

These applications represent the well-publicised and transparent development of The Perry Beeches Academy Trust as discussed and agreed with all significant partners, including DFE, Birmingham City Council and local community groups. These applications represent our creation and support of “outstanding” education from 0-19, across the city of Birmingham, in areas of most need, in communities that have limited school places and where there is a boom in the youth population.

It is well documented that Birmingham has the largest youth population in the country which is growing at a rapid rate. There is currently a shortage of primary school places and a prediction of increased pressure on secondary school places. All of our schools are targeted in the areas which agreed with city officials as most need.

2015 Perry Beeches V The Free School (0-19) in Perry Barr, B42

2015 Perry Beeches The Primary I in Perry Barr, B16

2016 Perry Beeches VI The Free School (0-19) in Sparkhill, B11

This is not simply an exercise in ‘filling gaps’ or ‘meeting a numbers demand’ but a chance to develop the Free School movement to provide further “outstanding”, top quality education institutions that will support the very highest aspirations of the young people of our city, as already evidenced by the family of Perry Beeches schools.

***“There are some amazing schools in Birmingham; there are some great independent schools; there are some great Grammar schools, but I have to say that the best schools in Birmingham now are Perry Beeches I and Perry Beeches II, comprehensive schools doing an amazing job for every child”.***

*(Rt. Hon Michael Gove MP Secretary Of State For Education – Conservative Party Conference 9<sup>th</sup> October 2012).*

***“... one of the most successful comprehensive schools EVER in Britain, Perry Beeches the first school, which has now created other good schools....”***

*(Rt. Hon David Cameron, MP, Prime Minister – Sky News 3<sup>rd</sup> September 2013)*

These applications include the final two secondary phase schools in our PB ‘family’ of six and the first of our primary schools. These applications fulfil our intentions, and commitment to the families of our city and this current education drive on standards, to create the small, concentrated, local, ‘hands on’ approach to community based education here in the West Midlands. We are fulfilling exactly what we stated in our applications for PB III and PB IV having now seen both these projects successfully come to life.

***“Everything is fantastic about Perry Beeches, from top to bottom. All the teachers that work at Perry Beeches I and Perry Beeches II are part of a team with success at the heart of everything they do. I hope I can get Perry Beeches 18, 19 and 20”.***

***(Rt. Hon Michael Gove, Secretary Of State for Education – Great Barr Observer 7th September 2012).***

These applications are well thought out and realistic. They represent the fact that every single PB school we have opened is OVERSUBSCRIBED. Even in recent projected figures it is overwhelming the amount of support there is for more Perry Beeches Free Schools to open.

**Applications for September 2014:**

|   | <b><u>Number of places</u></b> | <b><u>Number of applications</u></b> |
|---|--------------------------------|--------------------------------------|
| Perry Beeches The Academy   | 180                            | 1010                                 |
| Perry Beeches II The Free School                                    | 100                            | 457                                  |
| Perry Beeches III The Free School                                   | 100                            | 275                                  |
| Perry Beeches IV The Free School<br>(due to open in September 2014) | 100                            | 165                                  |

We believe we have grown our schools at a reasonable, steady pace. Our partnership with the Teaching Agency, Teach First, Teaching Leaders, Future Leaders and local universities has meant that we have an enormous staff capacity. As a school that trains over 77 School Direct teachers and has over 20 school partners, primary and secondary, we are well placed to fully grow our Team PB Family of first class professionals.

Our financial position has never been stronger, our ability to structure ‘outstanding’ schools is well known and our commitment to children’s’ academic progressive at a phenomenal pace, through skilled teaching and learning methodology, is unrivalled.

***“We have one of the best headteachers in the country, certainly in this city, a world class leader, opening a new school, and if Liam Nolan wants to open a new school then you would have to be a fool to say no”.***

***(Rt. Hon Michael Gove MP, Secretary Of State For Education – Great Barr Observer 7th September 2012).***



**Perry Beeches Academy Trust**



Department  
for Education

# Free school application form 2013

**Mainstream and 16 to 19** (updated November  
2013)

**PERRY BEECHES VI THE FREE SCHOOL**

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**SECTION A: APPLICANT DETAILS**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

|   |  |
|---|--|
| Pre-registration reference number   |  |
| Name of proposed school:  | PERRY BEECHES VI - THE FREE SCHOOL                             |
| Is this a route one application or a route two application?   | Route one  |
| Name of lead applicant:   | <Redacted>   |
| Address of lead applicant:  | PERRY BEECHES ACADEMY TRUST, BEECHES ROAD, BIRMINGHAM, B42 2PY |
| Email address of lead applicant:  | <Redacted>   |
| Telephone number of lead applicant:   | <Redacted>   |
| How you would describe your group?  | A chain of academies or free schools                           |
| If 'Something else' please describe your group:   |  |
| Have you applied before for this school, whether under the current name or something else?                                    | No   |
| If 'Yes' and the name of the school was different, please say what the original name was:                                     |  |
| If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. | Please select  |

**About the company**

|   |  |
|---|--|
| Have you established your trust in accordance with the DfE model articles of association? | Yes  |
| Company name:   | PERRY BEECHES ACADEMY TRUST                                    |
| Company address:  | PERRY BEECHES ACADEMY TRUST, BEECHES ROAD, BIRMINGHAM, B42 2PY |
| Company registration number:  | 7749786  |
| Date when company was incorporated:   | 23-Aug-11  |
| Please confirm the total number of company members (must be a minimum of 3):              | 5  |
| Please give the names of all company members:   | <Redacted>   |
|   | <Redacted>   |
|   | <Redacted>   |
|   | <Redacted>   |
|   | <Redacted>   |
|   |  |

|  |  |
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|  |  |
|  |  |

|  |            |
|--|------------|
| Please list all company directors, providing their name and the position they will hold when the school is open: | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |
|  | <Redacted> |

|  |            |
|--|------------|
| Please provide the name of the proposed chair of the governing body, if known: | <Redacted> |
|--|------------|

**Further details about the group**

|  |    |
|--|----|
| Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. | No |
|--|----|

|                                      |     |
|--------------------------------------|-----|
| Are you an approved academy sponsor? | Yes |
|--------------------------------------|-----|

|  |   |
|--|---|
| How many existing free schools or academies are run by your group? | 4 |
|--|---|

|  |                             |
|--|-----------------------------|
| If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company: | PERRY BEECHES ACADEMY TRUST |
|--|-----------------------------|

|  |  |
|--|--|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number: |  |
|--|--|

|   |               |
|---|---------------|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection: | Please select |
|---|---------------|

|  |  |
|--|--|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report: |  |
|--|--|

|  |  |
|--|--|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: |  |
|--|--|

|  |   |
|--|---|
| How many free schools are you seeking to open in this application round? | 3 |
|--|---|

**Links to other organisations**

|  |    |
|--|----|
| 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; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations. | No |
|--|----|

|   |           |
|---|-----------|
| <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>   |           |
| <p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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.).</p> |           |
| <p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>  |           |
| <p>Have you received help and support from the New Schools Network (NSN)?</p>   | Some help |
| <p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>   | No        |
| <p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>  |           |



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

|   |  |
|---|--|
| This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application. |  |
|---|--|

|  |            |
|--|------------|
| In which local authority is your preferred location? | Birmingham |
|--|------------|

|                        |      |
|------------------------|------|
| Proposed opening year: | 2016 |
|------------------------|------|

|            |      |
|------------|------|
| Age Range: | 3-19 |
|------------|------|

|                           |  |
|---------------------------|--|
| If 'other' please specify |  |
|---------------------------|--|

|                                    |     |
|------------------------------------|-----|
| Will the school have a sixth form? | Yes |
|------------------------------------|-----|

|   |                |
|---|----------------|
| Will your school be co-educational or single sex? | Co-educational |
|---|----------------|

|                               |              |
|-------------------------------|--------------|
| Is your school a hybrid type? | Not a hybrid |
|-------------------------------|--------------|

|   |    |
|---|----|
| Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation: | No |
|---|----|

|  |    |
|--|----|
| Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? | No |
|--|----|

|   |               |
|---|---------------|
| If you answered yes to either of the above questions, please say which faith: | Please select |
|---|---------------|

|  |  |
|--|--|
| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify: |  |
|--|--|

|  |               |
|--|---------------|
| Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori? | Please select |
|--|---------------|

|                          |  |
|--------------------------|--|
| If other, please specify |  |
|--------------------------|--|

|   |      |
|---|------|
| Maximum capacity of proposed free school: | 1320 |
|---|------|

|  |  |
|--|--|
| Please say which year groups the school will have in first year and the PAN for each | Reception - 100 / Year 3 - 100 / Year 7 - 100 / Year 12 - 60 |
|--|--|

|   |      |
|---|------|
| Date proposed school will reach expected capacity in all year groups: | 2021 |
|---|------|

|  |    |
|--|----|
| Will your proposed school include residential provision? | No |
|--|----|

|                                       |  |
|---------------------------------------|--|
| If 'Yes', please give further detail: |  |
|---------------------------------------|--|



|  |               |
|--|---------------|
| For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school: | Please select |
|--|---------------|

|   |    |
|---|----|
| Are you planning to contract the management of your school to another organisation? | No |
|---|----|

|  |     |
|--|-----|
| Have you already identified a principal? | Yes |
|--|-----|

|   |        |
|---|--------|
| If yes please say when you propose the principal would start: | Jan-16 |
|---|--------|

|   |     |
|---|-----|
| Please say how many people will sit on your governing body: | 20+ |
|---|-----|

**Use of freedoms**

|   |    |
|---|----|
| Will you operate a non-standard school day? | No |
|---|----|

|  |               |
|--|---------------|
| Will you operate a non-standard school year? | Please select |
|--|---------------|

|   |     |
|---|-----|
| Will you adopt the national curriculum? | Yes |
|---|-----|

|  |     |
|--|-----|
| Will you adopt non-standard terms and conditions for teachers? | Yes |
|--|-----|

|  |    |
|--|----|
| Do you plan to make employ teachers without QTS? | No |
|--|----|

|  |  |
|--|--|
| Please list any other freedoms you intend to use |  |
|--|--|

## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> 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**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

#### **Data Protection**

Personal data is collected on the Word and Excel templates 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

| Name of task  | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| 1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November ?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you established a company limited by guarantee?   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you provided information on all of the following areas:   |                                     |                          |
| <b>Section A:</b> Applicant details   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section B:</b> Outline of the school   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section C:</b> Education vision  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section D:</b> Education plan  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section E:</b> Evidence of need  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section F:</b> Capacity and capability   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section G:</b> Budget planning and affordability   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Section H:</b> Premises  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you fully completed the budget plans?   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | <input type="checkbox"/>            | <input type="checkbox"/> |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the  | <input type="checkbox"/>            | <input type="checkbox"/> |

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| written feedback you received?  |                                     |                          |
| <p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| <b>Section I of your application</b>   |                                     |                          |
| <p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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:**

██████████

**Print name:**

██████████

**Date:**

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

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



## **Section A: Applicant details**

Please complete the Excel application form.

## **Section B: Outline of the school**

Please complete the Excel application form.



## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

#### The Education vision for Perry Beeches VI: The Free School

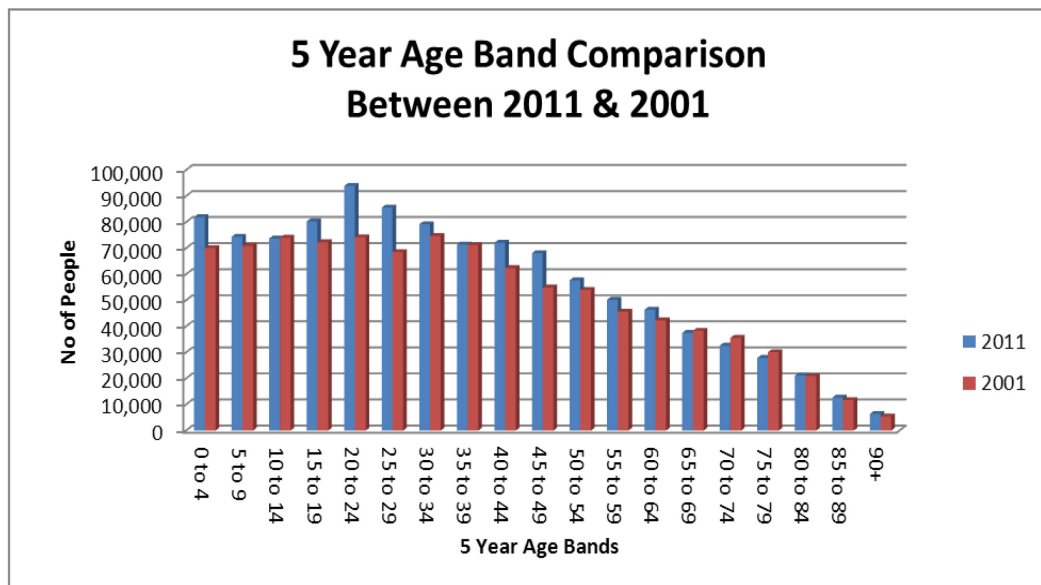
##### Rationale:

We will offer a traditional education and curriculum, an 'old fashioned' style of schooling – exactly like we offer at all our Perry Beeches schools. High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected.

██████████. The same success at PBI, PBII and PBIII will be delivered at PBVI!

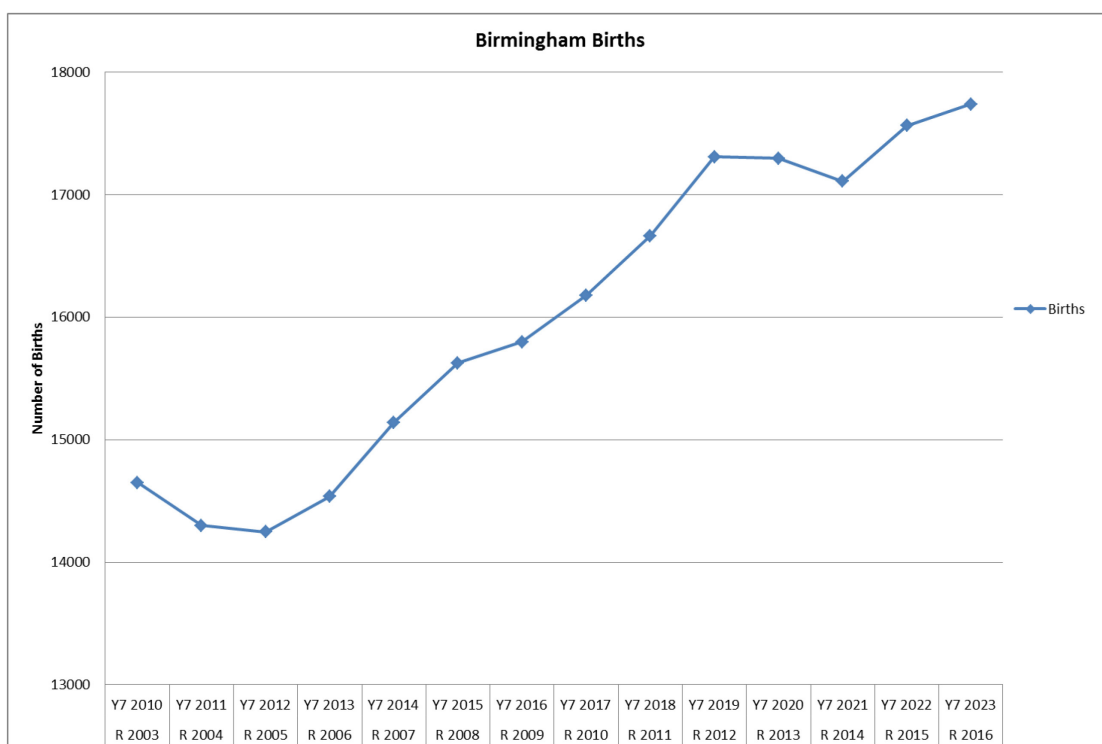
##### Shortage of Pupil Places in Birmingham

1. The Local Authority has highlighted a shortfall in school places in the Birmingham area but particularly in the 'central corridor.'
2. The city has a youthful age profile with 22% of the population being children (0-15) and in contrast to the national and local picture there are more children than pensioners in Birmingham.



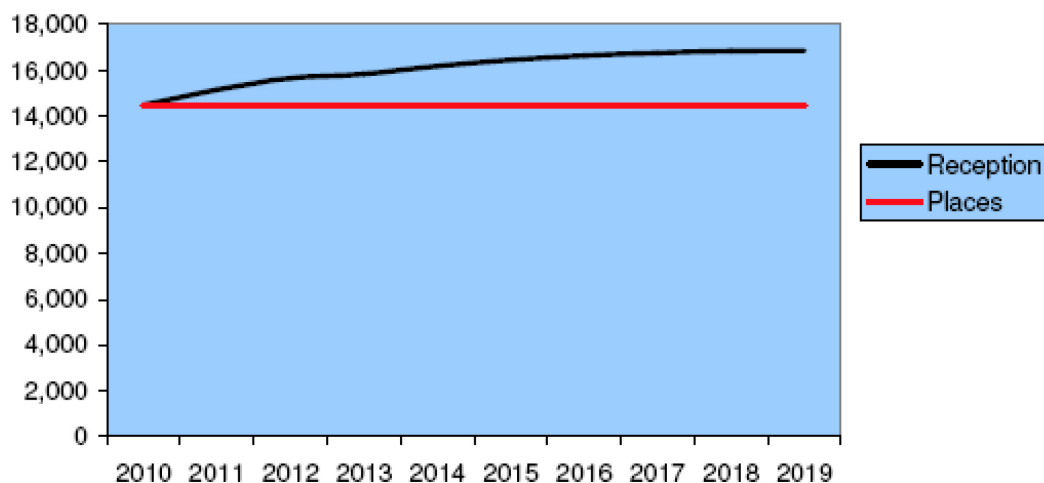
3. The average number of students in Birmingham Maintained Primary Schools has now increased from 27.0 to 27.4 over the year 2011/12 and an increase of 0.6 from 2005-2012.

4. It is widely reported that there is a shortfall of between 7500 and 9000 Secondary School places in Birmingham over the next five years as the birth rate in Birmingham rose by 25% between 2000 and 2007.
5. There has been a sharp increase in Birmingham's population from 2000 onwards and whilst there has been some planning of where provision is needed for an increase in provision of primary places in the 'Primary School Expansion Report from Overview and Scrutiny' Birmingham City Council, July 2011; There has been no plan to specifically solve the problems or aimed at secondary level or at creating All Through Schools like the one we propose, meeting a continuing need through to the end of their compulsory education and Further Education ready for Higher Education. The report has highlighted a number of issues in trying to meet the demand for places by expanding existing schools including:
  - Loss of playground /outside space/ sport and PE facilities;
  - Loss of staff car parking;
  - Insufficient hall /dining hall/PE space to accommodate the increased number of pupils;
  - Insufficient staff room space and toilets; and
  - Insufficient storage.
6. May 2011 Data also shows Birmingham has 2,729 students in excess of school capacity at State-Funded Secondary level, 3.8% as a percentage of total places.
7. Projections show an increase in the number of students of secondary school age in Birmingham from 69,517 in 2010/11 to 73,749 by 2017/18 when the proposed school reaches capacity (steady-state).
8. Birmingham's Education Sufficiency Requirement November 2013 reported stated that there is risk of insufficient capacity in the expected number of reception pupils residents in neighbouring wards from 2013-2014. The report also indicates there will be insufficient capacity in Primary places by 2015 to 2016 with figures for Birmingham showing a worsening situation:



10. This school age growth is particular to certain areas of the city. Areas include Perry Barr and Sparkhill. This is where we propose to open PBVI.

Graph 1. Projected Reception intakes against current capacity



### Oversubscribed

Perry Beeches - The Academy is the successful, Ofsted “Outstanding” and TES award winning school with a waiting list to match. Sadly there are not places to fulfil the demand of parents in the Birmingham area.

- Perry Beeches The Academy has 1010 applicants for 180 places in 2014
- Perry Beeches II – The Free School has 457 applicants for 115 places in 2014
- Perry Beeches III – The Free School has 275 applicants for 100 places in 2014
- Perry Beeches IV – The Free School has 165 applicants for 100 places in 2014

This means that there are over 1900 applicants for 495 places at a Perry Beeches Secondary schools.

### Lack of Quality Provision in Choice

- Only 67.2% of admissions offers made were first choice in Birmingham in comparison to 81.3% in the West Midlands and 85.3% nationally.
- Parents are refusing to send their son/daughter to the underperforming local schools, for which some schools such as Heartlands only 60% of students pick the school as their first choice, with more and more being forced to attend a school they did not choose as being in their top three preferences.

**Why are you proposing this school** – why is your school, in particular, needed in your area?

Perry Beeches VI – The Free School will work to the successful model already in place in Perry Beeches – The Academy, Perry Beeches II and Perry Beeches III –The Free Schools in terms of pedagogy, curriculum and ethos. This tried and tested model is already working to secure students outstanding outcomes in terms of both academic qualifications and life experiences. PB VI is an extension of the popular brand that represents the highest standards in some of the most deprived areas of our city.

The Sparkbrook area in which we propose to open Perry Beeches VI is close to the city centre but has not benefited from the same level of regeneration. The latest census completed in 2011 shows high levels of deprivation. Since the census the levels of deprivation will have worsened with the BBC reporting “the area has double the national unemployment figures. About half of the children here live below the poverty line.” (21 February 2013, BBC)

The percentage of pupils leaving Primary schools in Sparkbrook with Level 4+ in English was just 63%, a full 10% below the average for the West Midlands and 12% below the national average. The percentage leaving with Level 4+ in Maths was 9% below the national average with just 64% achieving this benchmark.

The percentage of people living in Sparkbrook with no qualifications was 37% which is 15% higher than the national average of 22%. Those with a Level 4 qualification or higher was just 16% in comparison to the national average of 27%.

The unemployment figures are double the national average and of those employed the percentage in professional work was low. The national average for employment as managers was 15% in comparison to Sparkbrook which is only 8%.

This demonstrates a fraction of the deprivation the area suffers from. Education levels are poor, unemployment high and prospects declining.

Perry Beeches has the same complex challenges faced by schools in Birmingham but has overcome these to ensure student success. Our ethos and approach is tried, tested and successful with similar students from similar backgrounds, in some cases from the same areas.

With Perry Beeches VI we are now looking to meet the demand for Primary provision. We are looking to develop each student from Reception age through to A Level. Taking students from the local area, teaching them the basics of numeracy and literacy as part of a broad and balanced curriculum. We will prepare them in readiness for secondary education so they are entering Year 7 with Key Stage 2 results which are above

national average, giving them the greatest chance of not just securing 5A\*-C including English and Maths but ensuring they have the very best high quality qualifications which will allow them to study at A Level and beyond Perry Beeches.

By educating our students from Reception we will be best placed to guide and support them, creating a curriculum and school which will provide them with the very best. As with all Perry Beeches Schools and in contrast to other schools in the area we will not waste student's time with courses which we know will not genuinely raise life chances for our students. We will adopt the same strategic leadership to Perry Beeches VI as we do our other schools, unlike typical primaries we will look holistically at our student's time at the school. We propose to use subject specialist at Primary level as well as Secondary. By giving students teacher who can specialise in subject areas our students are more likely to progress, we believe in mastery, in teachers who know their subject inside out, who are best placed to develop a student's knowledge and understanding so they make rapid and sustained progress.

### **Underperforming Local Schools:**

Unfortunately there are a number of underperforming schools in Birmingham which are also undersubscribed. Schools like Perry Beeches are above capacity however others fail to fill their rolls. As the secondary school population grows more and more students are going to be left with no choice but to attend an underperforming school.

- A number of primary schools APS in the Sparkbrook area are under the national figure indicating Literacy and Numeracy as a key priority for this area
- A number of the local schools are failing with students leaving without the qualifications they deserve

Ofsted have outlined a number of ways in which the local schools can improve because they are failing through their Survey Inspection Programme. There are a number of schools which require improvement or have been graded as inadequate by Ofsted. Quotes from reports of schools in the local area have stated:

- The proportion of students gaining 5 or more GCSE grades A\*-C including mathematics and English fell in 2012 to significantly below national averages (Golden Hillock School, 2013)
- The school is not keeping pupils safe at all times. Pupils and parent raise concerns about bullying and other aspects of safety. (Harper Bell, 2013)

Perry Beeches Academy Trust has the expertise and drive to turnaround this situation.

