely monitor the student's progress, working in partnership with parents/carers and class teachers.

13.10. The SDM may also facilitate Restorative Conferences to support the students in taking responsibility for their actions and to resolve issues. These conferences will be recorded on SIMS and reviewed for their effectiveness by the Support for Learning Coordinator.

Inclusion Team

- 13.11. Where a social or emotional issue is affecting a student's work, a referral may be made to the Inclusion Team. Support is offered through one-to-one sessions, using methods which best suit the needs of the individual.
- 13.12. The Academy will work very closely with a range of external networks to further support students, including the police, youth services, Connexions, Local Authority Health Services (including mental health services), external counselling services, Education Business Partnership and alcohol and drugs awareness groups.
- 13.13. Our criteria for evaluating the success of the school's inclusion policy are:
- Pupils identified as having Special Educational Needs will make progress because their self-esteem remains high.
 - Teachers are aware of pupils with Special Educational Needs and follow the school's identification and assessment procedures as a result of appropriate training
 - Parents are involved in partnership with the school, supporting a programme of support for their child.
 - Special Educational Needs are included in the long term planning of the school (School Development Plan) and governors are fully informed of the progress.
 - Resources are utilised effectively, appropriately and matched to pupil needs.
 - Pupils with Special Educational Needs are tracked through provision mapping, target setting, CATs scores, ISP tracking, observations, Drop in Clinics, ECAFs and Individual Education Plans.

Qualifications and progress.

- 13.14 All pupils will acquire good levels of literacy and maths by the end of KS4. The majority of pupils will achieve at least 5 GCSEs with 60% or more attaining 5 A*- C grades including English and Maths, which is above other non-selective schools in Slough and where 4 grammar schools take the top 35% of pupils.
- 13.15 The school will actively promote Science, Maths, Engineering and Maths qualifications.
- 13.16 Our aim is that all pupils will leave school with good levels of literacy and numeracy with at least 85% making at least the expected progress between KS2 and 4.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

14. Admissions

- 14.1. Admission to the LHE Academy will be governed by an Admissions policy. This is detailed below and shows our intention to be open and fair in our allocation of places. The policy explains how issues of over-subscription would be addressed and states our commitment to pupils with a Statement of special educational need or who are in the care of the Authority.
- 14.2. Once the site for the school has been identified, a full consultation with all stakeholders would be undertaken on the admissions policy. First and foremost, agreement will have to be reached with other schools, and the LA, regarding the catchment area.
- 14.3. The new school is expected to open in 2014 admitting just one year group, yr7, with a planned admission number of 180.
- 14.4. It is proposed that the school should grow by one year group each year so that the intake up to, and including, year 11 would be complete in 2018.
- 14.5. In 2019, the 6th form (years 12 and 13) will open to 120 students per year group. This also recognises that there are 4 grammar schools in the town which take the top 35% of pupils.
- 14.6. The number on role, when full, would be 1,140.

	2014	2015	2016	2017	2018	2019	2020
Year 7	180	180	180	180	180	180	180
Year 8		180	180	180	180	180	180
Year 9			180	180	180	180	180
Year 10				180	180	180	180
Year 11					180	180	180
Year 12						120	120
Year 13						120	120
Totals	180	360	540	720	900	1,020	1,140

15. Admissions Policy

Introduction

- 15.1. The LHE Academy is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.
- 15.2. The Governing Body is the Admissions Authority. All admission decisions are taken by an Admissions Committee consisting of at least three governors.
- 15.3. Slough Local Authority (LA) is responsible for coordinating all school place applications for maintained schools across Slough. Therefore, the academy admission arrangements should be read in conjunction with the LA's published coordinated admissions scheme which is available at www.slough.gov.uk/admissions, or upon request to the academy school office.

Admission Numbers and Admission Limit

- 15.4. Governors have set the following Published Admission Numbers and admission limits;
- Published admission number (PAN) for year 7 is 180.
 - PAN for admission from other schools to the Sixth Form in Year 12 is 120
 - Admission limit for years 8 – 11 is 180 per year group.
- 15.5. These limits reflect the size of the Academy's buildings and availability of resources. The Admissions Committee will normally admit up to these numbers and refuse any other applications, although governors reserve the right to admit above limits, providing there would be no detrimental effect on the learning of students.

Oversubscription Criteria

- 15.6. Following the admission of any child/student with a Statement of Special Educational Needs naming the LHE Academy, governors will consider all other applications.
- 15.7. If the number of applications for admission exceeds the Published Admission Number (PAN), or admission limit for the year group concerned, the Governors will apply the following Oversubscription Criteria to every application received and rank children/students in priority order, admitting up to the PAN or admission limit and refusing all other applications.

Pupils with a Statement of Special Educational Needs (SEN) that names Lynch Hill Enterprise Academy will have priority over all applicants.

15.8. All other applicants will be allocated according to the over-subscription criteria below.

- i. Looked After Children in the care of a Local Authority
- ii. Pupils whose home address is in the area traditionally served by the school's catchment area. Verification of the applicant's residency will be required at the time of application.
- iii. Pupils who have siblings attending the school at the time the pupil would enter whether living inside or outside the catchment area. Pupils are considered as sibling if they have brother(s) or sister(s) including step, adopted or foster brother(s) or sister(s) living in the same family unit and attending the school at the time the pupil is due to start at the school.
- iv. All other applicants. In the event that there are more applications than places, the tie- breaker will be distance from home to school. Distance will be measured in a straight line from the front door of the pupil's home address (including flats) to the main entrance of the school, using the LA's Geographical Information System (GIS), with those living closer to the school receiving the higher priority.

Tie Breaker

15.9. A tie breaker will be applied where the Admission Number is reached part way through any oversubscription criterion and there is a need to decide which pupils meeting this criterion are to be allocated places and which are to be refused. A straight line measurement will be calculated between the 'Address Point' of the home and the 'Address Point' of the academy for each pupil falling within the criterion. Places will be allocated to those pupils living nearest to the Academy according to a Geographic Information System (GIS) measurement. In the case of multi-level dwellings such as flats, the staircase will be included in the distance.

Appeals

15.10. Parents, or students aged 16 or above, whose school place application is turned down have the legal right to appeal to the Governing Body against this decision. Details concerning how to appeal will be explained in the decision letter.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

16. Behaviour and Attendance.

Behaviour for Learning Policy

Rationale

16.1. The ethos of the Academy aims to promote the values which matter both within the school and within the surrounding community, out of respect of others.

16.2. We aim to build a community clearly based on the recognition of the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. Mutual respect and trust are central within the Academy.

16.3. LHE Academy recognises that good behaviour and discipline in school are essential to successful teaching and learning.

16.4. Therefore we aim to:

- provide all pupils with the opportunity to develop social skills, self control and good self esteem
- allow a student to develop and demonstrate positive attitudes and abilities
- encourage respect for the school environment
- encourage appropriate behaviour to allow effective learning to take place
- promote respect for others among all the pupils attending the school
- encourage self control in pupils through which they take responsibility and are accountable for their own actions

16.5. We expect that every young person leaving the Academy will be:

- An independent, successful and lifelong learner.
- A caring citizen, sensitive, aware and actively responsive to the needs of others.
- A healthy young adult in mind, body and spirit.

16.6. We appreciate that any factors can influence student behaviour, some from within the Academy and some from outside. They include:

- motivation
- problems with peers
- problems at home

- self-esteem
- medical problems
- feeling alienated
- anxiety and inappropriate stress
- reputation
- learning difficulties
- weak teaching

17. Parent Partnership & Home School Contract:

17.1. The school cannot improve pupils' behaviour alone. Teachers need the support of parents. When teachers and parents work together, they can make a real difference to the pupil's behaviour.

17.2. A Home School contract is a way of ensuring that this happens. It is a written agreement, provided by the school, which sets out how the children will behave, what the school will do to help and how the parents can help. The parents and the pupil will be asked to agree to this contract in the interests of all pupils and sign it, along with the headteacher.

17.3. Home School contracts are a good way of reminding everyone that improving pupil's behaviour is everyone's responsibility.

17.4. Good behaviour is also always recognised and drawn to parents' attention, whenever possible, by text, letter or phone.

18. Principles

18.1. Our intention is to encourage good manners and self-discipline in a secure environment. All staff set a positive role model to the pupils.

18.2. Our policy is based on common sense and reasonable expectations. The school atmosphere is relaxed and friendly within clearly defined boundaries.

18.3. Our school expects everyone to be polite, trustworthy and responsible and the atmosphere to be calm, happy and work-orientated.

18.4. All staff.....

- ✓ praise acceptable behaviour regularly and consciously
- ✓ notice and reward improved behaviour
- ✓ use and emphasise positive reinforcements
- ✓ actively teach students how to behave acceptably, setting targets for those who need them

- 18.5. It will be expected that praise is used much more frequently than reprimand. Attention seeking behaviour will be ignored where at all possible by focusing on another pupil's appropriate behaviour. Where reprimand is necessary this is delivered quietly so as not to draw attention to the poor behaviour. 'Loud praise, Quiet Reprimand'.
- 18.6. In such cases teachers are careful to show their dislike of the behaviour without devaluing the individual.
- 18.7. Pupils will be encouraged to discuss and take responsibility for their actions. In an incident all parties involved share in this process e.g. in the case of a fight everyone involved must share the blame and sanctions vary according to the level of involvement. This includes those on the side lines who encourage the proceeding.
- 18.8. In all instances owning-up or telling the truth is praised and rewarded where appropriate. We aim to achieve a 'Win-Win' situation wherever possible. The Restorative Justice process is used to reach an understanding between all parties and help offenders accept responsibility for their actions.
- 18.9. Whilst maintaining a positive approach to managing behaviour we will operate a 'zero tolerance' of disruptive behaviour in class especially where it prevents teaching and learning taking place. Pupils who regularly hinder the progress of lessons are removed from the lesson to work elsewhere.
- 18.10. Firm, clear boundaries will be set alongside many positive strategies, help pupils develop their own personal responsibility and self discipline. This firm-but-fair nurturing ethos is often referred to as 'tough-love'. The essence of their moral development is to build a framework of values which help them regulate their personal behaviour through principles rather than fear of punishment or for reward.
- 18.11. In addition we believe that pupils and adults learn best;
- by being actively involved in their own learning
 - when time is allowed for discussion, reflection and reporting
 - when they feel valued for their efforts and contribution
 - when they are interested in what they are doing
 - when they are happy in the learning environment
 - by having a broad, balanced and stimulating curriculum by providing clear boundaries and expectations for behaviour
- 18.12. At The LHE Academy, the most effective learning will take place where there is effective teaching in a well-managed environment.

We know the environment encourages learning if it is calm, happy and safe for all.

18.13. Our approach will focus on positive attitudes embedded in our values which support learning. We promote, celebrate and reward achievement and talents which we believe reside within each individual.

18.14. We will promote positive attitudes and ethos through the following:

- Approaches to teaching
- The curriculum
- Teaching styles
- Mentoring programme
- Reward system
- Setting expectations and agreeing charters based on our rights and responsibilities with students - for classrooms, around school and in the community
- Using restorative approaches
- Leading by example;
- Challenging anti-social behaviour consistently
- Sharing, displaying and affirming our expectations prominently

18.15. Students are expected to:

- Be polite to everyone and always follow instructions
- Respect the Academy site
- Work hard

18.16. This policy applies to all students whilst at the Academy but also when travelling to and from the Academy and when they are representing the Academy (ref Education Act 2006). It promotes the concept that individuals have responsibilities to others within the community.

19. Promoting Positive Behaviour.

Celebrations

19.1. As an Academy we are committed to promoting and celebrating achievement and recognise that our students possess a range of abilities, gifts and talents. As a reflection of this diversity we will recognise and celebrate effort and achievement, both on an individual level and as a group.

19.2. We will praise, celebrate and recognise in a number of ways, e.g. staff praise in planners and books, phone calls/text messages home, credits and commendation, praise post cards, certificates,

assemblies with parent invitation, written communication, trips, visits and inclusion in press releases/newsletter/website.

Credits

- 19.3. These are given when students show consistently high levels of effort, achievement, progress or contribution to Academy life and learning.
- 19.4. Credits will be logged in planners, signed by a member of staff and recorded on SIMMS. Credits may be exchanged for items in the Credit Store at the end of each half term. These are of varying monetary value and represent the interests of the students.
- 19.5. At the end of each term 10 pupils per year group with the highest number of credits are rewarded with a certificate and book voucher, recognising their impressive efforts and our commitment to improving literacy skills and developing a passion for reading.

Commendations

- 19.6. These are awarded by senior staff for outstanding work in any area, including sport, music or drama, for particular helpfulness and are worth 20 credits.
- 19.7. Parents are informed of the number of credits/commendations achieved through students' Progress Reports.

20. Attendance.

- 20.1. We will place great emphasis on attendance as it is crucial to effective learning and the continuity of a pupil's learning experiences. We believe that pupils can only learn effectively if they attend school regularly.
- 20.2. Pupils should never be absent from school without a good reason.
- 20.3. We will expect students to attend at least 95% of the time, which is in line with national expectations. Attendance will be regularly monitored by the Inclusion team and those that fall below the threshold are subject to the support programme detailed **in annex 7**.

21. Bullying.

- 21.1. Bullying is unacceptable and will not be tolerated. The school has a specific policy for dealing with bullying incidents. Members of staff respond to signs of bullying and act promptly and firmly against it.

We recognise that bullying can make a pupil's life unhappy and can hinder general progress.

- 21.2. Pupils who bully others will be dealt with through the Behaviour policy and serious incidents are cause for immediate exclusion.
- 21.3. If bullying is happening, we will endeavour to find out the facts, talk to the culprits and the victims individually. If bullying is about a particular issue (e.g. divorce, death, etc) school may find it necessary to include the subject within an education programme without focusing on the individuals concerned. Parents will be called in and their support will be canvassed. Our aim is to help pupils to understand the full implications of the different forms of bullying, including verbal and physical threats.

22. Sanctions.

- 22.1. Sanctions will be applied on a consistent basis and in a calm manner. Pupils need to know their boundaries as they provide security to the individual. If sanctions (and rewards) are applied with consistency, the pupils know what will happen next. By using this method the pupils will also be encouraged to take responsibility for their own actions. If they continue to behave in an inappropriate way, sanctions will be applied.
- 22.2. **Non-completion of homework** – teacher-led detention for up to 30 minutes. Pupils may be detained for up to 15mins without the need to inform parents. .
- 22.3. **For persistent work-related issues** - after school detention with a senior member of staff will be used particularly regular non-completion of work, including homework. Pupils will be expected to stay for 1hr after school and at least 24hours notice will be given to parents. .
- 22.4. All pupils will be encouraged and supported to modify and take responsibility for their own behaviour, in which case, positive behaviour may result in the “earning back” of sanctions, where appropriate.
- 22.5. Restorative work with the student will help them to recognise and take responsibility for their actions and have an opportunity to put it right - reinforcing expectations for behaviour and/or learning by setting achievable, short term targets.
- 22.6. Continued misbehaviour will result in a series of yellow letters to parents. The Headteacher will invite the parents into school to discuss their child's behaviour and ways it can be addressed. Other professionals may be involved in this discussion to offer

support and advice. The pupil may be excluded from their class for a day to work in isolation and privileges withdrawn.

22.7. Appropriate sanctions may follow include:

- Report card
- Contract - student, staff, parent
- Privileges removed
- Community service
- Restorative Justice Conference
- Dealing with challenging and disruptive behaviour is a shared responsibility between home and school and a strong, supportive partnership is the best means of tackling the problem. Parents may be requested to visit the school on a regular basis to review their child's behaviour
- In some circumstances it may be necessary to exclude a pupil temporarily from school. This may result from persistent misbehaviour which has prompted a number of 'yellow letters' sent to parents (usually four within 2 calendar months) or from a significant one-off incident. This will be followed by a full case conference to discuss the issues relating to the misbehaviour and to plan a positive return to school.
- The ultimate sanction is permanent exclusion from the school which will be avoided unless absolutely necessary. LHE Academy will seek to take responsibility for all its pupils, especially the most challenging, and keep them engaged with their education in every way possible.

23. Exclusion.

23.1. If a student continues to show disregard for others and (in most cases) having tried alternative strategies, then it may be necessary to consider exclusion from sessions. However, exclusion is a last resort and the Academy will do everything it can to support the individual and keep them in school.

Internal Exclusion

23.2. This will take effect if a student is disruptive in lessons and makes it difficult for other students to learn and has needed to be removed to a Parked class in the Support for Learning base. Work is set and supervised by a member of staff.

23.3. It may be necessary for the student to have access to this provision as an alternative to exclusion. This provision will allow the student to receive intensive support from SFL staff who will ensure that students remain in a learning environment whilst addressing the incidents of poor behaviour which have required a serious sanction. This may be done restoratively or by agreeing a contract prior to returning to lessons. Parents/ carers will be required to work in collaboration with SFL staff.

Fixed Term Exclusion

23.4. This occurs when a student has to be removed from the Academy. This is a serious sanction and, following an exclusion, parents must attend the Academy for a re-admission meeting with the student to discuss further strategies.

Permanent Exclusion

23.5. This occurs in exceptional circumstances at the discretion of the Headteacher. There are certain examples of exceptional misbehaviour that can lead to permanent exclusion without previously using earlier sanctions. Such behaviours include:

- the bringing in of illegal or not personally prescribed drugs for personal use or the passing on of these, whether for financial gain or not
- the bringing in of an offensive weapon (defined by the Crown Prosecution Service as any article made or adapted for use to causing injury to the person, or intended by the person having it with him for such use)
- organised theft from the Academy or persons connected to the Academy
- In addition, the Academy may apply permanent exclusion against students who have been engaged in persistent disruptive behaviour.
- Assault against a member of staff will result in this most serious sanction.

23.6. All these actions are taken in the best interests of everyone. It is our intention that all pupils should be able to enjoy their time at school and receive the best possible education. This is only possible if there is a shared sense of common purpose amongst everyone at LHE Academy.

24. Criteria for evaluating the success of the Behaviour for Learning policy.

24.1. Our aim is that:

- All students enjoy school and achieve well demonstrated by good rates of attendance and engagement with different learning opportunities
- Pupil progress is good for all pupils
- Incidence of good or better teaching is high demonstrating effective use of personalised learning and different learning styles
- Exclusions are low or eliminated
- Use of sanctions is low.
- Incidence of SEB difficulties on SEN register is low

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

25. The Context

25.1. SEGRO has identified a need to regenerate the Slough Trading Estate, in order to maintain the Estate's competitive position in changing economic circumstances, effectively future proofing the Estate and ensuring that it continues to provide jobs and generate wealth for the local economy.

25.2. The regeneration of the Estate will increase both the scale and scope of employment opportunities available to Slough residents. Meanwhile, access to the right workforce will be of key importance, as they seek to recruit around 1,000 new people a year, with skills at all levels into a range of roles.

25.3. The findings of the Slough Skills Campaign Employer Survey included:

- Slough residents' skills are out of step with the needs of businesses
- Joint approaches by employers could help them reach untapped parts of the workforce
- Closer links between employers and local learning and skills providers would be beneficial
- Slough residents' aspirations need to be raised, making available the right information and skills for people to take up available career opportunities.

25.4. *Slough Aspire* for schools will offer an innovative programme for children and young people to bring them into direct contact with businesses on the Estate to understand the work opportunities available to them. The Business Excellence Centre will offer interactive briefings on Slough businesses and career opportunities, hands-on activities with local businesses, access to enterprise education, enhanced work experience with Estate employers and subject-specific activities related to their academic or vocational learning. This would include specific on-site and outreach activities involving parents, given the importance of parental attitudes in shaping the aspirations of young people.

See Annex 8: *Slough Aspire*

26. Lynch Hill's vision

- 26.1. It is a long held ambition of Lynch Hill School Primary Academy to open a secondary school through which we could continue and extend its high quality provision. The staff and governors are passionate about the learning and progress of its pupils, and their families, and believe they could achieve much more by continuing to work with them, beyond KS2. .
- 26.2. Lynch Hill has achieved notable improvements over time, which have not only raised standards and outcomes for the pupils who attend there, but also across its local community. The impact of this outstanding school in an area of deprivation has been wide reaching, changing attitudes and raising aspirations of adults and young people. The school has always sought to work beyond its boundaries recognising that continued school improvement rested upon the development of whole families and the community.
- 26.3. The Slough Aspire vision complemented the school's vision very well and Lynch Hill was excited to be a stakeholder from the outset. We believe that, together, we will be able further raise the aspirations of local people and increase their chances of employment and worthwhile career development. However, Lynch Hill School is particularly focussed upon the hard-to-reach families, often the long term unemployed, who are not the obvious beneficiaries of such an initiative. We believe that this requires a somewhat different approach which involves nurturing young people, and their families, from an early age throughout their education, guiding them towards opportunities available to them, often on their doorstep. The chance to create a new school would therefore be a golden opportunity - to work alongside Aspire to meet the needs and aspirations of our local community. Our proposal is fully supported by parents who welcome the opportunity for a continued association with the school and value the support it provides.

27. Demographics

27.1. It is well known that Slough's rapidly growing population means that there is an urgent need of additional school places in the Local Authority. This pressure will reach the secondary phase in 2013/14.

	Forecast Year	Year 7	Year 7 classes
actual	2010/11	1,670	56
forecast	2011/12	1,744	58
forecast	2012/13	1,795	60
forecast	2013/14	1,846	62
forecast	2014/15	1,925	64
forecast	2015/16	2,004	67
forecast	2016/17	2,171	72
forecast	2017/18	2,326	78

27.2. In the next 5 years, 10 additional forms of entry are required just to deal with the additional places created in the primary phase.

27.3. By 2018, over the next 6 years, 20 forms of entry will be required based on the existing numbers currently in the town. In addition, SBC is currently embarking on house building programme to provide 6,000 more homes across the town.

28. Community Engagement.

28.1. The new school will be genuinely rooted in its local community, serving the community and enabling its young people to be the very best they can. We would want to work with the local schools and contribute to education of all young people locally. It is our intention to collaborate with all Slough secondary schools to plan admissions in a coordinated way rather than take pupils away from them.

28.2. The community engagement undertaken thus far:

- Over the last two years, we have worked closely with SEGRO and business representatives in developing the Aspire programme and the concept of a new school to complement and take full advantage of the business opportunities it will offer.
- We have strong links with Reading and Brunel universities and East Berks College through ITT and our Teaching School development. They will support us in developing aspiring programmes so that pupils remain within education
- Slough benefits from a very strong collaborative network of schools across the town. School to school support is common and schools freely share good practice. We will continue to work collaboratively with them, including our

special/PRU schools, to the benefit of all young people. For example, the headteachers have formed the Slough Learning Partnership which is run by headteachers for headteachers to support school improvement and we are fully involved as a representative of the steering committee.