## **The Education Vision for Perry Beeches VI - The Free School**

Perry Beeches The Academy has, over the last six years, become a school which has had record breaking success and continues to drive an agenda of academic excellence for all students regardless of background. Although student centred we are driven on four Key Principles:

### **Key Principle 1 – Achievement**

To ensure that all students achieve or exceed individual added value from Key 1 to Key Stage 2 and Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

### **Key Principle 2 – Quality of Teaching**

To develop the quality of teaching and learning

### **Key Principle 3 – Behaviour and Safety / SMSC**

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

### **Key Principle 4 – Leadership**

To show evidence of outstanding high performing and consistent leadership and management roles throughout the school

These make up the four cornerstones of our School Improvement Plan. Our students are nurtured pastorally and academically so they are equipped with the skills necessary to be a success in a competitive market environment. Perry Beeches' students leave as academically successful, articulate, respectful, confident members of the community. This style of schooling will be the basis of Perry Beeches VI – The Free School.

A fifth Free School provides the opportunity for Perry Beeches to expand its 'brand' of success to a new location and to provide opportunities for more young people, ensuring more success in Birmingham. Birmingham city centre in particular Perry Barr is an area where there is a need for a 'better deal' in terms of quality of education, for a population where there are high levels of deprivation and a seeming lack of aspiration in terms of primary, secondary, further and higher Education. The lives of the children who attend Perry Beeches VI will be different from those who do not, they will be given life chances that otherwise would not have been afforded to them. The data shows that parents are not opting to send their children to their local school, the data shows that the local schools are underperforming, the data shows

Perry Beeches is an oversubscribed, over performing school with a track record of success and outstanding teaching and learning which can make a positive difference to this area and to these children.

Perry Beeches VI: The Free School will be a mainstream, non-selective, school for students aged 3-19. The Free School will be built on traditional values. Pivotal to this will be a Respect Agenda embodied by an ethos and culture of learning and success for all. There will be particular regard to outstanding achievement for all students whatever their academic start point and a commitment to lifelong learning for all stakeholders. All students will be expected to achieve and as with Perry Beeches The Academy **ALL** will be expected to achieve a minimum of 5 A\*-C at GCSE Level.

There will be a broad and balanced curriculum which will allow students to successfully work towards Key Stage 2 tests, GCSE and A Level qualifications. We are seeking to be part of Birmingham, and enable our students to have access to all the resources Birmingham can offer us. The curriculum will be built around the student's needs and aspirations, students will be guided to ensure they make informed decisions about their choices and are successful in their chosen subjects. There will be the highest expectations in terms of academic standards, a business-like approach in the way that students present themselves in terms of school uniform, being in school every day and on time.

The Free School will provide students with a safe and secure environment in which to learn. We will develop a team ethos from day one. The development of student leadership roles will be a key ingredient in developing young people who are confident, articulate and have a willingness to embrace new challenges. As with Perry Beeches – The Academy and Perry Beeches II and III – The Free Schools, students will be the centre of all that is done, will be the core business of the school, and, because of this, will want to attend, will want to achieve and will want to be successful. Students will shape the school and as with PBI, PBII and PBIII will have a clear voice in decision making in the school including the evaluation of Teaching and Learning.

The Free School will be a place in which the stakeholders, parents, governors and the local community are valued partners working alongside the school. They will all have a role in contributing to and supporting the culture and ethos of the school. At Perry Beeches we actively engage with community leaders, businesses and figureheads. They play key roles in our schools helping contribute and support the ethos of the school by supporting our school in a number of ways, whether it be through direction at Trust Board level, Governorship, or practically, enriching the curriculum, sharing their experiences, offering work placements or other activities which form part of the PB experience like the celebration weeks of different cultures.

The Free School will invest in 'people'. There will be an expectation of learning for all staff and that continued learning will be extended to other stakeholders. We will extend our current learning partnerships with Higher Education providers. Teaching staff will be expected to have an MA in Education or in the process of studying for their MA. Support staff will all extend their learning through various routes such as GCSEs, NVQs, Foundation and First Degrees. We will strive for all teaching to be outstanding and will challenge teaching and learning which requires improvement.

The Free School will further develop its relationship with key organisations such as Teach First, Teaching Leaders and Future Leaders. Having a clear ethos of learning for all of our adults has a direct impact on the attainment of students. The aspiration of learning and success will be all encompassing for our students. It will be the norm that learning is key, not only at school, but throughout your adult life. The explicit philosophy will be that we are all learners, at whatever level, and the learning by staff will be used to directly impact on student achievement and attainment.

Perry Beeches VI will provide students with life experiences that are not typical of a normal school, the only type of school currently available to them now. The Free School will be a team based community where we will all be involved in experience beyond the classroom through residentials and field trips such as outward bound centres and foreign residentials for **ALL**. We will work with local and national businesses and figureheads to enrich our curriculum incorporating themes of enterprise and citizenship.

Raising academic standards and aspirations of all students and stakeholders will be at the heart of all that we do; constantly evaluating all our work so that it meets the needs of our students, we will seek to develop student's leadership throughout the school. Our school will be appropriate for our students because just as with Perry Beeches The Academy this will be a school centred on student needs with the view to all students being successful.

## **Aspirations and Outcomes**

### **Key Principle 1 – Achievement**

To ensure that all students achieve or exceed individual added value from:

- A) Key Stage 1 to Key Stage 2**
- B) Key Stage 2 to Key Stage 4**
- C) Key Stage 4 to Key Stage 5**

- A) Key Stage 1 to Key Stage 2**



- All students to make a minimum of two levels progress between Key Stage 1 and Key Stage 2
- Percentage of students achieving Level 4 and 5 in English, Maths and Science to be significantly above national average

#### **B) Key Stage 2 to Key Stage 4**

- All Year 7 students to make a minimum of 2 sub-levels progress (in line with national expectation) by the end of Year 7 in core subjects
- All students to make a minimum of 4 sub-levels progress (in line with national expectation) by the end of KS3 (Year 8) in core subjects
- 100% of students regardless of background or SEN to leave Perry Beeches VI The Free School with 5 A\* - C GCSE
- 5A\*-C including English and Maths to be significantly above National Average, placing school in FFT-D Range (2011- 53%) and in line with Perry Beeches – The Academy (2012 – 77%)
- 3+ levels of progress to be significantly above National Average in English (2012 - 70%) and Maths (2012 – 65%)
- 4+ levels of progress to be significantly above National Average in English (2012 - 30%) and Maths (2012 – 29%)

#### **C) Key Stage 4 to Key Stage 5**

- 100% of students to achieve pass grade at A Level. PB VI to be significantly above National Average of grades A\*/A (2011 – 27%)

### **Key Principle 2 – Quality of Teaching**

To develop the quality of teaching and learning.

- 75% of lessons to be graded Good or Outstanding
- Quality of Teaching and Learning to be continuously monitored through learning walks, lesson observations and 'Mini Ofsted' (Internal Ofsted inspections) intervention and support to be put in place when appropriate.

### **Key Principle 3 – Behaviour and Safety / SMSC**

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

- Attendance to be significantly above National Average (2011-12 - 93.5%) and in line with Perry Beeches – The Academy (2011-12 – 95.31%)
- Standards of Perry Beeches – The Academy to be maintained with Behaviour Policy to be followed, clearly outlining expectations, sanctions and rewards

#### **Key Principle 4 – Leadership**

To show evidence of outstanding high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a Masters Level Degree or be working towards one, all members of staff to have GCSE in English and Maths or be working towards them
- Students to be involved in a leadership opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns.

|                  | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|--|------|------|------|------|------|------|------|
| <b>Reception</b> |  | 100  | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 1</b>    |  |      | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 2</b>    |  |      |      | 100  | 100  | 100  | 100  | 100  |
| <b>Year 3</b>    |  | 100  | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 4</b>    |  |      | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 5</b>    |  |      |      | 100  | 100  | 100  | 100  | 100  |
| <b>Year 6</b>    |  |      |      |      | 100  | 100  | 100  | 100  |
| <b>Year 7</b>    |  | 100  | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 8</b>    |  |      | 100  | 100  | 100  | 100  | 100  | 100  |
| <b>Year 9</b>    |  |      |      | 100  | 100  | 100  | 100  | 100  |
| <b>Year 10</b>   |  |      |      |      | 100  | 100  | 100  | 100  |
| <b>Year 11</b>   |  |      |      |      |      | 100  | 100  | 100  |
| <b>Year 12</b>   |  | 60   | 60   | 60   | 60   | 60   | 60   | 60   |
| <b>Year 13</b>   |  |      | 60   | 60   | 60   | 60   | 60   | 60   |
| <b>Totals</b>    |  | 360  | 720  | 1020 | 1220 | 1320 | 1320 | 1320 |



## **Section D1:**

### **Curriculum Rationale:**

We will offer a traditional education and curriculum, an 'old fashioned' style of schooling – exactly like we offer at all our Perry Beeches schools. High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected.

██████████. The same success at PBI, PBII and PBIII will be delivered at PB VI!

Perry Beeches VI The Free School vision is 'to provide an excellent education for every child to exceed expectations'.

### ***Expected Student Intake/ Background:***

- The figures from OFSTED inspections carried out upto 2011 showed that 30% nursery and primary schools were deemed to be satisfactory or below. In secondary schools 39% of schools were also deemed to be satisfactory or below.
- Two-thirds of the local primary schools did not meet the Local Authority's target for 2 levels of progress in English for 2011. The same number did not meet the national average for progress in English.
- Only one-third of the primaries met the LA average for average point scores (APS) in 2012. Five primaries saw average point scores decline from 2011 to 2012 whilst the rest of the LA saw APS on average increase from 27.1 to 27.9, the largest increase since before 2005.
- For the second year running only one-third of the local primaries achieved the national average for English and Maths L4+ in 2012.
- The results are worse for the higher ability students with only one school in the local area achieving the national average for the number of students achieving L5+ in English and Maths, a decline on 2011 when one-quarter of schools achieved this.
- Although results remain variable in the area the number of statemented students has steadily declined since 2007 from 1.8% of the roll to 1.3%. During this same period the percentage of students who are SA+ has steadily risen from 7.0% to 8.4% in 2011 followed by a minor decline in 2012.
- The figures show that students with English as an Additional Language make up 37.7% of the student roll at the feeder primaries more than double the national average of around 15%.
- The Perry Barr area has a higher proportion of the working age population with no qualifications than Birmingham (37%) and England (29%). The area (14%) also has a lower population of its working age population educated to NVQ Level 4-5 than Birmingham (17%) and England (20%).

This shows the students who are likely to enter Perry Beeches are on average achieving much below the local and national averages for attainment and progress in

English and Maths. There is a high percentage of students who have English as an additional language and this may be a barrier for their learning. The data shows that not one of the schools has consistently increased its APS over the six year period, unlike Perry Beeches which has shown 6 years of continual improvement in the percentage of students who achieve 5A\*-C including English and Maths. At Perry Beeches we give students **'life chances'**, we ensure students leave with relevant qualifications to take them onto their next chapter in their 'learning journey'.

**Perry Beeches VI The Free School mission statement is to:**

*'Provide an excellent all-through education for every child regardless of background. Perry Beeches VI The Free School, will be working to raise attainment to ensure that every child who joins at the age of three, leaves at the age of eighteen with the qualifications and character skills to commence the degree or career of their choice. By working with parents as partners, staff at Perry Beeches VI The Free School will guarantee that every child will exceed expectation and fulfil their potential'.*

The Perry Beeches VI The Free School vision and mission will be achieved by adopting the following core values:

- Invest in the recruitment and development of high calibre graduate teachers
- Education: a broad and balanced curriculum that will provide pathways to a range of careers
- Every child: a fully inclusive school, with high expectations and high aspirations for every child
- Exceed expectation: set ambitious targets to ensure students exceed levels progress expected of them.

The aim of the curriculum at Perry Beeches VI The Free School is to maximise the opportunities and outcomes of all students, and as a result, improve their life chances. The curriculum will provide students with the opportunity to:

- make rapid and sustained progress, and have high levels of understanding across a wide range of different subjects across the curriculum
- find learning engrossing and enjoyable, and are motivated to achieve through collaboration and cooperation
- achieve and promote their spiritual, moral, social and cultural development, in preparation for life in modern Britain and a global society

Perry Barr historically has low levels of Literacy and Numeracy. This has led to student underachievement in the wards of Perry Barr with outcomes at levels considerably lower than the national Level. The lower levels of Literacy and Numeracy need to be addressed with a 'depth before breadth' approach to ensure that students gain these vital skills as early as possible and are prepared adequately to secure

progress on a wider curriculum. The National Curriculum across the Key Stages provides an excellent variety of subjects that prepares students adequately for adult life, but students in Perry Barr do require an intricate level of intervention directed towards their key needs of Literacy and Numeracy. Delivering the National Curriculum for the individual needs of students within Perry Barr will not provide the “interventions based / personal learning approach” that is needed to drive up achievement in this area immediately. The curriculum needs to be tailored to create a learning environment that is supportive and reflective of the abilities of students needs in Perry Barr.

Perry Beeches VI The Free School has therefore devised a specialised curriculum for students which address their core needs early in the appropriate key stage. The aim of this specialised curriculum is to provide an intensive intervention based approach to bringing students levels of Literacy and Numeracy to national levels. This approach will ensure that when students are able to access the wider curriculum, they will have the basic skills to progress in the wider curriculum subjects. The response to the low Literacy and Numeracy levels has therefore been to dedicate more time to English and Mathematics. Those students with low Literacy and Numeracy levels will do additional Literacy lessons in the first instance instead of Modern Foreign Languages (MFL).

The curriculum model will be flexible and the timetable will be adapted to suit the needs of the students.

The model shown is the ‘standard’ timetable; however should the needs of the students mean that this timetable is not best suited then it can be modified at any stage during the academic year. For example:

- A cohort of students are achieving below nationally expected levels in core subjects such as English and Maths
  - Timetable adapted so they do not study MFL but have additional time studying Literacy/Numeracy

Part of the success of the Perry Beeches’ Schools has been the ability to change the curriculum to be tailored to the needs to the students at any time of the academic year. Unlike other schools in the area which are slower to react to student needs and only change the curriculum annually.

For students with particular needs separate curriculum pathways will be created which will introduce students to wider learning. The amount of teaching time allocated will be matched to the needs of the students, but not at the expense of a broad and balanced curriculum. For example in Year 7, lower and middle attaining students below National Average in Literacy/reading age may require more time focused on Literacy. These students may be new arrivals or have Special Educational needs. These students will

benefit from the support of Assistant Teachers, as well as small group targeted intervention and activities during the school day, during breakfast or afterschool. For example, a reading club to accelerate the reading age of students or a speaking and listening workshop. These students will also be allocated a Post 16 academic mentor.

The result of not taking into account the Literacy and Numeracy needs of students in these wards and adapting the curriculum effectively, is that students will struggle in the wider subjects as they will not have the language skills that are required to progress. Students will struggle to read and write effectively throughout the curriculum leading to lower levels of achievement at GCSE level. The important point to note is that the timetable is flexible and will change throughout the year to meet the needs of the students.

Perry Beeches VI, like all PB schools will extend the school day, use 'holiday time' and direct staff in order to tackle literacy/numeracy deficiency.

Perry Beeches VI The Free School curriculum aims not to deprive students of a broad and balanced curriculum. Students will still be studying the wider variety of subjects but with less time dedication than the core subjects. The extended school day and enrichment slots make this possible.

The vision of Perry Beeches VI The Free School has driven the innovative design of the curriculum which consists of two entwined strands. Students at Perry Beeches VI The Free School will enjoy the richness of:

- a broad and balanced curriculum (traditional core, breadth and enrichment curriculum)
- a distinctive locality that will be used as a curriculum resource to raise aspirations of our students.

### **Birmingham City Locality:**

Perry Beeches VI – The Free School will be located within walking distance of the city centre. This presents a wealth of outdoor learning opportunities for students which students at Perry Beeches II & III – The Free School's already incorporate in their curriculum and will be a feature of the PB IV curriculum when it opens, in September 2014.

The location of the school in Birmingham will mean students will have access to:

- St Paul's Church, a Grade I listed Church located in a Georgian square
- Birmingham Museum and Art Gallery and 40 other galleries
- University of Birmingham, Aston University, Newman University, Birmingham City University



- Aston and Birmingham Science Parks
- Industry links including Jaguar Land Rover
- National Indoor Arena

Perry Beeches already has links with a number of key figures in Birmingham who are able to support our students in their work and broadening their experiences of the city. They include, but not exclusively:

- [REDACTED]
- [REDACTED] –
- [REDACTED]
- The Canal Trust are working with the school on a variety of projects.
- The Jewellery Quarter Development Trust

Links like these will be used to ensure that students are given opportunities to enrich their learning and understand more about the history of their city. Where possible these will be closely tied to the curriculum, such as visits to Stratford-upon-Avon to see where William Shakespeare lived and worked to support Drama and English. Other links will enhance the ethos of the school through support in events such as visits during 'Black History Month' or 'Gay and Lesbian Culture Week.'

### **Team PB Teaching Pedagogy:**

#### **This is linked directly to Key Principle 2 – Quality of Teaching**

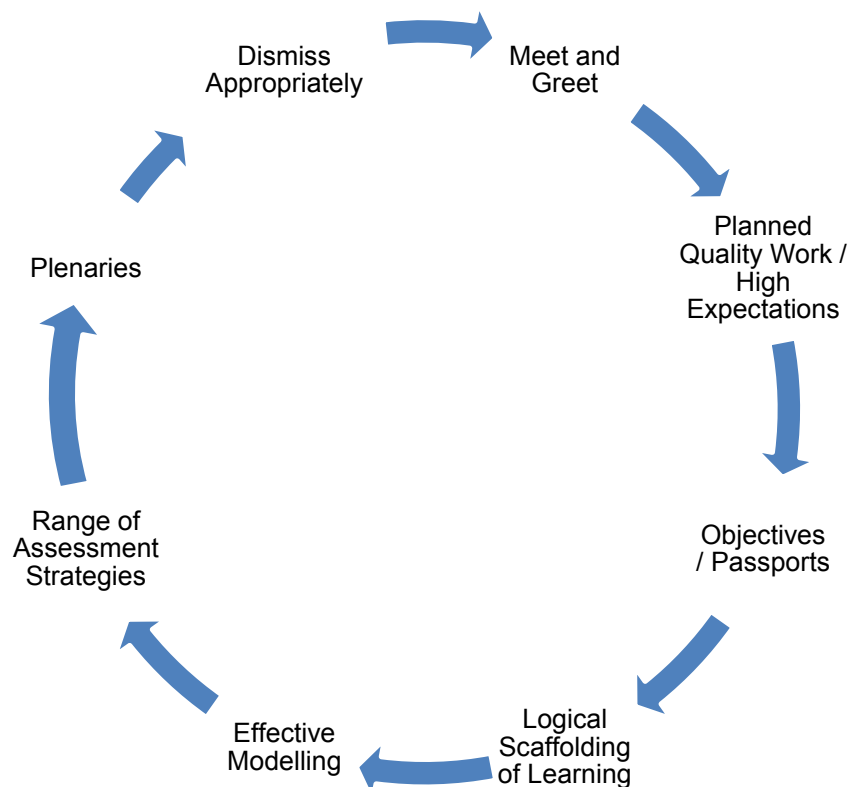
To develop the quality of teaching and learning.

- 75% of lessons to be graded Good or Outstanding
- Quality of Teaching and Learning to be continuously monitored through learning walks, lesson observations and 'Mini Ofsteds' (Internal Ofsted inspections) and intervention and support to be put in place when appropriate.

Perry Beeches The Academy has developed Teaching and Learning through the creation of the Teaching and Learning team led by the Senior Leadership Team. This has resulted in Perry Beeches The Academy creating a training school portfolio which is rigorous and robust in the development of all teachers in classroom.

Perry Beeches has developed its own pedagogy of teaching which has been successful and will be adopted by Perry Beeches VI The Free School. The following is an overview of what to expect when teaching takes place across the family of Perry Beeches schools.

## Team PB Class Routines:



## Planned Quality Work and High Expectations:

- Thorough Lesson Planning
- Believe in what we are delivering
- Inspiring Work that PUSHES students to improve
- Ensuring that students learn something new each lesson (What do you want students to learn in your lesson)

## Meet and Greet:

- Welcoming students, engaging with a smile, (they may have just had a difficult lunch break, fallen out with a friend, had an argument with parents). Meet and greet is your chance to make a positive and fresh start for each student.

- Setting the scene for learning. Reminding students that their starter activity is on the board (or on tables)
- Checking uniform and ensuring Passports are at hand to save time so learning takes place as soon as students step foot in your classroom. Polite requests, not confrontation.

### **Passports:**

- Expecting students to have Passports out on tables means that they have the following at hand:
- Working at Levels and Targets should be looked at and revisited in lessons (If a visitor asks a student about levels, they have the information to hand, immediately).
- Rewards (Quick and easy access to rewards)
- Sanctions (Yellow slips to detentions. This also shows a student's history if you are not familiar with them)
- Toilet Pass (easy monitoring of WC use)
- Notes to and from Parents (excellent way of communicating with parents - second only to a phone call or meeting).
- The Passport is like a mobile filing cabinet for students. We need to use it and encourage students to use it effectively.

### **Objectives and Outcomes:**

- Clear Learning objectives with clear outcomes for EVERY lesson
- Displaying clear lesson objectives for example Must Should Could or IDEAL
- Needs to be written in language that students can understand.
- Should show students what standard their work is and how they can improve.
- Link standards of work to Levels and Grades.
- Clearly highlight differentiation

### **Effective Modelling:**

Effective modelling ensures that students move from dependence on the teacher as the expert, to independence and being more expert themselves.

- Demonstrate to students how to acquire the skills you want them to learn.
- Show students how to achieve what you want them to learn.
- Show students the strategies required to achieve tasks.
- Help students develop the confidence to use processes themselves.
- Demonstrate alterations and how to progress from one level to the next.

- Model Easy Mistakes-Highlight good practise and poor practise (encouraging discussion).
- Show a variety of techniques and strategies to appeal to V.A.K learners
- Help students to take risks when learning.
- Think out aloud demonstrating and discussing changes, progress and variety of skills in students work to encourage and inspire.
- Comparing styles and standards of work linking to levels and grades.

### **Logical Scaffold of Learning:**

- Creating platforms to enable students to access different levels of learning
- Throughout lesson creating opportunities to build upon skills and prior knowledge
- Tailoring and targeting support for individuals and groups of students (SEN GAT)
- Scaffolding is a learning bridge that enables the learner to get from one learning point to the next presenting an activity or task step by step for students (generally teacher led but G&T students can support)
- Using prior subject knowledge or experience and building upon it to expand upon knowledge.
- Scaffolding provides appropriate frameworks or scaffolds in which children can attempt to work things out for themselves.

### **Range of Assessment Strategies:**

- Self and Peer Assessment-Giving students the opportunity to assess their own work and the work of others. Developing students' knowledge of assessment.
- Questioning - Use a variety of questioning techniques.... Open and closed questions...
- Teacher - Formative written comments on work... Verbal feedback to students throughout the lesson.
- Traffic Light Cards - Students highlighting their understanding and giving answers using traffic lights
- Whiteboards - Students giving their responses on whiteboards
- Tracking sheets - Students and teachers track progress on tracking sheets highlighting student specific targets.

### **Plenaries:**

- Mini plenaries throughout lessons will keep students focussed on what they are learning, how well they are doing and how they could improve work.
- Reviewing Progress. Plenaries can review work and put learning into context, clarify, re-cap and remind students.
- Plenaries can promote discussion, debate and thinking skills.

- Each time a visitor enters the room teachers should incorporate some form of plenary as soon as it is appropriate. This will tell your visitor:
  1. What you are teaching
  2. What students are learning
  3. The progress being made in your lesson
  4. Showcasing your outstanding classroom practise.

This gives you the opportunity to showcase your teaching skills and the learning taking place! (You want important visitors to see that your lesson has all the elements a lesson needs to be graded OUTSTANDING).

### **Dismiss Appropriately:**

- Students should always leave your lesson in the fashion that you would like them to arrive at yours.
- Calm
- Purposeful
- Ordered
- Ready to LEARN!

Perry Beeches VI The Free School will be a learning community and through teacher training at all levels, we will develop reflective, innovative and creative practitioners, who inspire, engage and develop the young people we serve. Perry Beeches The Academy has been highlighted by Ofsted as a high quality training organisation that develops 'a positive commitment to teacher training and outstanding mentoring'. This is supported by staff who said:



Perry Beeches VI The Free School will boost the status and quality of teachers, as good teachers are essential to high quality education. There are no magic bullets or quick wins, teaching and learning requires a long-term and coherent plan for:

- Recruiting
- Training
- Retaining

Perry Beeches VI The Free School will follow the philosophy of:

- Recruiting the best candidates for the profession
- Develop them into the best teachers
- Continue to train them in teaching and learning
- Invest in their own learning for example through the MA programme, Foundation degrees and all staff gaining GCSE English and Maths
- Create a sustainable succession planning model adopted across the Academy Trust that allows opportunities for developing the leaders of tomorrow at Team PB!