- We have strong links with local businesses through SEGRO and the Aspire steering group.
- We have the support of our local councillor, Martin Carter
- Local Authority were first aware of our plans last summer 2011 and have expressed their support
- The support of parents and groups can be appreciated in the comments provided in the consultation. **See Annex 9 for survey comments.**

28.3. We have used a range of strategies to consult with different sectors of community:

- Meetings with local Councillors and Council Officers have been well received.
- Regular meetings have taken place with SEGRO Partnerships Manager and representative of local businesses
- Open evenings for parents and the community were held on 6th & 7th Feb 2012. See Annex 10 for presentation notes
- The proposal has been discussed with Headteachers at cross phase meetings
- As part of the consultation we have visited community centres and clubs, circulated and received 'word of mouth' recommendations and delivered leaflets to all houses in the immediate area.
See Annex 11 for leaflet

Section E: Evidence of demand and marketing – part 1

1. Response to consultation

1.1. The consultation allowed parents to register their interest in a place for their child at the school, as their first choice, when it opens in 2014.

1.2. The first intake is the current year 4

	2014				2015			
	A	B	C	D	A	B	C	D
Year 7	180	115		64%	180	99		55%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180	115		64%	180	99		55%

Section E: Evidence of demand and marketing – part 2

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

1. The consultation

- The proposal was open to consultation for 2 weeks between 27th January and 10th February 2012.
- Adverts promoting the consultation were placed in the local papers
- Newspaper articles advertised the proposal and the consultation
- Two information meetings were held on the 6th and 7th February.
- Leaflets were distributed to houses in the local area, to local clubs and events, to all Slough primary schools
- Email alerts were sent to all Slough secondary schools, most businesses on the Trading Estate and Slough Borough Council.

2. Survey questions




Lynch Hill School is consulting on their proposal to open a new 11-19 school in Slough.	
Q1.	Here is the form and a few questions:
<input type="checkbox"/>	TICK HERE if support the vision for the new school?
<input type="checkbox"/>	Will you make this secondary school the first choice for your child/ren?
<input type="checkbox"/>	Would you seriously consider making this school your first choice for your child/ren?
Q2.	Please leave your details below:
Q3.	Comments welcomed:
Q4.	If successful, the school would open in 2014. The first intake of yr7 would be for children who are currently in yr4 with dates of birth between 1st September 2002 and 31st August 2003. If you would be interested in a place for your yr4 child at the school in 2014 please give their details below:

Q5&6:	Details of other Children

3. Consultation Information

3.1. Website information in the form of an e-leaflet was made available and this can be seen in Annex 12.

4. Summary of responses

Here is the form and a few questions:				
			Response Percent	Response Total
1	TICK HERE if support the vision for the new school?		95.77%	181
2	Will you make this secondary school the first choice for your child/ren?		56.08%	106
3	Would you seriously consider making this school your first choice for your child/ren?		63.49%	120
			answered	189
			skipped	2

Please leave your details below:		
		Response Total
		191

Comments welcomed:		
		Response Total
		102

If successful, the school would open in 2014. The first intake of yr7 would be for children who are currently in yr4 with dates of birth between 1st September 2002 and 31st August 2003. If you would be interested in a place for your yr4 child at the school in 2014 please give their details below:

	Response Total
Child's details	105

Child 2 (yr4 or younger)

	Response Total
1 Child's details	103

Child 3 (yr4 or younger)

	Response Total
1 Child's details	36

5. Analysis

5.1. The first few comments on the consultation website give an indication of the strong support for a new school and its vision.

27/1/12
12:03PM
3324716

Lynch Hill School has followed through my entire family for several years; right back to my mum, uncles, my sisters and myself. The improvements in which the school has made over those years are amazing! I am proud to announce my children attending Lynch Hill to anyone that asks and encourage anyone having issues with their children, considering removing their child from their current school to take a look at Lynch Hill as they would not be disappointed.

I am now very excited at the thought of Lynch Hill opening a Secondary School and actually would like my daughter who is currently in year 4 to be top of the list, as I feel she would continue her education in a stable and beneficial way by following through to secondary.

<p>27/1/12 1:59PM 3325392</p>	<p>I was at Lynch Hill myself and my daughter Jessica is now there in reception and I would be over the moon if she could spend her whole educational life in such an amazing wonderful school. I also believe it would be more stable for my daughter having the same routine through her educational needs and the thought of growing up can be made easier for her and not such a daunting experience. I think this new school would be amazing and I can't wait.</p>
<p>27/1/12 4:27PM 3326014</p>	<p>If this new school is anything like the primary, then I would definitely be interested.</p>
<p>27/1/12 11:55PM 3326701</p>	<p>It is a good news, that's what our children need, curriculum based around enterprise and work.</p>
<p>28/1/12 1:21PM 3327315</p>	<p>The vision you have for this new school is fantastic. This ideal would suit my eldest son, as he is severely dyslexic, and vocational style education is more engaging for him, and inspires him. He is exceeding far above his level in maths and science, and is aiming for an engineering career in the army or air force. Our local school choice would not suit, but we would be prepared to place him at Langley Academy for the first year, and then move him to the new school from the second year of secondary, should a place be available to him. He is currently in year 5. I also have two further children, who could follow him, should the school prove successful in establishing. Good Luck X</p>
<p>29/1/12 8:40AM 3328196</p>	<p>My child has always achieved well at Lynch Hill. Teachers support her enquiring mind by setting personalised extra-curricular tasks. A new school with the same ethos, will surely help her achieve her full potential. I am also aware that a number of pupils struggle with the transition to secondary school and consistency will make this much easier.</p>
<p>29/1/12 4:35PM 3328709</p>	<p>Great idea. would welcome if you also took children who went to Lynch Hill School born year 2000 or before</p>

29/1/12 5:23PM 3328762	Think this is an excellent idea for the children of Slough.
29/1/12 8:48PM 3329086	I'm sure it will provide the high standard maintained at lynch hill primary academy
30/1/12 10:02AM 3330145	My daughter is only in the reception ([REDACTED] at [REDACTED]), however as a parent I feel I am responsible to take part in this vote and provide our (mine and my Husband's) full support to this good cause. Our first choice for our daughter would be the secondary school if it becomes a reality. Kind Regards [REDACTED]
30/1/12 11:16AM 3330545	Looks exciting. I seriously hope this happens...all the best.
30/1/12 11:29AM 3330563	Well I think this is a brilliant idea, with the population growing in slough and competition to get into a grammar school getting higher. Parents are disappointed that their children Are not getting places in a good school. So if this school has the support from Lynch Hill staff and parents it will most certainly be an excellent school.

5.2. Only 2 negative comments were placed on the survey website.

5.3. We have received 115 pupils registered for a place in year 7, as their first choice of school, when the school opens in 2014. This is in spite of the fact that the school site has yet to be confirmed. Whilst the lack of a confirmed site might be perceived as a weakness of this submission, parents are still willing to support the proposal and list their child(ren) for a place at the school, as their first choice, based on the vision for the new school alone. It also should be noted that time constraints limited the consultation to just 2 weeks. Evidence of this and the range of comment is shown in annex 9.

- 5.4. The rising pressure on school places in the area is such that we can be confident that there will be sufficient demand to fill the available places at the school.
- 5.5. 99 pupils have been registered for admission in 2015, as their first choice of school.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

6. Inclusion

- 6.1. The inclusion of all pupils is central to our vision across the multi-academy trust. Lynch Hill School Primary Academy successfully promotes all pupils' learning and helps them achieve very well because all pupils believe they can succeed. This is due to the value placed on quality teaching and learning experiences, very good provision and support, and a highly positive ethos. It is also due to the commitment of staff in addressing and removing barriers to learning.
- 6.2. Personal development and wellbeing of pupils is also considered to be a strength of the school, as reported in successive Ofsted reports and by the LA. The positive, nurturing ethos of the school ensures that all pupils enjoy school and experience success through the commitment of staff to addressing and removing barriers to learning.
- 6.3. The Primary Academy serves an area of high social and economic deprivation evidenced by 2011 Raise on Line data below:

The level of social deprivation is above average (higher than 60% of schools) as is the % of pupils eligible for free school meals (21.3% compared to 19.5%).

49.4% of pupils are from minority ethnic groups, whilst 30.1% of pupils are believed not to have English as their first language. Some 46 different languages are spoken in the school.

The proportion of pupils supported on school action plus or with a statement is almost double the national average. The proportion of those on school

action is equally high.

A much larger proportion of pupils than nationally live in overcrowded households. There are also fewer pupils who live in high social class households. Few parents have attended higher education. Based on postcode analysis over 50% of pupils at the school are from deprived families.

- 6.4. This illustrates the nature of the area we serve. The Primary Academy has considerable expertise and outstanding practice in key areas which enable it to sustain a highly inclusive ethos. The outstanding SEN and pastoral provision successfully addresses and supports the high percentage of pupils with specific learning difficulties whilst the specialist community team successfully induct and support pupils from a wide range of cultures and ethnicities. Personal development and positive behaviour management are strengths of the school.
- 6.5. These core provisions will be shared across the Trust so that LHE Academy will, likewise, be fully committed to providing for the full range of ability, needs and backgrounds.
- 6.6. Diversity will be welcomed across the Trust and LHEA will see each person, whatever their age, ability, beliefs or background as an individual, entitled to a rich educational experience, who in turn has a valuable contribution to make. LHEA will see diversity as fundamental and enriching to the school community.

7. Annexes

- Annex 10: Presentation given at information meetings
- Annex 11: Leaflet distributed to homes, shops, clubs and businesses and printed in local papers
- Annex 13: Newspaper articles
- Annex 14: Consultation Template

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

1. Leadership across the Trust.

- 1.1. The leadership structure of the multi-academy trust will be provided by an Executive headteacher, an Associate headteacher of LHEA and a Head of School of Lynch Hill School Primary Academy. The Executive Headteacher will retain some headship role of the primary school.
- 1.2. In the first two years of its life, the proposed new school would be led day-to-day by the Executive headteacher supported by the DHT and AHTs. The appointment of a substantive Associate headteacher for the secondary school would be take place at the end of year 2, ready for the first cohort to start their KS4 courses in year 3. This will allow economies of scale to be achieved in the early stages of the proposal as well as ensuring the continuity of policy and practice between the Primary Academy and LHE Academy. (See Annex 15 for proposed job description of an Associate Headteacher).
- 1.3. Partnership working across the two schools will ensure continuity of practice and expectation creating a seamless transition between the primary and secondary phases. As far as possible, policy and procedure will mirror the effective practice of the primary school and where new policy is required, will compliment it. Value for money will be achieved in the early stages by sharing resources from the primary school, in particular Inclusion , Community, Music and financial administration, including IT. These central costs would include all support functions and some specialist teaching.
- 1.4. The multi-academy trust proposes to grow its own leaders of the new school under the guidance of the Executive headteacher. The deputy head of LHE Academy, appointed at the outset, will receive leadership development opportunities which, if successful, will allow them to rise to the post of Associate headteacher after 2 years in post. This will foster the continuity of practice and partnership across the two schools, as they mature.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

2. Financial Oversight.

2.1. LHE Academy will be able to demonstrate value for money and strong financial oversight. LHS Primary Academy has a vastly experienced finance team who will retain financial control across the trust. This will include:

Executive Headteacher : will be the 'accounting officer' responsible for all day-to-day financial matters, and responsible to the governing body for ensuring propriety, as well as efficient and effective use of available resources. In practice, they will always delegate these responsibilities to the finance director.

Finance Director : will be responsible for the day-to-day management of financial issues, the management of the academy's financial position as well as the maintenance of effective systems of internal control and ensuring that the annual accounts are properly and accurately prepared. They will guide the governing body on financial and administrative systems, audit and charity accounting matters; working in close collaboration with the Executive Headteacher, the senior team and the Directors.

The finance director will be a key appointment and should ideally be a fully qualified CCAB accountant with relevant experience, preferably gained within an education establishment. It is essential that this person has extensive experience of both understanding and interpreting detail, leading teams as well as the wherewithal to drive the academy forward by taking advantage of any commercial opportunities including liaising with potential sponsors.

██████████ (Company Director) ██████████

██████████: ██████████

Responsible Officer : Nominated by the governors to take specific responsibility for overseeing the academy's financial arrangements on their behalf. The RO will be an appropriately qualified and experienced individual (but not an academy staff employee) with the necessary financial skills to be able to perform the role competently. The remit of the RO is to provide an independent oversight of the academy's financial affairs, reporting to the finance committee in an advisory capacity.

The main duties of the RO are to provide the governing body with ongoing independent assurance that:

- the financial responsibilities of the governing body are being properly discharged
- resources are being managed in an efficient, economical and effective manner
- sound systems of internal financial control are being maintained.

Finance officers / team: based in each academy

Auditors: [REDACTED] will undertake a full annual audit and produce audited accounts for the end of year.

2.2. The skills profile of the financial team is strongly underpinned by the vast experience of the Primary Academy. Subsequent appointments will always be made in accordance with clear job descriptions and person specifications which further enhance the existing skill set.

2.3. Budget provision has been made in the financial plan to secure external expertise to meet any skills gaps as appropriate.

2.4. The Directors and the Executive headteacher will ensure the following are in place:

- Appropriate financial software
- Qualified accountants – CPF
- Compilation of accurate budget reports
- All statutory returns completed
- Ensure engagement of cycle of budget management and year end
- Robust committees in place
- Robust risk assessments

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

3. Introduction

3.1. The team behind this submission for the LHE Academy has a broad range of skills and experience.

3.2. Lynch Hill School Primary Academy has capacity and capability in management, leadership, finance, business development, programme development, HR and project management including facilities development. This is further complemented and enhanced by our broader team of partners:

- **SEGRO Partnerships Manager and business representatives**
- [REDACTED] ([REDACTED])
- [REDACTED] (Grundon Waste Management)
- [REDACTED] ([REDACTED] [REDACTED] [REDACTED].)
- [REDACTED] ([REDACTED] (Chartered Accountant. [REDACTED])).

3.3. Letters of support can be seen immediately below.

3.4. Lynch Hill School Primary Academy is converting to a multi-academy trust called 'The Community Alliance' which is expected to become a legal entity on opening of the Free School. The new school, LHE Academy, is being sponsored by Lynch Hill School Primary Academy and will therefore be a member of the Trust. Lynch Hill first declared an interest in opening a free school to the Local Authority in June 2010. **The Articles of Association can be found in Annex 18.**

4. Partners

4.1. The partners will bring vision, planning and project management, expert knowledge and, of course, experience to the team. Our success depends on good judgment and the courage to take tough decisions for the long-term. The partners and directors bring a wealth of experience of delivering similar projects in the area, particularly those with community benefit, and links to other local businesses and experts for example, [REDACTED] delivered the [REDACTED]. **See CV in Annex 19.**

[REDACTED]

[REDACTED]

[REDACTED]

F4: Show how your staffing structure will deliver the planned curriculum.

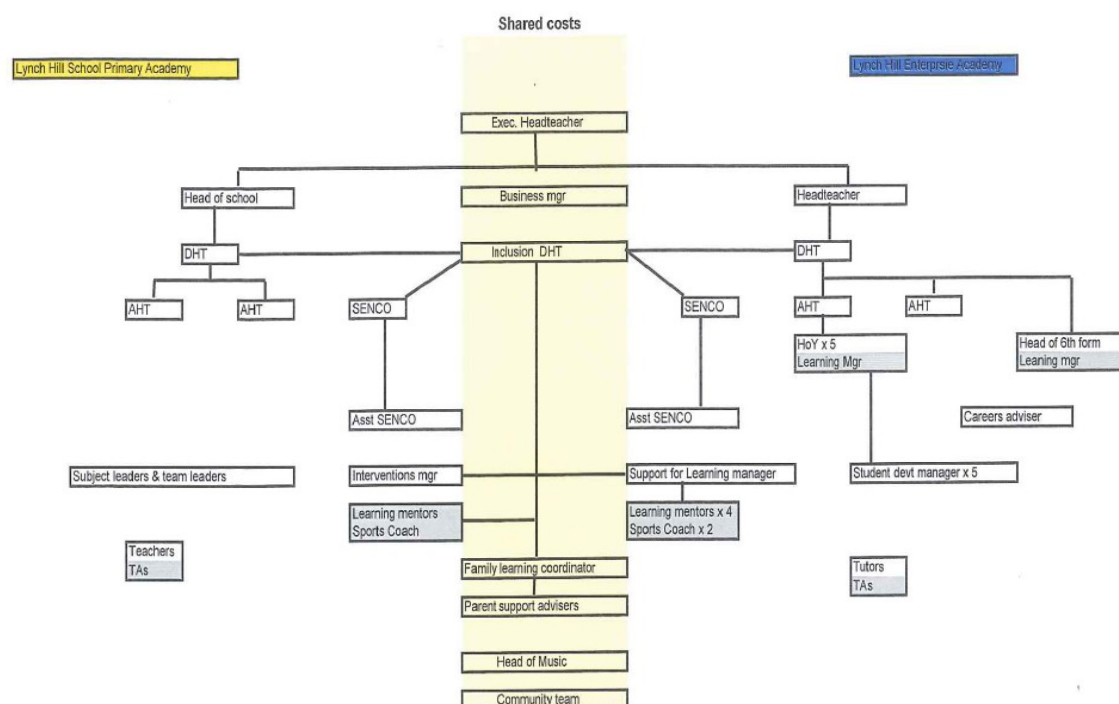
5. Leadership and Staffing

5.1. The ethos of the school will be one of high expectations, personalised to the student's ability and aptitude. We believe that all children can learn effectively providing the appropriate provision and expectations are put in place.

5.2. Achieving this starts with ensuring high quality teaching and learning and implementing an effective structure which will deliver the appropriate provision.

5.3. Core functions; as indicated in the diagram below, a core of functions will be shared across the two schools, under the multi-academy trust. This will include the Executive Headteacher and the finance, inclusion team, community team and music teams. This will provide continuity of practice and provide value for money.

5.4. Proposed staffing structure:



5.5. LHE Academy will appoint a range of experienced and newly qualified teachers:

5.6. KS3 staff will have background in primary teaching. We will seek to appoint the best possible yr6 practitioners to the class teaching roles in years 7 and

8. Amongst these will be subject specialists, particularly in the core subjects, Music, ICT and MfL.

5.7. Senior staff appointments will require a considerable secondary experience; leadership experience will be preferred. The DHT will need to have previous experience as a secondary school DHT.

KS3		
Appointments in first year	DHT AHT (with some teaching responsibility) HoYr7 (with some teaching responsibility) SENCO 7 teachers required (including 1x f/t Science specialist) + 8 class based Support staff (including 1 Sports Coach)	2 x Office Admin staff 1 x Finance officer 3x technicians covering ICT, Science, DT , Art Technicians

KS3		
Appointments in second year Yr 8: Structure same as yr 7	HoYr8 (with some teaching responsibility) 2x Student development managers (for yr7 and 8) 7 teachers required (including 1x f/t Science specialist) + 7 class based Support staff (including 1 Sports Coach)	

5.8. Each class will be supported by a class based teaching assistant. Two further support staff will be part of the Support for Learning team as well as a Sports Coach.

5.9. This structure will allow maximum pupil support, and intervention where needed, in both academic and pastoral aspects of school life.

5.10. **KS4** In the 3rd yr an additional 15 teachers will be required to support the learning pathways described in Section D 10.6. These would be secondary trained subject specialists with a range of experience.

5.11. Each year group will be lead by a Head of Year supported by a Learning Manager who will cover PA and administrative duties across the year group. The Student Development Manager is a teacher in a support role who will monitor pupils and track progress. They will be first line of support for class teachers and tutors and liaise with the SENCO and Support for Learning team.

5.12. Pastoral support will be provided by the Inclusion team, lead by the DHT for Inclusion. LHE Academy will have a SENCO and an assistant SENCO supported by Learning mentors, Sports coaches, Family Learning Coordinators, Parent Support Advisers and a Community Team.

5.13. The Senior Leadership team of the trust will be comprised of Executive Headteacher, Head of School, Associate Headteacher and Deputy Headteachers.

5.14. LHE Academy will seek the best possible candidates for specialist areas and will seek to train their own in shortage subjects working with our business partners to find credible candidates amongst the business community. Lynch Hill has a strong track record in developing its own staff and would develop this further through the creation of a Teaching School. This would be a collaborative programme with other schools in the town and would improve provision and raise standards for many young people.

6. Staffing Policies

6.1. The LHE Academy will have the following policies in place on opening. Many of these will be extensions of policies used in the Primary Academy, but, where necessary, statements relevant to a secondary school will be included.

- Appointments
- Job descriptions and Person specifications
- Capability
- Grievance
- Staff discipline
- Equal opportunities
- Induction of NQTs
- Maternity
- Performance management
- PPA
- Redundancy
- Whole school pay policy
- Staff development
- Sickness absence
- Stress management

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

7. Recruitment of Leadership team and other staff.

7.1. At the appropriate time we will advertise the vacancies in both the local and national press such as the Times Educational Supplement to attract the broadest selection and calibre of candidate to ensure we meet the requirement of the Equality Act.

7.2. The knowledge, skills and qualities of the senior staff and, in particular, the Associate Headteacher, will be rigorously assessed through the interview process. These will include:

- Secondary school leadership experience
- Shaping the future
- Leading , learning and teaching
- Developing self and working with others
- Managing the organisation
- Ensure all have accountabilities
- Strengthening the community

SEE ANNEX 15 for Job description and job specification

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.

8. Outline of Directors of the Free School.

1. [REDACTED]

DoB [REDACTED]

8.1. [REDACTED].

8.2. [REDACTED].

[REDACTED]:
DoB [REDACTED]

8.3. [REDACTED].

8.4. [REDACTED].

[REDACTED]:

DoB: [REDACTED]

8.5. [REDACTED].

8.6. [REDACTED].

9. Governing Body.

9.1. The governing body will have the overall responsibility for the effectiveness of the financial management arrangements. The governors must ensure that financial planning and management controls are sufficiently robust to safeguard public funds.

9.2. To ensure an appropriate level of financial management, every meeting of the governing body must consider.

- a report on the overall financial position of the academy
- a budget monitoring report, including an explanation of any variances against budgeted amounts
- whether adequate financial monitoring of the budget and activities is being undertaken
- progress on any action identified to improve financial arrangements
- significant contracts proposed to be entered into by the academy.

At least once a year, the governors will also:

- review the performance of external providers eg bankers, services provided under SLAs
- approve the academy's annual accounts
- approve the proposed budget for the following year
- approve the levels of insurance cover for the academy's assets
- review findings made by the auditors/other financial reviews.

9.3. The local governing body of LHE Academy will follow the traditional format and similar in composition and structure to the Primary Academy.