**This links directly into Key Principle 4 – Leadership:**

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a Masters Level Degree or be working towards one, all members of staff to have GCSE in English and Maths or be working towards them.
- Students to be involved in a leadership opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

Perry Beeches VI The Free School will embrace and further develop teacher training at all levels through T&L inset sessions every half term along with twilight sessions every two weeks. These will be led by the Headteacher. These sessions will be based on the needs of T&L audit.

Below are examples of what workshops may be on offer:

**Teaching and Learning Example Inset 2015/2016:**

| DATE                      | SUBJECT   | LED BY   |
|---------------------------|---|----------|
| 1st October               | Observing Good Practice (Middle Leaders)<br>All other staff training based on individual needs.                                 | T&L Team |
| 29 <sup>th</sup> November | RWCM/SPAG (Teaching staff)<br>Role of AOTT (TA's)<br>AOL (NQT, GTP, UNQ)<br>What is Outstanding Practice (Middle Leaders & SLT) | T&L Team |

|                          |                              |          |
|--------------------------|------------------------------|----------|
| 27 <sup>th</sup> January | PSHE Observation             | Pastoral |
| 16 <sup>th</sup> March   | Cross Curriculum Teaching    | HOF      |
| 4 <sup>th</sup> May      | Individual Development Needs | T&L Team |

**Example Twilight Training Themes – Autumn Term 2015:**

|           | <b>GENERAL TRAINING</b>                                | <b>NON-TEACHING STAFF</b>                    | <b>AOTT</b>                            |
|-----------|--|--|--|
| Session 1 | Understanding Data/<br>Assessment for Learning         | Progresso training-<br>New Management System | Developing Literacy Skills in learning |
| Session 2 | Supporting Literacy and Numeracy across the curriculum | Progresso Training-<br>New Management System | Developing Literacy Skills in learning |
| Session 3 | Writing Reports and Reporting to Parents               | Designing a Newsletter                       | Developing Literacy Skills in learning |
| Session 4 | Learning Styles and Delivery                           | Using Excel                                  | Developing Numeracy Skills in learning |
| Session 5 | Developing the Reflective Practitioner                 | Introduction to developing the website       | Developing Numeracy Skills in learning |

|           |  |               |  |
|-----------|--|---------------|--|
| Session 6 | Student Voice –<br>How to effectively<br>involve students in<br>Teaching and<br>Learning | Using the VLE | Developing<br>Numeracy Skills in<br>learning |
|-----------|--|---------------|--|

### **Student Voice Teaching and Learning:**

#### **This links directly into Key Principle 4 – Leadership:**

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a Masters Level Degree or be working towards one, all members of staff to have GCSE in English and Maths or be working towards them
- Students to be involved in a leadership opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

We will develop a Teaching and Learning Panel consisting of Reception, Year 3, 7 & 12 students in year 1 leading up to a student representation from all year groups by year 5. Students will be a mixed ability.

This is the third year of running Student Voice Observations at Perry Beeches The Academy, PB II and PB III where 117 students have been trained to observe lessons and give feedback. Students during this time have worked with teachers and training teachers. Some findings from this were:

- Students observed staff that taught them in their actual classes and observed elements of the lesson that they had not previously noticed.
- Students' awareness of class routines has improved as a result of the observations.
- Students enjoyed working on a professional level with teachers.
- Students enjoyed sharing experiences and ideas from other subjects with staff.
- Students felt listened too.
- Students felt that their relationships with staff improved.

Perry Beeches VI will adopt this model and develop it further. Students will be trained how to observe any lesson, where will be made aware of the teaching and learning expectations and content of lessons. Students will share their learning experiences with staff and students. Student Voice will be a key ingredient in developing Perry Beeches VI The Free School's Teaching and Learning.



### **Student observations will focus on:**

- Class Routines
- Assessment Strategies
- Modelling/Scaffolding
- Lesson Outcomes
- Teaching Styles
- Differentiation
- Plenaries

### **What's in it for Pupils?**

- Being able to talk about your learning helps students to:
- Feel more positive about school and more included in its purposes – the organisational dimension
- Have a stronger sense of self-worth – the personal dimension
- Have a stronger sense of self-as-learner so that they are better able to manage their own learning –the pedagogic dimension
- Contribute to improvement in teaching and learning and wider school matters – the political dimension
- BETTER ACADEMIC RESULTS!?!?!?

### **What's in it for Teachers?**

- A deeper insight into young people's capabilities and interests
- The capacity to see the familiar from a different angle
- A practical agenda for improvement
- A renewed sense of excitement in teaching
- BETTER ACADEMIC RESULTS!?!?!?

### **Pupil Leadership:**

At Perry Beeches VI The Free School we believe that young people matter and we recognise their right to be consulted and establish for them a positive role in their school.

Our School Council will provide a basis for active learning of important life skills, such as speaking and listening skills, teamwork, emotional Literacy, problem solving, moral reasoning skills, self-esteem and self-confidence.

School Council experiences will provide a dynamic foundation for learning about Citizenship. Young people and children acquire skills which help them to become resilient to negative experiences. School and Form Councils enable students to have a voice and to understand that their opinions count.

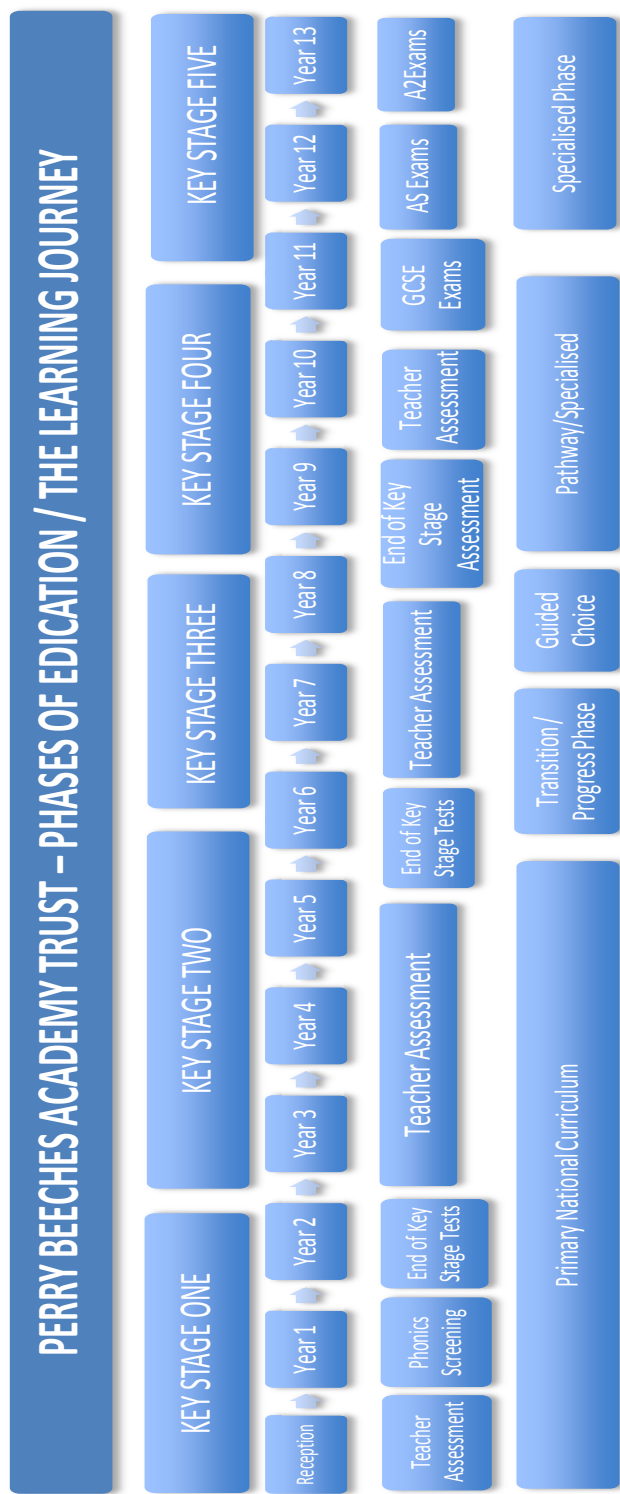
Positive peer leadership will develop and the responsibility for maintaining good behaviour is shifted away from teachers and towards members of the classroom and school community. There is improved communication between students and teachers and the school develops into a community where they work in partnership towards shared goals. The aims are:

- To provide a vehicle for students' opinions to be voiced.
- To give students a chance to experience speaking in public.
- To give students a wider experience of responsibility.
- To develop a school community where everyone works in partnership towards the same goals.

Students will also play a crucial role in the decision making of the school through a number of leadership opportunities such as:

- Head Boy and Head Girl
- Deputy Head Boy and Head Girl
- Senior Prefects
- Prefects
- Whole School Council
- Year School Council
- Form Council

### **The Learning Journey:**



**Primary Curriculum**

There are a number of general key points to make about the enormously successful Perry Beeches Academy Trust now moving into the delivery of Primary School education provision.

Firstly our experience of delivering outstanding educational progress is unquestioned. Secondly over the last few years through a number of strategic partnerships, we are

already operating at Primary School level. PBII and PBIII work in the Ladywood Primary Consortium; our recent work to partner the inner city Church of England Primary Schools as the key joint sponsor closing in on school improvement, in some of the most difficult/challenging primary schools' and our work as the lead School Direct practitioner in the West Midlands with 15 Primary School Partners, training primary school teachers. Just these examples show our experience and readiness to deliver Primary education.

Perry Beeches is now very experienced in the Primary field, has employed cross phase staff and is poised to successfully lead all-through schools in terms of leadership, management, curriculum and pupil progress.

As you read this section about our dynamic curriculum proposals, there are well thought through, planned and structured strategies to deliver an outstanding education from 0-19 by an experienced, successful education provider who has already got an all-through track record.

### **Primary National Curriculum:**

At Perry Beeches VI The Free School we recognise that all students are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and to enable them to play a full part as responsible citizens in the 21st Century. The curriculum aims to provide opportunities for all students to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities.

We aim to provide skills of literacy, numeracy, and information and communication technology, helping them to develop enquiring minds and the ability to think rationally.

The curriculum also promotes students' spiritual, moral, social and cultural development and supports them in developing principles for distinguishing between right and wrong. Students are encouraged to think creatively and critically and to respect others and the environments in which they live. The curriculum enables students to develop their physical skills and promotes their personal and social well-being.

We believe that the curriculum should stimulate enjoyment of, and commitment to, learning as a means of encouraging the best possible progress and the highest attainment for all students, preparing them effectively for the next steps in their education.

### **The Transition/ Progress Curriculum:**

The students will follow an exciting programme of learning that will be effective in generating a positive culture for independent and creative learning. The Transition/ Progress phase is designed to create a smooth transition from primary to secondary. This will build on the student's primary Education to provide a stimulating and supportive environment.

The key focus of this phase is raising the low Literacy and Numeracy levels which will be done in the core through English and Maths and through the breadth of the curriculum, particularly those subjects within Humanities.

This is about sustaining the focus on developing basic skills in Literacy and Numeracy as well preparing all students to make the minimum expected 3 levels progress in these subjects over the five years ahead.

### **Progress/ Guided Choice Phase:**

The aim of the Progress/ Guided Choice phase is for student learning to continue to develop building on Year 7 and preparing them for the next phase of their learning journey. Students will be equipped with attributes and particularly the subject related skills that will enable them to progress successfully. This will allow students to make informed decisions for their 'Guided Choices' in the spring term. Students will focus will on developing key attitudes to for learning.

### **The Pathway/ Specialised Phase:**

This phase is over a 3 year period where students will follow a pathway in their learning journey specialising in subjects that will allow them to travel onto the next phase of their education and beyond. Students will access a number of personalised progression pathways allowing a broad and balanced choice of qualification courses. This allows for increased opportunity and higher levels of attainment.

### **The Specialised Phase:**

The Specialised phase of learning continues to build on the achievement of KS4 and allows students to progress to a high level in a range of subjects in a variety of A Level courses.

The two years of the student's sixth form career are an exciting culmination of school education. They are years of transition, looking forward to the experience of

Higher Education and preparing for it by the increasing responsibility that students have for planning their own work. Success in the sixth form will depend on students' ability to assimilate knowledge efficiently from their lessons and reading, on the development of logical habits of thought and, perhaps most importantly, a commitment to, and equally an enjoyment of, their chosen courses. Beyond this, their commitment to the activities available to them, their example to others and the opportunities they will have for leadership will all make their time at Perry Beeches VI The Free School transformational.

Whilst the sixth form at Perry Beeches VI The Free School very much shares the values of the whole school, arrangements for the sixth form years will be slightly different from those which characterise the earlier years. Of course, we will demand high standards of behaviour and appearance, but within an atmosphere we regard as appropriate for those who will all soon be taking their places at university.

Most obviously, the sixth form will enable students to focus on a course of study which suits your personal aptitude. Smaller classes allow students to develop their own ideas and shape their own progress in close discussion with fellow students and teachers. Even more than this, however, the sixth form at a great school such as Perry Beeches VI The Free School will enable students to grow and flourish as an individual, to discover and develop the many talents they certainly possess and to go on to great success in the world beyond the gates of Perry Beeches VI The Free School.

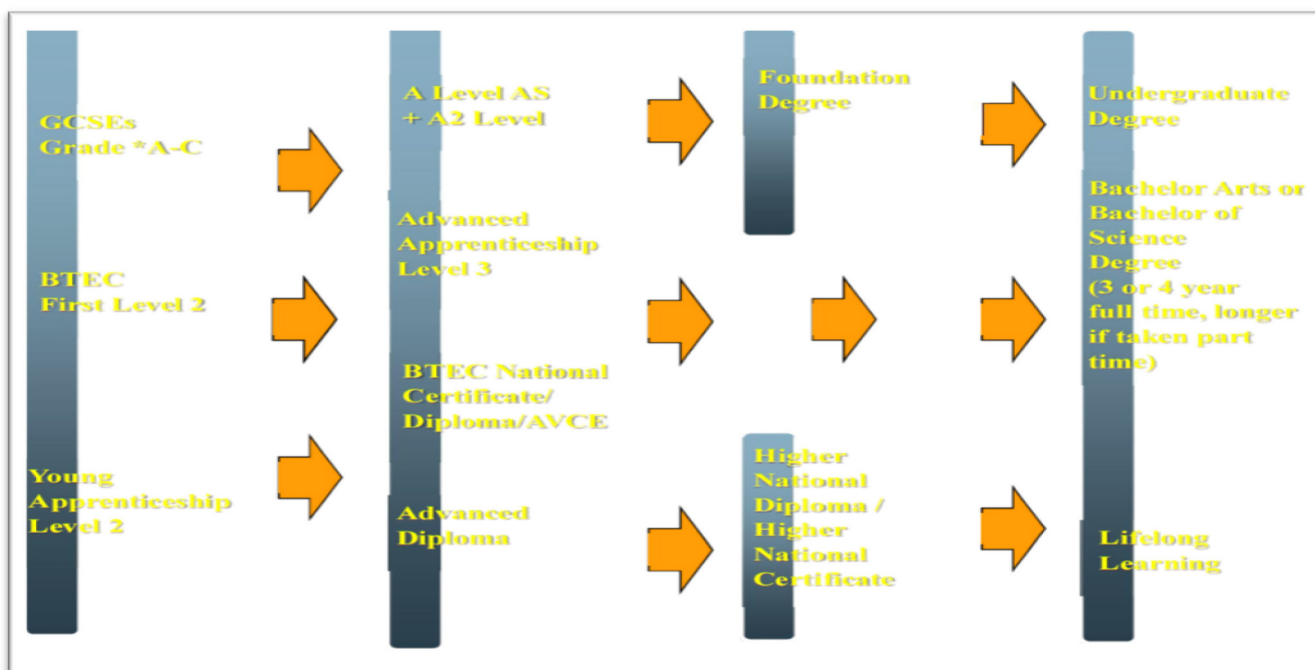
The strong provision of Careers and Higher Education advice at Perry Beeches VI The Free School that will be firmly based on a combination of technical expertise and pastoral care. There will be a Higher Education Office located within the The Free Schools Sixth Form where guidance and support will be made available by the Head of 6<sup>th</sup> Form.

Virtually all sixth form students at Perry Beeches VI The Free School will be expected to continue their education at university. Parents will have an opportunity to meet tutors and teachers at parents' evenings in both years of the sixth form. An additional evening in the spring term of the Lower Sixth will be devoted entirely to explaining the details of university entrance; parents will have ample opportunity to discuss the procedures with the school at that time. In the summer term a second evening is provided to offer specific guidance for applications.

It will be school policy that all sixth formers should complete the university entrance procedures in the Upper Sixth, even if a 'gap' year is contemplated. Information about universities and about particular courses will be widely available from the Head of 6<sup>th</sup> Form, online from the UCAS and university websites and within individual subject

departments. Advice on these important decisions will be co-ordinated by student's personal tutor.

Students will also have the opportunity to meet with individuals who are working in the professions in which you might be interested. Through local business and community links students will be able to meet with individual representatives of two chosen occupations for a half-hour conversation or interview. The interviewer will then write a brief report for the students, offering a view of the student's suitability for the career in question and suggesting further steps through which the student's interest might be pursued.



### Perry Beeches VI The Free School - Phases of Education

Perry Beeches VI The Free School will promote all phases of education to our students through raising aspirations to educate for the future and not just the present.

#### Key Stage 1, 2 and 3:

The KS1, 2 & 3 Curriculum will be broad and balanced with the priority of English and Maths from the start of the students learning journey at Perry Beeches VI The Free School. All students at Perry Beeches VI The Free School will follow a two week timetable where each lesson is 60 minutes long. The students will follow a programme of study for each subject for the number of lessons over a fortnight as detailed below.

## Perry Beeches VI The Free School Proposed Curriculum Hours:

| KEY STAGE ONE       |                |        |                |             |        |         |                               |        |                  |              |    |
|---------------------|----------------|--------|----------------|-------------|--------|---------|-------------------------------|--------|------------------|--------------|----|
|                     | ENGLISH        | MATHS  | SCI/TECHNOLOGY | MUSIC       | PE     | ARTS    | HUMANITIES RE                 | MFL    | PSHE CITIZENSHIP |              |    |
|                     | FORMS THEN SET |        |                | FORM GROUPS |        |         | SETS BASED ON ENGLISH SETTING |        |                  | FORM         |    |
| Hours Per Fortnight | 15             | 9      | 6              | 3           | 4      | 3       | 4                             | 2      | 2                | 2            | 50 |
|                     | EN 1Y1         | MA 1Y1 | SC 1Y1         | MU 1Y1      | PE 1Y1 | ART 1Y1 | HUM 1Y1                       | RE 1Y1 | MFL 1Y1          | PSHECITZ 1Y1 |    |
|                     | EN 1Y2         | MA 1Y2 | SC 1Y2         | MU 1Y2      | PE 1Y2 | ART 1Y2 | HUM 1Y2                       | RE 1Y2 | MFL 1Y2          | PSHECITZ 1Y2 |    |
|                     | EN 1Y3         | MA 1Y3 | SC 1Y3         | MU 1Y3      | PE 1Y3 | ART 1Y3 | HUM 1Y3                       | RE 1Y3 | MFL 1Y3          | PSHECITZ 1Y3 |    |
|                     | EN 1Y4         | MA 1Y4 | SC 1Y4         | MU 1Y4      | PE 1Y4 | ART 1Y4 | HUM 1Y4                       | RE 1Y4 | LIT/NUM SUPPORT  | PSHECITZ 1Y4 |    |

| KEY STAGE TWO       |                |        |                |             |        |         |                               |        |                  |              |    |
|---------------------|----------------|--------|----------------|-------------|--------|---------|-------------------------------|--------|------------------|--------------|----|
|                     | ENGLISH        | MATHS  | SCI/TECHNOLOGY | MUSIC       | PE     | ARTS    | HUMANITIES RE                 | MFL    | PSHE CITIZENSHIP |              |    |
|                     | FORMS THEN SET |        |                | FORM GROUPS |        |         | SETS BASED ON ENGLISH SETTING |        |                  | FORM         |    |
| Hours per Fortnight | 12             | 10     | 7              | 3           | 4      | 3       | 4                             | 2      | 3                | 2            | 50 |
|                     | EN 3Y1         | MA 3Y1 | SC 3Y1         | MU 3Y1      | PE 3Y1 | ART 3Y1 | HUM 3Y1                       | RE 3Y1 | MFL 3Y1          | PSHECITZ 3Y1 |    |
|                     | EN 3Y2         | MA 3Y2 | SC 3Y2         | MU 3Y2      | PE 3Y2 | ART 3Y2 | HUM 3Y2                       | RE 3Y2 | MFL 3Y2          | PSHECITZ 3Y2 |    |
|                     | EN 3Y3         | MA 3Y3 | SC 3Y3         | MU 3Y3      | PE 3Y3 | ART 3Y3 | HUM 3Y3                       | RE 3Y3 | MFL 3Y3          | PSHECITZ 3Y3 |    |
|                     | EN 3Y4         | MA 3Y4 | SC 3Y4         | MU 3Y4      | PE 3Y4 | ART 3Y4 | HUM 3Y4                       | RE 3Y4 | LIT/NUM SUPPORT  | PSHECITZ 3Y4 |    |

| KEY STAGE 3         |        |        |        |                              |         |                              |        |            |                               |                 |        |        |            |        |        |         |    |
|---------------------|--------|--------|--------|------------------------------|---------|------------------------------|--------|------------|-------------------------------|-----------------|--------|--------|------------|--------|--------|---------|----|
|                     | Set    | Set    | Set    | organised groups on rotation |         | organised groups on rotation |        | Form       | Set Based On English Settings |                 |        |        | Form Group |        |        |         |    |
| Hours Per Fortnight | 8      | 8      | 7      | 4                            |         | 4                            |        | 1          | 2                             | 2               | 2      | 2      | 3          | 2      | 2      | 3       | 50 |
|                     | EN 8Y1 | MA 8Y1 | SC 8Y1 | D&T 8Y1                      | D&T 8Y1 | PE 8Y1                       | PE 8Y1 | PSHE/Citiz | RE 8Y1                        | MFL 8Y1         | Hi 8Y1 | GG 8Y1 | AR 8Y1     | Dr 8Y1 | Mu 8Y1 | ICT 8Y1 |    |
|                     | EN 8Y2 | MA 8Y2 | SC 8Y2 | D&T 8Y2                      | D&T 8Y2 | PE 8Y2                       | PE 8Y2 | PSHE/Citiz | RE 8Y2                        | MFL 8Y2         | Hi 8Y2 | GG 8Y2 | AR 8Y2     | Dr 8Y2 | Mu 8Y2 | ICT 8Y2 |    |
|                     | EN 8Y3 | MA 8Y3 | SC 8Y3 | D&T 8Y3                      | D&T 8Y3 | PE 8Y3                       | PE 8Y3 | PSHE/Citiz | RE 8Y3                        | MFL 8Y3         | Hi 8Y3 | GG 8Y3 | AR 8Y3     | Dr 8Y3 | Mu 8Y3 | ICT 8Y3 |    |
|                     | EN 8Y4 | MA 8Y4 | SC 8Y4 | D&T 8Y4                      | D&T 8Y4 | PE 8Y4                       | PE 8Y4 | PSHE/Citiz | RE 8Y4                        | Lit/num support | Hi 8Y4 | GG 8Y4 | AR 8Y4     | Dr 8Y4 | Mu 8Y4 | ICT 8Y4 |    |

The range of courses and opportunities for choice between options will be reviewed annually to reflect the changing nature of demand for different qualifications. In Year 8 students and their parents will be asked to make their choices in the Spring term prior to starting Year 9. This will be guided choices based on the data and the expectations of the individual students, thus making it a personalised curriculum to the individual.

### Key Stage 4:

In Key Stage 4 all students are expected to follow the core subjects of GCSE English, Mathematics, Science, MFL and a core Humanities subject along with ICT and a Design and Technology subject. We will follow the English Baccalaureate. In Science, ICT and Design and Technology students will follow the appropriate course of either GCSE or Vocational. In addition all students participate in core PE and



PSHE/Citizenship where there are no exams. We believe that all of these are needed to provide our students with the balanced curriculum needed for a rounded education.

In addition to the core, students will be guided to take a range of courses including traditional GCSEs and Vocational Courses. The personalisation of learning will allow students to develop areas of expertise which interests them and prepares them for a rapidly changing society.

Literacy and Numeracy will be dealt with by all subject areas and students are expected to maintain a high standard of reading, writing and mathematics.

Reflection of the KS4 Curriculum will be regular and will be developed in order to provide all of our students with a balance of subjects that stretches them mentally, challenges their perceptions and provides an insight in to the world and society around them. We seek to use the curriculum to enrich the lives of our students and prepare them for later life and study.

Below is Key Stage 4 exemplar of subjects and allocation of subjects. This is subject to change based on Year 8 Guided Choices in 2016-17.

| KEY STAGE 4         |        |        |         |         |                              |        |        |           |         |          |                      |                |                      |
|---------------------|--------|--------|---------|---------|------------------------------|--------|--------|-----------|---------|----------|----------------------|----------------|----------------------|
|                     | set    | set    | options |         | organised groups on rotation |        | Set    | Form      | Set     | Option A | Option B             | Option C       |                      |
| Hours Per Fortnight | 9      | 9      | 4       |         | 4                            |        | 7      | 1         | 4       | 4        | 4                    | 4              | 50                   |
|                     | EN 9 1 | MA 9 1 | RM 9Y   | RM 9Y   | PE 9Y1                       | PE 9Y1 | SC 9 1 | PSHE/Citz | ICT 9Y1 | ICT 9Y1  | Art                  | Art            | Child Development    |
|                     | EN 9 2 | MA 9 2 | FS 9Y   | FS 9Y   | PE 9Y2                       | PE 9Y2 | SC 9 2 | PSHE/Citz | ICT 9Y2 | ICT 9Y2  | BS                   | BS             | Drama                |
|                     | EN 9 3 | MA 9 3 | GR 9Y   | GR 9Y   | PE 9Y3                       | PE 9Y3 | SC 9 3 | PSHE/Citz | ICT 9Y3 | ICT 9Y3  | Languages            | Dance          | Languages            |
|                     | EN 9 4 | MA 9 4 | TX 9Y   | TX 9Y   | PE 9Y4                       | PE 9Y4 | SC 9 4 | PSHE/Citz | ICT 9Y4 | ICT 9Y4  | Geography            | Drama          | Geography            |
|                     | EN 9 5 | MA 9 5 | Cons 9Y | Cons 9Y |                              |        | SC 9 5 |           |         |          | Health & Social Care | Languages      | History              |
|                     |        |        |         |         |                              |        |        |           |         |          | History              | Geography      | Media                |
|                     |        |        |         |         |                              |        |        |           |         |          | PE                   | History        | Music                |
|                     |        |        |         |         |                              |        |        |           |         |          | RE                   | Humanities     | Photography          |
|                     |        |        |         |         |                              |        |        |           |         |          | Sport                | Media Studies  | Public Services      |
|                     |        |        |         |         |                              |        |        |           |         |          | Ebacc Subjects       | Indicates GCSE | Indicates Vocational |

| Subject                              | Year 9                      |                 |                    |              | Year 10                     |                 |                    |              | Year 11                     |                 |                    |              |
|--------------------------------------|-----------------------------|-----------------|--------------------|--------------|-----------------------------|-----------------|--------------------|--------------|-----------------------------|-----------------|--------------------|--------------|
|                                      | Periods/Hours Per Fortnight | Groups per year | Average Group Size | Total Pupils | Periods/Hours Per Fortnight | Groups per year | Average Group Size | Total Pupils | Periods/Hours Per Fortnight | Groups per year | Average Group Size | Total Pupils |
| <b>Core Subjects</b>                 |                             |                 |                    |              |                             |                 |                    |              |                             |                 |                    |              |
| <i>English</i>                       | 9                           | 5               | 20                 | 100          | 9                           | 5               | 20                 | 100          | 9                           | 5               | 20                 | 100          |
| <i>Maths</i>                         | 9                           | 5               | 20                 | 100          | 9                           | 5               | 20                 | 100          | 9                           | 5               | 20                 | 100          |
| <i>Science</i>                       | 7                           | 5               | 20                 | 100          | 7                           | 5               | 20                 | 100          | 7                           | 5               | 20                 | 100          |
| <i>ICT</i>                           | 4                           | 4               | 25                 | 100          | 4                           | 4               | 25                 | 100          | 4                           | 4               | 25                 | 100          |
| <i>PE (Core)</i>                     | 4                           | 4               | 25                 | 100          | 4                           | 4               | 25                 | 100          | 4                           | 4               | 25                 | 100          |
| <i>D&amp;T</i>                       | 4                           | 4               | 25.00              | 100          | 4                           | 4               | 25.00              | 100          | 4                           | 4               | 25.00              | 100          |
| <i>PSHE/ Citizenship</i>             | 1                           | 4               | 25                 | 100          | 1                           | 4               | 25                 | 100          | 1                           | 4               | 25                 | 100          |
| <b>Options</b>                       |                             |                 |                    |              |                             |                 |                    |              |                             |                 |                    |              |
| <i>Art</i>                           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Business Studies</i>              | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Dance</i>                         | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Geography</i>                     | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Health and Social Care</i>        | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>History</i>                       | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Languages</i>                     | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Media</i>                         | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Drama</i>                         | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Music</i>                         | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>PE (GCSE)</i>                     | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>RE</i>                            | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Sport (BTEC)/ Sports Leadersh</i> | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <i>Child Development</i>             | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           | 4                           | 1               | 25                 | 25           |
| <b>Other</b>                         |                             |                 |                    |              |                             |                 |                    |              |                             |                 |                    |              |
| <i>Tutorial</i>                      |                             |                 |                    |              |                             |                 |                    |              |                             |                 |                    |              |
| <i>Personal Study Time</i>           | 4.25                        | 4               | 25.00              | 100.00       | 4.25                        | 4               | 25.00              | 100.00       | 4.25                        | 4               | 25.00              | 100.00       |
| <i>Assembly</i>                      | 0.25                        | 1               | 100.00             | 100.00       | 0.25                        | 1               | 100.00             | 100.00       | 0.25                        | 1               | 100.00             | 100.00       |
| <b>Total</b>                         | 98.5                        |                 |                    |              | 98.5                        |                 |                    |              | 98.5                        |                 |                    |              |

## Key Stage 5:

We will offer Year 12 places to 60 students with the minimum entry requirements of 5 A\*-C including English and Maths. Courses will be based on student demand and staff expertise and will be developed over time as the school grows to full capacity in year 5.

We envision that all students will be from Perry Beeches The Academy initially and then envision the vast majority staying on with us after year 5 as well as some coming from the Perry Beeches family of schools.

Student will study for 3 AS levels in Year 12 before moving onto the A2 in Year 13. Each course will be delivered for 12 hours per fortnight (more than the recommended guided learning hours) allowing students to develop a greater depth, knowledge and understanding of their chosen subjects.

As the school grows we will investigate The International Baccalaureate (IB) which is an international examination of high academic standing. The IB is recognised by all UK universities and is, of course, well regarded internationally.

The programme is attractive because it requires breadth, but not at the expense of depth. A range of exciting and challenging could be offered that will stretch the most able students, but which are within the grasp of all students at Perry Beeches VI The Free School if they are prepared to show commitment to their studies.

Students would study six subjects in total: three at Higher Level, and three at Standard Level. The IB is assessed through a combination of formal examinations, which take place during May in the Upper Sixth year, and coursework, which must be completed over the two years of the diploma programme.

Like A level students, boys and girls would study for the IB will be involved in a wide-range of extra- curricular activities. For the IB, however, these are formally assessed as the “Creativity, Action and Service” component. IB pupils must complete 50 hours for each of the elements. In addition, IB students follow a course in the Theory of Knowledge, and prepare an Extended Essay on a subject of their choice. These elements are all compulsory and provide up to three additional ‘bonus’ points.

### **Post 16 Enrichment:**

The enrichment programme, together with the many extra-curricular options that will be available in Perry Beeches VI The Free School, will provide all Year 12 and 13 students with opportunities to complement their main programme of study and for personal development.

Sport, drama and music will have a particularly high profile in the school and Sixth Form students will be expected to regularly take leading roles. Students can pursue sporting interests and complete the Duke of Edinburgh Award Scheme up to Gold.

Students will be encouraged to take responsibility within school; they will work alongside tutors and subject teachers offering in-class support as an academic mentor to Year 7 students. This will grow into future year groups as the school grows. Students will be engaged in a variety of volunteering activities such as supporting school charity events, Parents Evenings, Open Evenings, and Induction Days etc.

Support of students in the lower school will be central to role of Sixth Form students through leading activities such as supporting low attaining students with Literacy and Numeracy, coaching students in a variety of activities and providing support for the tutor. There will also be opportunities to volunteer through in-class support and sports leaders.

All Post 16 students attend weekly enrichment sessions tailored for Sixth Form students, this will cover a range of topics and issues from revision, stress through to driving, applying to university and finance.

Below is the Post 16 exemplar of subjects and allocation of hours. This will be finalised based on demand.

| Subject                               | Year 12                       |                    |               |              | Year 13                       |                    |               |              |
|---------------------------------------|-------------------------------|--------------------|---------------|--------------|-------------------------------|--------------------|---------------|--------------|
|                                       | Periods/<br>Hours Per<br>Week | Groups per<br>year | Group<br>Size | Total Pupils | Periods/<br>Hours Per<br>Week | Groups<br>per year | Group<br>Size | Total Pupils |
| <b>Core Provision</b>                 |                               |                    |               |              |                               |                    |               |              |
| Tutorial                              |                               |                    |               |              |                               |                    |               |              |
| Assembly                              | 1.25                          | 3                  | 20            | 60           | 1.25                          | 3                  | 20            | 60           |
|                                       | 0.25                          | 1                  | 60            | 60           | 0.25                          | 1                  | 60.00         | 60           |
|                                       |                               |                    |               |              |                               |                    |               |              |
| <b>Options (AS/A2)</b>                |                               |                    |               |              |                               |                    |               |              |
| Range of subjects depending on demand |                               |                    |               |              |                               |                    |               |              |
| Art                                   | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Business Studies                      | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| English Language                      | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| English Literature                    | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Geography                             | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| ICT/ Computing                        | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Maths                                 | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| PE/Sport                              | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Biology                               | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Chemistry                             | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Physics                               | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
| Soicology                             | 12                            | 1                  | 12            | 12           | 12                            | 1                  | 12            | 12           |
|                                       |                               |                    |               |              |                               |                    |               |              |

### Curriculum and Qualifications:

Perry Beeches VI The Free School is committed to narrowing the achievement gap, and addressing inequalities in the educational provision on offer to students from disadvantaged areas in Birmingham. As such, the vision is distinctive as is the investment of time and resources into the distinctive curriculum. Student attainment at the end of Key Stage 4 must therefore, consist of recognised qualifications in subjects that open doors to a broad range of graduate choices as detailed by the Russell Group. The Russell Group represents 20 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector. The University of Birmingham and the University of Warwick are included in this group and are local to the Perry Beeches VI The Free School. The qualifications that carry real weight for entry to higher education or for getting a job make up the English Baccalaureate which is a measure that recognises where students have secured a C grade or better across a core of academic subjects – English, Mathematics, History or Geography, the Sciences and a language. The academic curriculum at the Perry Beeches VI The Free School is designed to give every student the opportunity to study the English Baccalaureate.

Perry Beeches VI The Free School will offer GCSE qualifications in the core, additional and creative subjects. PSHE, Citizenship and Careers will play an important part in developing students' spiritual, moral, social and cultural capacity. In addition, a selection of vocational courses will be offered at Key Stage 4 depending on cohorts, and may include the Level 2 First Diploma in Public Services, Health and Social Care, Sport and Child Development. As the school grows to capacity the financial viability of running these courses will be analysed and the most suitable offering for students delivered according to preferences expressed by students. These programmes may particularly appeal to those students that have aspirations to commence a professional line of work at the age of 18, and may not have the desire to undertake a degree at University.

### **Approach to teaching English and Maths:**

Students at Perry Beeches VI The Free School will be taught in sets. Information from previous education establishments including teacher assessments and Key Stage 2 SATs results will be used along with our own testing to place students into sets. All students will be age appropriate baseline tested in English, Maths and Science in September 2015. Students will also be tested for their reading and spelling ages along with completing the cognitive abilities test assessing their ability to reason with and manipulate words, shape, space and number. All data including prior attainment will be triangulated to allow us to put together a personalised curriculum which may include different types of interventions where necessary. This will form the students Learning Journey at Perry Beeches VI The Free School.

All KS 1 students will be expected to make 2 levels progress in 2 years and all KS2 students will be expected to make 2 levels progress in 4 years. The reasoning for this is because levels 3 and 4 have greater content with level 3 having the greatest, hence the same progress over a longer period.

| <b>EXPECTED PROGRESS KS 1- 2</b> |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|
|                                  | <b>2 Levels Progress</b> | <b>3 Levels Progress</b> | <b>4 Levels Progress</b> |
| <b>KS1 LEVEL</b>                 | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        |
| 4                                | 6                        | 6 MAX                    | 6 MAX                    |
| 3                                | 5                        | 6 MAX                    | 6 MAX                    |
| 2                                | 4                        | 5                        | 6 MAX                    |
| 1                                | 3                        | 4                        | 5                        |

Students will enjoy an English and Maths curriculum that follows the Framework for Secondary English and Maths, which builds on the National Literacy and Numeracy Strategies. The framework is organised into strands that focus on teaching and learning and provide support for summative assessment throughout Key Stage 3 and 4. The Frameworks contain subject-specific learning objectives based on key strands of learning, which are further organised into sub-strands. Each strand offers a focus for knowledge, skills and understanding that can help students to make progress. They can also be used to encourage ambition and provide challenges for students at all levels. The objectives for English and Mathematics build on the Primary Framework which allows for the planning of an appropriate curriculum and effective transition from the primary to the secondary phase.

The Framework objectives can be used to support learning for all students from age 11 to 16 (Year 7 to Year 11). They can establish learning expectations as students move through these years, helping you to plan teaching activities and respond to changing needs, skills and abilities.

All low and middle attaining students (based on their KS2 prior attainment) will be expected to make a minimum of 3 levels progress in their learning journey from KS2 - KS4 with the aspiration for these students being 4 levels of progress. The high attaining students will be set a minimum of 4 levels progress and their aspiration being set as 5. Extension objectives can then be used to indicate the learning that is needed to achieve A/A\* grades at GCSE.

| <b>EXPECTED PROGRESS KS 2- 4</b> |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|
|                                  | <b>3 Levels Progress</b> | <b>4 Levels Progress</b> | <b>5 Levels Progress</b> |
| <b>KS2 LEVEL</b>                 | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        |
| <b>6</b>                         | <b>A</b>                 | <b>A*</b>                | <b>-</b>                 |
| 5                                | B                        | A                        | A*                       |
| 4                                | C                        | B                        | A                        |
| 3                                | D                        | C                        | B                        |
| 2                                | E                        | D                        | C                        |
| 1                                | F                        | E                        | D                        |

The frameworks support progressions as they contain:

- links between the strands and learning objectives

- assessment focuses and criteria for periodic assessment, for example through using Assessing Students' Progress (APP)
- exemplification to show how objectives can be put into practice.

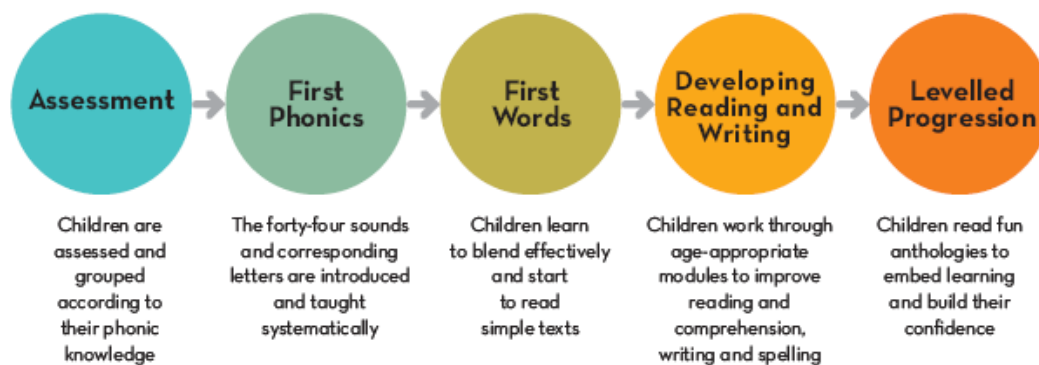
The Framework for English and Maths is the most suitable approach for Perry Beeches VI The Free School as the framework supports progression of students and allows for personalisation through the use of APP. Students can work towards and achieve personal APP targets most suited to their needs across English and Maths.

Perry Beeches VI The Free School approach to teaching will be further developed through partnership work with Perry Beeches The Academy.

### **Intervention strategies for children with poor levels of Literacy:**

Students with poor Literacy levels, in particular reading age will be identified through the data triangulation. At this stage, a personalised approach will be taken to provide students with the opportunity develop their reading. The quicker this process starts, the sooner the student will improve on their reading age. This in turn will drive their vocabulary growth, enhance their self-esteem, and build their confidence in reading and writing effectively. The school day provides opportunities for the delivery of personalised intervention, both within class through the effective use of differentiation, as well as small group work supported by Assistant Teachers. In addition, a student may benefit from a short period of intense intervention to allow them more time to develop their reading age. This could take the format of two breakfast sessions where the student undertakes reading activities and one Afterschool Club session where the student further develops their ability in writing. The addition of focused intervention may take place every six weeks. Other students may require just an extra hour a week to develop their writing. Some students for example, those with concentration difficulties, dyslexia and specific learning needs may benefit from one to one tutoring. The impact of such intervention on the student would then be reviewed, and adapted accordingly depending on student need.

The Ruth Miskin Fresh Start programme is particularly successful at improving students reading age and embedding an enjoyment of literature. This programme is developed specifically to 'enable every single child who has slipped through the net, even those with learning difficulties, to learn to read and write quickly' – Ruth Miskin. As part of their staff development, and Foundation Degree courses, all of our Assistant Teachers study the Ruth Miskin Fresh Start approach. An effective teaching sequence is summarised below:



A survey of schools using Fresh Start 2010 showed that students made marked or significant improvements in:

- the speed of learning to read
- the enjoyment of learning to read
- confidence in reading
- confidence in speaking and listening
- confidence in writing.

Perry Beeches VI The Free School will continue to develop this programme. Therefore, Fresh Start is a suitable approach to address the needs of students with low Literacy levels at Perry Beeches VI The Free School.

### **Whole School Literacy Approach:**

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers at Perry Beeches VI The Free School have a crucial role to play in supporting students' Literacy development.

Perry Beeches VI The Free School is committed to the promotion and delivery of Literacy across the curriculum. Students will be taught to express themselves correctly and appropriately, to be able to read accurately and with understanding and to recognise and to use standard English across the school. Literacy will be embraced by the whole school, with each member of staff making a contribution towards this common goal.

Literacy skills will be taught consistently and systematically across the curriculum, and teachers will consistently use a common marking and correction policy. Attention to correct spelling, punctuation and grammar will be the responsibility of all teachers. Students will be made aware of the purpose of their writing and oral tasks, and the audience to whom they are addressing.



In writing, students will be taught to use correct spelling particularly key subject vocabulary and punctuation and to follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms, communicating content and meaning clearly. In speaking, students will be taught to use language precisely, and to listen to others and to respond and to build on their ideas and views constructively. In reading, students will be taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Developing Literacy will be evident in all lessons across Perry Beeches VI The Free School. Teachers will make reference to the specific aspect of Literacy that is incorporated into their lesson through detailed planning. Work scrutiny, lesson observations and learning walks will document evidence and identify good practice.

Classroom displays will include:

- relevant keywords
- connectives, sentence starters and power descriptive words
- levelled punctuation and grammar pyramids
- examples of students work
- details of the teachers and students 'favourite book of all time'

### **Post 16 Academic Mentoring:**

In addition to all the above Post 16 will have an important role to play in Literacy support as part of their voluntary activities portfolio:

#### **Aim:**

The aim of the programme is to support students in Year 7 who would benefit from receiving mentoring to reach their potential. After looking at student's KS2 data, Reading and Spelling tests along with CATs data and working at grades, students will be identified for need extra support and guidance in Literacy and Numeracy to ensure that they are as successful as they should be.

### **Post 16 Academic Mentor:**

- Post 16 students will do an assembly to introduce the mentoring programme.
- Post 16 students will introduce themselves to their mentee within one week of receiving their mentee information to explain the purpose of the programme.
- Help the student to identify their target subjects for the following half term.
- Liaise with form tutors/ teachers to make them aware that their mentee is on the programme and to give them an outline of the support that they can offer.

- Agree a set time of support for their mentee's targeting Literacy and Numeracy in the first instance.
- Agree a time once every two weeks that they can meet to discuss targets (before school, break time, lunch time, and registration or after school).
- Encourage students to be responsible for their own learning and development. Their task is not to approach subject teachers, but guide their mentee in how to approach them and how to ask the right questions in order to give them a chance to succeed.

**Post 16 Academic Mentor will receive:**

- A print out of their mentee's academic tracker data
- A mentoring booklet (to record support, discussion summaries/ targets which will later be placed in the student's file)

**The mentee will receive:**

- A student booklet (for them to record data/ targets)
- A letter sent home to parents informing them of the programme
- Thank you for your support in ensuring that each and every student at Perry Beeches achieves to the best of their ability and that as a school we continue to "sustain success".

**Structure of day, term and year:**

**Length of School Day:**

Perry Beeches VI The Free School will follow a two-week timetable along with an extended day. Students will follow a traditional curriculum of 5 hours of core lessons, Form Tutor time and supervised Form enrichment along with supervised additional enrichment in a variety of activities. The length of the lessons at Perry Beeches VI The Free School in KS1, KS2, KS3 and KS4 will be, in the main, an hour in length for most subjects. Practical subjects such as D&T and PE will be two hours in length because of the nature of these subjects.

In KS5 lessons will mainly last at least two hours in length, to allow for students to be with a problem or a question to research, to work collaboratively to formulate a solution or response, present back to the group and allow share and peer assessment work.

| Time        | Duration | Activity              | Description  |
|-------------|----------|-----------------------|--|
| 8:00-8:30   | 30 min   | Breakfast Club        | Optional- A variety of activities on offer with breakfast available                    |
| 8:30-8:45   | 15 min   | Form Time             | Registration and form activities with key themes                                       |
| 8:45-9:45   | 60 min   | Period 1              | Lesson Timetable   |
| 9:45-10:45  | 60 min   | Period 2              | Lesson Timetable   |
| 10:45-11:10 | 25 min   | Break Time            |  |
| 11:10-12:10 | 60 min   | Period 3              | Lesson Timetable   |
| 12:10-1:10  | 60 min   | Period 4              | Lesson Timetable   |
| 1:10-1:50   | 40 min   | Lunch Time            | Variety of lunch time clubs available  |
| 1:50-2:50   | 60 min   | Period 5              | Lesson Timetable   |
| 2:50-3:20   | 30 min   | Compulsory Enrichment | All students-supervised by Form Tutor supporting study/ homework                       |
| 3:00-3:30   | 10 min   | Form Time             | Registration   |
| 3:30-4:30   | 60 min   | Additional Enrichment | Optional additional enrichment where students will choose from a variety of activities |

Length of School Week: Monday to Friday

Length of School Year: 190 days/ 38 Weeks + 5 days Summer School

Length of School Term: 3 Terms following Birmingham LA term dates

### **Autumn Term 2015:**

Thursday 3<sup>rd</sup> September to Friday 23<sup>rd</sup> October

Half Term Holiday: Monday 26<sup>th</sup> October to Friday 30<sup>th</sup> November (1 week)

Monday 2<sup>nd</sup> November to Friday 18<sup>th</sup> December

Christmas Holiday 2015: Monday 21<sup>st</sup> December to Friday 1<sup>st</sup> January 2016 (2 weeks)

**Spring Term 2016:**

Tuesday 5<sup>th</sup> January to Friday 12<sup>th</sup> February

Half Term Holiday: Monday 15<sup>th</sup> February to Friday 19<sup>th</sup> February (1 week)

Monday 22<sup>nd</sup> February to Friday 1<sup>st</sup> April

Easter Holiday 2014: Monday 1<sup>st</sup> April to Friday 15<sup>th</sup> April (2 weeks)

Good Friday is Friday 25<sup>th</sup> March 2016

Easter Monday is Monday 28<sup>th</sup> March 2016

**Summer Term 2016:**

Monday 18<sup>th</sup> April to Friday 27<sup>th</sup> May

Half Term: Monday 30<sup>th</sup> May to Friday 3<sup>rd</sup> June (1 week)

Monday 6<sup>th</sup> June to Monday 25<sup>th</sup> July

May Day is Monday 2<sup>nd</sup> May 2014

**Summer School:**

Dates to be confirmed

**Organisation of students:**

Perry Beeches VI The Free School will provide educational provision for students aged 3 to 18, as detailed below:

One of the distinctive features of Perry Beeches VI The Free School is that it is based on a successful model. The school will open to 100 Reception, Year 3, Year 7 and 16 Post 16 students in September 2015, with a rolling intake of students each year until the school is full to capacity after five years with a total of 1320 students. As a school serving the needs of students from wards of high deprivation, this model allows for a closer focus on the needs of each student as they face greater challenges.

The transition of students from primary schools will be smoother and less intimidating for both students and parents, resulting in students enjoying and embracing school life.