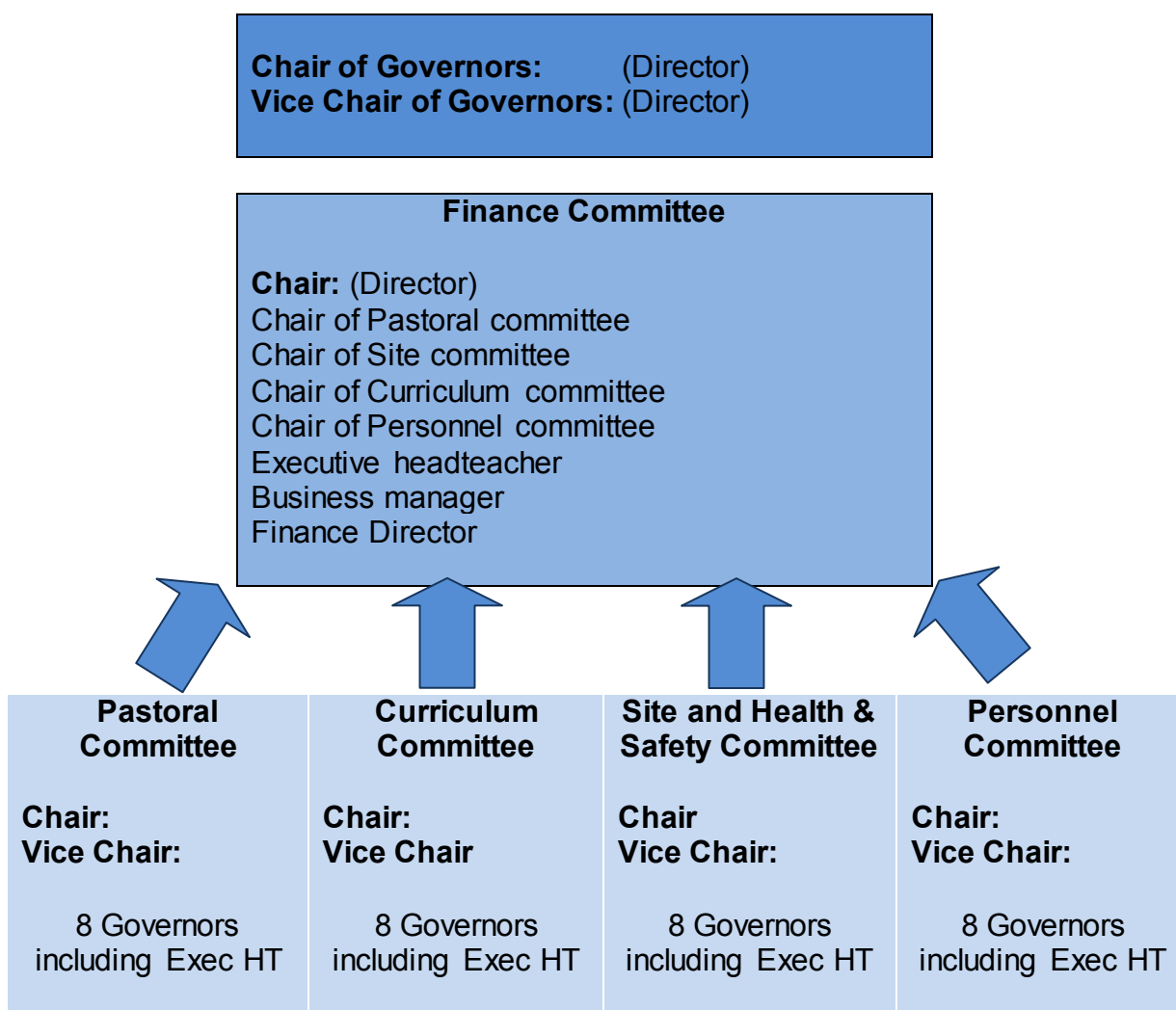
Composition under Article 48:

9 governors appointed by members
3 staff governors
5 parent governors
1 Principal

Composition under Article 59:

Up to 3 co-opted governors. Limit of 6 governors to be employees.

9.4. Proposed structure of the LHE Academy local governing body.



9.5. There is an appetite amongst the existing Lynch Hill School Primary Academy Governors to join the new school governing body in the first instance. As appropriate, new governors will be recruited to the governing body of the LHE Academy particularly those with secondary school experience.

9.6. New governors already agreed:

- A secondary headteacher (recently retired)
- A School business support manager
- Representatives from local businesses

9.7. Delegation to the committees will take place as appropriate.

9.8. Full governing body meetings will take place termly, preceded by a meeting of each committee. The business of each committee meeting will be reported to the full Governing Body and decisions ratified.

9.9. The strategic governance of the Trust will be provided by a smaller Executive Board comprised of the Directors, Chair and Vice Chair of both local governing bodies, Finance Director, Executive Headteacher, head of both schools. This would include parent representation

10. Pre –opening planning.

10.1. In preparing for the schools opening in September 2014 the Academy Trust would establish a Project Management Board consisting of the Executive Headteacher, School Business Manager and School Governors. This group would be charged with overseeing the development of the school prior to its opening and, where appropriate, would ensure specialist support and expertise is available.

10.2. In order to ensure that momentum is maintained, focus and direction a steering committee has already been established comprising of the following.

- partners (see F3.2)
- prospective governors (see F8.5)
- directors (see F7.0)
- SEGRO to provide a business representative

10.3. The steering group has already made preparations for progressing this project immediately should this application be successful. Relevant expertise in setting up a new organisation or business has already been identified and plans to fill the skill gaps agreed. Areas to be addressed are school governance, human resources, ICT and marketing. The steering group members have a considerable network of contacts with expertise which may be drawn upon as needed. Where necessary, expertise will be bought-in and funds have been identified for this in the budget plan.

10.4. A parent shadow group will also be convened before the opening to ensure appropriate parent representation.

10.5. The time commitment involved in the delivery stage of the project is considerable but all members are committed to achieving such a valuable outcome for the community.

10.6. A copy of the **Articles of Association for the new Academy Trust is attached in annex 18**. This will need DfE approval before opening the new school and forming the Trust.

Section G: Initial costs and financial viability



Section H: Premises

1. Context

- 1.1. The search to identify a suitable site has been extensive; it has been on-going since the Lynch Hill School Focus Group included the possibility of opening a secondary school in its forward planning discussions in 2010.
- 1.2. Converting to an Academy in August 2011, and becoming a multi-academy trust, advanced the prospect of opening a Free School, and signalled the start of a period of intense research and a cycle of meetings with potential site owners within the local authority and private sectors.
- 1.3. Mindful that the Government favours renovations to existing buildings as opposed to new build, we have endeavoured to ensure that any site identified will provide a cost effective solution. Our concentration has been on trying to identify priority sites which are either surplus, or under-utilised public buildings, or where there may be the possibility of temporary solutions to begin with - thereby requiring a lower capital outlay.
- 1.4. The search for a site has focussed on locating one within the local area which will provide a school building and sports playing fields. Although the new school would be a separate school, it would be a continuation of the Lynch Hill experience. To smooth the transition between KS2 and KS3 for pupils and parents it would be preferable for the new site to be located as close to Lynch Hill as possible.
- 1.5. With these factors in mind we have, since mid 2011, been engaged with Slough Borough Council and have held a series of meetings with Borough Councillors and Officers. In summary the Council's position is that they are limited in what they can do at the present time until a decision has been taken on the LABVI. They are planning for more secondary schools; at least two more will be required by 2014; however they cannot identify sites where these schools could be located within the Borough. Their options for creating the capacity needed in Slough include expanding existing secondary school sites or to use out-of-borough schools.
- 1.6. This has made the process to identify suitable sites much more difficult for us. Our initial targets were sites which were previously secondary school sites. Haymill and the former Arbour Vale school sites were put forward by us but we have been advised that they are earmarked for other uses.
- 1.7. We have persevered with the Borough and we have reviewed the Property Asset database and the following sites with existing buildings have been put forward to us for consideration by the Borough Council's [REDACTED], [REDACTED].

2. Potential sites identified with buildings

- 2.1. [REDACTED] site – this site is currently leased but a disposal of the lease or an acquisition for a new school could be considered. The current footprint of the buildings on the site is less than half an acre; there is significant open space off [REDACTED] and [REDACTED] which could be included in the site which is very close to the Lynch Hill Academy.
- 2.2. [REDACTED] and Youth and Community site – this site is located on the busy [REDACTED] on the eastern side of the town, it is surrounded by housing on three sides and a canal front on the fourth side. There is no space for sports playing fields.
- 2.3. Montem Leisure Centre and Ice Arena – consideration is being given to these facilities being replaced, the site would provide a suitable site in terms of area, however the capital cost would be prohibitive.

[REDACTED] provided details of further sites within the Borough which do not have buildings on at present.

3. Potential sites identified with buildings

- 3.1. [REDACTED] site – this site is earmarked for housing, there is a small site located to the west of [REDACTED] and the [REDACTED] and adjacent to [REDACTED] which could be used with an arrangement to use the sports fields currently in [REDACTED], however the school building site is very small.
- 3.2. The new Castleview School site – this is a five acre site located within the [REDACTED] and adjacent to [REDACTED]. It had been identified as a site for further development of the Castleview School, however the school has indicated that it no longer wishes to take up that option at this time.
- 3.3. Kennedy Park, Britwell – this site is divided into a number of parcels of land, Slough Borough Council own one part which is being developed as part of the Britwell Regeneration project, SSE (Scottish and Southern Energy) own the second, and the third is owned by SEGRO and is adjacent to Britwell's [REDACTED]. As this was a former land fill site [REDACTED] would be concerned that the safety of the sub base may not be guaranteed for a school site.
- 3.4. The Montem School site – this is an eight acre site in Chalvey which adjoins an existing site earmarked for the expansion of the Montem School. It enjoys access from several existing roads and has the capacity to deliver a secondary school with sports fields.
- 3.5. Wexham Park Stadium site - [REDACTED] provided details of a site within South Bucks District Council which is the former home of Slough Town Football Club. Existing buildings are on the site which could be converted and there is extensive sports fields' availability.

4. Current options being considered

- 4.1. The process to get down to just two sites from the ten identified to date has been and continues to be difficult. At this moment in time, Slough Borough Council has been unable to identify a feasible site where existing buildings could be refurbished, however we are continuing to engage with them and discussions are on-going. **See Annex 17 for site maps.**
- 4.2. At the date of our Bid Submission we are pursuing discussions with two sites, Montem School which is within the Borough and in their ownership and Wexham Park which is within South Bucks District Council and is privately owned. In both cases we have initiated the discussions in recent months and we believe a feasible solution is achievable at either site.

5. Montem Primary School, [REDACTED], Slough, [REDACTED]

- 5.1. Montem Primary School is a Community School considered by Ofsted to be satisfactory. In our discussions with the Headteacher he has indicated that they would consider becoming an Academy within the Lynch Hill multi academy trust. The possibility of having a secondary school within that Trust is appealing to them, particularly if it were to be located on their site. As mentioned in 7 above, this is an eight acre site in Chalvey which adjoins an existing site earmarked for the expansion of the Montem Primary School. It enjoys access from several existing roads and has the capacity to deliver a secondary school with sports fields. Slough Borough Council has indicated that the site could be available for use as a secondary school. (See Plan A).

6. Why is it suitable in relation to our Vision, Ethos and Education Plan

- The school would be in the borough of Slough.
- It is close enough to Lynch Hill to be attractive to parents of Lynch Hill pupils.
- It is close to the Trading Estate and Aspire Centre
- The new school would be an extension of an existing school.
- It would contribute to the community of schools in Slough.
- It would certainly attract pupils from that school in sufficient numbers to meet the PAN, as well as from 2 other schools in the area.

7. [REDACTED], [REDACTED], Slough, [REDACTED]

- 7.1. This site is situated just outside the Borough and within the South Bucks District Council which is the planning authority. The borders of the two authorities meet at this site. It is a c.35 acre site and was the former home of the Slough Town Football Club and the [REDACTED]. The owner of the freehold has indicated that he would be willing to discuss the sale of up to 7 acres of the site for a secondary school. There would be extensive sports playing fields within the site as the owner is currently developing a master plan to bring the whole of the site back to life as a Centre of Excellence for a number of different sports. There have been numerous meetings with the owner and he is open to discussion on the possibility of converting the

existing buildings on the site for school usage. At present the buildings are on one floor and include a large banqueting and conference facility, three further meeting rooms, offices and changing rooms. This layout could become the central hub of a school with modular classrooms by year extending out from the hub constructed in two phases. There is a 450 space car park at the site. (See Plan B).

8. Why is it suitable in relation to our Vision, Ethos and Education Plan

- There are buildings already on site.
- It is close to the Trading Estate and the Aspire Centre.
- It is close enough to Lynch Hill to be attractive to parents of Lynch Hill pupils.
- There will be access to exceptional sports facilities.
- There are another five primary schools in the vicinity, sufficient to meet the PAN.
- It would contribute to the community of schools in Slough and be part of the developing infrastructure in Slough.

Annexes

Annexes: from Section C

Annex 1: Scrutiny Panel November 2011

1. **Secondary:** The scale of funding required to expand the secondary school state over the next 5 years is considerable. Between 2008 and 2012, Slough will have added 3,000+ new primary places and equivalent growth will be required in the secondary sector once pupils move up the system. Over the next 5 years the following funding will be required to provide the secondary places required (note this excludes post-16 provision which will also need to expand).

Places required for 2011-2016 (11-16) (Over the next 5 years)	1,500	10 forms of entry
Total cost of places (assuming £2.5m per form of entry)	£25m	

2. All sources of income will need to be explored for expanding secondary school provision. As well as the LA continuing to submit data to the DfE to secure new Basic Need allocations, academies and free school promoters will be encouraged to apply for funding for new school places from the DfE, where separate funding streams are available.

(a) Risk Management

Recommendation	Risk/Threat/Opportunity	Mitigation(s)
<i>From section 2 above</i>	<p><i>Risk: There is a shortfall of primary school places</i></p> <p><i>Risk: There is a shortfall of secondary school places</i></p>	<p><i>Actions proposed within this paper continue to be implemented.</i></p> <p><i>All avenues for providing additional secondary school places are explored with Slough schools making use of new grant allocations.</i></p>

Further information to Scrutiny Panel

(b) Secondary School Places

3. The number of applications for year 7 places for September 2011 from Slough residents was 1591 compared to 1582 for the previous year. All 1591 Slough resident parents who applied for a place received an offer on 1st March 2011. The proportion receiving their first preference (46%) was low by national standards because Slough is a fully selective area and many parents use their first preference to apply to a grammar school but many children are not successful reaching the qualifying mark in the test. Overall 93% were offered one of their preferred schools. Where none of their preferred schools could be offered, applicants received an offer at the nearest school with vacancies. There are still vacancies at schools in neighbouring boroughs for September 2011, such as Churchmead, Desborough and Burnham Upper.
4. For other secondary year groups (8-11) the position changes each month due to movement of families in and out of Slough and the highest demand tends to be at the beginning of the school year. There are currently no places available in Slough schools and Slough Borough Council is relying on places being available in neighbouring boroughs to place Slough residents. This includes Churchmead, Burnham Upper and Desborough. Details of the most up to date figures on the demand and supply of places in other year groups for newly arrived pupils, will be available for the Scrutiny Panel meeting, after the next secondary schools admissions panel, which meets on the 21st November.
5. There will be a significant increase in the demand for secondary school places as the large cohorts from the primary sector begin to transfer to secondary schools from September 2014 onwards. Slough's school place planning assumes that pupils will continue to use the surpluses available in out-of-borough schools, although growth in demand in Windsor and Maidenhead suggests that eventually fewer Slough pupils than at present will secure a place in their schools.
6. There are a number of options for creating the capacity needed in Slough, these include;

Expand existing schools	This option has worked well in the primary sector. If new schools can't be built then every secondary school would need to expand to meet the forecast in demand. Expanding grammar schools require careful consideration of admission arrangements to avoid funding places for out of borough pupils.

Build new schools	Possible sites are limited, although we will continue to explore options as they arise. This would include new Free Schools or academies in or near to Slough as these would be funded by central government.
Alternative models	This might include turning primary schools into all-through schools, or building a post-16 facility on another site to free up space in existing schools. All options will be explored particularly where they offer good value for creating school places.

7. Discussions with secondary Headteachers have been taking place this term to look at options and to decide how schools should be prioritised for expansion. The process has involved all secondary schools, including Academies, so that expansion is progressed in a co-ordinated way. At the meeting it was agreed to start early discussions with one secondary school to explore the possibility of the school increasing its admission number by 45 places. This school would provide places that were accessible to Slough pupils. As discussions have yet to be held with the governing body of the school it is not appropriate to name the school in this report. This would be the first expansion and further expansion plans will need to be considered and agreed in order to provide the 500+ new year 7 places required by 2017/18;

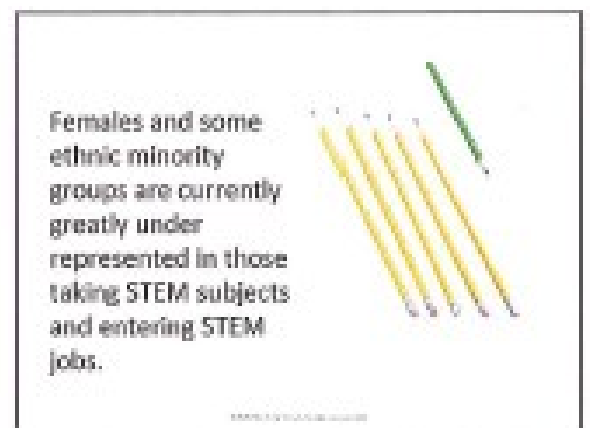
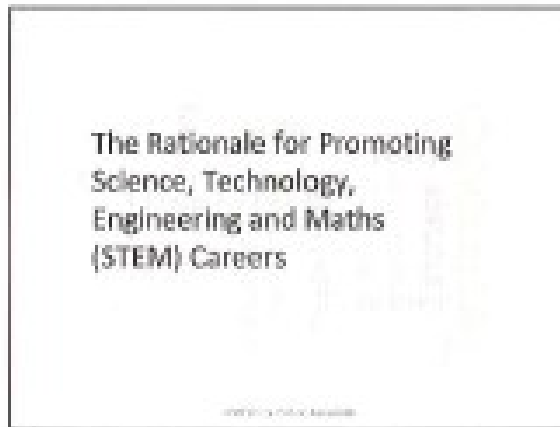
Annex 2: PLTS

<p>Independent enquirers</p> <p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ identify questions to answer and problems to resolve ■ plan and carry out research, appreciating the consequences of decisions ■ explore issues, events or problems from different perspectives ■ analyse and evaluate information, judging its relevance and value ■ consider the influence of circumstances, beliefs and feelings on decisions and events ■ support conclusions, using reasoned arguments and evidence. 	<p>Creative thinkers</p> <p>Focus: Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ generate ideas and explore possibilities ■ ask questions to extend their thinking ■ connect their own and others' ideas and experiences in inventive ways ■ question their own and others' assumptions ■ try out alternatives or new solutions and follow ideas through ■ adapt ideas as circumstances change. 	<p>Reflective learners</p> <p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ assess themselves and others, identifying opportunities and achievements ■ set goals with success criteria for their development and work ■ review progress, acting on the outcomes ■ invite feedback and deal positively with praise, setbacks and criticism ■ evaluate experiences and learning to inform future progress ■ communicate their learning in relevant ways for different audiences.
<p>Team workers</p> <p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ collaborate with others to work towards common goals ■ reach agreements, managing discussions to achieve results ■ adapt behaviour to suit different roles and situations, including leadership roles ■ show fairness and consideration to others ■ take responsibility, showing confidence in themselves and their contribution ■ provide constructive support and feedback to others. 	<p>Self-managers</p> <p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ seek out challenges or new responsibilities and show flexibility when priorities change ■ work towards goals, showing initiative, commitment and perseverance ■ organise time and resources, prioritising actions ■ anticipate, take and manage risks ■ deal with competing pressures, including personal and work-related demands ■ respond positively to change, seeking advice and support when needed ■ manage their emotions, and build and maintain relationships. 	<p>Effective participators</p> <p>Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> ■ discuss issues of concern, seeking resolution where needed ■ present a persuasive case for action ■ propose practical ways forward, breaking these down into manageable steps ■ identify improvements that would benefit others as well as themselves ■ try to influence others, negotiating and balancing diverse views to reach workable solutions ■ act as an advocate for views and beliefs that may differ from their own.

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Annexes: from Section D

Annex 3: STEM online module



STEM Labour Market

70% of UK firms employ STEM skilled staff, but not enough people are studying STEM subjects to meet growing demand.

STEM skills are vital to areas of future growth and employment for today's advanced manufacturing and services industries.

But, 40% of employers are currently having difficulty recruiting STEM-related staff, with 34% expecting difficulty in the next 3 years.



Employing young people need to understand the relevance of STEM subject skills and their impact on progressive opportunities.

It is vital that career practitioners help young people to understand the importance of STEM subject skills and their impact on progressive opportunities.

UK STEM

The UK has world class science sectors in Pharmaceuticals, Aerospace, Telecommunications, Mobile Phone Technology and Oil and Gas Exploration.

There is also 'hidden' science in the high street including:

- supermarkets (food and drink, packaging, logistics, IT, finance)
- fashion (textile technology, materials, computer aided design, dyes)
- the built environment (construction engineering, materials sciences, environmental issues, energy).

Teachers and advisers will be cautious about messages proclaiming growing demand, but there is strong evidence of future need for STEM skills, especially in manufacturing.

STEM National Strategy

The National Strategy has 11 action programmes which are part of a 10-year plan aimed at improving take-up and achievement in science and maths. They include:

- Get the right people to become teachers and lecturers
- Encourage continuing professional development for teachers and engage them in technology and engineering
- Bring real-world context and applications of STEM into schools and colleges to enrich learning
- Show young people the rich range of career opportunities that STEM whole means
- Get the STEM curriculum and infrastructure right, including enhancing the quality of practical work

Action 8 is Careers Awareness

This has included:

• Career education with young people and parents to improve the take-up of science and maths subjects post-16

• The Future Morph website for young people aged 13-18 to help engage them in studying science and maths by demonstrating the huge range of career opportunities available by pursuing these

July 2014

• A range of careers awareness resources for schools, teachers and careers education and IAG professionals to complement the public facing element of Career Advice week. This is a pilot designed to establish a more substantial structure for young people to learn about careers relating to science and maths. The project has been spearheaded by Kate Ingleton, the National STEM Careers Coordinator.

All of these resources are brought together in this online module

Robert's Review

In a Government commissioned review in 2008, which helped to prompt the STEM Strategy, Sir Gareth Roberts noted:

The views of parents, teachers, careers advisers and society in general towards study and careers in science and engineering can play a significant role in shaping pupils' choices as to whether to study these subjects at higher levels.

Generally, and especially, pupils often view the study of science, mathematics and engineering as something their parents, rather than themselves, should do.

A contributing factor to this view is that careers advisers often have little or no background in the sciences, and that science teachers are often unwilling to advise pupils on future options!

©2008 Robert's Review of Science, Engineering and Technology Education

Key Messages



STEM qualifications:

• Lead to a wide range of opportunities at different levels and are valuable for non-STEM jobs. They keep options open.

• Can help to address key global challenges such as climate change.

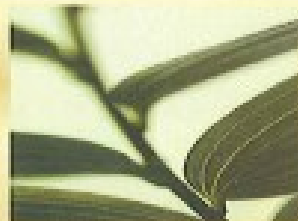
• **Are valued by employers** – 68% of businesses prefer STEM degrees when recruiting graduates.

• STEM courses and careers are open to all and can help raise aspirations.

• STEM helps develop enterprise and employability skills – analytical capabilities, problem solving, creativity.

• Many STEM jobs need creativity and design skills in combination with mathematical and scientific abilities. Good salaries are available and locations for work vary, often not a desk or a laboratory.

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Let's Grow STEM!

©2014 The National Strategy

Local Talent: Global Success

Developing tomorrow's skills for today's business

*The key skills issues
facing Slough businesses*



Introduction

With around 4,500 businesses providing more than 75,000 jobs, Slough has proved itself as a strong centre for industry. Benefiting from good transport links and its close proximity to London, several companies have moved to the area over the years - many of them major global corporations.

In comparison with the whole of Berkshire and the South East region in total, Slough provides more full time employment (77% compared with 73% in Berkshire and 63% in the South East) across a wide variety of industries.

And the future is very bright - more than 12,000 extra jobs are forecast to be created in the area by 2016, predominantly in professional and business services, banking and finance and distribution.

However, a consequence of this success has been a developing gap between the skills needs of employers in the area and the skill set of Slough residents. This gap has a two-fold

impact. Firstly, businesses find their ability to operate and grow hampered by the lack of locally available labour. Secondly, residents find it difficult to gain satisfying employment close to home.

There have been positive developments over the past five years, with the number of residents in the borough qualified to NVQ level 2 equivalents and above increasing by more than 11,500. Additionally, there has been a 35% boost in young people going to university.

Despite this, the skills of Slough residents at all levels bear poor comparison with those in the South East region and in Great Britain as a whole.

In response, an Executive Committee of Slough-based organisations and chaired by Fiona Madgoff, MP, has come together to develop a skills strategy designed to improve the skill sets of Slough residents, thereby creating a well trained local workforce for businesses.

To fully understand the challenges local businesses face, a comprehensive research programme was undertaken in September and October 2007.

This document summarises the key issues identified by that research. Unless otherwise noted, all figures quoted in this document are taken from the final research report.



How the research was carried out

The aims of the research were to identify:-

- How significant the skills challenge is to Slough-based employers, relative to other pressures in the operating environment.
- The nature of the skills challenge for local employers and how they expect this to change in the coming years.

- Employers' recruitment requirements and the role of skills in meeting these needs.
- How employers perceive the role of local providers and areas where relationships could be developed further and services improved.

During September and October 2007, more than 500 employers in the Slough area were interviewed by Step

Ahead Research. These employers were carefully selected to provide a representative sample of businesses in the area.

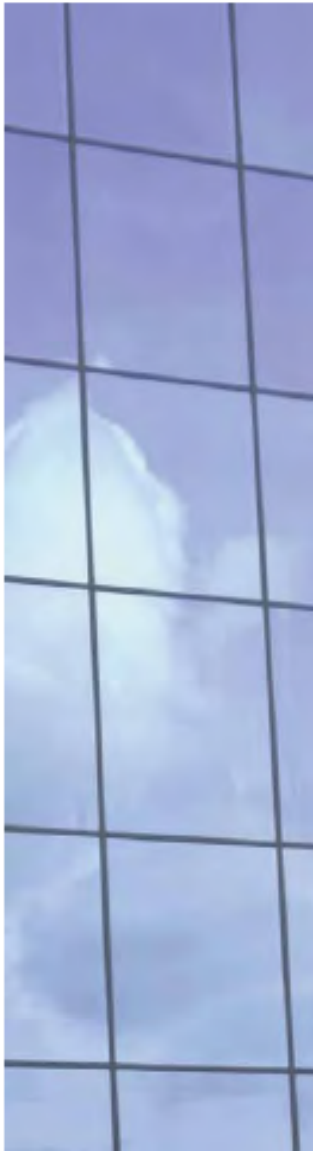
502 telephone interviews provided a wealth of quantitative data and evidence. Then 33 in-depth interviews were used to uncover detailed opinion and meaningful examples of the issues faced.

The 8 key issues identified by the research

- 1: Slough residents' skills are out of step with local employment opportunities
- 2: Skills are holding back the local economy and business performance
- 3: Employer skills priorities appear to reflect the growth of high added value services
- 4: Acquisition of English language skills is a major challenge
- 5: Tackling recruitment difficulties could benefit from a joint approach
- 6: Closer links between employers and local learning and skills providers would be beneficial
- 7: Slough employers should be encouraged to be more active in developing the workforce
- 8: Slough residents should be encouraged to take greater ownership of their own learning and career



The key skills issues facing Slough residents and businesses



1 Slough residents' skills are out of step with local employment opportunities

Local people, although well regarded by Slough employers, tend to provide a pool of low-skilled labour for lower level occupations. Residents are especially poorly equipped to take advantage of the increasingly sophisticated local employer base.

The research indicates that 74% of the current Slough workforce has skills at NVQ level 2 and above - however, only 51% of Slough residents fulfil this skills requirement. The situation worsens higher up the skills value chain with more than half of the Slough workforce qualified to NVQ level 3 and above as opposed to only 33% of Slough residents.

86% of firms try to recruit locally in Slough, but because of the skills issue, 45% of staff has been recruited from outside the Unitary Area over the last 12 months, predominantly from neighbouring areas, but also from London and elsewhere in the South East.

One high technology company provided an extreme example of the trend for higher level staff to be based outside Slough - of its 172 staff, only around 9% came from within Slough, exemplifying what the interviewee described as a "doughnut ring" labour market, lower skilled staff based locally and more highly skilled staff from outside.

Qualification level of working age population

	Slough (%)	South East (%)	GB (%)
NVQ 4 and above	18.8	30.5	27.4
NVQ 3 and above	33.1	49.4	45.3
NVQ 2 and above	50.8	68.0	63.8
NVQ 1 and above	65.5	82.7	77.7
Other qualifications	20.1	7.7	8.5
No qualifications	14.4	9.6	13.8

Source: Office of National Statistics, Annual Population Survey, (Jan 2006 - Dec 2006).

2 Skills are holding back the local economy and business performance

The percentage of businesses with vacancies and hard-to-fill vacancies in Slough, and skills gaps in the workforce are way in excess of that elsewhere in the South East or England.

The main reason employers gave for the difficulties experienced in recruiting the right staff is that applicants typically lack the required skills (60%).

A better skilled local workforce would help to alleviate this problem with positive affects on business performance and the local economy. After traffic congestion, recruitment is considered by employers to be the main constraint on improving competitiveness.

"Recruitment difficulties have impacted drastically on the company. We have lost £100,000 over the last six months through not being able to recruit the right people. Businesses have walked away from the company and we have had to undercut competitors to get the customers back."

Medium-sized engineering company

	Slough	South East	England
Recruitment Difficulties			
% businesses with vacancies	25	18	17
% businesses with hard to fill vacancies	13	8	7
Skills Gaps			
% businesses with staff not fully proficient	32	18	16

Sources: Slough Business Survey 2007 - businesses with two or more employees and NESS 2005 - businesses with two or more employees.



3 Employer skills priorities appear to reflect the growth of high added value services

32% of Slough employees recruited in the last year were in Sales and Customer Services Operations, while professionals and highly skilled specialists (23%) and clerical and administrative staff (20%) were also in high demand.

Perhaps unsurprisingly, in light of those occupations, Slough employers currently attach the greatest importance to "soft skills" like customer service (25%) and

communication (21%).

When questioned about the skills that would be important to their companies over the next 3-5 years, Slough employers again nominated customer services (28%) and communications (23%) as the most significant. There was, however, a major change in support for other skill sets - sales and marketing increased to almost 22%, IT user skills to 15% and technical skills rose to 14%.

"Potential recruits tend to fall down on customer service skills."

Leisure sector employer



4 Acquisition of English language skills is a major challenge

Over a quarter of Slough employers have non-UK nationals among their staff who tend to fill low-skill, non-customer facing positions, particularly within large employers. This is often because a lack of English language skills prevents them taking up customer facing roles.

One major local retailer noted that 80% of job applicants had poor language skills which, given their need for staff to interact with

customers, meant a large number of potentially suitable candidates could not be considered. A key public stakeholder felt that demand for English for Speakers of Other Languages courses far outstripped supply.

Improving these skills would ease employer skills shortages and enable non-English speakers to make better use of their skills.

5 Tackling recruitment difficulties could benefit from a joint approach

Many employers expressed an interest in sharing best practice on recruitment, particularly in accessing untapped parts of the local workforce, including older workers, labour market returners and people for whom English is not their first language.

Given growing numbers of local Higher Education enrolments, this interest might be extended to providing students with relevant work experience and short-term employment to enhance their work readiness and understanding of business.

6 Closer links between employers and local learning and skills providers would be beneficial

Slough employers generally have a positive view of local schools, colleges and universities and many already work with or support local institutions. However, a number of interviewees highlighted a concern about work readiness, both for graduates and younger school or college leavers. These interviewees suggested that better education business links were required, with more work placements, sandwich years, internships and vacation jobs.

Most employers have little interaction with publicly funded skills providers. 60% had never used an external training organisation despite prompted awareness being very good (over 80% in most cases).

This may be partly due to the fact that most skills providers focus on full

qualifications rather than the 'soft' skills such as customer service and sales required by Slough employers. A number of employers expressed concern about the suitability of Government-funded training for their business. While NVQs are in demand in the care sector, for example, others, such as a light manufacturing company, had found that NVQs and Train to Gain did not meet their company's need.

A closer partnership between providers and employers would give providers better intelligence on specific needs and aid employer engagement. Many companies in the depth interview saw benefits to greater links between local providers and Slough employers and indicated that they would be happy to support closer working.



7 Slough employers should be encouraged to be more active in developing the workforce

Skills gaps reported by Slough employers are around double regional and national averages. However, many employers continue to favour recruitment as the main means of addressing the problem, preferring to take on staff with the necessary skills and experience.

Encouraging and supporting employers to develop their workforce and the local workforce instead could benefit employers generally and local residents.

"The message we give to our staff is, 'you are responsible for your development. We provide access, facilities and so on.' Our business is based on a 'can do' work culture, an ability to make things happen and overcome challenges."

Technology company

8 Slough residents should be encouraged to take greater ownership of their own learning and career

While interventions from key stakeholders will play a key role in developing the skills of residents, individual motivation and commitment to learn will also play a key part.

This suggests that residents would have better local employment prospects if they were better informed of local opportunities and the skills needed to access them and encouraged to develop those skills themselves.

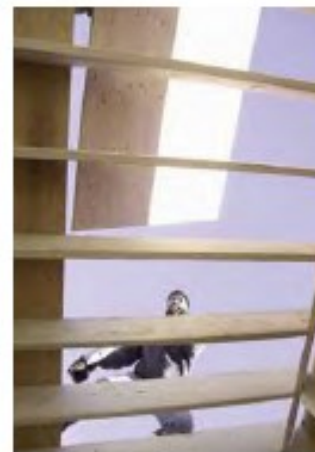
Depth interviews suggest that many Slough employers want staff that are able to adapt to change and be "self starters".

Next steps

The Slough Skills Summit on 29th November 2007 broadly endorsed the research findings, and suggested three broad potential strands of action:

- Building closer links between employers and providers (Issue 6) should be the main early priority for the Executive Committee.
- Specific initiatives should be considered to enable collaborative working by employers on recruitment issues and to address the need for English language skills.
- Two campaigns should be considered. The first is a campaign to encourage employers to be more active in workforce development. The second is a campaign to encourage residents to take greater ownership of their learning and career.

To download a copy of the full research report, visit www.slough.gov.uk





The Slough Skills Steering Group is supported by Fiona Madaggart MP  and

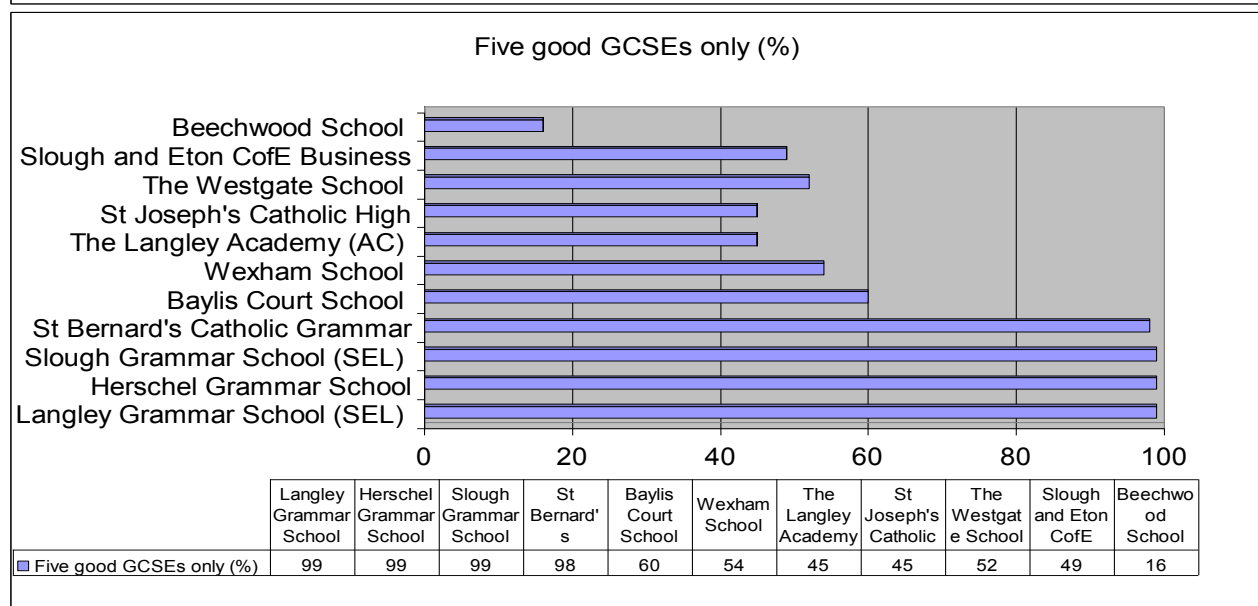
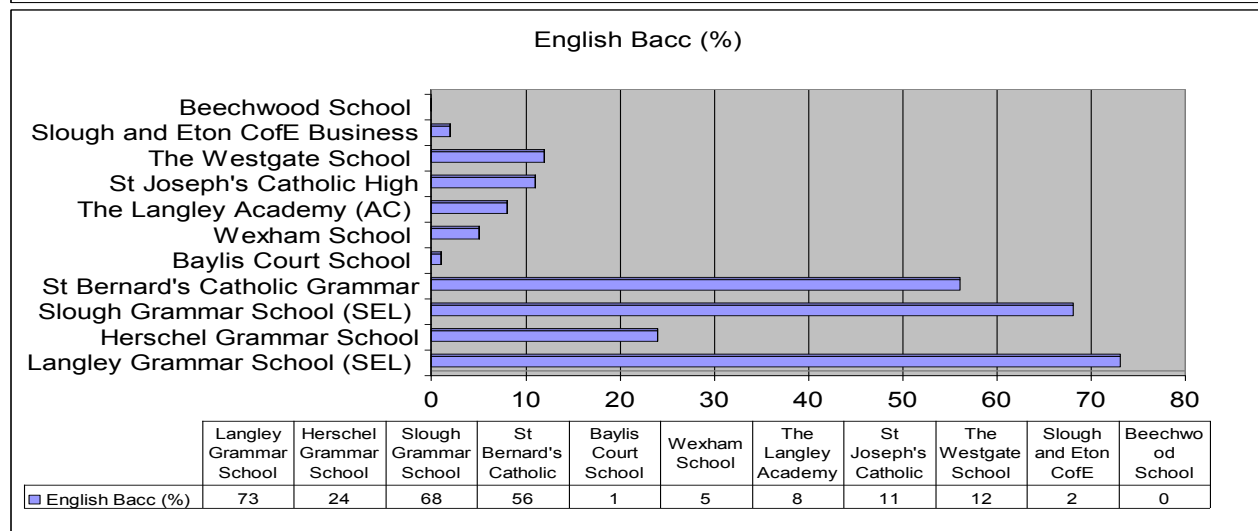
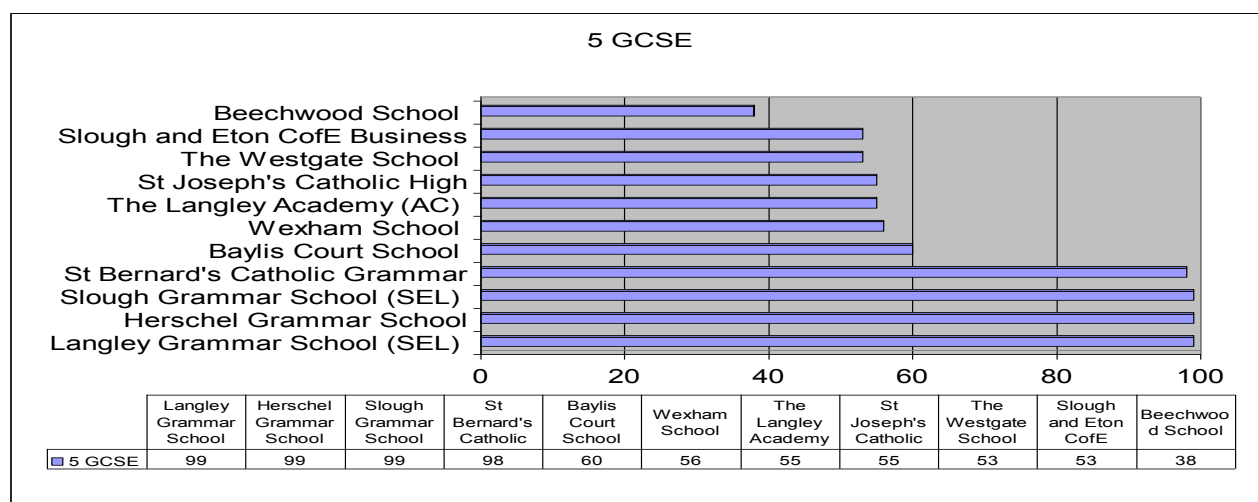


Annex 5: Discovering talent, developing skills 2010

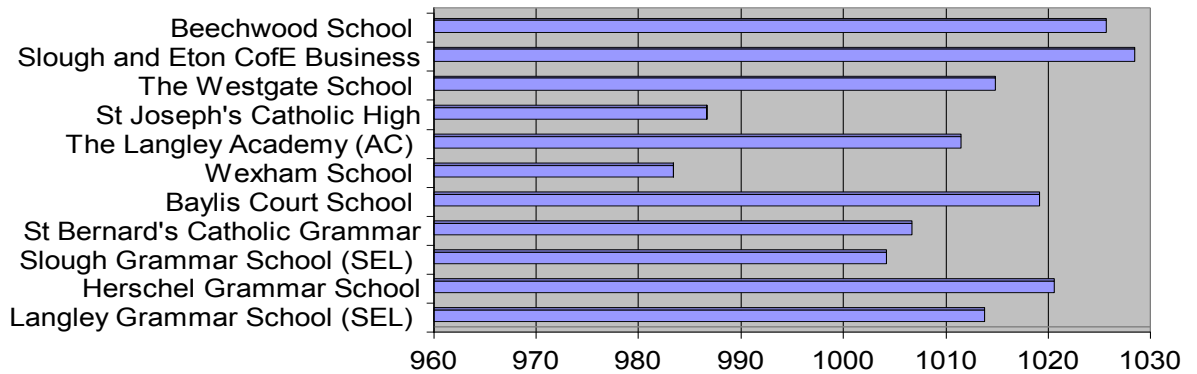
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Annex 6: Achievement Graphs

The graphs below show the range of achievement across Slough secondary schools.

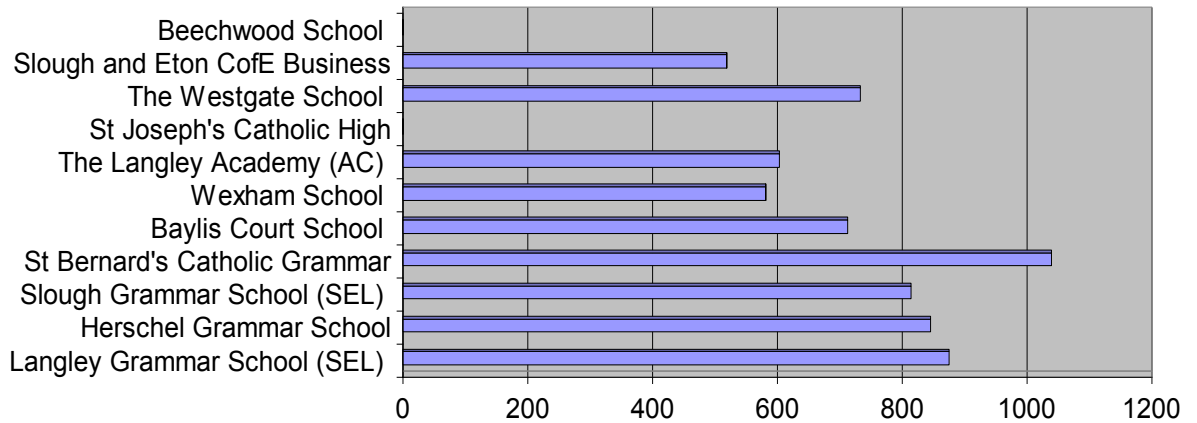


Value Added



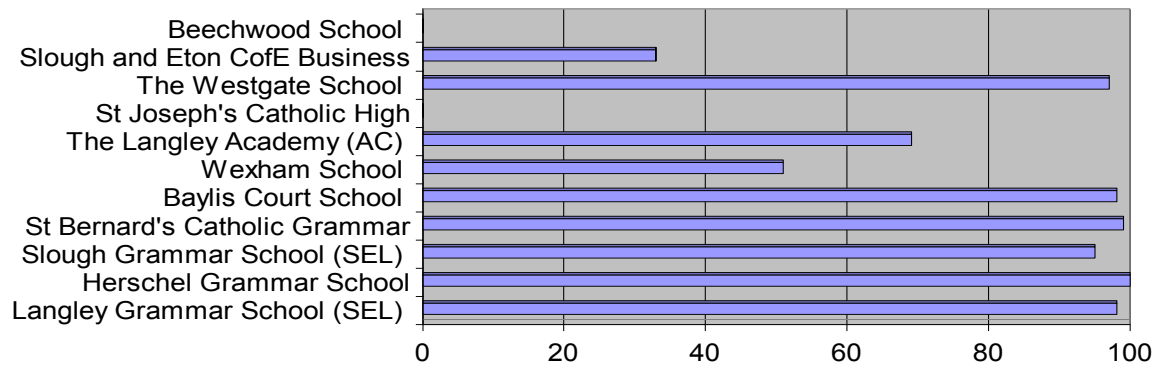
	Langley Grammar School	Herschel Grammar School	Slough Grammar School	St Bernard's Catholic	Baylis Court School	Wexham School	The Langley Academy	St Joseph's Catholic	The Westgate School	Slough and Eton CofE	Beechwood School
Value Added	1013.8	1020.6	1004.2	1006.7	1019.1	983.4	1011.5	986.7	1014.8	1028.4	1025.6