**Organisation of students for academic purposes:**

With a cohort of 100 students each year - a four form entry students will be grouped into four teaching groups based on low, middle and high attaining students in core subjects. Those students with low Literacy and Numeracy lessons will not follow MFL. These students will follow additional Literacy lessons to raise their levels. This will

allow these students to fully access the curriculum on offer. Additional Numeracy lessons will be followed in term 2 with Numeracy support been focused on in lessons.

Students will be organised by age and set by ability. As part of their induction to Perry Beeches VI The Free School, students' abilities in English, Maths and Science will be assessed. This data, along with prior attainment data, will inform the allocation and banding of students into teaching groups that may be similar across the core and some additional subjects.

The actual class size will be determined by the abilities and needs of the cohort. For example, in Maths, high attaining students may consist of 25-30 more able students, the middle attaining students may consist of 50 students in 2 groups of similar ability whilst the low attaining students group may consist of 20 students who have specific needs and the support of an Assistant Teacher. This approach will allow teachers to better direct lessons toward the specific ability level of the students in each class. More able students will be stretched, and low attaining students will be supported fully and encouraged to participate more fully in class and raise self-esteem but more importantly raise their levels.

Students will enjoy the benefits of mixed ability grouping when in pastoral groups, and during Art, Drama, D&T, Music and PE. This will encourage greater cooperation and social integration, as well as providing the opportunity for more able students to support and coach their peers.

In addition, students may be grouped within class for specific activities, and these groupings may change over time. This approach offers the scope to personalise the educational experience of students who may have specific learning needs.

### **Organisation of students for non-academic purposes**

Students will be organised within year groups into pastoral groups. The pastoral system will cover the curriculum areas of personal, social and health education as well as citizenship and careers. The class teacher assigned to each pastoral Form Group will have an oversight of students' pastoral and academic needs. At Perry Beeches VI The Free School, we would look for the tutor to stay with the Form Group throughout the students' time at school providing continuity of pastoral care. Tutor time is a time where the tutor and students spend time together and this will be at the start and end of every day with one lesson per fortnight of PSHE, Citizenship and Careers. Form time will be spent on pastoral issues, as well as form time activities following a timetable that will include:

- Assembly
- Progress Files
- Theme of the Week discussion

- Silent reading/ paired reading with 6<sup>th</sup> Form students
- Passport Checks/ Merits entry
- Additional Literacy/ Numeracy Support with 6<sup>th</sup> Form students

The advantages of this system are that students are at similar stages of maturity which can aid social mix. There is scope also to set up peer support as students will be experiencing key milestone events at the same time i.e. induction to a new school, choosing subject options, sitting external examinations.

Extra-curricular activities will be arranged as classes and years. In particular the university preparatory curriculum includes cross curricular themed collapsed days that will be specific to pastoral cohorts. Visits and residential events will also be arranged as a year group. This will allow for the university preparatory experiences of students to be built on year on year as they progress from Year 7 through to Year 13.

### **Meeting the needs of all students:**

Perry Beeches VI will be an inclusive school that caters for the needs of all learners. Birmingham City has a diverse and vibrant community. PB VI will reflect and celebrate this identity, whilst ensuring that every student succeeds.

Through identification, tracking and the provision of additional support, PB VI will strive to eradicate the achievement gaps that exist both locally and nationally. Through personalisation and the removal of barriers to learning, all students will make exceptional progress regardless of their background and/or prior attainment. Approximately 50% of students will be entitled to Pupil Premium and many will have SEN and/or disabilities (Local Average approximately 25%).

Staff at PBVI will pay particular attention to the progress and attainment of:

- disabled students and those who have Special Educational Needs
- those with protected characteristics, as defined by the Equality Act 2010: English is an additional language; minority ethnic students; Gypsy Roma and Traveller children; lesbian, gay and bisexual students; transgender students; young carers, and; other vulnerable groups.
- boys
- girls
- the highest and lowest attainers
- students for whom the Pupil Premium provides support including: looked after children students known to be eligible for free school meals, children of service families.
- those receiving/requiring alternative provision

## **SEN and Disability**

PB VI will share the DfE vision that every child with SEN reaches their full potential in school and can make a successful transition to adulthood and the world of further and higher, training or work.

The Free School will accept the wider definition of Special Educational Needs contained within the Code of Practice and the guidance given by the DfE. The School will acknowledge that students have Special Educational needs if they have a *learning difficulty* which calls for *Special Educational provision* to be made for them. Thus, children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority

SEN at PB VI may include Cognition and Learning difficulties, Autistic Spectrum,

Sensory (Visual/Hearing Impairment), Physical Disabilities and Behaviour, Emotional and Social Difficulties (BESD).

The Special Educational Needs policy will complement and support the school's curriculum statement and other proposed policies, especially in relation to equality of opportunity.

The Code of Practice will be the cornerstone of SEND provision at PB VI. The school will flexibly adopt the three-stage model for the identification and assessment of Special Educational Needs and the wider definitions contained within the Code of Practice.

The school will acknowledge that any student may experience difficulties and require support at some stage. All students have the same right to a broad, balanced and appropriate curriculum, which must be differentiated to ensure that progress is maximised. Full curriculum access and integration will be priorities. On occasions students may require modified curriculum provision or withdrawal from specific lessons for precision teaching. Reasonable adjustments will be made to ensure that every student is able to succeed.

Students with Special Educational Needs will be the shared responsibility of all staff who should attempt to meet the requirements of each and every student in their class. Teachers will meticulously plan all lessons and adapt activities in order to meet individual needs. Examples may include appropriate resources for hearing impaired students, writing frames for students with specific Literacy difficulties or visual cues for Autistic Spectrum students.

Crucially, parents will be involved as partners in the education of their children. If external agency support is required, PB VI staff will seek advice and co-ordinate support from the appropriate services.

The aims of SEN provision will be to raise levels of achievement and enjoyment by enabling all students to access an appropriate curriculum, fulfil their potential and make exceptional progress.

The first key objective will be to target and support SEN students by establishing a clear process of early identification, using internal and external assessment. Colleagues will then use the Schools SEN Policy, The Code of Practice stages and expert guidance to implement and evaluate effective support strategies.

At Perry Beeches VI The Free School we intend to take a personalised approach to Special educational Needs and will very much work on a need led basis. Our provision will be implemented to cater for the needs of our students. We will use a constant process of referral, review and evaluation as can be seen from the diagram below.(Fig.1)

### **SEN Referral**

We are aware that many students throughout their time in school may need some additional support as they have fallen behind the expected level of progress therefore we will introduce a referral system where class teachers will identify individuals thus triggering intervention.

### **Baseline Data**

It is vital that we establish a thorough baseline testing system of all our students so that we can begin the targeting of students and planning the intervention. It is important that we find out which students are working below the expected level of literacy so that we can begin the drilling down process to find out exactly where the students' needs are. We will use the literacy Audit continuum which will plot those students who are working below level 3 and will identify key areas of need. The continuum will enable us to set targets which will be explicit to the individual.

### **Individual Education Plan**

Students who have been identified as having Special Education Needs will be placed on the SEN register and an IEP will be created. The IEP will include targets directly from the continuum or from any specific area which has been identified. We believe in a student centred approach therefore the student will be engaged in the writing of the IEP along with their parent/carer targets will be set with success criteria explicit so that everyone working with the child understands their needs. We will use the expertise of



outside agencies to advice and input into the IEP providing both students and teachers with strategies to support progress.

### **Provision**

If a child is deemed to be at School Action on the SEN register then the class teacher supported by Assistant Teachers will track their progress and will differentiate their lessons in order to meet the needs of the individuals in their class. If a child is identified as needing additional support outside of the classroom then they will be placed at School Action Plus on the SEN register. In order to track a child's intervention and progress we will implement a provision map which will ensure that we are providing all the intervention which is required for individuals and groups. Students will be targeted under one of the main headings of speaking and listening, reading or writing. The provision will be a six week programme targeted at a specific area. If the needs of the child are concerned with social skills, behaviour or emotional development then again there will be a six week program to target the area of need. To support in the delivery of all the withdrawal groups we will use Pupil and School support, behaviour support or educational psychologist to advice on specific teaching strategies.

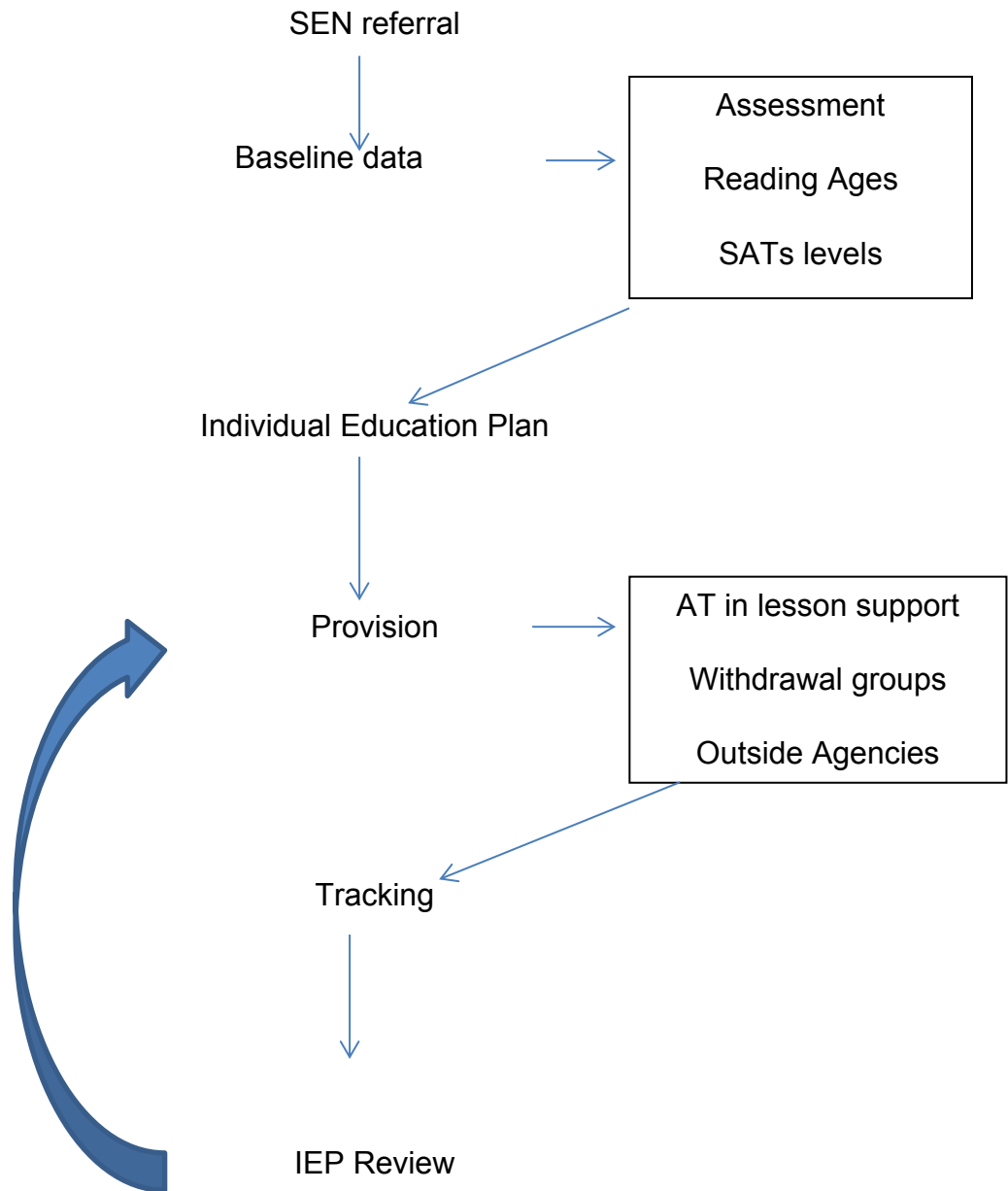
### **Tracking**

Students' progress will be tracked by continuing to use the audit continuum to establish whether students are making progress. Assistant Teachers will use tracking sheets on a daily basis to identify and record where students are succeeding in particular areas and also to identify where students are under achieving. This will formulate the evidence that will be used to establish whether students are meeting their targets on the IEP.

### **IEP Review**

At the end of each half term where students will have had targets set in their IEP, they will have had intervention where necessary and will have had support in class an IEP review will be conducted. The IEP review will consist of a meeting between the SENCo the student and parent, carer and will look specifically at the IEP targets and the success criteria. At this meeting those targets that have been met will be rewarded and signed off and where necessary new IEP targets will be set. This will indicate whether the student needs additional provision in the forthcoming half term as you can see from fig. 1 below:

### SEN Intervention Cycle (Fig.1)



#### **PB VI staff will meet individual students' needs by:**

1. Communicating agreed SEN targets with identified students, their parents and appropriate agencies
2. Providing one to one or small group work to meet specific needs, or ensuring students participate in appropriate targeted intervention
3. Providing in-class support from Teaching Assistants and other appropriate adults

4. Completing a review and an IEP for all students on School Action, School Action Plus and Statement/Provision Plan
5. Monitoring and assessing students and regularly updating the SEN register/Provision Tracker
6. Establishing and monitoring centrally held and current SEN records for the school
7. Ensuring effective liaison with feeder schools for SEN students in and co-ordinating Individual Transfer programmes
8. Assessing mid-term admissions and ensuring participation in phased integration packages
9. Working in close partnership with the providers of specialist services for students with SEN
10. Involving parents by eliciting their views and maintaining a positive relationship
11. Monitoring impact of SEN support in raising attainment by maximising student potential

The **Senior Leadership Team (SLT)** at PB VI will; ensure that SEN receives appropriate staffing, funding and resources, evaluate provision and implement current legislation, oversee Year 6 student transfers and the processes for mid-term admissions, work with the SENCo and middle leaders in identifying and meeting Professional Development needs, liaise with SENAR and outside agencies when necessary, monitor issues of equal opportunity, provide a range of targeted intervention and strategic support for all students, monitor impact of SEN provision in raising attainment and narrowing gaps.

Through effective line-management and clear communication, SLT will also ensure that:

**Subject Teachers;** provide evidence in their planning and assessment of the needs and progress of SEN students, accept prime responsibility for the implementation of IEPs and SEN strategies, produce challenging and differentiated work to meet learning targets of SEN students, liaise and plan with Support Staff and SENCo, identify possible SEN when assessing students' work and refer to SENCo, complete SEN monitoring sheets for Reviews, PSPs and Agency meetings, raise SEN issues at Departmental Meetings, support the SENCo in identifying and sharing good practice with all staff.

**Heads of Faculty/Department;** maintain and update a Departmental SEN file, identify under achievement of SEN students and liaise with SENCo, provide SENCo with scheme of work for all year groups, be responsible for distributing IEPs to their department, include SEN on departmental agenda and provide minutes to SENCo where appropriate, monitor differentiation and scaffolding in lesson planning, monitor the quality of assessment and diagnostic intervention in colleague's teaching.

**Form Tutors;** liaise with SENCo, subject teachers and Teaching Assistants, identify SEN students and pass on referrals to SENCo, update SEN records in Form Tutor File and check students passports/equipment, raise/discuss potential SEN issues at Year Meetings, contribute towards the completion, implementation and review of IEPs, liaise with Support Staff and other professionals as appropriate, monitor the effectiveness of IEPs, identify all students with additional pastoral provision and inform the SENCo

**Teaching Assistants,** liaise and work collaboratively with Form Tutors, Heads of Year, and Teachers, monitor students' progress in class and update SEN records, work with students in tutorials, lessons, individually or in small groups in the Learning Support Room, inform SENCo of emerging SEN issues, prepare documentation for reviews and IEPs, attend weekly feedback meetings, monitor differentiation by class teachers and use to evaluate progress towards IEP targets.

**SENCo (QTS and National Award);** day to day operation of SEN Provision, prepare information for annual reviews, co-ordinate SEN information/communication, monitor and evaluate SEN provision and access to learning across the school, ensure that SEN provision is accurately recorded and appropriate to each student, support the assessment and integration of all mid-term admissions ensure that all staff are aware of their roles and responsibilities with regard to SEN, liaise with Birmingham SENAR and colleagues at feeder schools before, during and after transfer, regularly update the SEN register and additional Provision Tracker, meet and plan with professionals from external agencies, co-ordinate the termly review and completion of IEPs for all students on the SEN Register, encourage the professional development of Support Staff, collect parental views and student voice on SEN provision, co-ordinate IEPs, monitor impact of SEN provision in raising attainment.

**Parents;** attend relevant meetings and reviews, support the implementation of IEPs, contribute towards the enhancement of SEN provision by helping to set and meet their child's targets, enjoy a constructive dialogue and express their views on quality of SEN provision.

**Governors;** identify a SEN Link Governor to consider key issues on and attend appropriate meetings/INSET, ratify and monitor the implementation of SEN Policy, monitor the implementation of IEPs and existing legislation.

**Students;** give their views on the effectiveness of SEN provision, experience the right balance of challenge and support, feel safe and valued, achieve ambitious, yet realistic targets.

## **Evaluation**

The effectiveness of SEN policy and provision at PB VI will be measured by:

- Progress and attainment measures (Raise-on-line)
- IEP Reviews and external agency reports
- Improvements in attendance and participation
- Feedback from parents and students
- Teacher and Faculty SEN audits
- SEN pupil trails and work scrutiny
- Teaching Assistant observations

## **Disability**

Not all disabilities are considered SEN. At PB VI, the SLT will ensure that the Equalities Act (2010) is implemented and that an appropriate Accessibility Plan is in place. The built environment will ensure that all learning and social areas are safe, appropriate and accessible to wheel chair users, staff and students with visual and hearing impairments and those with physical disabilities. Several staff members will be externally trained to use the Evac-chair and manual handling techniques. Transport arrangements will be co-ordinated through a designated member of staff. Teaching and learning aids and other technologies will be used to ensure that all aspects of school life are fully accessible. Students may be supported by the School Nurse, Physiotherapist and other medical professionals.

## **Other Agencies and Partners**

It is likely that many students at PB VI will require additional support from external agencies. Examples may include Birmingham's Pupil Support Service (PSS) and Behaviour Support Service (BSS), Hearing Impairment team, Communication and Autism team (CAT), Speech and Language therapists, Educational Psychology service, Children and Adolescent Mental Health Service (CAMHS), Birmingham Children's Services, Integrated Family Support Teams, Counselling services and GPs/Paediatricians.

## **EAL**

One of the key areas that we will need to consider are those students who may have English as an Additional Language. We will ensure we have the relevant skills and strategies to be able to support these students. The prospective feeder schools around the Perry Barr area have a large proportion of students with EAL. In fact 8 out of the 12 targeted feeder schools have over 30% EAL. It is vital that we have specific provision for these students. We will investigate the individual's history to track how long they have lived in this country and the amount of English which is spoken at home. It is essential we identify whether a child's needs is SEN or EAL. Those students that are EAL will be tracked taking into account the last 7 years of living in England. We will provide enrichment sessions to give additional support for their basic English language. We will also provide students with specific ICT based programmes and dictionaries to help in their development of the English language.

## **Gifted and talented**

In every year a group of students will be identified as being gifted and talented in a number of subjects which will formulate the G and T students for that year group. These students will invariably be our high attainers and it is essential that they continue to make the expected progress for key stage 1 to key stage 5. All of these students will be given an IEP which will establish targets under the main headings of leadership, achievement and peer support. Students will also be identified by individual subjects where they have a specific talent. These students will be tracked by individual subjects on progress.

## **Looked After Children**

It is expected that we will have some looked after children within its intake. We will ensure that we gain all of the information we will need from their previous school to enable us to meet their needs. We will take responsibility in ensuring that all agencies involved in the welfare of these children regularly meet to discuss their progress. We will have a designated person responsible for Looked After Children who will ensure that the students' personal education plan is kept up to date and all relevant people are informed of progress.

## **Pupil Premium Targeted Students**

Perry Beeches VI The Free School will use the allocation of additional funding provided through Pupil Premium to support specific groups of children who are vulnerable to possible underachievement. These are identified as those entitled to free school meals; those looked after by the Local Authority and children of armed service personnel.

At the existing Perry Beeches VI The Free School Pupil Premium will be used to support students to raise standards and attainment. The funding could be used in a number of different areas, including but not limited to:

|                             |   |
|-----------------------------|---|
| Teaching Staff              | To employ additional teaching staff to reduce class sizes and improve attainment  |
| Coaching/Mentoring          | To help students achieve their full potential, offering additional support to those students who need greater intervention    |
| Attendance / Welfare Staff  | To support students' attendance, self-esteem and attitudes to learning  |
| Wider Curriculum Experience | To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new |

|                                     |  |
|-------------------------------------|--|
|                                     | and challenging activities                           |
| Provision of school essential items | To aid inclusion and support the child's well-being. |

We have outlined the number of teaching staff, mentors and support staff in our Educational Plan and Financial Plans, these plans are based on their being 50% FSM eligible students who need targeted support. This use of resources to support the most vulnerable has proven success, results have continued at Perry Beeches Schools to increase and all students regardless of background left with 5 A\*-C GCSE qualifications.

The ICT curriculum at Perry Beeches VI The Free School will advocate developing ICT capability, which is much more than acquiring basic skills and techniques. ICT capability focuses on students' ability to identify, understand and apply appropriate knowledge, skills and understanding in the use of technologies. Students are expected to use a range of technologies appropriately and develop understanding that can be transferred to other areas of learning or life, e.g. developing successful digital presentations or making appropriate use of the internet.

ICT is also a discrete subject in its own rights and is rigorously will be taught at all Key Stages. The pupils gain skills and understanding regarding the application and contribution ICT can make to their learning experiences. This enables a transfer of skills across the curriculum to enrich learning. When planning work, the ICT curriculum area refers to ways in which the current skill can be applied across the curriculum thereby awarding the pupil the opportunity to increase their attainment.

#### **ICT for learning will:**

- promote social interaction and collaborative working
- support inclusive and innovative approaches to learning
- provide access to high quality learning materials
- provide a safe environment, preventing access to unsuitable material and preventing inappropriate use of systems
- enable work to be produced, submitted and marked electronically
- enable learners to track their own progress and set their own goals
- enable parents to engage with their child's learning
- allow learners access so that they can study at anytime and anywhere, e.g. using a range of devices and/or wireless technology

### **ICT for teaching will:**

- ensure that all staff are motivated and skilled in the use of ICT
- enable a culture of continuous development of ICT skills
- enable teachers to access a wide range of multimedia and digital resources
- enable ICT to be used in a wide range of learning spaces in the school and with variety of different group sizes
- enable teachers to create, use and adapt teaching resources created by themselves and others  
support work planning and monitoring, for groups and individuals.

### **ICT for management will:**

- be secure and integrated with curriculum and student recording systems
- allow for efficient administrative and financial systems including electronic filing and cashless financial transactions within the school
- allow for integrated personnel, timetabling, cover and associated arrangements provide access to achievement and target-setting data for individuals (including data about lesson attendance and behaviour)
- enable the aggregation and analysis of data to provide information about course effectiveness, staff and learner performance
- enable the use of pupil performance data to inform decisions about staff development and deployment  
support communication with parents about students' attendance, behaviour and attainment
- enable secure transfer of data with other schools, local authorities, and children's services  
be accessible to all who need to use it - including school governors
- Some of the key policy drivers that that will be considered are:
  - personalised learning
  - inclusion
  - special educational needs
  - e-safety.

### **Monitoring Pupil Progress:**

#### **This is linked directly to Key Principle 1 – Achievement:**

To ensure that all students achieve or exceed individual added value from Key 1 to Key Stage 2 and Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.