A/AS-level points



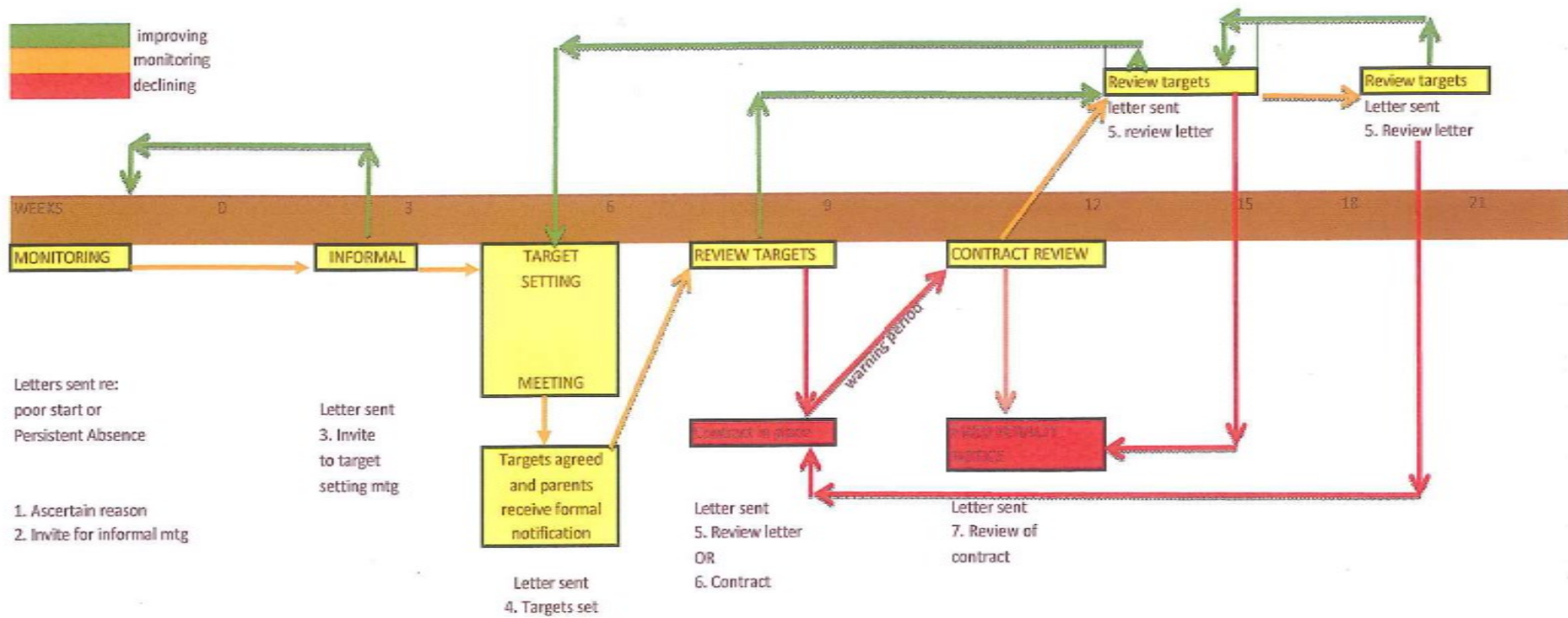
	Langley Grammar School	Herschel Grammar School	Slough Grammar School	St Bernard's Catholic	Baylis Court School	Wexham School	The Langley Academy	St Joseph's Catholic	The Westgate School	Slough and Eton CofE	Beechwood School
A/AS-level points	874.9	844.8	814	1038.9	711.8	581.3	602.9	0	732.2	518.6	0

Three A-levels (%)



	Langley Grammar School	Herschel Grammar School	Slough Grammar School	St Bernard's Catholic	Baylis Court School	Wexham School	The Langley Academy	St Joseph's Catholic	The Westgate School	Slough and Eton CofE	Beechwood School
Three A-levels (%)	98	100	95	99	98	51	69	0	97	33	0

Annex 7: Attendance flow chart



Annexes: from Section E

Annex 8: Slough Aspire



Annex 9: Survey Comments

Results Summary

Page 1

Comments welcomed:			Response Percent	Response Total
1	Open-Ended Question		100.00%	102
1	27/1/12 12:03PM 3324716	<p>██████████. The improvements in which the school have made over those years are amazing! I am proud to announce my children attending Lynch Hill to anyone that asks and encourage anyone having issues with their children, considering removing their child from their current school to take a look at Lynch Hill as they would not be disappointed.</p> <p>I am now very excited at the thought of Lynch Hill opening a Secondary School and actually would like my daughter who is currently in year 4 to be top of the list, as I feel she would continue her education in a stable and beneficial way by following through to secondary.</p>		
2	27/1/12 1:59PM 3325392	<p>██████████ i also believe it would be more stable for my daughter having the same routine through her educational needs and the thought of growing up can be made easier for her and not such a daunting experience. I think this new school would be amazing and i cant wait.</p>		
3	27/1/12 4:27PM 3326014	<p>If this new school is anything like the primary, then I would definitely be interested.</p>		
4	27/1/12 5:20PM 3326182	<p>I do NOT support this vision - it is far too narrow a focus on subject matter for this age group, and has the effect of limiting / restricting pupils' horizons to a narrow choice made by local employers. This smacks of Communist pre-determinism.</p> <p>The proposal to continue primary type schooling during early secondary schooling seem to imply a reliance on a small core of teaching staff - although the details given in your proposal are hazy, this would seem to indicate a reliance on 'generic' rather than specialist subject matter experts in the early years, which I feel is a poor start to secondary education.</p> <p>The businesses on Slough Trading Estate do not - by and large - employ school leavers, but require significant additional adult learning. Local schools should focus on adequate support to encourage and enable successful university careers.</p>		

Comments welcomed:

			Response Percent	Response Total
		This consultation should enable a clear 'No' vote to be made - rather than only enabling a positive selection of 3 radio buttons. By leaving this selection unchecked I am actively choosing to answer 'No' to the first three questions - not merely 'forgetting' to respond.		
5	27/1/12 11:55PM 3326701	It is a good news, that's what our children need, curriculum based around enterprise and work.		
6	28/1/12 1:21PM 3327315	[REDACTED]		
7	29/1/12 8:40AM 3328196	[REDACTED]. A new school with the same ethos, will surely help her achieve her full potential. I am also aware that a number of pupils struggle with the transition to secondary school and consistency will make this much easier.		
8	29/1/12 4:35PM 3328709	Great idea. would welcome if you also took children who went to Lynch Hill School born year 2000 or before		
9	29/1/12 5:23PM 3328762	Think this is an excellent idea for the children of Slough.		
10	29/1/12 8:48PM 3329086	im sure it will provide the high standard maintained at lynch hill primary academy		
11	30/1/12 10:02AM 3330145	[REDACTED] Our first choice for our daughter would be the secondary school if it becomes a reality. Kidn Regards [REDACTED]		
12	30/1/12 11:16AM 3330545	Looks exciting. I seriously hope this happens...all the best.		
13	30/1/12 11:29AM 3330563	Well i think this is a brilliant idea, with the population growing in slough and competition to get into a grammar school getting higher. Parents Are disappointed that their children Are not getting places in a good school. So if this school has the support from lynch hill staff and parents it will most certainly be a excellent school.		
14	30/1/12 4:57PM 3332766	I would want my current year 5 child to have a place at this new free school also.		
15	31/1/12 11:23AM 3335490	Absolutely fantastic idea - parents are so restricted on secondary school choices at the moment and this is exactly what we need.		
16	31/1/12 12:00PM 3331933	Britwell desperately needs another secondary school. There is virtually no choice between secondary schools and the standard of the schools are low .		
17	31/1/12 12:14PM 3335398	Thank you! It is an excellent proposal. It feels the school would fill a real gap and provide a much needed education opportunity to develop practical real life/work skills . I especially like the following aspect: -the idea to make the transition smoother between primary and secondary school by continuing with the primary model in Year 7 and 8. - the school would work alongside with the Aspire Skill Centre and would provide real work experience. -the idea of school based/supervised activities before and after school hours are appealing so the children can develop and nurture in a safe environment.		

Comments welcomed:

			Response Percent	Response Total
		I would like to suggest to have more details/clarity on: -how is Physical Education incorporated in a normal schoolday in a daily basis - around a length of a compulsory school day (is it 9-3 or 9-4?) Comment: I can see the minimum 2 hours extended curriculum activities are really needed to make some real progress if the normal schoolday is 9-3, otherwise (if the compulsory schoolday is 9-4) it seems extra activity on top of an already long day.		
18	31/1/12 1:58PM 3336221	very good idea		
19	31/1/12 3:56PM 3336935	i think this is a great idea and would help children who already go to Lynch Hill primary school as it would not interrupt them.		
20	1/2/12 12:10PM 3340073	I am pleased with the creation of a new school planning. It is convenient for students and parents of the child. As a parent I am convinced that the high level of teaching will continue in the new secondary school and prepare the child to her will be correspondingly high. However, in the students will feel less stress is associated with the change of scenery, teachers and school.		
21	1/2/12 3:28PM 3341399	AS the ex Chairman of the Governors I wholeheartedly support ██████████ in her proposals for the new school. She is a dedicated teacher of the highest order and fully deserves the backing of everyone. She will make a successful leader of everything she does, and I heartily commend the plan.		
22	1/2/12 8:49PM 3342693	Although my daughter would miss out on the opportunity to join the new school as she is in Year 5, I still support the vision. I have a grandson in Nursery and feel that there are limited quality secondary schools for young boys who do not qualify for grammar schools and the new school would change this.		
23	2/2/12 1:16PM 3345099	I attended the primary school as a child. I'm now twenty and in full time work. My little brother attends the school and I'd like him to go to a good secondary school as mine wasn't great at all. I really do hope the school goes ahead as plans it will be GREAT!! If it's as good as the primary school then the results will speak for themselves.		
24	2/2/12 2:04PM 3345350	It would be a welcome change to other alternative schools in Slough! I currently have a daughter in Lynch Hill Reception Class and I would seriously consider Lynch Hill secondary school for her.		
25	2/2/12 3:01PM 3345663	I think it's a great idea - there aren't many good schools in the area. I'd welcome the introduction of a new secondary school with a different view of teaching.		
26	5/2/12 2:49PM 3352786	http://www.teachers.org.uk/freeschools The NUT opposes free schools. How do you propose to recruit good quality teachers? There is already a shortage in maths/science teachers which your school proposes to champion. Is it true that free school teachers do not require a formal teaching qualification? Will your free school promote A levels or is there a preference for more vocational qualifications? How soon will you know of the proposed site? This is important for parents to know before they commit to showing an interest.		

Comments welcomed:			Response Percent	Response Total
		<p>If the next government is not a Conservative govt and propose to scrap the free schools movement where would you stand legally? This has happened with the Building schools for the future programme where councils have resorted to legally challenging the government.</p> <p>How will you raise funds for any feasibility work?</p>		
27	5/2/12 4:20PM 3352990	My children are too old to follow straight on from Lynch Hill Primary Accadamy but I wholeheartedly agree that we need a new secondary school. One that carries the nurturing ethos, at least into years 7 and 8, will help the children with a smoother transition into secondary school.		
28	6/2/12 4:07PM 3357098	i have a child in yr 5 , i would want her to go to this school , its near walking distance and we dont have to put are children on a bus to go to a school 20 mins away in the car , i know my address is beaconsfield but i'm moving with in a few months time , can i also put my child down for this school ? if so its a big thumbs up from me !!! i also have a child thats just started in september		
29	6/2/12 5:23PM 3357590	Sadly my children will miss the entry for this school but I still think it is a much needed secondary school, and support this 100%		
30	6/2/12 6:10PM 3357773	its very good school.and mangement team.		
31	6/2/12 6:12PM 3357786	A Secondary School with a similar Ethos and Vision as Lynch Hill Primary Academy is such a fantastic idea. Lynch Hill is such a successful Primary School I am sure the Secondary will give pupils the best possible opportunities to do well. They will already have a good understanding of the backgrounds of the children and know them well.		
32	6/2/12 6:43PM 3357872	I feel this is a long awaited necessity. We are in desperate need of another secondary school in our local area for our children in the lower years. With in the next 3 - 4 years there will not be enough places to accomodate the amount of children moving into secondary education.		
33	6/2/12 6:45PM 3357871	I believe that there are not enough senior schools in our local area to accomodate the ammount of children in the immadiate future who will need school places. Within the next 3/4 years, my child will be needing a senior school place and I also have young nieces and nephews who could also benefit from this school.		
34	7/2/12 7:02AM 3359049	<p>We need at least one new high-achieving non-selective Secondary School alternative to Burnham Grammar in the Slough / Burnham area. I would completely completely support this Free School Academy if it implements the vision and plans laid out in the proposal. I am a parent of a pupil going to Secondary School next year and I wish this option had been to us now .</p> <p>Good Luck with you prposal, Lynch Hill.</p> <p>Kind regards, ██████████</p>		
35	7/2/12 10:19AM 3359773	A great vision, with skills the children are really going to need, and the business community backing it will hopefully ensure a sucessful future for our children		
36	7/2/12 10:23AM 3359800	it would be a good idea for the children to go to a secondry school that is involved with there primary school		
37	7/2/12 10:28AM 3359787	IT WOULD BE GOOD FOR A SECONDEY SCHOOL TO CARRY ON FROM PRIMARY BECAUSE IT WOULD HELP THEM TO SETTLE IN BETTER AND THEY WOULD BE ABLE TO PUT THERE MINED IN TO IT MORE AND HAVE LESS KIDS DROP OUT OF SCHOOL.		

Comments welcomed:

			Response Percent	Response Total
38	7/2/12 10:54AM 3360127	I am the grandmother of two Lynch Hill School children and would welcome the idea of carrying the excellent ethos and standards of Lynch Hill Primary into a Secondary setting.		
39	7/2/12 3:53PM 3362432	My son is in Lynch Hill School in year 4, so I would be very happy for him to follow in to year 7.		
40	7/2/12 4:35PM 3362652	This area needs an additional senior school that is a Slough school for Slough children, especially one that is prepared to teach them the many basic skills that are needed in the work place and in all future aspects of adult life.		
41	7/2/12 5:58PM 3363342	If the vision turns out to be as exciting as the presentation, it will be a wonderful asset to our education system in Slough. I hope the application will be successful.		
42	7/2/12 6:38PM 3363483	This is a very exciting opportunity for our community and children to be apart of. I very much welcome a school that will give my child the very best education and life skills to lead them onto a successful career.		
43	8/2/12 10:03AM 3365505	It sounds like an interesting proposal and one that would meet the needs of the children in Slough especially as places in the future are going to be seriously lacking.		
44	8/2/12 11:05AM 3365779	I do not have any opposition to a new school in principle. It will be badly needed due to the lack of spaces at Primary level. However, once again I feel that the Britwell area gets far more than it's fair share of money and resources. Beechwood was recently rebuilt and lots of time and money have gone into both Lynch Hill and Claycotts. I live in Chalvey which is chronically underfunded. The council shut our Primary school. I feel that a new school should be more central to Slough rather than on the Burnham/Bucks border. A large number of potential pupils for the new school would probably not even come from Slough but from the Burnham area, due to parents being disaffected with Burnham Upper School. Yes to a new school but it should be more central to Slough to provide better access for ALL Slough pupils. Too much money and time are spent in Britwell to the detriment of the rest of Slough. As you seem to be taking names already it seems as if the result of the consultation has already been decided.		
45	8/2/12 2:35PM 3366060	A new secondary school with the same standards and ethos as Lynch Hill Primary School and developed in partnership with local employers would be a very welcome addition to the choices of education that secondary students have in Slough.		
46	8/2/12 3:38PM 3368112	This school is essential to ensuring the children of Britwell obtain the skills demanded by employers nowadays. It will help reserve Skilled Slough Jobs for Slough Children, keep children in the area by them being able to earn a living and keep families and communities together.		
47	8/2/12 7:36PM 3369567	I think the new Academy will be excellent for the community, it sounds as though the school aims to teach our children real life skills to help them develop into the best they can be. My only disappointment is that my eldest daughter is in year 5 now at Lynch Hill Primary Academy and won't be given the chance of a place. An option to move children if you think it will be the best for them would be good, especially if they have attended Lynch Hill Primary Academy. However although my youngest is still only in nursery I would definitely like her to have the chance of a place at the new school. Good luck with all the plans and I hope it all runs smoothly!		

Comments welcomed:

			Response Percent	Response Total
48	8/2/12 7:41PM 3369579	I think many children will benefit from the proposed plan of continuing with a primary style education for the first 2 years. I like the idea of preparing children from an early age for life in the workplace. I hope local businesses buy into this vision and invest in what could be their workforce of the future.		
49	8/2/12 8:26PM 3369725	This seems to me to be an exciting development that is necessary for this area and deserves to succeed. It will be of great benefit to local children and eventually local businesses and industries.		
50	8/2/12 8:30PM 3369759	We really need good education quality secondary school in slough as pressure is getting huge given the current population of slough. I found it really difficult to find places in school for my child and will support new schools in slough area.		
51	8/2/12 9:54PM 3370034	I think the new school is a great idea, Lynch Hill Primary Academy is an amazing school, so it can only be a good thing to have a secondary school too.		
52	9/2/12 7:24AM 3370684	I would welcome this new school as more schools are needed in the area. It would be a big advantage to all the children in the area and is much needed.		
53	9/2/12 8:48AM 3370853	This proposed new school is exactly what Slough (our area) needs! I like the idea of a school working closely with Segro and local businesses as I am employed by one of the companies on the Trading Estate.		
54	9/2/12 10:24AM 3371411	my children are currently at Langley Hall Primary Academy the free school. I feel it works well for them so am interested in what you propose to do. would you take in children in to the older years or just start from the new year 7? i have an older child in current year 5.		
55	9/2/12 10:39AM 3371479	If school in Local Area, i would consider.		
56	9/2/12 11:04AM 3343752	We support the idea of secondary school, as we know that in future there are problems of lack of secondary schools also as there are now for primary schools. There must be more secondary schools in area and specially those schools who offer us the skills and study that normal schools doesn't. We support the vision of new school.		
57	9/2/12 11:14AM 3371771	This school is what Slough needs to move forward in the 21st century and give the best opportunities for our children and grandchildren. Please let the vision become REALITY and give these children the chance in life they deserve.		
58	9/2/12 11:44AM 3372112	IS A GOOD IDEA AND I LOOK FORWARD TO IT'S SUCCESS.		
59	9/2/12 11:51AM 3372199	I BELIEVE THIS SCHOOL IS A GREAT IDEA. I WOULD BE VERY HAPPY FOR MY CHILDREN TO HAVE THE LEARNING THIS NEW SCHOOL WOULD OFFER. I BELIEVE SCHOOLS SHOULD PREPARE/TEACH CHILDREN TO PREPARE FOR WORKING AND I WISH I HAD THE CHANCE TO LEARN THESE SKILLS WHEN I WAS AT SCHOOL.		
60	9/2/12 12:11PM 3372374	FIND IT VERY EXCITING TO HEAR OF A FREE SECONDARY SCHOOL IN OUR LOCAL AREA. WOULD MOST CERTAINLY CONSIDER SENDING BOTH MY CHILDREN TO THIS SCHOOL. HERE'S TO THE SUCCESS OF A WONDERFUL FUTURE FOR OUR CHILDREN.		
61	9/2/12 2:15PM 3373171	I think the Lynch Hill Free school would be a fabulous idea. As it stands, sadly, children often plateau when they move to year 7. I feel a school with the same ethos and nurturing, child-centred philosophy of education as Lynch Hill Primary		

Comments welcomed:

			Response Percent	Response Total
		Academy could only ease the children's transition to KS3. I am confident pupils would continue their academic and personal development, thriving in a safe and familiar environment for KS3.		
62	9/2/12 3:23PM 3373860	I think it's an excellent idea and I hope to be involved somehow in the project!		
63	9/2/12 3:43PM 3362644	As there is a shortage of school places available in slough any additional school places are welcome especially if they are going to offer apprenticeships to students.		
64	9/2/12 3:52PM 3374087	I no longer have any school age children how ever a wider choice of schools would be beneficial for children of all academic abilities.		
65	9/2/12 3:58PM 3374135	I would welcome the new free school as it would be beneficial for the children in year six in relation to transition over to the secondary school. There would also be many benefits for the children in relation to working with companies on the Trading Estate.		
66	9/2/12 4:00PM 3332978	I think this gives parents a greater choice and that is always a good thing! I have friends with young children and I believe they will seriously consider Lynch Hill as their first choice should this proposal go ahead. All the best with it!		
67	9/2/12 4:18PM 3374176	I think it would benefit the borough of slough to have a free school and for them to work in partnership with the trading estate. Once I have kids I would send them to the school		
68	9/2/12 4:52PM 3372431	Think the school is a great idea, just wish it was sooner so I could have sent my now 11 year old to it.		
69	9/2/12 5:15PM 3374684	I think it will be very good to have a free Secondary School around the Slough Area.		
70	9/2/12 6:29PM 3332817	I would consider this school for my youngest child if I didn't already have children at another secondary school.		
71	9/2/12 6:38PM 3327393	I just wish the school was opening a lot sooner, I feel it would make the transformation to secondary school so much easier for the year 6 children. I think a lot of children would settle into secondary schooling quicker and may ease the apprehension from the children if they were going to a school which they could relate to from their previous seven years of education. My son has already asked if he could transfer from whichever secondary school he will be at to the Lynch Hill Secondary School.		
72	9/2/12 7:29PM 3375224	We are excited about this new school coming up in 2014 as my son would be eligible for Yr 7. We are supporting you all!		
73	9/2/12 7:38PM 3375299	If the school is opened, running successfully and the school is achieving efficiently to the national standards I would have no objection to sending my son to the new secondary school in the future.		
74	10/2/12 8:21AM 3376631	██████████ vision for the new school is just what the young people of slough need. I think the primary school has been doing some fantastic enterprise work. To have this expertise and provision continued into a secondary school for the students is exciting, particularly the links with local business and SERGO. I also like the emphasis on the extended school day and the activities that will support this.		
75	10/2/12 9:38AM 3377037	Very nice idea		

Comments welcomed:

			Response Percent	Response Total
76	10/2/12 10:55AM 3377391	I really like the common sense approach behind the new school. I feel that life skills are very important and i am very interested to find out more. Location would be a major factor in my making selection.		
77	10/2/12 1:51PM 3378499	Although I am relatively new to the school I believe it would be an exciting development in the future of the school, and the students of Slough.		
78	10/2/12 2:58PM 3378932	super idea		
79	10/2/12 2:59PM 3378909	I think the secondary school is a fantastic idea, and i only wished it had been done sooner so that my older child could have attended.		
80	10/2/12 2:59PM 3378941	very good idea, wish i had school age children		
81	10/2/12 3:00PM 3378947	super idea		
82	10/2/12 3:05PM 3378923	I Think the idea of having a free Secondary Academy in slough is a fantastic idea, for the future of slough children.		
83	10/2/12 3:24PM 3379048	Fantastic idea, really great idea to continue educating children all the way through their school life		
84	10/2/12 3:39PM 3372716	There has never been a lot of choice for parents in this area to choose secondary provision for their children, so this is an excellent idea. Also to build on practical skills needed in the workplace alongside academic subjects is going to be invaluable as it is getting harder and harder for our children to compete to obtain local jobs. Good luck Lynch Hill		
85	10/2/12 3:57PM 3378956	██████████ is a local employer and a supporter of the Aspire skills and training centre. We have a long-term strategy to recruit local people with appropriate skills. We also have a tradition of working with local schools to provide work experience placements and enterprise challenges. ██████████ supports the proposal for a new Free School with an ethos of preparing pupils for local employment opportunities. We especially welcome the active promotion of science, maths and engineering within the school curriculum. ██████████		
86	10/2/12 6:10PM 3376104	This new school will make a big difference in the community this is what slough a great school run by great people		
87	10/2/12 9:50PM 3380130	I believe the school would offer greater opportunities for the wider community. I also believe that the school will provide children with continuous support and personalised learning.		
88	11/2/12 5:24PM 3381422	All 3 of my children went to Lynch Hill, One is in year 2 but would be happy to send her there if it opened. It is a shame it was not opened before because my 2 other children could have attended.		
89	11/2/12 7:44PM 3381663	I think it will be a fantastic opportunity for the children on the estate. If my children were younger then I would definitely send them to the school. Would highly recommend the school to family and friends.		

Comments welcomed:

			Response Percent	Response Total
90	12/2/12 9:02PM 3383732	These proposals are great news for the children and young people of Britwell. There are so many jobs in Slough and so few accessible to our children, so any scheme that intends to provide a workforce for the future and jobs for Slough youngsters is to be applauded. My children are grown up now, but I would have happily sent them to the school.		
91	13/2/12 10:35PM 3387498	I think it is what slough needs and with a fantastic head (██████████) I believe this school will benefit us all. As a parent, I am concerned about my children going to secondary and so is my child (he is due to go to secondary in Sept 2012) but I wouldn't be if this school existed. I would know my child is in a safe environment and is encouraged to do his/her best. My children would like to continued through Lynch Hill as would I. Should this school take place, my child has asked if I could transfer him to the new school. I think this says it all about the efforts of Lynch Hill and the relationship the school has with the children.		
92	13/2/12 11:48PM 3387579	As a retired Secondary English teacher of many years standing, I am very excited to hear about the proposed link between KS2 and KS3. Continuity between KS2 and KS3 is often disrupted when children move to a completely different learning and social environment. This can result in children's learning plateauing, or even their levels dropping. I am very happy to hear of an opportunity for children to have that trauma reduced. I feel that a school such as Lynch Hill, which has such an outstanding reputation for nurturing the personal growth of children, can only have positive effect on this. Let's hope the proposal goes through.		
93	14/2/12 10:44AM 3388707	I would consider this school depending on it's location and how transparent the proposed selection process is. My only concern is that alot of ██████████'s time could be spent on the new school which maybe detrimental to Lynch Hill Primary Academy. ██████████ has given so much of her time and energy to the school and our childrens future this would be a shame if this would happen.		
94	15/2/12 12:41PM 3392700	I am in agreement of the proposed first free secondary school. This is a brilliant, dynamic and progressive move for the board of governors, management and prospective students of the school.		
95	18/2/12 5:49PM 3405754	i definatley support the fact that we need a new school. I am a local resident with two young children and i hope this free school will open in 2014. please let me know of the outcome. best regards, ██████████		
96	20/2/12 8:26AM 3408770	NEWS WELCOMED, WE ARE LOOKING FORWARD TO THE COMMISSION OF THE SECONDARY SCHOOL.		
97	20/2/12 2:29PM 3410618	I think this is a fantastic idea, I really support the ideals of the new school in providing pupils with a solid foundation for the working world especially by focusing on subjects like engineering and ensuring that all pupils are competent with maths and english. I like the fact that all pupils will have to undertake extra curricular activities and that the school day is from 8-6 this will help many working parents like myself and give the pupils something constructive to do with thier spare time.		
98	20/2/12 3:29PM 3411014	I DO NOT HAVE ANY CHILDREN. I DO THINK THAT IT IS A VERY GOOD IDEA TO OPEN A SECONDARY SCHOOL UNDER THE LEADERSHIP OF SUCH A SUCCESSFUL PRIMARY SCHOOL		

Comments welcomed:

			Response Percent	Response Total
		I WILL BE RECOMENDING THIS SCHOOL TO MEMBERS OF MY FAMILY AND FRIENDS WITH CHILDREN.		
99	20/2/12 3:34PM 3411063	I think the school would be an asset to the local community.		
100	21/2/12 9:47AM 3413641	I feel that a new secondary school would greatly benefit the local community and would relieve some of the pressures which are inevitable for the current secondary schools due to the expanding primary schools. Lynch Hill school has demonstrated that it can consistently provide excellent primary education and therefore a secondary school run with the same standards and expectations could be very beneficial for children both already attending Lynch Hill and those who are looking to move on from other local primary schools.		
101	22/2/12 7:54AM 3419513	I think this is a very good idea and am hoping that the plan goes ahead, so my two daughters can benefit from a new school, which works in partnership with Lynch Hill and is a stepping stone, which will be less stressful for them. Instead of moving to another school where friends will not go to as well. The day routine looks very good and my children will be interested in morning and after school clubs to help with their progression.		
102	22/2/12 7:58AM 3419527	Wonderful!!! This would suit [REDACTED], Engineering etc. A great focus point for our future workforce		
			answered	102
			skipped	139

Annex 9b : Children registered LHE Academy as first choice of school

2014 Admissions

UserID	Q4.3 DoB	Q4.6 Postcode
[REDACTED]	06/06/2003	SL4 [REDACTED]
[REDACTED]	06/11/2002	SL2 [REDACTED]
[REDACTED]	29/08/2003	SL2 [REDACTED]
[REDACTED]	29/10/2002	SL2 [REDACTED]
[REDACTED]	02/02/2002	SL3 [REDACTED]
[REDACTED]	13.11.02	SL2 [REDACTED]
[REDACTED]	02/08/2003	sl2 [REDACTED]
[REDACTED]	13/10/2002	SL2 [REDACTED]
[REDACTED]	28th May 2003	SL2 [REDACTED]
[REDACTED]	27/06/2003	SL3 [REDACTED]
[REDACTED]	03/10/2002	sl2 [REDACTED]
[REDACTED]	09/04/2003	SL2 [REDACTED]
[REDACTED]	21/03/2004	SL2 [REDACTED]
[REDACTED]	13/02/2003	sl2 [REDACTED]
[REDACTED]	19/09/2002	sl2 [REDACTED]
[REDACTED]	06-Sep-02	SL2 [REDACTED]
[REDACTED]	30/11/2002	sl2 [REDACTED]
[REDACTED]	08/08/2003	-
[REDACTED]	13-Sep-02	SL1 [REDACTED]
[REDACTED]	16.02.2003	sl1. [REDACTED]
[REDACTED]	17/05/2003	SL2 [REDACTED]
[REDACTED]	19.4.03	sl2 [REDACTED]
[REDACTED]	23-Mar-03	SL1 [REDACTED]
[REDACTED]	27.7.03	SL2 [REDACTED]
[REDACTED]	3.08.03	SL2 [REDACTED]
[REDACTED]	18.08.08	SL2 [REDACTED]
[REDACTED]	20.01.03	SL2 [REDACTED]
[REDACTED]	09.06.03	SL2 [REDACTED]
[REDACTED]	28 4 03	SL2 [REDACTED]
[REDACTED]	4 11 03	SL2 [REDACTED]
[REDACTED]	6 5 03	SL2 [REDACTED]
[REDACTED]	4 11 02	SL2 [REDACTED]
[REDACTED]	31-Aug-03	SL1 [REDACTED]
[REDACTED]	28/07/2003	SL2 [REDACTED]
[REDACTED]	11/07/2003	SL1 [REDACTED]
[REDACTED]	22.11.2002	SL2 [REDACTED]
[REDACTED]	26.1.03	SL2 [REDACTED]

[REDACTED]	7.10.06	SL2	[REDACTED]
[REDACTED]	04/11/2004	SL2	[REDACTED]
[REDACTED]	18 05 05	SL2	[REDACTED]
[REDACTED]	5.10.06	SL2	[REDACTED]
[REDACTED]	08 08 07	SL2	[REDACTED]
[REDACTED]	04 07 06	SL2	[REDACTED]
[REDACTED]	28/04/2008	Berks	[REDACTED]
[REDACTED]	11/03/2003	SL2	[REDACTED]
[REDACTED]	05/12/2002	SL2	[REDACTED]
[REDACTED]	30/10/2002	SL1	[REDACTED]
[REDACTED]	11/06/2003	SL2	[REDACTED]
[REDACTED]	20/03/2008	SL2	[REDACTED]
[REDACTED]	11/11/02	-	[REDACTED]
[REDACTED]	27/09/2006	SL2	[REDACTED]
[REDACTED]		SL1	[REDACTED]
[REDACTED]	18/12/2002	[REDACTED]	[REDACTED]
[REDACTED]	19.07.2003	-	[REDACTED]
[REDACTED]	19.09.02	SL2	[REDACTED]
[REDACTED]	19/07/2003	SL2	[REDACTED]
[REDACTED]	01/10/2002	SL2	[REDACTED]
[REDACTED]	19/03/2003	sl2	[REDACTED]
[REDACTED]	11/03/2003	SL2	[REDACTED]
[REDACTED]	15/04/2003	SL1	[REDACTED]
[REDACTED]	07/05/2003	SL2	[REDACTED]
[REDACTED]	11/12/2002	SL2	[REDACTED]
[REDACTED]	22/06/2003	SL2	[REDACTED]
[REDACTED]	22/06/2003	SL2	[REDACTED]
[REDACTED]	15/10/2002	SL2	[REDACTED]
[REDACTED]	22/04/2003	SL2	[REDACTED]
[REDACTED]	08/07/2003	SL1	[REDACTED]
[REDACTED]	19/06/2003	SL2	[REDACTED]
[REDACTED]	30/01/2003	SL2	[REDACTED]
[REDACTED]	25/04/2003	SL2	[REDACTED]
[REDACTED]	05/03/2003	SL2	[REDACTED]
[REDACTED]	14.01.2002	SL1	[REDACTED]
[REDACTED]	10.12.2002	SL2	[REDACTED]
[REDACTED]	06/04/2003	SI2	[REDACTED]
[REDACTED]	02.08.03	SL1	[REDACTED]
[REDACTED]	11.11.02	SL2	[REDACTED]
[REDACTED]	12.05.03	SL1	[REDACTED]
[REDACTED]	19/04/2001	SL1	[REDACTED]
[REDACTED]	26/07/2003	SL2	[REDACTED]
[REDACTED]	22/09/2002	SL2	[REDACTED]
[REDACTED]	17 9 02	-	[REDACTED]
[REDACTED]	21 05 03	SL1	[REDACTED]
[REDACTED]	11/01/2003	SL2	[REDACTED]

[REDACTED]	05/01/2003	SL2	[REDACTED]
[REDACTED]	12/08/2003	SL2	[REDACTED]
[REDACTED]	22/07/2003	SL2	[REDACTED]
[REDACTED]	05/02/2003	SL2	[REDACTED]
[REDACTED]	07/07/2003	SL1	[REDACTED]
[REDACTED]	08/08/2003	SL2	[REDACTED]
[REDACTED]	20/03/2003	SL2	[REDACTED]
[REDACTED]	14/11/2002	SL1	[REDACTED]
[REDACTED]	10/10/2002	SL2	[REDACTED]
[REDACTED]	27/12/2002	SL2	[REDACTED]
[REDACTED]	18/12/2002	SL1	[REDACTED]
[REDACTED]	18/06/2003	SL2	[REDACTED]
[REDACTED]	30 10 02	SL2	[REDACTED]
[REDACTED]	12 09 02	SL1	[REDACTED]
[REDACTED]	13 11 02	-	[REDACTED]
[REDACTED]	20203	SL2	[REDACTED]
[REDACTED]	1 11 02	SL1	[REDACTED]
[REDACTED]	20 11 02	SL1	[REDACTED]
[REDACTED]	19 05 03	SL2	[REDACTED]
[REDACTED]	11 07 03	SL1	[REDACTED]
[REDACTED]	21/10/2002	-	[REDACTED]
[REDACTED]	02 05 03	SL2	[REDACTED]
[REDACTED]	31/01/2003	SL2	[REDACTED]
[REDACTED]	04 08 03	SL1	[REDACTED]
[REDACTED]	20 08 03	SL6	[REDACTED]
[REDACTED]	21 08 03	SL2	[REDACTED]
[REDACTED]	24 033	SL2	[REDACTED]
[REDACTED]	27 08 03	SL2	[REDACTED]
[REDACTED]	22 10 02	SL2	[REDACTED]
[REDACTED]	03 07 03	SL2	[REDACTED]
[REDACTED]	11/03/2003	SL2	[REDACTED]
[REDACTED]	10 09 02	SL2	[REDACTED]
[REDACTED]	26 10 02	SL2	[REDACTED]
	Total 115		

2015 Admissions

UserID	Q5.3. DoB:	Q5.6. Postcode
[REDACTED]	11.12.03	sl2 [REDACTED]
[REDACTED]	16/05/2004	SL4 [REDACTED]
[REDACTED]	29.04.2004	SL2 [REDACTED]
[REDACTED]	29.10.2003	SL2 [REDACTED]
[REDACTED]	24/04/2004	SL2 [REDACTED]
[REDACTED]	01/10/2003	SL2 [REDACTED]
[REDACTED]	20/07/2004	SL3 [REDACTED]
[REDACTED]	11.04.04	SL2 [REDACTED]

[REDACTED]	04/10/2003	sl2	[REDACTED]
[REDACTED]	21/08/2004	sl2	[REDACTED]
[REDACTED]	19th August 2004	SL2	[REDACTED]
[REDACTED]	12/03/2004	SL2	[REDACTED]
[REDACTED]	10th July 2004	sl2	[REDACTED]
[REDACTED]	26.02.2004	SL1	[REDACTED]
[REDACTED]	15/08/2004	SL2	[REDACTED]
[REDACTED]	16/10/2003	SL2	[REDACTED]
[REDACTED]	22/10/2003	sl2	[REDACTED]
[REDACTED]	07/09/2003	sl2	[REDACTED]
[REDACTED]	03.10.2003	SL2	[REDACTED]
[REDACTED]	01/08/2004	SL2	[REDACTED]
[REDACTED]	06.09.2003	sl2	[REDACTED]
[REDACTED]	03.05.2004	sl2	[REDACTED]
[REDACTED]	26-Oct-03	SL2	[REDACTED]
[REDACTED]	27.02.2004	sl1	[REDACTED]
[REDACTED]	15/10/2003	sl2	[REDACTED]
[REDACTED]	07/01/2004	sl1	[REDACTED]
[REDACTED]	02/06/2004	-	[REDACTED]
[REDACTED]	13.05.2004	sl2	[REDACTED]
[REDACTED]	16/06/2004	SL2	[REDACTED]
[REDACTED]	31/12/2003	SL2	[REDACTED]
[REDACTED]	10-Apr-04	SL1	[REDACTED]
[REDACTED]	27/09/2003	SL2	[REDACTED]
[REDACTED]	17/11/2003	sl2	[REDACTED]
[REDACTED]	26/02/2004	SL2	[REDACTED]
[REDACTED]	03.08.04	SL2	[REDACTED]
[REDACTED]	20/05/2004	SL2	[REDACTED]
[REDACTED]	18-Sep-03	SL1	[REDACTED]
[REDACTED]	11/07/2004	SL2	[REDACTED]
[REDACTED]	23/10/2003	SL2	[REDACTED]
[REDACTED]	14/01/2004	SL3	[REDACTED]
[REDACTED]	15/08/2004	SL2	[REDACTED]
[REDACTED]	16.02.04	SL3	[REDACTED]
[REDACTED]	13.6.2004	SL2	[REDACTED]
[REDACTED]	27.06.04	SL2	[REDACTED]
[REDACTED]	21.05.04	SL2	[REDACTED]
[REDACTED]	10.12.03	SL2	[REDACTED]
[REDACTED]	10.07.04	SL2	[REDACTED]
[REDACTED]	17.06.04	SL2	[REDACTED]
[REDACTED]	27.1.04	SL1	[REDACTED]
[REDACTED]	04.11.03	SL2	[REDACTED]
[REDACTED]	21.01.04	SL2	[REDACTED]
[REDACTED]	02.04.04	SL2	[REDACTED]
[REDACTED]	19-Aug-04	SL2	[REDACTED]

[REDACTED]	22.03.04	SL3	[REDACTED]
[REDACTED]	27.06.04	SL2	[REDACTED]
[REDACTED]	15.02.04	SL1	[REDACTED]
[REDACTED]	03rd May 2004	SL2	[REDACTED]
[REDACTED]	03/05/2004	SL2	[REDACTED]
[REDACTED]	17 4 04	SL2	[REDACTED]
[REDACTED]	05 08 04	SL2	[REDACTED]
[REDACTED]	21 9 03	SL2	[REDACTED]
[REDACTED]	15 12 03	SL2	[REDACTED]
[REDACTED]	04 06 04	SL2	[REDACTED]
[REDACTED]	21 10 03	SL2	[REDACTED]
[REDACTED]	21 6 04	SL2	[REDACTED]
[REDACTED]	2 1 03	SL2	[REDACTED]
[REDACTED]	10/09/2003	SL1	[REDACTED]
[REDACTED]	28/04/2004	SL2	[REDACTED]
[REDACTED]	19/08/2004	SL2	[REDACTED]
[REDACTED]	13.2.2004	SL2	[REDACTED]
[REDACTED]	22/10/2003	SL2	[REDACTED]
[REDACTED]	31.08.04	SL2	[REDACTED]
[REDACTED]	19.04.04	SL2	[REDACTED]
[REDACTED]	23 2 04	SL2	[REDACTED]
[REDACTED]	5 10 03	SL2	[REDACTED]
[REDACTED]	05/08/2004	SL2	[REDACTED]
[REDACTED]	28/04/2004	SL2	[REDACTED]
[REDACTED]	14.3.04	SL2	[REDACTED]
[REDACTED]	24/09/2003	SL2	[REDACTED]
[REDACTED]	10/12/2003	-	[REDACTED]
[REDACTED]	19/07/2004	SL2	[REDACTED]
[REDACTED]	13/01/2004	SL2	[REDACTED]
[REDACTED]	06.12.03	SL2	[REDACTED]
[REDACTED]	21.04.04	SL2	[REDACTED]
[REDACTED]	03/12/2003	SL2	[REDACTED]
[REDACTED]	10/11/2003	SL2	[REDACTED]
[REDACTED]	25/11/2003	SL2	[REDACTED]
[REDACTED]	03.07.2004	SL1	[REDACTED]
[REDACTED]	09.01.2004	SL2	[REDACTED]
[REDACTED]	08/03/2004	SL2	[REDACTED]
[REDACTED]	16.02.04	SL1	[REDACTED]
[REDACTED]	04.05.04	SL1	[REDACTED]
[REDACTED]	07/02/2004	SL2	[REDACTED]
[REDACTED]	26.04.04	SL2	[REDACTED]
[REDACTED]	21.06.04	SL2	[REDACTED]
[REDACTED]	01.10.03	SL2	[REDACTED]
[REDACTED]	15.09.03	SL1	[REDACTED]
[REDACTED]	22.09.03	SL2	[REDACTED]


[Redacted]

27.12.03
23.08.04
Total 99


SL2 [Redacted]
SL1 [Redacted]

Annex 10: Presentation Notes

A PROPOSED NEW SCHOOL FOR SLOUGH



What is a free school?


- State-funded schools
 - Set up in response to real demand within a local area for a greater variety of schools
 - Funded on a comparable basis to other state-funded schools.
 - They cannot make a profit.
 - Open to pupils of all abilities from the area
- 

The vision

This new school will offer an exciting and innovative curriculum based around enterprise and work based learning for life.


Aspire, achieve and succeed
Developing talent

We are committed to developing the enterprise and work-based skills needed for the 21st century and delivering the next generation's workforce for Slough.



Where will the school be sited?

A site has not yet been identified. We are working with SBC in our search for suitable land or vacant building for refurbishment.




Why do we need your support?

- Any proposal to open a Free School has to be in response to genuine local need.
- Need to demonstrate real demand from parents for the proposed school.
- This more than just about school places – its about what you want.


This is why this consultation is so important.

We need your support to make this school a reality.



The school will be part of a multi-academy trust with Lynch Hill School Primary Academy.

The new school will continue and extend much of the outstanding work seen in the primary school.



Annex 11: Visits, recommendations - delivered leaflets



Proposed New School for Slough

What is a free school?

Free Schools are non-profit making, independent, state-funded schools set up in response to real demand within a local area for a greater variety of schools, they meet rigorous standards and they are all absolutely committed to providing young people with the best possible chance to succeed.

Like academies, Free Schools are funded in the same way as other state-funded schools. They cannot make a profit. They will be subject to the same Ofsted inspections as all state schools and will be expected to maintain the same rigorous standards.

The admissions arrangements must be fair and transparent. They must be open to pupils of all abilities from the area and cannot be academically selective. Parents apply for places for their child in the same way as any other local school.

The proposal is required to go through a robust process. The Secretary of State will consider each plan on its merits, and take into account all matters relevant to that proposal.

The next application round closes at the end of February 2012.

Why do we need your support?

Any proposal to open a Free School has to be in response to genuine local need. We know that there is great pressure on primary school places at the present time and this will reach the secondary phase in a few years.

However, we also need to demonstrate real demand from parents for the proposed school. This more than just about school places – its about what you want.

This is why this consultation is so important. We need your support to make this school a reality.

The Vision

This new school will offer an exciting and innovative curriculum based around

enterprise and work based learning for life.

Aspire , achieve and succeed

Developing Talent

We are committed to developing the enterprise and work-based skills needed for the 21st century and delivering the next generation's workforce for Slough

The school will be part of a multi-academy trust with Lynch Hill School Primary Academy

The issues we intend to address are:

The demand for school places needs to be addressed in the secondary phase as the pressure will reach yr7 in 2014.

Transition between primary and secondary school. We have the highest expectations of our pupils within a nurturing ethos which supports individuals to give of their best. We believe that the primary model should be extended into KS3, at least to yr7 & 8. Strong relationships, with a few key staff, are the bedrock of good teaching and these need to be protected in the next phase of schooling. We would, therefore, aim to smooth the transition between KS2 and KS3.

Slough is home to a large number of successful businesses, including multi-national companies, which offer significant employment opportunities yet they employ very few Slough residents whilst the majority of the workforce is drawn from out of town, across the Thames valley.

This is because local people often lack the skills needed to take advantage of the career opportunities on their doorstep. Business leaders say that schools do not develop the knowledge and skills they require of applicants. They see a mismatch between what schools deliver and what the world of work requires. Standards of literacy and numeracy need to be higher and there needs to be a greater emphasis on Science, Technology, Engineering and Maths.

We are, therefore, passionate about improving the skills of students so that they may take full advantage of the employment opportunities available in and around Slough.

We believe that a secondary school offering a curriculum geared to enterprise and work-based skills, working alongside SEGRO's Aspire skills and training centre, would best meet the needs of our pupils. We would extend Lynch Hill's outstanding standards and provision through KS3, 4 and 5 to develop the 21st C workforce needed for the companies of the Slough Trading Estate.

Whilst the new school would be a separate school, with separate admissions arrangements, we do see it as a continuation of the Lynch Hill experience,

developing the Enterprise curriculum from KS1 to 5 and beyond. The curriculum will actively promote Science, Technology, Engineering and Maths careers as the future prosperity of UK and local businesses is dependent on young people choosing these subjects.