- All Year 2 and 6 students to make a minimum of 2 levels progress by the end of Key Stage 1 and 2 respectively
- All Year 7 students to make a minimum of 2 sub-levels progress (in line with national expectation) by the end of Year 7 in core subjects
- All students to make a minimum of 4 sub-levels progress (in line with national expectation) by the end of KS3 (Year 8) in core subjects
- 100% of students to achieve pass grade at A Level. PB VI to be significantly above National Average of grades A\*-E in 3 or more subjects (2013 – 86%)
- 100% of students regardless of background or SEN to leave Perry Beeches VI The Free School with 5 A\* - C GCSE
- 5A\*-C including English and Maths to be significantly above National Average, placing school in FFT-D Range (2011- 53%) and in line with Perry Beeches – The Academy (2013 – 80%)
- 3+ levels of progress to be significantly above National Average in English (2013 - 69%) and Maths (2013 – 70%)
- 4+ levels of progress to be significantly above National Average in English (2013 - 31%) and Maths (2013 – 33%)

At Key Stage 1 and 2 all Year 2 and 6 students to make a minimum of 2 levels progress by the end of Key Stage 1 and 2 respectively. At Key 3 all low and middle attaining students (based on their KS2 prior attainment) will be expected to make a minimum of 3 levels progress in their learning journey from KS2-KS4 with the aspiration for these students been 4 levels of progress. The high attaining students will be set a minimum of 4 levels progress and their aspiration been set as 5. Extension objectives can then be used to indicate the learning that is needed to achieve A/A\* grades at GCSE.

| <b>EXPECTED PROGRESS KS 1- 2</b> |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|
|                                  | <b>2 Levels Progress</b> | <b>3 Levels Progress</b> | <b>4 Levels Progress</b> |
| <b>KS1 LEVEL</b>                 | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        |
| 4                                | 6                        | 6 MAX                    | 6 MAX                    |
| 3                                | 5                        | 6 MAX                    | 6 MAX                    |
| 2                                | 4                        | 5                        | 6 MAX                    |
| 1                                | 3                        | 4                        | 5                        |

| <b>EXPECTED PROGRESS KS 2- 4</b> |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|
|                                  | <b>3 Levels Progress</b> | <b>4 Levels Progress</b> | <b>5 Levels Progress</b> |
| <b>KS2 LEVEL</b>                 | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        | <b>GCSE Grade</b>        |
| <b>6</b>                         | <b>A</b>                 | <b>A*</b>                | <b>-</b>                 |
| 5                                | B                        | A                        | A*                       |
| 4                                | C                        | B                        | A                        |
| 3                                | D                        | C                        | B                        |
| 2                                | E                        | D                        | C                        |
| 1                                | F                        | E                        | D                        |

### **Assessment for learning:**

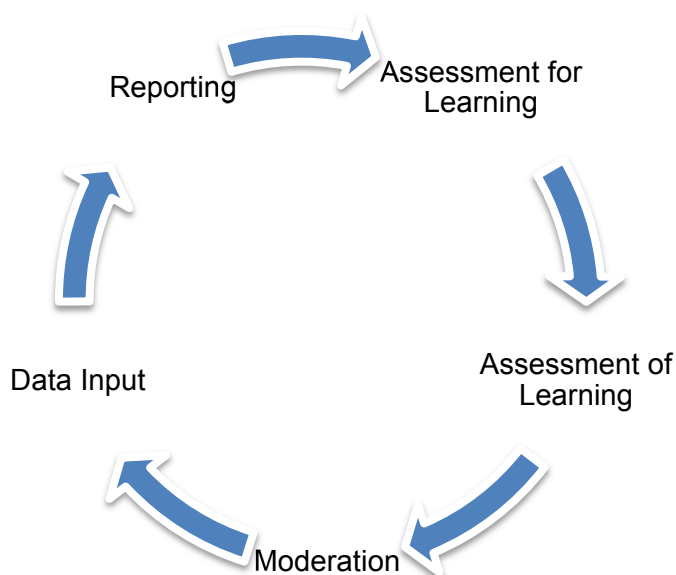
Regular and robust AfL (Assessments for learning) are essential tools necessary for ensuring successful teaching and learning. Assessment for learning occurs when teachers use inferences about student progress to inform their teaching. Assessment enables students to understand where they are in their learning and to understand what they need to do next. Assessment provides students with the opportunity to work in partnership with the teacher to review their progress on an on-going basis.

Formative assessment will take place every day Perry Beeches VI The Free School, and will include:

- consistent use of plenaries
- soliciting feedback from students
- self and peer assessment
- written work is marked or a practical activity is discussed
- homework marked
- achievement of IEP targets for those with Special Educational Needs

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. Summative assessments could be in the form of written tests and exams will take place at the end of each subject unit of work, term and year.

**The Assessment process below is what staff will follow:**



### **Student Tracking:**

At Perry Beeches VI The Free School whole school student data will be collected termly and tracked against their minimum expected progress based on prior attainment. All Year 2 and 6 students to make a minimum of 2 levels progress by the end of Key Stage 1 and 2 respectively.

At Key Stage 3 students will be expected to make a minimum of 2 split-levels progress with 3 split levels being their aspirational, per year, in English, Maths and Science, based on their Key Stage 2 SATs or Teacher Assessment, if the student did not sit their SATs.

As can be seen in the tracker students minimum and aspirational targets are set for the end of KS3 and KS4 based on prior attainment. A minimum of 3 levels progress Low and Middle attaining students is expected by the end of Year 11 in line with national expectations with the aspirational being set as 4 levels progress. High attaining students have been set a minimum of 4 levels progress with 5 levels being their aspirational.

These targets are set for all subjects based on KS2 data, meaning the student will have one target level or grade for all subjects.

Students learning journey will be shared with the students and staff alike in September. The student tracking will be a key focus of the SLT agenda where all individual students' data will be discussed and shared with all staff.

Any students not making the appropriate progress will be highlighted and appropriate interventions will be put in place. These students will be discussed at a fortnightly Students Concerns Meeting between the Senior Deputy Headteacher, Head of Year 7 and Head of Post 16. Appropriate actions from this meeting will be put in place.

A similar tracker will be created for Post 16.

| Student Information | KS2 Data |            |            |           |           |           | Expected Grades |     |        |        |            |            |         |         | Autumn Working at |             |         |         |        |        |        |         | Autumn Sub -LOP |        |         | Achieved LOP |         |        |        |        |        |                 |               |                 |             |           |
|---------------------|----------|------------|------------|-----------|-----------|-----------|-----------------|-----|--------|--------|------------|------------|---------|---------|-------------------|-------------|---------|---------|--------|--------|--------|---------|-----------------|--------|---------|--------------|---------|--------|--------|--------|--------|-----------------|---------------|-----------------|-------------|-----------|
|                     | Surname  | KS2 ENG TA | KS2 ENG TT | KS2 MA TA | KS2 MA TT | KS2 SC TA | KS2 SC TT       | HML | Y7 Min | Y7 Asp | Y7 MFL Min | Y7 MFL Asp | KS3 Min | KS3 Asp | KS3 MFL Min       | KS3 MFL Asp | KS4 Min | KS4 Asp | En Aut | MA Aut | SC Aut | Art Aut | DR Aut          | MU Aut | ICT Aut | DT Aut       | MFL Aut | GG Aut | HI Aut | RE Aut | PE Aut | English Sub-LOP | Maths Sub LOP | Science Sub-LOP | English LOP | Maths LOP |
| Student A           | 5        | 5          | 5          | 5         | 5         | 5         | H               | 6c  | 6b     | 5c     | 5b         | 6a         | 7c      | 5a      | 6c                | A           | A*      | 4a      | 5a     | 5a     | 5c     | 5a      | 6a              | 5b     | 6a      | 5a           | 5c      | 5b     | 6a     | 3a     | -2     | 1               | 1             |                 |             |           |
| Student B           | 4        | 4          | 5          | 5         | 5         | 5         | H               | 6c  | 6b     | 5c     | 5b         | 6a         | 7c      | 5a      | 6c                | A           | A*      | 5c      | 5c     | 5a     | 6a     | 3a      | 6c              | 6c     | 5c      | 3b           | 4c      | 5a     | 4c     | 3b     | 2      | -1              | 1             |                 |             |           |
| Student C           | 3        | 3          | 3          | 3         | 4         | 4         | L               | 4c  | 4b     | 3c     | 3b         | 4a         | 5c      | 3a      | 4c                | D           | C       | 3a      | 4c     | 4c     | 3a     | 3a      | 4a              | 4b     | 4c      | 4b           | 4a      | 4a     | 3a     | 3a     | 1      | 2               | -1            |                 |             |           |
| Student D           | 2        | 2          | 2          | 2         | 2         | 2         | L               | 3c  | 3b     | 2c     | 2b         | 3a         | 4c      | 2a      | 3c                | E           | D       | 2a      | 2a     | 3a     | 3a     | 3b      | 4b              | 3b     | 3a      | 3a           | 3c      | 4c     | 2c     | 4b     | 1      | 1               | 4             |                 |             | 1         |
| Student E           | 5        | 4          | 4          | 4         | 4         | 4         | M               | 5c  | 5b     | 4c     | 4b         | 5a         | 6c      | 4a      | 5c                | C           | B       | 5c      | 5c     | 5c     | 4c     | 3b      | 5b              | 4c     | 5c      | 3a           | 4c      | 4a     | 4a     | 3a     | 2      | 2               | 2             |                 |             |           |
| Student F           | 4        | 4          | 4          | 4         | 4         | 4         | M               | 5c  | 5b     | 4c     | 4b         | 5a         | 6c      | 4a      | 5c                | C           | B       | 4a      | 4a     | 4b     | 3a     | 3b      | 5c              | 4b     | 5a      | 2b           | 4a      | 4b     | 3c     | 4a     | 1      | 1               | 0             |                 |             |           |

### Reporting on Student Progress:

Students' progress will be reported on 3 times per year to parents. Reception, Year 1, 3, 7 and Year 12 will have an additional settling in report in the first half term. Each year group will have a Parents Evening once per year with an additional 'settling in' evening for reception, Year 1, 3, 7 and 12 in the first term of the academic year.

The student passport which will be a key form of communication between school and home will also have the students 'Working At' and 'Expected Progress' data along with other key information such as homework and level descriptors.

Parents' views are important to Perry Beeches VI The Free School and these will be collected in various ways such as parental questionnaires at Parents Evenings, parental questionnaires for work scrutiny during our internal Mini-Ofsted and via the website.

### Mini – Ofsted:

Mini-Ofsted will be an internal rigorous and robust monitoring and tracking of assessment ensuring that all students will overcome barriers to learning and achieve regardless of need. This process will external validated by [REDACTED]. The inspection will involve:

### Inspection:

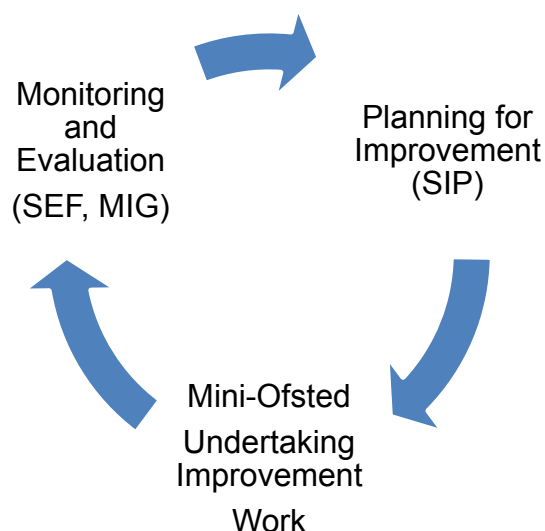
- 2 day inspection

- 3/4 members for each inspection
- Lesson Observations.
- Work Scrutiny
- Student Interviews
- Head of Faculty / Subject Interviews
- Parent Questionnaire (to be issued to the parents of the students used in the Work Scrutiny)

### **Prior to Inspection:**

- 2 days notice.
- Faculty/ Subject SEF / Subject Improvement Plan.
- Schemes of Work
- Examples of work for Work Scrutiny (example work from a higher ability, middle ability and lower ability – 2 pieces of work from two different students from each section. They will need to provide work from 2 different year groups and will be informed which year groups when made aware of the inspection. Work will need to be labelled with name, level/grade – see attached sheet).
- Attainment Data – trends and comparisons.
- SLT Termly Review
- Previous documentation – Ofsted report, Mini-Ofsted and External Validation.
- Anything else that shows the Faculty / Subject at their best.
- Timetable of lessons on, which teachers are teaching and which teaching rooms.
- Profile of Department

### **Year 1 Self-Evaluation / School Improvement Cycle / MIG:**



### **Autumn Term:**

- Target setting for Reception, Year 3, 7 & 12
- Develop SEF and SIP (Whole School and Middle Leaders)
- Develop Subject/Faculty SEF and Improvement Plan
- MIG (Monitoring and Intervention Group)→LGB (Local Governing Body) meeting →report to Directors
- Individual student recap – SLT/ML
- Lesson Observation Cycle
- Performance Management review (Internal appointments from Perry Beeches The Academy Trust) and setting of new objectives
- ‘Learning Walks’
- Work Scrutiny
- Mini-Ofsted (internal)
- A3 comparison sheets
- Review current standards (Data Input Reception, Year 3, 7 and 12)

### **Spring Term:**

- Finalise SEF and SIP
- Finalise Subject/ Pastoral SEF and SIP
- Individual student recap – SLT/ML
- MIG→LGB meeting →report to Directors
- Lesson Observation Cycle
- Mid-term review of Performance Management
- ‘Learning Walks’
- Work Scrutiny
- Mini-Ofsted (internal)
- A3 comparison sheets
- Raise online Analysis (validated)
- Review current standards (Data Input Reception, Year 3, 7 and 12)

### **Summer Term:**

- Initial draft reviewing SIP and identifying new objectives
- Initial review and highlighting of areas to be completed for SEF
- Lesson Observation Cycle
- MIG→LGB meeting →report to Directors
- ‘Learning Walks’
- Work Scrutiny

- Mini-Ofsted (internal)
- A3 comparison sheets
- Review current standards (Data Input Reception, Year 3, 7 and 12)

As Perry Beeches VI The Free School grows so will the cycle of things to do such as:

- AS Exam analysis
- A level Exam Analysis
- GCSE Exam Analysis
- Raise Online Analysis
- Value Added Analysis KS1-2, KS2-4, KS4-5

### **Groups of Students:**

The student tracking and progress systems at Perry Beeches VI The Free School will offer the flexibility to analyse and monitor the progress of each individual student in ensuring they are on target. The tracking system will allow us to check the progress of specific groups of students this will be closely analysed, as well as the progress of all students.

### **Academic Achievement of Students:**

At Perry Beeches VI The Free School all Year 2 and 6 students to make a minimum of 2 levels progress by the end of Key Stage 1 and 2 respectively. By the end of Key Stage 4 most students will make three levels of progress in English, Mathematics between Key Stage 2-4 in line with the national expected level of progress. They will also make significant improvement in reading age for some students. This progress in Years 6, 7 and 8 will serve as a sound learning foundation upon which success at GCSE level can then be built. This will be achieved through the greater focus on the needs of individual students resulting from us being a small secondary school, with sixty students in each academic year.

A particular focus on tracking the achievement of students at Perry Beeches VI The Free School will address the local context and levels of entry of students. Many students in the areas served by the school are making below national levels of progress in Literacy and Mathematics. Therefore, the impact of interventions to address the needs of groups of students will be evaluated regularly.

The academic achievement of students will be evidenced through Lesson Observations, Learning Walks, Work Scrutiny to assess the quality of learning, discussions with students and parent, student and staff questionnaires. The academic standards attained by students will be set against national benchmarks and the performance of groups compared with different groups within the school. Robust

attainment and progress data analysis will provide real time information on how well students make progress relative to their starting points.

### **The Quality of Teaching:**

Teaching at Perry Beeches VI The Free School will not only raise student's achievement, it will also promote spiritual, moral, social and cultural development. Joint lesson observations will be conducted with staff to ensure that lesson grading criteria is understood by all. This will form part of whole school CPD, and will be the first staff inset. Formal lesson observations, informal learning walks and the scrutiny of students work will enable the Perry Beeches VI The Free School to evaluate:

- The extent to which teacher's expectations are sufficiently high to extend the knowledge, skills and understanding of students in a range of lessons and activities over time
- How frequently marking and assessment are used to help students to improve their learning
- The extent to which pace and depth of learning are maximised as a result of teacher's monitoring of learning during lessons
- The extent to which teachers enthuse, engage and motivate students to learn
- The quality of teaching and other support provided for students with a range of aptitudes and needs, including those with Special Educational needs and/or disabilities, so that learning improves
- Positive attitudes to learning, conduct in lessons and around the school

### **Success Measures:**

Success at Perry Beeches VI The Free School will be defined as the outcomes of the academic and enrichment curriculum. Student progress will be measured by levels of progress against prior attainment. End of year targets will be set based on this and will be tracked regularly and accurately.

At the end of year 2 and 6 students will make a minimum of 2 levels progress by the end of Key Stage 1 and 2 respectively.

At the end of Year 8, students will make a minimum of 4 sub-levels of progress levels over two academic years in line with national expectations. By the end of Year 11, all students will be expected to have made a minimum of 3 levels of progress measured against prior attainment in line with national expectations.

By the end of Year 13, all students will leave Perry Beeches VI The Free School and start a degree course or work in line with their preferred career.



Perry Beeches VI The Free School success measures will be defined by the following criteria:

| YEAR      | YEAR GROUP          | SUCCESS CRITERIA   | MEASUREMENT CRITERIA   |
|-----------|---------------------|--|--|
| July 2015 | Reception, 3, 7, 12 | <ul style="list-style-type: none"> <li>100 Reception, Year 3 and Year 7 students committed to starting in September 2015– 100% successful recruitment</li> <li>60 Year 11 students committed to starting Year 12 in September 2015</li> <li>Successful pre-registration Ofsted inspection</li> </ul>   | <ul style="list-style-type: none"> <li>A minimum of 100 confirmed first choices</li> <li>A minimum of 60 confirmed first choices</li> <li>Ofsted report</li> </ul>   |
| July 2016 | Reception, 3, 7, 12 | <p><b>Quantitative measures:</b></p> <ul style="list-style-type: none"> <li>All students in Reception, Year 3 and 7 make appropriate levels of progress in core subjects and breadth subjects</li> <li>All students in Reception, Year 3 and 7 to achieve their chronological reading age</li> <li>100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13</li> <li>Attendance of at least 96%</li> <li>No Fixed Term Exclusions</li> <li>100 students committed to starting Reception, Year 3, 7 in September 2016– 100% successful recruitment</li> <li>60 Year 11 students committed to starting Year 12 in September 2016</li> </ul> <p><b>Qualitative measures:</b></p> <ul style="list-style-type: none"> <li>A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria</li> <li>Leadership and management graded as a minimum of good against up to date Ofsted criteria</li> <li>All students to experience the culture and education Birmingham has to offer</li> <li>All Year 7 students to attend PGL residential as part of building</li> <li>All Year 12 students to participate in some sort of voluntary experience</li> </ul> | <ul style="list-style-type: none"> <li>End of year Teacher Assessments</li> <li>Reading test results</li> <li>6<sup>th</sup> Form Tracker/ Results</li> <li>Attendance register</li> <li>Sleuth Referrals for Behaviour/Incident register</li> <li>A minimum of 100 confirmed first choices in each year</li> <li>A minimum of 60 confirmed first choices</li> <li>Lesson Observation Cycle/ Mini Ofsted report</li> <li>Academy Trust Mini Ofsted report</li> <li>All students participate and evaluate experience as at least good in follow up</li> </ul> |

|                  |                                 |  |  |
|------------------|---------------------------------|--|--|
|                  |                                 | <ul style="list-style-type: none"> <li>All Year 12 students to attend a Aim Higher residential</li> </ul>  | questionnaire  |
| <b>July 2017</b> | Reception, 1,3, 4, 7, 8, 12, 13 | <p><b>Quantitative measures:</b></p> <ul style="list-style-type: none"> <li>All students in Reception, Year 1,3, 4, 7 &amp; 8 make appropriate levels of progress in core subjects and breadth subjects</li> <li>All students in Reception, Year 1, 3, 4, 7 &amp; 8 to achieve their chronological reading age</li> <li>100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13</li> <li>100% of Year 13 students to achieve 3 A Levels A*-E</li> <li>Attendance of at least 96.5%</li> <li>No Fixed Term Exclusions</li> <li>100 students committed to starting Reception, Year 3, 7 in September 2017– 100% successful recruitment</li> <li>60 Year 11 students committed to starting Year 12 in September 2017</li> </ul> <p><b>Qualitative measures:</b></p> <ul style="list-style-type: none"> <li>A minimum of 80% of lessons graded as good or outstanding against up to date Ofsted criteria</li> <li>Leadership and management graded as a minimum of good against up to date Ofsted criteria</li> <li>All students to experience the culture and education Birmingham has to offer</li> <li>All Year 7 students to attend PGL residential as part of building</li> <li>All Year 12 to participate in some sort of</li> </ul> | <ul style="list-style-type: none"> <li>End of year Teacher Assessments</li> <li>Reading test results</li> <li>6<sup>th</sup> Form Tracker/ Results</li> <li>A Level Results</li> <li>Attendance register</li> <li>Sleuth Referrals for Behaviour/Incident register</li> <li>A minimum of 100 confirmed first choices</li> <li>A minimum of 60 confirmed first choices</li> <li>Lesson Observation Cycle/ Mini Ofsted report</li> <li>Academy Trust Mini Ofsted report</li> <li>All students participate and evaluate experience as at least good in follow up questionnaire</li> </ul> |

|                                |  |   |   |
|--------------------------------|--|---|---|
|                                |  | voluntary experience <ul style="list-style-type: none"> <li>All Year 12 students to attend a Aim Higher residential</li> </ul>  |   |
| <b>July</b><br><br><b>2018</b> | Reception,<br>1,2, 3, 4, 5,<br>7,8, 9, 12,<br>13 | <b>Quantitative measures:</b> <ul style="list-style-type: none"> <li>All students in Reception, Year 1,2, 3, 4, 5 7 &amp; 8 make appropriate levels of progress in core subjects and breadth subjects</li> <li>All students in Reception, Year 1, 2, 3, 4, 5, 7, 8 &amp; 9 to achieve their chronological reading age</li> <li>92% of students to achieve Level 2 and above in reading</li> <li>88% of students to achieve Level 2 and above in writing</li> <li>94% of students to achieve Level 2 and above in maths</li> <li>32% of students to achieve Level 3 and above in reading</li> <li>18% of students to achieve Level 3 and above in writing</li> <li>26% of students to achieve Level 3 and above in maths</li> <li>All Year 9 students meet or exceed their minimum end of year target grade for all subjects</li> <li>100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13</li> <li>100% of Year 13 students to achieve 3 A Levels A*-E</li> <li>Attendance of at least 97%</li> <li>No Fixed Term Exclusions</li> <li>100 students committed to starting Reception, Year 3, 7 in September 2018– 100% successful recruitment</li> <li>60 Year 11 students committed to starting Year 12 in September 2018</li> </ul> | <ul style="list-style-type: none"> <li>End of year Teacher Assessments</li> <li>Reading test results</li> <li>End of Year Teacher Assessments</li> <li>Year 2 Tracker</li> <li>Key Stage 1 SATs results</li> <li>Year 9 Tracker</li> <li>6<sup>th</sup> Form Tracker/ Results</li> <li>A Level Results</li> <li>Attendance register</li> <li>Sleuth Referrals for Behaviour/Incident register</li> <li>A minimum of 100 confirmed first choices</li> <li>A minimum of 60 confirmed first choices</li> </ul> |

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|                  |  | <p><b>Qualitative measures:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria</li> <li>• Leadership and Management graded as Outstanding against up to date Ofsted criteria</li> <li>• All students to experience the culture and education Birmingham has to offer</li> <li>• All Year 7 students to attend PGL residential as part of building</li> <li>• All Year 12 to participate in some sort of voluntary experience</li> <li>• All Year 12 students to attend an Aim Higher residential</li> </ul>   | <ul style="list-style-type: none"> <li>• Lesson Observation Cycle/ Mini Ofsted report</li> <li>• Academy Trust Mini Ofsted report</li> <li>• All students participate and evaluate experience as at least good in follow up questionnaire</li> </ul>  |
| <b>July 2019</b> | Reception, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13 | <p><b>Quantitative measures:</b></p> <ul style="list-style-type: none"> <li>• All students in Reception, Year 1,2, 3, 4, 5, 6, 7 &amp; 8 make appropriate levels of progress in core subjects and breadth subjects</li> <li>• All students in Reception, Year 1, 2, 3, 4, 5, 6, 7, 8, 9 &amp; 10 to achieve their chronological reading age</li> <li>• 93% of students to achieve Level 2 and above in reading</li> <li>• 89% of students to achieve Level 2 and above in writing</li> <li>• 95% of students to achieve Level 2 and above in maths</li> <li>• 33% of students to achieve Level 3 and above in reading</li> <li>• 19% of students to achieve Level 3 and above in writing</li> <li>• 27% of students to achieve Level 3 and above in maths</li> <li>• 91% of students to achieve Level 4 or above in English</li> <li>• 41% of students to achieve Level 5 or above in English</li> <li>• 8% of students to achieve Level 6 or above in English</li> <li>• 90% of students to achieve Level 4 or above in English</li> <li>• 42% of students to achieve Level 5 or above in Maths</li> <li>• 7% of students to achieve Level 6 or above in Maths</li> </ul> | <ul style="list-style-type: none"> <li>• End of year Teacher Assessments</li> <li>• Reading test results</li> <li>• End of Year Teacher Assessments</li> <li>• Year 2 Tracker</li> <li>• Key Stage 1 SATs results</li> <li>• End of Year Teacher Assessments</li> <li>• Year 6 Tracker</li> <li>• Key Stage 2 SATs results</li> </ul> |

|                  |  |  |   |
|------------------|--|--|---|
|                  |  | <ul style="list-style-type: none"> <li>All Year 9 &amp; 10 students meet or exceed their minimum end of year target grade for all subjects</li> <li>100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13</li> <li>100% of Year 13 students to achieve 3 A levels A*-E</li> <li>Attendance of at least 97%</li> <li>No Fixed Term Exclusions</li> <li>100 students committed to starting Reception, Year 3, 7 in September 2019– 100% successful recruitment</li> <li>60 Year 11 students committed to starting Year 12 in September 2019</li> </ul> <p><b>Qualitative measures:</b></p> <ul style="list-style-type: none"> <li>A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria</li> <li>Leadership and management graded as a minimum of outstanding against up to date Ofsted criteria</li> <li>All Year students to experience the culture and education Birmingham has to offer</li> <li>All Year 7 students to attend PGL residential</li> <li>All Year 9 students to attend France residential</li> <li>All Year 10 students to attend Aim Higher residential at Newman University</li> <li>All Year 10 students to experience a work based placement</li> <li>All Year 12 students to attend a Aim Higher residential</li> </ul> | <ul style="list-style-type: none"> <li>Year 9 &amp; 10 Trackers</li> <li>6<sup>th</sup> Form Tracker/ Results</li> <li>A Level Results</li> <li>Attendance register</li> <li>Sleuth Referrals for Behaviour/Incident register</li> <li>A minimum of 100 confirmed first choices</li> <li>A minimum of 60 confirmed first choices</li> <li>Lesson Observation Cycle/ Mini Ofsted report</li> <li>Academy Trust Mini Ofsted report</li> <li>All students participate and evaluate experience as at least good in follow up questionnaire</li> </ul> |
| <b>July 2020</b> | Reception, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 | <p><b>Quantitative measures:</b></p> <ul style="list-style-type: none"> <li>All students in Reception, Year 1,2, 3, 4, 5, 6, 7 &amp; 8 make appropriate levels of progress in core subjects and breadth subjects</li> <li>All students in Reception, Year 1, 2, 3, 4, 5, 7, 8, 9, 10 &amp; 11 to achieve their chronological reading age</li> </ul>  | <ul style="list-style-type: none"> <li>End of year Teacher Assessments</li> <li>Reading test results</li> </ul>   |