The Key Features of the proposed school.

The school will accommodate 180 students per year group in KS3, 4 and 5 (11- 19yrs age range).

Our aims will be:

- To ensure students have essential skills ready for employment and further study.
- To foster ambition, motivation and desire to realise their full potential.
- To equip students with good communication, leadership and team working skills to solve life's problems.
- To recognise the importance of individual goals and its interdependence with the wider community.
- To develop students as responsible and caring members of the community.

The ethos of the school will be one of high expectations, personalised to the student's ability and aptitude. Appropriate support and nurturing will be provided to help all students meet our expectations of work and behaviour. The school will continue many of the successful policies and practices already in place at Lynch Hill Primary which reward hard work and ensures that all pupils make at least the expected progress.

Our aspirations for pupils

Enterprise skills needed for employment.

- Good levels of literacy and numeracy
- Leadership skills
- Project management skills
- Communication skills
- Customer service skills
- Problem solving / thinking skills
- Time management skills
- Team working
- Basic finance and business planning
- Personal and social development: Qualities needed to succeed in the world of work

Qualifications : All pupils will acquire good levels of literacy and maths by the end of KS4. The majority of pupils will achieve at least 5 GCSEs with 80% or

more attaining 5 A*-C grades.

The school will actively promote Science, Maths, Engineering and Maths qualifications.

How the curriculum reflects the ethos

- Daily Maths and English lessons for all students aged 11-16
- Global citizenship and Business enterprise skills as core themes
- Science, Technology, Engineering and Maths (STEM) focus
- Personalised learning programmes supported by the business-led ASPIRE centre on the Slough Trading Estate
- State-of-the-art technology to support anytime, anywhere learning
- Nurture and support
- Family support and family learning

Approach to teaching and learning

KS3 (years 7 & 8): Education is structured with a strong primary bias. The KS3 curriculum will be delivered by only a small team of key staff. As in the primary school, each class would have a class teacher, so that the pupil:teacher relationship, which is such a key part of the primary ethos, remains a high priority. This will ease the issues around transition from the primary to secondary phase.

KS4 (years 9, 10 and 11): Students will study a core curriculum of English, Maths, Science, ICT, Global Citizenship and PE throughout KS4.

As an Enterprise College all students will be expected to study at least one of the following subjects in the options:

- Business studies
- Engineering
- A technology subject

The Enterprise curriculum will be delivered in partnership with local businesses. This will be personalised to the student's strengths and areas for development against a Key Skills framework. This would involve:

- Mentoring & coaching involving business personnel where possible
- Apprenticeship taster days
- Project work and 'The Apprentice' style enterprise challenges involving applied literacy and numeracy skills
- Understanding the expectations of the world of work through work experiences and use of the SEGRO's ASPIRE Skills and Training Centre

The school day

The compulsory school day runs from 9.00am-4.00pm. However, students

are actively encouraged to use the school facilities and resources to support or extend their learning before and after school.

8:00am – 9:00am	School opens for breakfast service, fitness training and private study. Tutors and mentors will be available for personalised support and tutorials. All pupils should register electronically before the start of school at 9.00am
9:00am – 3:00pm	Main teaching day : 5 one hour sessions, 15mins morning break and 45mins for lunch (25hrs per week)
3:00pm – 4:00pm	Assembly & Tutor group time (one day per week) Extension or enrichment activities e.g. Games/fixtures, PLTS, Enterprise projects. School day finishes at 4.00pm.
4:00pm – 6:00pm	Extended Curriculum – Clubs, Study Support etc.

All students are expected to undertake at least 2 hours per week of extended curriculum activities, in the hour before and 2 hours after school.

Students are also encouraged to stay on other school days and to come in at the weekend to experience the wide range of activities on offer.

Where will the school be sited?

A site has not yet been identified. We are working with SBC in our search for suitable land or vacant building for refurbishment

It will **NOT** be sited on Lynch Hill School Primary Academy site

We are seeking to establish a school that is...

- **INSPIRING – we will inspire our students to **ASPIRE, ACHIEVE, SUCCEED** by developing their talents.**
- **EXCITING AND INNOVATIVE – we are committed to developing their understanding of the expectations of the world of work through real work experiences and use of the **ASPIRE Skills Centre**.**
- **PERSONAL - we want all our students to feel known and understood by the school and its staff. **KS3** students will be taught and mentored by just a few key teachers and staff, similar to primary school, helping children make a good transition to secondary**

school.

- **HOLISTIC AND PERSONALISED - we will be committed to understanding every student, nurturing and directing them towards an avenue that will make full use of their potential.**
- **ASPIRATIONAL - our high expectations will ensure good progress for all students, regardless of ability. We will expect all pupils to leave school with good levels of literacy and numeracy that meet industry expectations.**
- **SUPPORTING PARENTS – helping them to help their child make the most of every opportunity and achieve their best. Training and skill development opportunities will also be available to parents.**
- **COMMUNITY ORIENTATED - this school will be fully integrated into the diverse community of Slough, providing tangible development for all.**
- **CONNECTED TO THE SLOUGH BUSINESS COMMUNITY –we aim to develop the enterprise and work-based skills needed for the 21st century and delivering the next generation’s workforce for Slough.**

In order to get the Department of Education to approve our proposal, we MUST demonstrate that local families want to send their children to our school. This website will provide prospective parents, carers and other members of the community with information regarding our vision for our secondary school. We really hope that you will register your interest in order to show your support!

Annex 13: Newspaper articles

[Redacted]

[Redacted]

Annex 14: Consultation Template

New school consultation

Lynch Hill School is consulting on their proposal to open a new 11-19 school in Slough.

Here is the form and a few questions:

- TICK HERE if support the vision for the new school?
- Will you make this secondary school the first choice for your child/ren?
- Would you seriously consider making this school your first choice for your child/ren?

Please leave your details below:

First name:	<input type="text"/>
Last name:	<input type="text"/>
Address	<input type="text"/>
Town/City:	<input type="text"/>
Postcode	<input type="text"/>

Comments welcomed:

If successful, the school would open in 2014.

The first intake of yr7 would be for children who are currently in yr4 with dates of birth between 1st September 2002 and 31st August 2003.

If you would be interested in a place for your yr4 child at the school in 2014 please give their details below:

Child's first name:	<input type="text"/>
Child's last name:	<input type="text"/>
DoB:	<input type="text"/>
House/street	<input type="text"/>
Town:	<input type="text"/>
Postcode:	<input type="text"/>
Tel. Number:	<input type="text"/>

Current primary school:

--

Child 2 (yr4 or younger)

Chil's first name:	<input type="text"/>
Child's last name:	<input type="text"/>
DoB:	<input type="text"/>
House/street	<input type="text"/>
Town:	<input type="text"/>
Postcode	<input type="text"/>
Tel no:	<input type="text"/>
Current primary school	<input type="text"/>

Child 3 (yr4 or younger)

Chil's first name:	<input type="text"/>
Child's last name:	<input type="text"/>
DoB:	<input type="text"/>
House/street	<input type="text"/>
Town:	<input type="text"/>
Postcode	<input type="text"/>
Tel no:	<input type="text"/>
Current primary school	<input type="text"/>

Annexes: from Section F

Annex 15: Job Description for Associate Head

SECONDARY SCHOOL ASSOCIATE HEADTEACHER: JOB DESCRIPTION

Line of Responsibility

The Associate Headteacher will work with and be directly responsible to the Executive Headteacher.

Job Content

Strategic Purpose

- S/he shall undertake some of the duties demanded in the Headteacher's job description.
- S/he shall contribute to the vision and leadership of the school to maintain continuing progress.
- S/he shall be one of the main agents for promoting the ethos of the school.
- S/he shall be accountable for continuous improvement in the overall provision of high quality education.
- S/he shall be accountable for raising achievement through curriculum and teaching development so that staff and students are set and achieve rigorous personal and measurable goals.
- S/he shall ensure the operation of information systems that ensure consistency across all of the school.
- S/he shall implement the policies of the Governing Body to meet the aims of the school.

Leadership Role

- S/he shall lead and co-ordinate curriculum leaders in the development of learning programmes, teaching strategies, schemes of work and in monitoring and evaluation so that the school improves continuously.
- S/he shall advise and work with the Governing Body on the formulation of its policies and their implementation
- S/he shall assist the chair with the operation and effectiveness of designated governor committee(s).
- S/he shall lead the school's Partnership Work in order to achieve:
 - High quality learning programmes.

- Clear, consistent teaching across all curriculum areas.
- High quality management information.

Operational Responsibilities

- S/he shall work with the Headteacher to establish procedures that promote a positive ethos and safe environment in which the highest achievements are expected from all members of the school community.
- S/he shall ensure, with the Headteacher, the development and implementation of a curriculum and timetable that address, effectively, the priorities of the annual SDP.
- S/he shall, with the Headteacher, ensure good order, discipline and high morale throughout the school community
- S/he shall, with the Headteacher, recruit and select excellent staff.
- S/he shall, with the Headteacher, ensure budgets are effectively managed and ensure the school gives good value for money.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular, attention is drawn to the requirement that, 'Teachers with leadership and management responsibilities are entitled, as far as is reasonably practical, to a reasonable allocation of time within school sessions to support the discharge of their responsibilities'.

In addition, the postholder shall be entitled to reasonable periods of PPA time to enable him/her to discharge his/her duties. This shall amount to not less than 10% of the post-holder's time-tabled teaching time.

The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

All staff members participate in the school's performance management scheme.

SECONDARY SCHOOL ASSOCIATE HEADTEACHER: PERSON SPECIFICATION

Qualifications

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Q.T.S. • N.P.Q.H • Evidence of involvement in continuing professional development activities 		Application form

Experience

Essential	Desirable	Notes
<ul style="list-style-type: none"> • As a member of the Senior Leadership Team of a Secondary school • Successful experience within the Secondary age range, particularly in a leadership post. • Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children • Of leading successful improvement strategies • Of contributing to a clear vision for future needs and 	<ul style="list-style-type: none"> • Experience of more than one setting • Experience of deputy headship • Working in a urban environment • Experience of supporting pupil transition • Experience of working with parents • Experience of cooperating with external agencies 	Application form Letter of application References Interviews

development <ul style="list-style-type: none"> • Of using performance management processes successfully to contribute to improvement 		
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Leading Learning and Teaching (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Raising standards for all in the pursuit of excellence • Maintaining the continuum of learning for all pupils and staff members • Sustaining an entitlement to effective teaching and learning for all pupils and staff • Delivering choice and flexibility in learning through timetable design. • Meeting the personalised learning needs of every pupil and staff member. 	<ul style="list-style-type: none"> • A commitment to learning and curriculum design • The principles and practice of effective teaching and learning in own subject areas • The access, analysis and interpretation of information • Relevant strategies for performance improvement • Promoting excellence and challenging underperformance 	Application form Letter of application References Interviews

Developing Self and Working With Others (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Effective working relationships • Shared leadership • Effective team working • Continuing professional development for self 	<ul style="list-style-type: none"> • Securing an open, fair, and equitable culture • Effective management of conflict • Strategies to develop, empower and sustain individuals and teams 	Application form Letter of application References Interviews

<p>and all others within the school</p>	<p>across the school</p> <ul style="list-style-type: none"> • Collaboration and networks with others within and beyond the school • Challenge, influence and motivation for others to attain high goals • Effective feedback and actions to improve personal performance • A culture accepting support from others 	
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Managing the Organisation (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Distributed leadership and management • The equitable management of staff and resources • The sustaining of personal motivation and that of all team members • The developing and sustaining of a safe, secure and healthy school environment • Collaboration with others in order to strengthen capacity. 	<ul style="list-style-type: none"> • Sustained appropriate structures and systems for curriculum development • Efficient and effective management of the curriculum on a day-to-day basis • The delegation of management tasks and the monitoring of their implementation • Professional, managerial and organisational decisions based on informed judgements • Creatively anticipating and solving problems 	<p>Application form Letter of application References Interviews</p>

Securing Accountability (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> Delivering impact from systematic and rigorous school self evaluation Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils Individual and team accountability for pupil learning outcomes 	<ul style="list-style-type: none"> Current thinking on addressing the needs of all pupils through an entitlement curriculum An understanding of the strengths and weaknesses of all subject areas through the use of data The outcomes of regular self-review with external evaluations in order to develop best practice. 	Application form Letter of application References Interviews

Strengthening Community (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> Effective team work within the school and with external partners Cooperation with other agencies and schools to inform best curriculum practice Involvement of the community in addressing the curricula needs of school members Collaboration and networking with other schools to improve outcomes 	<ul style="list-style-type: none"> A culture and curriculum that recognises and takes account of the richness and diversity of the community A dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities including work-related learning Listening to, reflecting and acting on feedback 	Application form Letter of application References Interviews

Shaping the Future (Ability to Lead On)

Essential	Desirable	Notes
<ul style="list-style-type: none"> • A collaborative school vision of excellence and equity that sets high standards for every pupil and every member of staff • The setting and achieving of ambitious, challenging goals and targets as measured by results in summative assessments and public examinations • The use of appropriate new technologies • Inclusion and the right of all to be the best they can be 	<ul style="list-style-type: none"> • Strategic thinking, to build and communicate a coherent vision in a range of compelling ways • Inspiration, challenge, motivation and empowerment of others to carry the vision forward • Modelling of the values and vision of the school • Communicating curricular achievements and pupil success 	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Annexes: from Section G

Annex 16: Schedule of appointments

Plan A – Staffing Schedules

Year	Teaching Staff	Education Support	Leadership	Admin/Support
2014/15	1x Head of Year 7x KS3 Teacher	7x Teaching Assistants 1x Sports Coach Mentors 3x Curriculum Technicians	1x Executive Head 1x Deputy Head 1x SENCO	3x Administrative Staff 0.5x Senior Administrative Staff 1x Finance Staff
2015/16	2x Head of Year 14x KS3 Teachers 2x Student Development Managers	14x Teaching Assistants 1x Sports Coach Mentors 3x Curriculum Technicians 0.75x Librarian	1x Executive Head 1x Deputy Head 1x SENCO	3x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2016/17	3x Head of Year 14x KS3 Teachers 15x KS4 Teachers 3x Student Development Managers	17x Teaching Assistants 2x Sports Coach Mentors 4x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	0.5x Executive Head 1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x SENCO 1x Assistant SENCO	6x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2017/18	4x Head of Year 14x KS3 Teachers 31x KS4 Teachers 4x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 2x Learning Mentors 5x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x SENCO 1x Assistant SENCO	6x Administrative Staff 2x Senior Administrative Staff 1x Finance Staff

Year	Teaching Staff	Education Support	Leadership	Admin/Support
2018/19	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 5x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	9x Administrative Staff 2x Senior Administrative Staff 1x Finance Staff
2019/20	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 5x KS5 Teachers 5x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	9x Administrative Staff 2x Senior Administrative Staff 1x Finance Staff
2020/21	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 10x KS5 Teachers 5x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 1x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	9x Administrative Staff 2x Senior Administrative Staff 1x Finance Staff
2021/22	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 10x KS5 Teachers 5x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 1x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	9x Administrative Staff 2x Senior Administrative Staff 1x Finance Staff

Plan B – Staffing Schedules

Year	Teaching Staff	Education Support	Leadership	Admin/Support
2014/15	1x Head of Year 7x KS3 Teacher	7x Teaching Assistants 1x Sports Coach Mentors 3x Curriculum Technicians	1x Executive Head 1x Deputy Head 1x SENCO	3x Administrative Staff 1x Finance Staff
2015/16	2x Head of Year 14x KS3 Teachers	14x Teaching Assistants 1x Sports Coach Mentors 3x Curriculum Technicians 0.75x Librarian	1x Executive Head 1x Deputy Head 1x SENCO	3x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2016/17	3x Head of Year 14x KS3 Teachers 13x KS4 Teachers	17x Teaching Assistants 2x Sports Coach Mentors 3x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	0.5x Executive Head 1x Headteacher 1x Deputy Head 1x Assistant Headteachers 1x SENCO 1x Assistant SENCO	6x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2017/18	3x Head of Year 14x KS3 Teachers 27x KS4 Teachers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 2x Learning Mentors 4x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x SENCO 1x Assistant SENCO	7x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2018/19	5x Head of Year 14x KS3 Teachers 37x KS4 Teachers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 5x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	7x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff

Year	Teaching Staff	Education Support	Leadership	Admin/Support
2019/20	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 5x KS5 Teachers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 0.75x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	7x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2020/21	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 10x KS5 Teachers 2x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 1x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	7x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff
2021/22	5x Head of Year 14x KS3 Teachers 40x KS4 Teachers 10x KS5 Teachers 2x Student Development Managers 1x Learning Support Manager	20x Teaching Assistants 2x Sports Coach Mentors 4x Learning Mentors 6x Curriculum Technicians 1x Librarian 0.5x Careers Advisor	1x Headteacher 1x Deputy Head 2x Assistant Headteachers 1x Head of Sixth Form 1x SENCO 1x Assistant SENCO	8x Administrative Staff 1x Senior Administrative Staff 1x Finance Staff

Annexes: from Section H

Annex 17: Sites considered

1. Montem School
[REDACTED]
2. Wexham Park
[REDACTED]

Annex 18: Articles of Association

EFFECTIVE DATE 2012

THE COMPANIES ACT 2006

A COMPANY LIMITED BY GUARANTEE

ARTICLES OF ASSOCIATION

OF

THE COMMUNITY LEARNING ALLIANCE

COMPANY NUMBER: 7703829

THE COMPANIES ACT 2006
COMPANY LIMITED BY GUARANTEE
ARTICLES OF ASSOCIATION
OF
THE COMMUNITY LEARNING ALLIANCE

INTERPRETATION

1. In these Articles:-

- a. "the Academies" means all the schools referred to in Article 5(h) and established by the Company (and "Academy" shall mean any one of those schools);
- b. "Academy Financial Year" means the academic year from 1st of September to 31st of August in any year;
- c. "Academy Directors" means the Directors appointed pursuant to Articles 51-52 and Academy Director shall mean any one of those Directors;
- d. "Additional Directors" means the Directors appointed pursuant to Article 61 and 61A;
- e. "the Articles" means these Articles of Association of the Company;
- f. "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor;

- g. “clear days” in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect;
- h. “the Company” means save as otherwise defined at Article 6.9 the company intended to be regulated by these Articles and referred to in Article 2;
- i. “the Directors” means save as otherwise defined at Article 6.9 the directors of the Company (and “Director” means any one of those directors);
- j. “Executive Principal” means such person as may be appointed by the Directors to act as the Executive Principal of the Academies, who may also but not necessarily be the head teacher of one or more of the Academies;
- k. “financial expert” means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000;
- l. “Further Directors” means the Directors appointed pursuant to Article 62 ;
- m. “the LAs” means all the local authorities covering the areas in which the Academies are situated (and “the LA” shall mean any one of these local authorities);
- n. “Local Authority Associated Persons” means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989;
- o. “Local Governing Bodies” means the committees appointed pursuant to Articles 100-104 (and “Local Governing Body” means any one of these committees);
- p. “Member” means a member of the Company and someone who as such is bound by the undertaking contained in Article 8 ;
- q. “the Memorandum” means the Memorandum of Association of the Company;
- r. “Office” means the registered office of the Company;
- s. “Parent Directors” means the Directors appointed pursuant to Articles 53 – 56 inclusive.
- t. “Principals” means the head teachers of the Academies (and “Principal” means any one of these head teachers);
- u. “Principal Regulator” means the body or person appointed as the Principal Regulator under the Charities Act 2006;

- v. “Relevant Funding Agreements” means the agreement or agreements entered into by the Company and the Secretary of State under section 1 of the Academies Act 2010 for the establishment of each Academy, including any variation or supplemental agreements thereof;
- w. “Scheme of Delegation” means the terms of reference for the delegation of powers and responsibilities by the Directors to the Local Governing Bodies, the form of which shall be not inconsistent with the framework document appended to these Articles;
- x. “the seal” means the common seal of the Company if it has one;
- y. “Secretary” means the secretary of the Company or any other person appointed to perform the duties of the secretary of the Company, including a joint, assistant or deputy secretary;
- z. “Secretary of State” means the Secretary of State for Education or successor;
- aa. “Sponsor” means such body or organisation recognised by the Secretary of State as the sponsor, supporter or promoter of the Supported Academy which for the avoidance of doubt may include one of the Academies established and maintained by the Company and where there are multiple Supported Academies with different Sponsors then the relevant Sponsor for the Supported Academy;
- bb. “Sponsor Director” means a Director appointed by the Sponsor pursuant to Article 50B:
- cc. “Sponsor Member” means either the Sponsor (where the Sponsor is a Member) or the Member appointed by the Sponsor pursuant to Article 12 and where there are multiple Supported Academies with different Sponsors then the relevant Sponsor or Member appointed by the relevant Sponsor;
- dd. “Supported Academy” means an Academy who is either sponsored or supported by the Sponsor from time to time and whilst it is so sponsored or supported as determined by the Directors;
- ee. “teacher” means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at one or more Academies;
- ff. “the United Kingdom” means Great Britain and Northern Ireland;
- gg. words importing the masculine gender only shall include the feminine gender.

Words importing the singular number shall include the plural number, and vice versa;

- hh. subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate;
 - ii. any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto.
2. The Company's name is The Community Learning Alliance (and in this document it is called "**the Company**").
 3. The Company's registered office is to be situated in England and Wales.

OBJECTS

4. The Company's object ("**the Object**") is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools ("**the Academies**") offering a broad and balanced curriculum.
5. In furtherance of the Object but not further or otherwise the Company may exercise the following powers:-
 - (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Company;
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Company shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations;
 - (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property;
 - (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Object and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants;

- (e) to establish or support, whether financially or otherwise, any charitable trusts, associations or institutions formed for all or any of the Object;
- (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Object and to exchange information and advice with them;
- (g) to pay out of funds of the Company the costs, charges and expenses of and incidental to the formation and registration of the Company;
- (h) to establish, maintain, carry on, manage and develop the Academies at locations to be determined by the Directors and in so doing shall have regard to the respective ethos and mission statement of each Academy;
- (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils;
- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit;
- (k) to carry out research into the development and application of new techniques in education in particular in relation to the areas of curricular specialisation of each of the Academies and to their approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies;
- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Company, to borrow and raise money for the furtherance of the Object in such manner and on such security as the Company may think fit;
- (m) to deposit or invest any funds of the Company not immediately required for the furtherance of its object (but to invest only after obtaining such advice from a financial expert as the Directors consider necessary and having regard to the suitability of investments and the need for diversification);
- (n) to delegate the management of investments to a financial expert, but only on terms that:

- (i) the investment policy is set down in writing for the financial expert by the Directors;
 - (ii) every transaction is reported promptly to the Directors;
the performance of the investments is reviewed regularly with the Directors;
 - (iii) the Directors are entitled to cancel the delegation arrangement at any time;
 - (iv) the investment policy and the delegation arrangement are reviewed at least once a year;
 - (v) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Directors on receipt; and
 - (vi) the financial expert must not do anything outside the powers of the Directors;
- (o) to arrange for investments or other property of the Company to be held in the name of a nominee company acting under the control of the Directors or of a financial expert acting under their instructions, and to pay any reasonable fee required;
- (p) to provide indemnity insurance to cover the liability of Directors and members of any Local Governing Body (in so far as necessary) which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Company: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Directors and members of any Local Governing Body knew to be a breach of trust or breach of duty or which was committed by the Directors and members of any Local Governing Body in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Directors and members of any Local Governing Body in their capacity as Directors or members of any Local Governing Body;
- (q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Company;
- (r) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Object.