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>• 94% of students to achieve Level 2 and above in reading</li> <li>• 90% of students to achieve Level 2 and above in writing</li> <li>• 96% of students to achieve Level 2 and above in maths</li> <li>• 34% of students to achieve Level 3 and above in reading</li> <li>• 20% of students to achieve Level 3 and above in writing</li> <li>• 28% of students to achieve Level 3 and above in maths</li> <li>• 92% of students to achieve Level 4 or above in English</li> <li>• 42% of students to achieve Level 5 or above in English</li> <li>• 9% of students to achieve Level 6 or above in English</li> <li>• 91% of students to achieve Level 4 or above in English</li> <li>• 43% of students to achieve Level 5 or above in Maths</li> <li>• 8% of students to achieve Level 6 or above in Maths</li> <br/> <li>• All Year 9, 10 &amp; 11 students meet or exceed their minimum end of Year target grade for all subjects</li> <li>• Year 11 100% 5A*-C</li> <li>• Year 11 70% 5A*-C Including English and Maths</li> <li>• 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13</li> <li>• 100% of Y13 students to achieve 3 A levels A*-E</li> <li>• Attendance of at least 97%</li> <li>• No Fixed Term Exclusions</li> <br/> <li>• 100 students committed to starting Reception, Year 3, 7 in September 2020– 100% successful recruitment</li> <li>• 60 Year 11 students committed to starting Year 12 in September 2020</li> </ul> | <ul style="list-style-type: none"> <li>• End of Year Teacher Assessments</li> <li>• Year 2 Tracker</li> <li>• Key Stage 1 SATs results</li> <br/> <li>• End of Year Teacher Assessments</li> <li>• Year 6 Tracker</li> <li>• Key Stage 2 SATs results</li> <br/> <li>• Year 9, 10 &amp; 11 Trackers</li> <li>• Exam Results</li> <li>• Exam Results</li> <li>• 6<sup>th</sup> Form Tracker/ Results</li> <li>• A Level Results</li> <li>• Attendance register</li> <li>• Sleuth Referrals for Behaviour/Incident register</li> <br/> <li>• A minimum of 100 confirmed first choices</li> <li>• A minimum of 60 confirmed first choices</li> </ul> |
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|  |  | <p><b>Qualitative measures:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria</li> <li>• Leadership and Management graded as a minimum of Outstanding against up to date Ofsted criteria</li> <li>• All students to experience the culture and education Birmingham has to offer</li> <li>• All Year 7 students to attend PGL residential</li> <li>• All Year 9 students to attend France residential</li> <li>• All Year 10 students to attend Aim Higher residential at Newman University</li> <li>• All Year 10 students to experience a work based placement</li> <li>• All Year 12 students to attend a Aim Higher residential</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson Observation Cycle/ Mini Ofsted report</li> <li>• Academy Trust Mini Ofsted report</li> <li>• All students participate and evaluate experience as at least good in follow up questionnaire</li> </ul> |
|--|--|--|--|

## **Admissions:**

### **1 Introduction**

- 1.1 This document sets out the admission arrangements for the Perry Beeches VI The Free School.
- 1.2 Any changes to the arrangements set out in this document, with the exception of setting a published admission number higher than the agreed admission number for a specific year, must be approved in advance by the Secretary of State.
- 1.3 Perry Beeches VI The Free School is a non-selective school open to students of all religious faiths or those of no faith.

### **2 School Admissions Code/ School Admissions Appeal Code**

- 2.1 The Free School will comply with all relevant provisions of the statutory codes of practice (the School Admissions Code of Practice and the School Admission Appeals Code of Practice) as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools.
- 2.2 The Free School will have consideration for, and mirror, the admission arrangements operated by Birmingham Local Authority.
- 2.3 The Free School will participate and comply with the LA's co-ordinated admissions from 2016.

### **3 Admission arrangements, subject to approval by the Secretary of State**

3.1 The admission arrangements for the Free School for the year 2016 are for 100 students into Reception, Year 1, 3 and 7.

3.2 Year 7 admissions and in-year applications where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below:

After the admission of students with statements of Special Educational Needs where the Free School is named on the statement, the criteria will be applied in the order in which they are set out below:

- a) Children in public care (looked after children) at the time of application;
- b) Admission of students on the basis of proximity to the school using straight line measurement from the main entrance of the Free School to the main entrance to the child's home. The distance used to determine how close the child lives to the Free School will be the direct line measurement from the front to the Free School. The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Free School, the offer of a place will be withdrawn.
- c) If there are more applicants than there are places remaining within a particular category and where there is no difference in distance from home to school for two or more children, random allocation will be used to allocate the final available place(s) and to establish priority on the waiting list.

### **4 Operation of waiting lists**

4.1 The Free School will operate a waiting list. If the Free School receives more applications for places than there are places available, a waiting list will operate for at least one term after the admission date. This will be maintained by the Free School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

4.2 Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set in section 3 above.

4.3 Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.



## **5 Arrangements for Appeals Panels**

5.1 Parents/carers will have the right of appeal to an Independent Appeals Panel if they are dissatisfied with an admission decision of the Free School. The Appeals Panel will be independent of the Free School. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals.

5.2 The determination of the Appeals Panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Free School will prepare guidance for parents/carers about how the Appeals process will work and provide parents/carers with a named contact who can answer any enquiries parents/carers may have about the process.

## **6 Admissions Procedures for September 2016**

6.1 Parents will apply directly to the Free School. This process will not affect place allocation as a result of parents completing the Common Application Form (CAF).

6.2 The Free School will invite applications from parents.

6.3 Formal offers will be made to parents. Emails to successful applicants will be sent, and letters sent by first class post. All applicants must inform the Free School of their acceptance or rejection of a place. Any Appeals Forms must also be sent to the Free School. A induction day for Reception, Year 1, 3 and 7 will take place in July 2016.

6.4 After a formal place has been accepted, parents will be invited to a meeting in order to ascertain that the ethos and culture of learning is shared and understood. There will be consideration of the child's aptitude to learning regardless of their academic start point. There will be a discussion with parents about there being a commitment to the school through:

- Attendance to a summer school / residentials
- Attendance to all parent meetings
- To meet with the Headteacher once a year to discuss progress

6.5 Each child given an offer at the Free School will have already received an offer from the Local Authority for another school. The Free School will work closely with Birmingham Local Authority to ensure that parent turn down one of their offers in a timely fashion. The Free School will share its offer list with relevant Local Authorities as soon as possible, so that they can be aware of where duplicate offers have been made.

## **7 Appeals Process**

- 7.1 The Free School will comply with the Schools Admissions Appeals code. The Free School will be responsible for forming an Appeals Panel, and the Free School will keep parents aware of their rights to appeal.
- 7.2 The Appeals Panel will consist of an independently appointed Chair and Clerk, who will be present for the entire hearing. The Clerk will appoint 3 or 5 panel members who will be representative of the local area.
- 7.3 Appeals for Perry Beeches VI The Free School will be held at a time agreed by The Governing Body.

## **8 The Appeals Hearing**

- 8.1 The Free School will, before the hearing, provide the Clerk of the Appeals Panel with the following information as the Appeals Authority:
- A written statement explaining how places at the school were allocated, with an explanation of how these were applied to the appellant's application as opposed to others who were offered a place
  - A written statement summarizing the reasons for the decision, including a description of the school's capacity
  - An extract of the area's admissions scheme where relevant to the appeal
  - Details of the Fair Access Protocol
  - Copies of documents that will be supplied to the Panel at the hearing
- 8.2 The recommended order for hearings is as follows:
- The Admissions Authority's case
  - Questioning by the appellant
  - The appellant's case
  - Questioning by the Admissions Authority and Panel
  - Summing up by the Admissions Authority
  - Summing up by the appellant
- 8.3 Reaching a decision Panels will follow a two stage process when hearing Appeals:
- 1) Establishing the facts
  - 2) Balancing the arguments

Verdicts will be reached either unanimously, or by majority. The Panel's verdict is binding on the Admissions Authority, and the Panel will notify both the appellant and the admissions Authority.

## **Behaviour, Attendance and Well-being:**

### **This is linked directly into Key Principle 3: Behaviour, Attendance and Safety / SMSC**

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

- Attendance to be significantly above National Average (2011-12 - 93.5%) and in line with Perry Beeches – The Academy (2011-12 – 95.31%)
- Standards of Perry Beeches – The Academy to be maintained with Behaviour Policy to be followed, clearly outlining expectations, sanctions and rewards

Student behaviour and success in learning are inextricably linked. Perry Beeches VI The Free School Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

Good learning and behaviour stem from quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.
2. A positive climate for learning is established through the use of routines, rules, sanctions and rewards.
3. Students are engaged in learning through the use of a range of techniques and strategies.
4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of overreaction and confrontation and their capacity to adopt a problem solving attitude to issues in the classroom.

### **Purposes of the Proposed Behaviour Policy:**

The policy aims to create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour.
- encouraging students to develop and maintain positive relationships with both their peers and adults, characterised by mutual respect.
- the provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- a system of rewards and graduated sanctions for students related to both academic progress and success and behaviour.

### **Parental Role in Behaviour Management through The Home School Partnership Agreements:**

At Perry Beeches VI The Free School we will work with students, parents, staff and governors to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self-esteem and confidence, and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership. This Home School Agreement is an agreement to work together.

### **Expectations:**

#### **At all times teachers demonstrate their professionalism through:**

- following the guidelines on classroom management procedures to ensure consistency across the school.
- the relationships which they forge with students.
- the way in which they support other colleagues and contribute to the team effort to maintain student discipline.
- following agreed strategies and procedures within the department and the school.
- participating in their own CPD and contributing to that of others, by involvement in peer coaching and observation of others at work.

#### **Ensure that students are:**

- clear about the expectations which exist about their behaviour in both the classroom and around the school generally.
- feeling emotionally & physically safe and valued in their day to day dealings with other people in the school including teachers, support staff and other students.
- appropriately dressed and equipped for work in line with the school and department guidance.

#### **Teachers monitor behaviour & intervention through:**

- checking student Passports.
- taking interest in student uniforms.
- making Snap Shot Reports.
- compiling Telephone / Interview records.
- writing Incident Accounts
- analysing SLEUTH data

#### **Rewards and Sanctions:**

- Rewards and Sanctions are used effectively to maintain positive approaches to learning and behaviour.
- The classroom teacher recognises and rewards good behaviour rather than manage via an array of sanctions.
- Unacceptable behaviour cannot be tolerated, and the student responsible will have to accept the consequences.

It is the aim and responsibility of the whole school community to promote excellent attendance through the provision of an appropriate curriculum and learning materials. Regular and punctual attendance are both a legal requirement and are essential for students to maximise their educational opportunities. It also ensures that a school is fulfilling its duty of safeguarding its students, by a student being in full time education we, as a matter of course, are able to monitor and support.

All children will be expected to be at school, on time, every day the school is open, unless the reason for the absence is unavoidable. Good attendance by students will be recognised and rewarded appropriately by feeding into the whole school merit system.

#### **Attendance Rationale:**

The school will be required to take an attendance register twice a day, and this shows whether the student is present, engaged in an educational activity off-site, or absent. If a student of compulsory school age is absent, then every half day absence from school has to be classified by the school as either Authorised or Unauthorised. Only school

can authorise the absence, not parents. For this reason, information about the cause of each absence is always required, preferably in writing.

Parents whose children may be experiencing difficulties will need to contact the school at an early stage and work together with the staff to resolve any problems. If difficulties cannot be sorted out in this way, the school or the parent may refer the child to Integrated Family Support Team (IFST). The team will try to resolve the situation with voluntary support. If ways of trying to improve the child's attendance fail, the school would look to progress with legal action. IFST is independent of the school and will give impartial advice.

The school has a legal duty to publish its absence figures to parents and to promote attendance. Various initiatives may be taken from time to time as required. If a child is not in regular attendance s/he is being deprived of their right to a full-time education. Equally, parents have a duty to make sure that their children attend. The school is committed to working with parents as the best way to ensure as high a level of attendance as possible.

#### **Strategies used by the School to Promote Attendance:**

- It will be made clear to students and their parents that the school cares about each child's attendance. This will be done through the attendance leaflet, assemblies, newsletters, letters, telephone calls and text messages.
- Information will be put on the school website giving attendance details, and this is made available to all parents of new students.
- Encouragement to improve attendance will be given to students through the passport, Year group assemblies are used to celebrate success and raise expectation, as well as rewards throughout the year.
- Attendance figures will be regularly read out in assemblies, staff briefings, pastoral meetings and positive comments made by the Tutors, Year Heads, Attendance Strategy Manager and Senior Leadership Team.
- There will be an attendance notice board in a prominent place showing each form's attendance and any individual students' successes.
- Individual students will be monitored by the LA tool 'Wise UP' and rewarded by means of attendance certificates (which can form part of the student's Progress file) as well as end of term trips, merits for 'gold, silver and bronze'.
- Attendance patterns will be monitored to detect truancy at an early stage. A Target Group of poor attendees are highlighted and are supported in escalation by Tutors, Year Heads and Senior Teacher by dialogue with students and families but if there is still no improvement then a referral is made to the IFST.
- Vulnerable children will be monitored separately on a termly basis:
- Looked after Children - by Senior Leadership Team who will follow the whole school approach to monitoring attendance but holds a specific overview to

ensure these students are attending and achieving, through data provided from the Attendance Team as well as meetings with students.

- Travelling Children - by Senior Leadership Team who will follow the whole school approach to monitoring attendance but holds a specific overview to ensure these students are attending and achieving, through data provided from the Attendance Team as well as meetings with students.

### **Our school Attendance Target for 2015-16 will be 96%:**

- For every day that a student is absent, parent/carer will contact school by 8.30; should we not receive any reason for the absence, then parent/carer will be contacted by our automated text messaging service.
- On the students return to school, we request a note of explanation to be handed to Form Tutor if we have not been previously notified.
- Poor Attendance will be investigated by school; the Head of Year will invite parent/carers in for meetings and conduct home visits.
- Parents/carers of persistent absent students could face a penalty/statutory legal action
- School will request that all medical appointments be kept outside of a school day, we understand that this, at times, cannot be avoided, therefore we would suggest during AM or PM Form Time, and request that medical evidence is provided and handed to the form tutor.

Perry Beeches VI The Free School will operate a strict policy on lateness. If students are not on time it will affect not only their learning, but also the learning of others.

- Between 8:30 – 8:45 same day detention of ½ hour with the Form Tutor will be issued. Form Tutor will contact parents.
- Students arriving after 8:45 will be given a 1 hour same day detention with the Head of Year who will contact parents.
- Individual punctuality concerns will be investigated by Form Tutors and Head of Year and further sanctions will be issued following discussion with parents/carers

### **Spiritual, Moral, Social and Cultural:**

At Perry Beeches VI The Free School, all students will have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. At Perry Beeches VI The Free School we recognise that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim



to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas will contribute to student's Spiritual, Moral, Social and Cultural development and opportunities for this will be planned in each area of the curriculum. Religious values, principles and spirituality will be explored in the curriculum, especially in RE. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

Adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students will also have the opportunity to enhance their Spiritual, Moral, Social and Cultural development through following a set of themes of the week which are discussed both in assemblies and form time. These themes will support students SMSC development by:

**Spiritual development should be seen throughout the way students display:**

- their personal beliefs, which may include their religious beliefs
- their ability to communicate these beliefs in discussion and through their behaviour
- their willingness to reflect on experiences and to look for meanings in these experiences
- their sense of wonder as they become more conscious of the deeper meanings of the world around them and their personal experiences.

**Moral development should be seen by the extent to which students display:**

- an understanding of the difference between right and wrong
- respect for the person and property of themselves and others
- a respect for the truth
- the ability to make responsible and thoughtful judgements on moral issues
- their own moral behaviour

**Social development should be seen through:**

- the quality of relationships in school

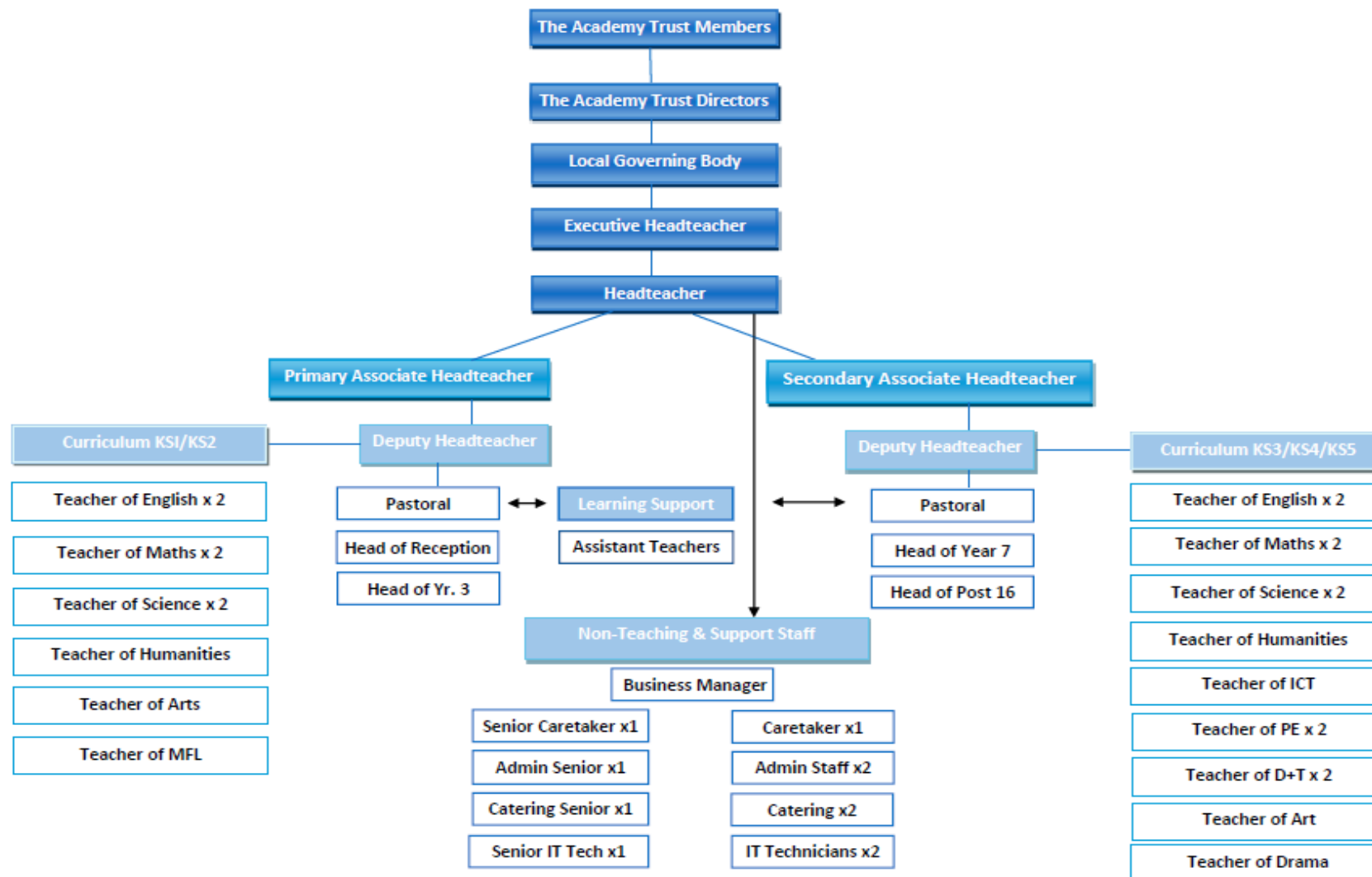
- their ability to behave responsibly and use their initiative
- their ability to work successfully and co-operatively with one another, in small groups and the school community as a whole
- their growing understanding of society, the family, the school, local and wider community, work and the basic structures and working processes which enable all these systems to function effectively

**Cultural development is seen by the extent to which students:**

- widen their knowledge, understanding, personal interest and experiences through the school curriculum and their participation in a wide range of cultural activities
- have an understanding of cultural diversity within society.

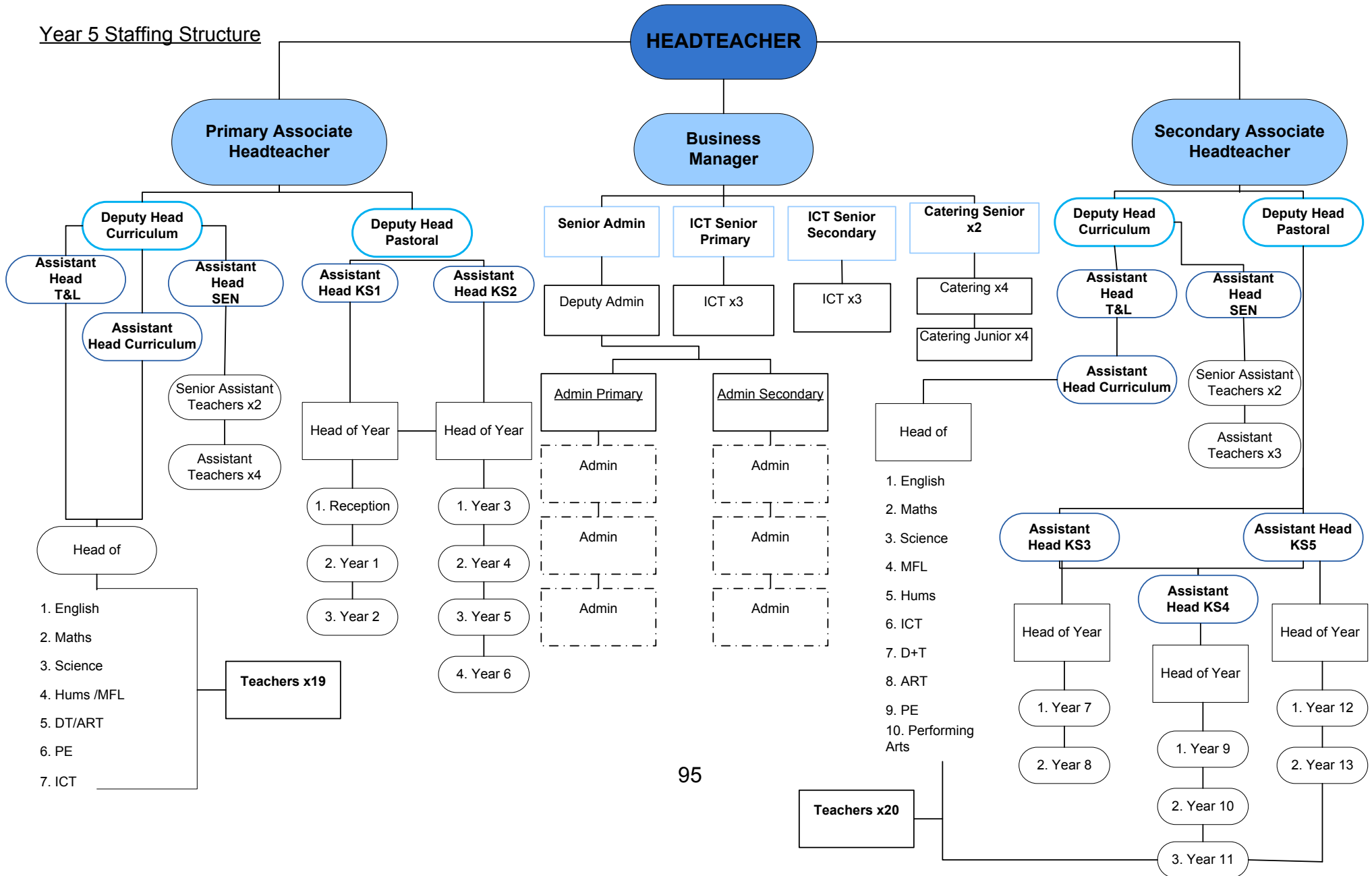
All children have the right to be safeguarded and protected from harm. As adults working in school, we all have a duty and responsibility to safeguard and promote the welfare of children in our care.