6.1 The income and property of the Company shall be applied solely towards the promotion of the Object.

- 6.2 None of the income or property of the Company may be paid or transferred directly or indirectly by way of dividend bonus or otherwise by way of profit to any member of the Company. Nonetheless a member of the Company who is not also a Director may:
- a) benefit as a beneficiary of the Company;
 - b) be paid reasonable and proper remuneration for any goods or services supplied to the Company;
 - c) be paid rent for premises let by the member of the Company if the amount of the rent and other terms of the letting are reasonable and proper; and
 - d) be paid interest on money lent to the Company at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Directors, or 0.5%, whichever is the higher.
- 6.3 A Director may benefit from any indemnity insurance purchased at the Company's expense to cover the liability of the Directors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Company: Provided that any such insurance shall not extend to any claim arising from any act or omission which Directors knew to be a breach of trust or breach of duty or which was committed by the Directors in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Directors in their capacity as directors of the Company.
- 6.4 A company, which has shares listed on a recognised stock exchange and of which any one Director holds no more than 1% of the issued capital of that company, may receive fees, remuneration or other benefit in money or money's worth from the Company.
- 6.5 A Director may at the discretion of the Directors be reimbursed from the property of the Company for reasonable expenses properly incurred by him or her when acting on behalf of the Company, but excluding expenses in connection with foreign travel.
- 6.6 No Director may:
- (a) buy any goods or services from the Company;

- (b) sell goods, services, or any interest in land to the Company;
- (c) be employed by, or receive any remuneration from the Company (other than the Executive Principal and the Principals whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8);
- (d) receive any other financial benefit from the Company;
unless:
 - (i) the payment is permitted by Article 6.7 and the Directors follow the procedure and observe the conditions set out in Article 6.8; or
 - (ii) the Directors obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes.

6.7 Subject to Article 6.8, a Director may:

- a) receive a benefit from the Company in the capacity of a beneficiary of the Company.
- b) be employed by the Company or enter into a contract for the supply of goods or services to the Company, other than for acting as a Director.
- c) receive interest on money lent to the Company at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Directors, or 0.5%, whichever is the higher.
- d) receive rent for premises let by the Director to the Company if the amount of the rent and the other terms of the lease are reasonable and proper.

6.8 The Company and its Directors may only rely upon the authority provided by Article 6.7 if each of the following conditions is satisfied:

- (a) the remuneration or other sums paid to the Director do not exceed an amount that is reasonable in all the circumstances.
- (b) the Director is absent from the part of any meeting at which there is discussion of:
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit; or
 - ii) his or her performance in the employment, or his or her performance of the contract (unless present solely in his capacity as an employee); or
 - iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6.7; or

- (iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6.7.
 -
- (c) the Director does not vote on any such matter and is not to be counted when calculating whether a quorum of Directors is present at the meeting.
- (d) save in relation to employing or contracting with the Executive Principal or any Principal (a Director pursuant to Articles 46, 50A and/or 57) the other Directors are satisfied that it is in the interests of the Company to employ or to contract with that Director rather than with someone who is not a Director. In reaching that decision the Directors must balance the advantage of employing a Director against the disadvantages of doing so (especially the loss of the Director's services as a result of dealing with the Director's conflict of interest).
- (e) the reason for their decision is recorded by the Directors in the minute book.
- (f) a majority of the Directors then in office have received no such payments or benefit.

6.8A The provision in Article 6.6 (c) that no Director may be employed by or receive any remuneration from the Company (other than the Executive Principal and the Principals) does not apply to an employee of the Company who is subsequently elected or appointed as a Director save that this Article shall only allow such a Director to receive remuneration or benefit from the Company in his capacity as an employee of the Company and provided that the procedure as set out in Articles 6.8(b)(i), (ii) and 6.8 (c) is followed.

6.9 In Articles 6.2-6.9:

- (a) "company" shall include any company in which the Company:
- holds more than 50% of the shares; or
 - controls more than 50% of the voting rights attached to the shares; or
 - has the right to appoint one or more Directors to the Board of the company.
- (b) "Director" shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Director or any person living with the Director as his or her partner

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

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

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

MEMBERS

12. The Members of the Company shall comprise
 - a. the signatories to the Memorandum¹;
 - b. 1 person(s) who may be appointed by the Sponsor;
 - c. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
 - d. the Academy Directors; and
 - e. any person appointed under Article 16;
- 12A. The Secretary of State's appointed Member (further to Article 12c) shall become a Member upon the Secretary of State delivering or posting (by registered post) to the office of the Company a notice appointing a person as his Member.
13. Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
14. If any of the persons entitled to appoint Members in Article 12:
 - a) in the case of an individual, die or become legally incapacitated;
 - b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution; or
 - c) becomes insolvent or makes any arrangement or composition with their creditors generallytheir right to appoint Members under these Articles shall vest in the remaining Members.
15. Membership will terminate automatically if:
 - a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;

¹ There must be no less than 3 signatories to the Memorandum of Association.

- b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his or her own affairs; or
- c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally
- d) a Member who was a Member by virtue of his post ceases to hold the relevant post provided that if automatic termination in this instance would result in the number of Members being less than three, the Member shall remain a Member until a further Member is appointed (which the remaining two Members shall be free to make without the approval of the retiring Member notwithstanding the provisions of Article 16) at which time the membership of the retiring Member shall terminate.

16. The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the Member(s) to be removed shall not be required) in writing agree to remove any such additional Members.

17. Every person nominated to be a Member of the Company shall either sign a written consent to become a Member or sign the register of Members on becoming a Member.

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

GENERAL MEETINGS

19. The Company shall hold an Annual General Meeting every year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Company and that of the next. Provided that so long as the Company holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Directors shall appoint. All general meetings other than Annual General Meetings shall be called General Meetings.

20. The Directors may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Directors to call a general meeting, any Director or any Member of the Company may call a general meeting.

NOTICE OF GENERAL MEETINGS

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

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

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

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

PROCEEDINGS AT GENERAL MEETINGS.

23. No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
24. If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Directors may determine.
25. The chairman, if any, of the Directors or in his absence some other Director nominated by the Directors shall preside as chairman of the meeting, but if neither the chairman nor such other Director (if any) be present within fifteen minutes after the time

appointed for holding the meeting and willing to act, the Directors present shall elect one of their number to be chairman and, if there is only one Director present and willing to act, he shall be the chairman.

26. If no Director is willing to act as chairman, or if no Director is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
27. A Director shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
28. The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.
29. A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands, a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded:-
 - (a) by the chairman; or
 - (b) by at least two Members having the right to vote at the meeting; or,
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting.
30. Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
31. The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate

the result of a show of hands declared before the demand for the poll was made.

32. A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
33. A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time, date and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.
34. No notice need be given of a poll not taken immediately if the time and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time and place at which the poll is to be taken.
35. A resolution in writing agreed by such number of members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every Member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

36. On the show of hands every Member present in person shall have one vote. On a poll every Member present in person or by proxy shall have one vote.
37. Not used.
38. No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Company have been paid.
39. No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection

made in due time shall be referred to the chairman whose decision shall be final and conclusive.

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

“I/We,, of, being a Member/Members of the above named Company, hereby appoint of, or in his absence, of as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Company to be held on20[], and at any adjournment thereof.

Signed on 20[]”

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

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

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

Resolution No. 1 *for * against

Resolution No. 2 *for * against.

- Strike out whichever is not desired.

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

Signed on 20[]”

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

may -

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

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

43. A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Company at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll.

44. Any organisation which is a Member of the Company may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Company, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Company.

DIRECTORS

45. The number of Directors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

46. Subject to Articles 48-49 and 63, the Company shall have the following Directors:

- a. Directors, appointed under Article 50;
- b. the Principals;
- c. Academy Directors appointed under Article 51 or Article 52;
- d. the Executive Principal if appointed;
- e. Parent Directors appointed under Articles 53-56;
- f. Sponsor Directors, if appointed under Article 50B;
- g. Any Additional Directors, if appointed under Article 61, 61A or 67A;
- h. Any Further Directors, if appointed under Article 62 or Article 67A;
- i. Up to 2 Directors, if appointed by the Secretary of State in accordance with the terms of any of the Relevant Funding Agreements following the provision of a notice by the Company to terminate that Relevant Funding Agreement.

47. The Company may also have any Co-opted Director appointed under Article 58.

48. The first Directors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.

49. Future Directors shall be appointed or elected, as the case may be, under these Articles. Where it is not possible for such a Director to be appointed or elected due to the fact that an Academy has not yet been established or the Executive Principal has not been appointed, then the relevant Article or part thereof shall not apply.

APPOINTMENT OF DIRECTORS

50. The Directors may appoint such number of Directors as they see fit.

50A. The Principals shall be ex officio Directors provided that the total number of Directors including the Executive Principal and the Principals who are employees of the Company does not exceed one third of the total number of Directors.

50B. The Sponsor may appoint such number of Sponsor Directors as they see fit.

ACADEMY DIRECTORS

51. Subject to Article 52, the chairman of each Local Governing Body shall be an Academy

Director for as long as he remains in office as such and shall be appointed by the Directors of the Company but they shall appoint as the chairman of a Local Governing Body someone other than the Executive Principal.

52. If the number of Academies exceeds 3, the chairmen of the Local Governing Bodies shall elect 3 persons from amongst their numbers to be the Academy Directors. Any person elected in accordance with this Article shall only remain an Academy Director for as long as he remains chairman of a Local Governing Body. The Directors shall make all necessary arrangements for, and determine all other matters relating to, the election of the Academy Directors in accordance with this Article. Any election of the Academy Directors which is contested shall be held by secret ballot.

PARENT DIRECTORS

53. There shall be a minimum of 2 Parent Directors and otherwise such number as the Directors decide.

54. Parent Directors shall be elected by the Parent members of the Local Governing Bodies (who shall themselves have been elected or appointed in accordance with the terms of reference determined by the Directors from time to time) from amongst their number. The elected or appointed Parent Directors must be a parent of a registered pupil at one of the Academies at the time when he is elected.

54A. The number of Parent Directors required shall be made up by Parent Directors appointed by the Directors if the number of parents standing for election is less than the number of vacancies.

55. The Directors shall make all necessary arrangements for, and determine all other matters relating to, an election of the Parent Directors, including any question of whether a person is a parent of a registered pupil at one of the Academies. Any election of the Parent Directors which is contested shall be held by secret ballot.

56. In appointing a Parent Director the Directors shall appoint a person who is the parent of a registered pupil at an Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

EXECUTIVE PRINCIPAL

57. The Executive Principal shall be a Director for as long as he remains in office as such.

CO-OPTED DIRECTORS

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

APPOINTMENT OF ADDITIONAL DIRECTORS

59. The Secretary of State may give a warning notice to the Directors where he is satisfied—

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

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

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

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

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

61A The Secretary of State may also appoint such Additional Directors where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an “Inspection”) an Academy receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades. For the purposes of the foregoing the grade received by the predecessor school as defined in the Relevant Funding Agreement shall be regarded as the grade received by the Academy.

62. The Secretary of State may also appoint such Further Directors as he thinks fit if a Special Measures Termination Event (as defined in the Relevant Funding Agreement) occurs in respect of any Academy.

63. Within 5 days of the Secretary of State appointing any Additional or Further Directors in accordance with Articles 61, 61A or 62, any Directors appointed under Articles 50, 50b and 51 and holding office immediately preceding the appointment of such Directors, shall resign immediately and the Members’ power to appoint Directors under Article 50 shall remain suspended until the Secretary of State removes one or more of the Additional or Further Directors.

TERM OF OFFICE

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

RESIGNATION AND REMOVAL

65. A Director shall cease to hold office if he resigns his office by notice to the Company (but only if at least three Directors will remain in office when the notice of resignation is to take effect).

66. A Director shall cease to hold office if he is removed by the person or persons who appointed him. This Article does not apply in respect of a Parent Director or Academy Director.

67. Where a Director resigns his office or is removed from office, the Director or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary.

67A. Where an Additional or Further Director appointed pursuant to Articles 61, 61A or 62 ceases to hold office as a Director for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Director in his place.

DISQUALIFICATION OF DIRECTORS

68. No person shall be qualified to be a Director unless he is aged 18 or over at the date of his election or appointment. No current pupil of any of the Academies shall be a Director.

69. A Director shall cease to hold office if he becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.

70. A Director shall cease to hold office if he is absent without the permission of the Directors from all their meetings held within a period of six months and the Directors resolve that his office be vacated.

71. A person shall be disqualified from holding or continuing to hold office as a Director if—

- (a) his estate has been sequestered and the sequestration has not been discharged, annulled or reduced; or
- (b) he is the subject of a bankruptcy restrictions order or an interim order.

72. A person shall be disqualified from holding or continuing to hold office as a Director at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

73. A Director shall cease to hold office if he ceases to be a Director by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).

74. A person shall be disqualified from holding or continuing to hold office as a Director if he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.

75. A person shall be disqualified from holding or from continuing to hold office as a Director at any time when he is:

- (a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or
- (b) disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or
- (c) barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006)

76. A person shall be disqualified from holding or continuing to hold office as a Director if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.

77. A person shall be disqualified from holding or continuing to hold office as a Director where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

78. After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Director if he has not provided to the chairman of the Directors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Executive Principal confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

79. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Director; and he is, or is proposed, to become such a Director, he shall upon becoming so disqualified give written notice of that fact to the Secretary.

80. Articles 68 to 79 and Articles 97-98 also apply to any member of any committee of the Directors, including a Local Governing Body, who is not a Director.

SECRETARY TO THE DIRECTORS

81. The Secretary shall be appointed by the Directors for such term, at such remuneration and upon such conditions as they may think fit; and any Secretary so appointed may be removed by them. The Secretary shall not be a Director, or a Principal. Notwithstanding this Article, the Directors may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting.

CHAIRMAN AND VICE-CHAIRMAN OF THE DIRECTORS

82. The Directors shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Director who is employed by the Company shall not be eligible for election as chairman or vice-chairman.

83. Subject to Article 84, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 85.

84. The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—

- (a) he ceases to be a Director;
- (b) he is employed by the Company;
- (c) he is removed from office in accordance with these Articles; or
- (d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman.

85. Where by reason of any of the matters referred to in Article 84, a vacancy arises in the office of chairman or vice-chairman, the Directors shall at their next meeting elect one of their number to fill that vacancy.

86. Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the meeting.

87. Where in the circumstances referred to in Article 86 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Directors shall elect one of their number to act as a chairman for the purposes of that

meeting, provided that the Director elected shall not be a person who is employed by the Company.

88. The Secretary shall act as chairman during that part of any meeting at which the chairman is elected.

89. Any election of the chairman or vice-chairman which is contested shall be held by secret ballot.

90. The Directors may remove the chairman or vice-chairman from office in accordance with these Articles.

91. A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Directors shall not have effect unless—

- i) it is confirmed by a resolution passed at a second meeting of the Directors held not less than fourteen days after the first meeting; and
- ii) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings.

92. Before the Directors resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Director or Directors proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response.

POWERS OF DIRECTORS

93. Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Directors who may exercise all the powers of the Company. No alteration of the Articles and no such direction shall invalidate any prior act of the Directors which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this Article shall not be limited by any special power given to the Directors by the Articles and a meeting of Directors at which a quorum is present may exercise all the powers exercisable by the Directors.

94. In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Directors shall have the following powers, namely:

(a) to expend the funds of the Company in such manner as they shall consider most beneficial for the achievement of the Object and to invest in the name of the Company such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Object;

(b) to enter into contracts on behalf of the Company.

95. In the exercise of their powers and functions, the Directors may consider any advice given by the Executive Principal and any other executive officer.

96. Any bank account in which any money of the Company is deposited shall be operated by the Directors in the name of the Company. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Directors.

CONFLICTS OF INTEREST

97. Any Director who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Director shall disclose that fact to the Directors as soon as he becomes aware of it. A Director must absent himself from any discussions of the Directors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Company and any duty or personal interest (including but not limited to any Personal Financial Interest).

98. For the purpose of Article 97, a Director has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Director as permitted by and as defined by Articles **6.5-6.9**.

THE MINUTES

99. The minutes of the proceedings of a meeting of the Directors shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes of the meeting; and shall be signed (subject to the approval of the Directors) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of:

(a) all appointments of officers made by the Directors; and

- (b) all proceedings at meetings of the Company and of the Directors and of committees of Directors including the names of the Directors present at each such meeting.

COMMITTEES

100. Subject to these Articles, the Directors:

- a) may appoint separate committees to be known as Local Governing Bodies for each Academy and the Directors shall be free to appoint one committee for several academies if they so wish; and
- b) may establish any other committee.

101. Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Directors. The establishment, terms of reference, constitution and membership of any committee of the Directors shall be reviewed at least once in every twelve months. The membership of any committee of the Directors may include persons who are not Directors, provided that (with the exception of the Local Governing Bodies) a majority of members of any such committee shall be Directors. Except in the case of a Local Governing Body, no vote on any matter shall be taken at a meeting of a committee of the Directors unless the majority of members of the committee present are Directors.

102. The power of delegation exercised under Article 105 in relation to the establishment of a Local Governing Body for an Academy shall be by way of Scheme of Delegation. The first Scheme of Delegation to be put in place for an Academy following incorporation will follow the framework Scheme of Delegation attached to these Articles.

103. All members of a Local Governing Body shall upon their appointment or election give a written undertaking to the Directors to uphold the Object of the Company.

104. The functions and proceedings of the Local Governing Bodies shall be subject to regulations made by the Directors from time to time.

DELEGATION

105. The Directors may delegate to any Director, committee (including any Local Governing Body), the Executive Principal or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such

delegation shall be made subject to any conditions the Directors may impose, and may be revoked or altered.

106. Where any power or function of the Directors has been exercised by any committee (including any Local Governing Body), any Director, the Executive Principal or any other holder of an executive office, that person or committee shall report to the Directors in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Directors immediately following the taking of the action or the making of the decision.

EXECUTIVE PRINCIPAL AND PRINCIPALS

107. The Directors shall appoint Executive Principal and the Principals of the Academies provided that the appointment of any Principal of any Supported Academy shall only be made with the approval of the relevant Sponsor. The Directors may delegate such powers and functions as they consider are required by Executive Principal and the Principals for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Directors and for the direction of the teaching and curriculum at the Academies).

MEETINGS OF THE DIRECTORS

108. Subject to these Articles, the Directors may regulate their proceedings as they think fit.

109. The Directors shall hold at least three meetings in every school year. Meetings of the Directors shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—

- a. given by the Directors; or
- b. given by the chairman of the Directors or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Directors, so far as such direction is not inconsistent with any direction given as mentioned in (a).

110. Any three Directors may, by notice in writing given to the Secretary, requisition a meeting of the Directors; and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable.

111. Each Director shall be given at least fourteen clear days before the date of a meeting –

- i) notice in writing thereof, signed by the Secretary, and sent to each Director at the

address provided by each Director from time to time; and

- ii) a copy of the agenda for the meeting;

provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs.

112. The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

113. A resolution to rescind or vary a resolution carried at a previous meeting of the Directors shall not be proposed at a meeting of the Directors unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

114. A meeting of the Directors shall be terminated forthwith if—

- (a) the Directors so resolve; or
- (b) the number of Directors present ceases to constitute a quorum for a meeting of the Directors in accordance with Article 117 , subject to Article 119 .

115. Where in accordance with Article 114 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

116. Where the Directors resolve in accordance with Article 114 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Directors shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly.

117. Subject to Article 119 the quorum for a meeting of the Directors, and any vote on any matter thereat, shall be any three Directors, or, where greater, any one third (rounded up to

a whole number) of the total number of Directors holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Directors then a majority of the quorum must be made up of Additional or Further Directors.

118. The Directors may act notwithstanding any vacancies in their number, but, if the numbers of Directors is less than the number fixed as the quorum, the continuing Directors may act only for the purpose of filling vacancies or of calling a general meeting.

119. The quorum for the purposes of—

- (a) appointing a Parent Director under Articles 56;
- (b) any vote on the removal of a Director in accordance with Article 66;
- (c) any vote on the removal of the chairman of the Directors in accordance with Article 90;

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Directors entitled to vote on those respective matters.

120. Subject to these Articles, every question to be decided at a meeting of the Directors shall be determined by a majority of the votes of the Directors present and voting on the question. Every Director shall have one vote.

121. Subject to Articles 117-119, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have.

122. The proceedings of the Directors shall not be invalidated by

- a. any vacancy among their number; or
- b. any defect in the election, appointment or nomination of any Director.

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

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

- a. the agenda for every meeting of the Directors;

- b. the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting;
 - c. the signed minutes of every such meeting; and
 - d. any report, document or other paper considered at any such meeting,
- are, as soon as is reasonably practicable, made available at every Academy to persons wishing to inspect them.

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

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

126. Any Director shall be able to participate in meetings of the Directors by telephone or video conference provided that:

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

PATRONS AND HONORARY OFFICERS

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

THE SEAL

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

ACCOUNTS

129. Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Company was a non-exempt charity and Parts 15 and 16 of the Companies Act 2006 and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

ANNUAL REPORT

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

ANNUAL RETURN

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

NOTICES

132. Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the directors) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications.

133. A notice may be given by the Company to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Company by the Member. A Member whose registered

address is not within the United Kingdom and who gives to the Company an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Company.

134. A Member present, either in person or by proxy, at any meeting of the Company shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.

135. Proof that an envelope containing a notice was properly addressed, prepaid and posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

INDEMNITY

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

RULES

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

- a. the admission and classification of Members of the Company (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may

resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members;

b. the conduct of Members of the Company in relation to one another, and to the Company's servants;

c. the setting aside of the whole or any part or parts of the Company's premises at any particular time or times or for any particular purpose or purposes;

d. the procedure at general meetings and meetings of the Directors and committees of the Directors and meetings of the Local Governing Bodies in so far as such procedure is not regulated by the Articles; and,

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

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

AVOIDING INFLUENCED COMPANY STATUS

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

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

141. No person who is a Local Authority Associated Person is eligible to be appointed to

the office of Director unless his appointment to such office is authorised by the local authority to which he is associated.

142. If at the time of either his becoming a Member of the Company or his first appointment to office as a Director any Member or Director was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Director he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Director as the case may be.

143. If at any time the number of Directors or Members who are also Local Authority Associated Persons would (but for Articles 139 to 142 inclusive) represent 20% or more of the total number of Directors or Members (as the case may be) then a sufficient number of the Directors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Directors or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Directors or Members (as the case may be) is never equal to or greater than 20% of the total number of Directors or Members (as the case may be). Directors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first.

144. The Members will each notify the Company and each other if at any time they believe that the Company or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act).

Annex 19: < [REDACTED] CV

[REDACTED] Tel [REDACTED] [REDACTED]
[REDACTED]
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