All members of staff will receive CPD in Safeguarding procedures. There will also be restrictions placed on the access of certain websites and the school will also monitor students' use of ICT. The school will have set procedures for dealing with bullying incidents, racial abuse procedures and for the promotion of healthy lifestyles. Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others, as well as the promotion of them adopting a healthy lifestyle.



**Section D3-Staffing Structure: Year 1 Structure: 6 leadership - 27 teaching staff - 5 Assistant Teachers - 11 Admin/ Support Staff**

Year 5 Staffing Structure



The largest single cost to Perry Beeches VI The Free School will be the staffing cost. It is therefore essential that these costs are effectively and efficiently controlled in order to ensure that all students gain the best educational experience possible. The staffing structure clearly shows the lines of accountability, job roles and brief job descriptions, a line management system and a supportive performance management system.

The staffing structure diagram for year 1 allows for 11 teaching staff to be employed in key areas that will define success for both the students and the Perry Beeches The Free School. There will be specialised teaching staff in English, Maths Science, Humanities, ICT PE, D&T and the Arts. The experience in these teachers will vary and will also include trainee teachers from the School Direct programme where Qualified Teacher Status can be obtained whilst training and working in school full time.

The growth of Perry Beeches VI The Free School will lead to these specialised teachers moving towards a curriculum lead role so that each subject area can be driven forward with passionate and motivated leaders of learning. All students in the timetable will be taught by subject specialists and not staff that simply teach a combination of random subjects.

At full capacity in the year 5 staffing structure diagram, Perry Beeches VI The Free School will be at full capacity and consist of 44 teaching staff. These are spread across the subject disciplines to again provide every student with a subject specialist in every lesson. The staffing structure allows for this to happen through carefully selected and recruited staff members with the skills necessary to drive the vision and aim of Perry Beeches VI The Free School to move forward.

The growth will be handled by ensuring that all members of staff are deployed in the areas that where they are needed. Moving towards the second year, there will be additional staff needs in all areas to mirror the excellent specialised learning experience in year 1 for students. It is vital that staff deployment is handled efficiently to ensure that Perry Beeches VI The Free School delivers its vision of value for money.

It is also important to not that PBVI will be within a 5 mile radius of PBI, PBII, PBIII and PBIV. The sharing and distribution of key staff is a certain strategy to be employed as the school grows but in order to spread expertise and control costs.

### **Lines of Accountability:**

The accountability structure in the diagram above shows that:

The Headteacher has clear accountability to the governing body. The Headteacher is responsible for all of the teaching and learning and staff employed by the Academy. The Headteacher's roles and responsibilities include that of curriculum, recruitment, performance management and development of staff. The Headteacher also holds

responsibility of teaching and learning to ensure that all staff contributes effectively to students' education. If there are underperforming staff, then it is the Headteacher responsibility to put CPD into place to develop effective teaching and learning practices.

The Associate Headteachers have clear role and responsibility for the effective strategic operational running of Perry Beeches VI The Free School Primary and Secondary phases. The Associate Headteacher will be responsible for ensuring that all the background tasks are effectively handled to relieve the Headteacher to concentrate more on the teaching and learning in Perry Beeches VI The Free School. Areas such as professional services, systems, marketing, curriculum, monitoring and assessment, behaviour management and policies are all within the Associate Headteacher role. This ensures the smooth and consistent operation of Perry Beeches VI The Free School. The Associate Headteachers is clearly accountable to the Headteacher in the diagram.

The Business Manager (part time) role encompasses all of the daily operational needs of Perry Beeches VI The Free School. These include exam entries, maintenance, supply (if needed), payroll, admin, resources, marketing, budgets, finance, minibus and catering. The Business Manager's role will vary day to day and whilst the Headteacher and Associate Headteachers will be managing the effective teaching and learning and strategic operations of Perry Beeches VI The Free School, the Business Manager will be responsible for ensuring the daily needs of the Free School are fulfilled. The Business Manager is directly accountable to the Headteacher.

There will be eleven teaching staff in various subject disciplines. These subjects create the broad and balanced curriculum delivery to students. In the first year the teaching staff are all directly accountable to the Headteacher to ensure that they receive all of the development necessary to become effective leaders of education within their subject specialism. Teaching staff hold responsibility for their own teaching and learning of students, pastoral care, curriculum delivery, resources, syllabus, monitoring and assessment and achievement within their subject area. These are all teaching based responsibilities. In year 5 it can be seen that with growth of Perry Beeches VI The Free School, Subject Leaders will become responsible for and line manage all teachers within their subject areas. Pastoral leaders will be developed over this time and will become heads of year.

**This links directly into Key Principle 4 – Leadership:**

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a Masters Level Degree or be working towards one, all members of staff to have GCSE in English and Maths or be working towards them
- Students to be involved in a leadership opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

The staffing structure diagram clearly shows the lines of accountability in year 1 and in year 5 of Perry Beeches VI The Free School. It shows how distributed leadership will be handled in line with the growth of Perry Beeches VI The Free School. The timetable clearly shows how staff time will be allocated so that students receive teaching from subject specialists at all time to aid their achievement. The balance between staff has been effectively managed to ensure that all aspects of Perry Beeches VI The Free School are handled by specialised staff and that there is space for development as Perry Beeches VI The Free School grows towards full capacity.

The growth from year 1 to year 5 will be gradual and staff will be recruited on a needs basis ensuring that all departments have the specialised staff that are needed to provide educational excellence. In year 2 staff recruitment will mirror year 1 to ensure that student and staff relationships are maintained as students' progress through academic years, and that specialised staff always deliver lessons.

The staffing diagram shows the lines of accountability at Perry Beeches VI The Free School.

### **Staffing Structure Development Over the Start-Up Period:**

The number of staff and their roles are outlined in more detail in the financial

### **Roles and Responsibilities:**

All job roles and responsibilities are in line with those of the Academy Trust; the members of staff will be appointed to the Academy Trust and will be able to work at any of the Perry Beeches Schools. The full roles and responsibilities of each job title are available from Perry Beeches The Academy Corporate Services. A brief synopsis is below:

#### Associate Headteacher Secondary/Primary

- Operational running of the Academy if the Headteacher is not present.
- Overview of the curriculum, strategic planning for the curriculum including timetabling, assessment, data tracking and line management of the Senior Curriculum Team

#### Deputy Headteacher – Secondary/Primary

- Operational running of the Academy if the Headteacher is not present.
- Overview of the pastoral system, strategic planning for the pastoral system including attendance, behaviour and child protection and line management of the Senior Pastoral Team

#### Assistant Headteacher – KS 1Transition KS2 Transition / KS3 / SENCo

- Overview of KS2 to KS3 transition
- Overview of KS3 pastoral systems and line management of Heads of Year
- Overview of SEN including monitoring of SEN students, responsibility for statemented students and line management of administrative SEN staff

#### Assistant Headteacher – KS4/5 Transition

- Overview of KS4 and KS5 transition
- Overview of KS4 and KS5 pastoral systems and line management of Heads of Year

#### Assistant Headteacher Post 16/ Data

- Overview of KS5 enrolment and marketing
- Overview of tracking and monitoring of data

#### Assistant Headteacher Standards / Teaching and Learning

- Overview of Teaching and Learning and line management of team
- Overview of Teacher Training and NQTs

#### Business Manager

- Overview of school finance and liaison with Trust for payroll etc
- Overview of non-education support including catering

#### Head of Faculty/Department

- Overview of Faculty including tracking and responsibility across the department for monitoring and line management of subject teachers

#### Head of Year

- Overview of Year group team including tracking and responsibility for behaviour, attendance and punctuality.

#### Subject Teacher



- Responsibility for their own teaching and learning of students, pastoral care, curriculum delivery, resources, specification, monitoring and assessment and achievement within their subject area

## **Value for Money**

The Perry Beeches Free School proposal will provide value for money. For the last published Performance Table results, 2011 (Before Perry Beeches converted to Academy was no longer included in the results) there was no school in Birmingham with a higher 5A\*-C pass rate with a lower per pupil spend. With 75% pass rate and [REDACTED] expenditure per student. There were 31 schools in Birmingham with a higher per pupil spend. ([http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=cfr&set=2&tab=23&no=330&sort=cfr\\_11.totalgrossrevenueexpenditure&ord=desc](http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=cfr&set=2&tab=23&no=330&sort=cfr_11.totalgrossrevenueexpenditure&ord=desc))

Perry Beeches has continued since this time to continue to work to an in-year surplus whilst results have continued to rise.

For Perry Beeches II – The Free School a successful, sustainable and efficient model of staffing and costing has been created to ensure that the same high levels of education are delivered at a good value for money. The staffing structure which is mentioned in more detail in the application shows that there is a mixture of higher cost experienced staffing and lower cost less experienced staff. There is a similar make up of staffing ratios in terms of both costs and experience at proven Perry Beeches The Academy and Perry Beeches II – The Free School.

## Section E: Evidence of need – part 1

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

If your school is new provision:

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

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

|                  | 2015 |   |   |   | 2016 |   |   |   |
|------------------|------|---|---|---|------|---|---|---|
|                  | A    | B | C | D | A    | B | C | D |
| <b>Reception</b> |      |   |   |   |      |   |   |   |
| <b>Year 1</b>    |      |   |   |   |      |   |   |   |
| <b>Year 2</b>    |      |   |   |   |      |   |   |   |
| <b>Year 3</b>    |      |   |   |   |      |   |   |   |
| <b>Year 4</b>    |      |   |   |   |      |   |   |   |
| <b>Year 5</b>    |      |   |   |   |      |   |   |   |
| <b>Year 6</b>    |      |   |   |   |      |   |   |   |
| <b>Year 7</b>    |      |   |   |   |      |   |   |   |
| <b>Year 8</b>    |      |   |   |   |      |   |   |   |
| <b>Year 9</b>    |      |   |   |   |      |   |   |   |
| <b>Year 10</b>   |      |   |   |   |      |   |   |   |
| <b>Year 11</b>   |      |   |   |   |      |   |   |   |
| <b>Year 12</b>   |      |   |   |   |      |   |   |   |
| <b>Year 13</b>   |      |   |   |   |      |   |   |   |
| <b>Totals</b>    |      |   |   |   |      |   |   |   |

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section E: Evidence of Demand – Perry Beeches VI – The Free School Perry Barr

#### Expression of Interest

We are in the process of providing evidence of demand from parents, we currently have evidence of:

- Oversubscription to Perry Beeches The Academy
  - Year 6 into Year 7 – 1010 applicants for 180 places in 2014
- Oversubscription to Perry Beeches II – The Free School
  - Year 6 into Year 7 – 457 applicants for 115 places in 2014
- Oversubscription to Perry Beeches III – The Free School
  - Year 6 into Year 7 – 275 applicants for 100 places in 2014
- Oversubscription to Perry Beeches IV – The Free School
  - Year 6 into Year 7 – 165 applicants for 100 places in 2014

As outlined in Section C this means we have over 1900 applicants for only 495 places at a Perry Beeches Secondary School.

We have engaged with a number of different groups and organisations including all Headteachers in Birmingham, Primary school students and their parents, local residents in the area and local councilors and Members of Parliament.

#### Consultation

Our consultation with the local community regards the opening of our other schools has evidenced some of the demand for the need for provision in the area including both at Primary age and at Secondary age. Some of the quotes from the consultation are listed below:

- “There is a serious shortage of secondary school places in this area and my son would have to travel a long way to school if there are no local places available.”
- “Would be nice if primary places were also available”
- “We could do with crèche or nursery and primary provision locally to compliment this school”

## **Forecast Shortage**

Birmingham City Council have created a Education Sufficiency Requirements report which outlines the forecast shortage of places in terms of Primary and Secondary provision until 2023.

The report states:

- There is significant potential for Academies and Free Schools to provide additional places that can meet Basic Need pressures and reduce Basic Need requirements
- Increased net migration of the past 3 years has had an impact on the level of surplus places particularly from Reception to Year 4, significantly reducing the flexibility we require to meet local needs in some parts of the city
- 4,500 Early Years Additional Places are needed to meet the new Government requirements for provision for vulnerable 2-year olds, who are entitled to 15 hours free nursery provision.
- By 2019, the secondary population will have increased substantially and we anticipate requiring total permanent expansions equivalent to 71 Forms of Entry, or 10,650 additional places, spread over the 5 years.
- Additional Primary School places are required from Reception through to Year 4 above those already being delivered, as a result of increased “cohort” growth from net migration into the city.

They also state that their strategy is to

- Work with Free Schools and Academies to meet Basic Need through their expansion plans

Attached to this application is this recent document. We have been in constant meetings and negotiations with Birmingham City Council so that our applications match the needs they identify. Please also note the letters of support from [REDACTED] and local MPs regarding the shortage and need. These are supported by various other parties who back our applications.

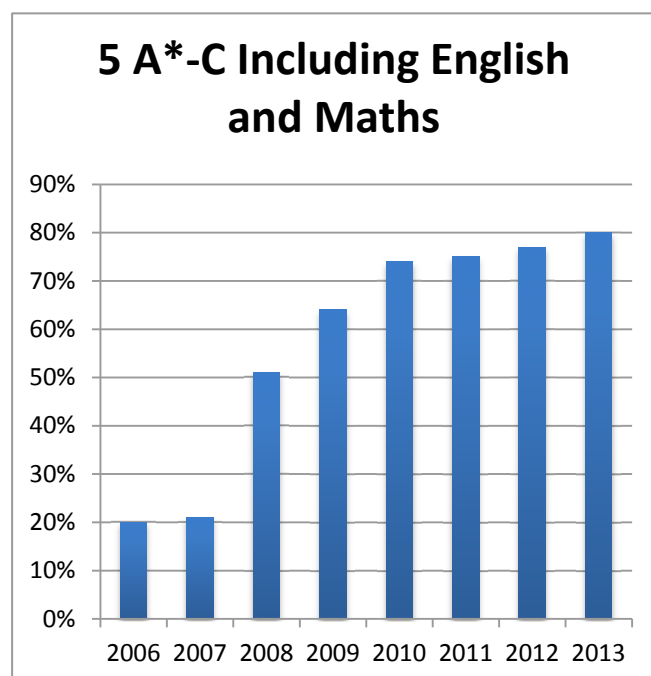
## **Standards of local schools**

We have already outlined the quality of provision of local schools in Section C. We will be providing an Outstanding education at PBVI.

## **Success at PBI**

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department for Education as part of our application for a new school.

Perry Beeches The Academy has, over the last six years, built a school which has had a record breaking success in its academic attainment. Perry Beeches The Academy was named “The Overall National Outstanding Secondary School of the Year” and then named “The Overall National Outstanding School of the Year” in July 2012. Perry Beeches claims the title “Most Improved School in the UK – Ever!!!” when GCSE results, 5A\*-C including GCSE English and Maths, went from a poor 21% in 2007 to a record breaking 74% in 2010! This rose to 75% the following year, increased to 77% the year after and now stand at a record breaking 80%.



Students are part of a community which creates students who are academically successful, articulate, respectful and confident. These are young people who are equipped with the skills necessary to be a success in a competitive market environment. Perry Beeches The Academy have already set up Perry Beeches II – The Free School which opened in September 2012, Perry Beeches III – which opened in September 2013 and Perry Beeches IV – which will open in September 2014. All the Perry Beeches schools have adopted this ethos of education, this style of school will be the basis of Perry Beeches VI – The Free School.

Attached to this application are copies of the two recent DfE reports on PBII and PBIII. PBII is already pre-OFSTED, deemed 'oustanding' and PBIII, in just three months, deemed 'excellent.'

This new Free School provides the opportunity for Perry Beeches Academy Trust to expand its 'brand' of success into the Perry Barr area. Where there is the need for a 'better deal' in terms of the quality of education, for a population where there are high levels of deprivation and a seeming lack of aspiration in terms of secondary, further and higher education.

Perry Beeches VI The Free School will be a mainstream, non-selective, comprehensive school for 1320 students aged 3-19 with the average class size of 25. The Free School will be built on traditional values. Pivotal to this will be a Respect Agenda embodied by an ethos and culture of learning and success for all. We will offer a traditional education and curriculum, an 'old fashioned' style of schooling – exactly like we offer at Perry Beeches The Academy. High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected. Current PB team members will teach at and run this new school in our 'normal', family, firm but fair style. The same success at PB I, PB II and PBIII will be delivered at PB VI.

There will be particular regard to outstanding achievement for all students whatever their academic start point and a commitment to lifelong learning for all stakeholders. All students will be expected to achieve and as with Perry Beeches The Academy **ALL** will be expected to achieve a minimum of 5 A\*-C at GCSE Level.

The Free School will provide students with a safe and secure environment in which to learn. We will develop a team ethos from day one. The development of student leadership roles will be a key ingredient in developing young people who are confident, articulate and have a willingness to embrace new challenges. As with Perry Beeches – The Academy, Perry Beeches II and III – The Free Schools, students will be the centre of all that is done, will be the core business of the school, and because of this will want to attend, will want to achieve and will want to be successful. Students will shape the school and as with PB, PBII and PBIII will have a clear voice in decision making in the school including the evaluation of Teaching and Learning.

There will be a broad and balanced curriculum which will allow students to successfully work towards GCSE and A Level qualifications. We are seeking to be part of Birmingham, and enable our students to have access to all the resources Birmingham can offer us. The curriculum will be built around the student's needs and

aspirations, students will be guided to ensure they make informed decisions about their choices and are successful in their chosen subjects. There will be the highest expectations in terms of academic standards, a business-like approach in the way that students present themselves in terms of school uniform, being in school every day and on time.

**Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.**

| <i>Name</i> | <i>Postcode</i> | <i>Child's date of birth</i> | <i>I Support the ethos and objectives of Perry Beeches III</i><br><br><i>Please Tick</i> | <i>I would select Perry Beeches III The Free School as first choice for my child(ren)</i><br><br><i>Please sign</i> | <i>OR: I am interested in finding out more information</i><br><br><i>Please Tick</i> | <i>Email address</i> |
|-------------|-----------------|------------------------------|--|---|--|----------------------|
|             |                 |                              |  |   |  |                      |

### **Post 16 Demand:**

Initially we seek to reach capacity for the Sixth Form from our current student roll. All current Year 9-11 students at Perry Beeches The Academy have been spoken to about the opening of the Free School and the potential course offering at Perry Beeches Sixth Forms. To ensure that we provide a suitable curriculum which is designed with the needs of our students in mind we have asked them which subjects they are interested in studying. We have also sent a letter to parents informing them of our plan to open a Free School with Sixth Form.

### Questions for Year 9/10/11 Students and Parents

- Are you planning to stay at Perry Beeches for Sixth Form?
- Which subjects are you interested in studying after Year 11? (post 16)
- Do you support the ethos and objectives of Perry Beeches?

All of the students in Year 11 at Perry Beeches The Academy are interviewed by Perry Beeches Trust Staff in readiness for their Sixth Form entry. As the schools reach



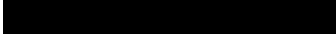
capacity it is expected that the Year 11 from each individual school will support the Sixth Form demand.

**Proposed Feeder Primary Schools for Perry Beeches VI– Sparkbrook**

[Redacted]

[Redacted]

**Proposed Feeder Secondary Schools for Perry Beeches VI Sixth Form–  
Sparkbrook**





**Year 7 Demand for new Free School**

## **Perry Beeches Brand Awareness**

We have 'Perry Beeches' brand awareness through a variety of means including:

National Awards announced nationally

- <http://www.tes.co.uk/article.aspx?storyCode=6095717>

Websites

- <http://www.perrybs.bham.sch.uk/>
- <http://perrybeecheii.co.uk>
- <http://perrybeecheiii.co.uk>
- <http://perrybeecheiv.co.uk>

Political work:

- <http://www.bbc.co.uk/news/uk-politics-19882096>
- [http://www.stonewall.org.uk/at\\_school/education\\_champions/good\\_practice/6676.asp](http://www.stonewall.org.uk/at_school/education_champions/good_practice/6676.asp)

Media work:

- <http://www.itv.com/news/central/topic/perry-beeches/>
- <http://www.birminghammail.co.uk/news/local-news/perry-beeches-academy-open-new-4001775>
- <http://www.birminghampost.co.uk/news/local-news/prime-minister-david-cameron-goes-5835020>

Ofsted Reports:

- <http://www.ofsted.gov.uk/resources/good-practice-resource-raising-standards-through-professional-development-perry-beeches-academy>
- <http://www.perrybs.bham.sch.uk/documents/ofsted%20report.pdf>

## **Wider Community Engagement:**

As stated in the curriculum rationale, there are a number of organisations and people who we work with closely to enrich the curriculum and offer opportunities to our young people.

- We have started to engage these people and people in the local community about the proposed Free School. There are also a number of other people who we have engaged with such as the local MP Khalid Mahmood who has openly spoken of his support for the school. We will continue to engage the wider community and host events which will give people the opportunity to visit the schools and to ask questions about the plans for Perry Beeches. We will arrange 'Open Days and Evenings' at our existing schools and hold meetings for people to ask questions

Letters will be sent to the education networks in Birmingham and to the Education Authority and City Council. Engagement has already started to happen with conversations and letters to members of the Local Authority.

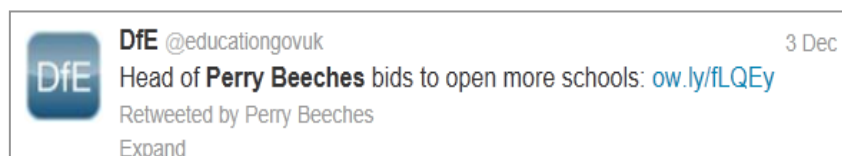
A website will be created which will answer a number of frequently asked questions and outline the vision and ethos of the proposed Free School. It will also give stakeholders the opportunity to comment on the proposition.

We have included letters of support from a number of organisations and people who are supporting our application (Section F3) including:



We have started to raise awareness of the new Free Schools through media including:

Social media including 'Tweets' from the Department for Education



Media publications including the local press:

<http://www.birminghammail.co.uk/news/local-news/head-who-saved-failing-perry-345889>

- "A top Birmingham head teacher who saved a failing school from closure is bidding to open two more in the city."

For our potential parents and students we will:

- Advertise on our websites:
  - <http://www.pb-theacademy.co.uk/>
  - <http://www.perrybeecheesii.co.uk>
  - <http://www.perrybeecheesiii.co.uk>
  - <http://www.perrybeecheesiv.co.uk>
- Advertise through community events and the local media
- Advertise through our social media:
  - Twitter@pbtheacademy
  - Facebook <http://www.facebook.com/#!/Perry.Beeches.The.Academy?fref=ts>

As an organisation already working in deprived areas we are aware that there are a number of barriers which can hinder engagement such as:

- Language barriers – staff who speak community languages to speak to people in the local area who do not speak English as a first language.
- Lack of internet access – opportunities at events for people to comment on the proposal without the need for IT literacy or access
- Lack of parent engagement – We will work with students and engage them in the decision making process for their school choice and to work with parents to engage them in the decision making process. We will work with parents to help them through the procedure of school selection.
- Physical access issues – we will ensure that during consultation events we offer the opportunity to visit both Perry Beeches The Academy and Perry Beeches II – The Free School during the school day and after the school day for people who may not be able to attend because of other commitments.

We will continue with the strategies we have in place at Perry Beeches The Academy and Perry Beeches II – The Free School to ensure all potential stakeholders are engaged.

We will continue with building brand ‘Perry Beeches’ through continued outstanding success for our students. We will write to all parents of students at existing Perry Beeches Schools so they are informed of the changes and able to speak to people in the community from their perspective. We are aware that the best marketing for the school is through ‘word of mouth’ and through our parents praising the school through the successes of their children.

We will also discuss our plans with:

- Local Business
  - A number have already been met with regards the new Free Schools and have offered support
- Local Community groups

- A number of groups have been met by Perry Beeches II – The Free School and are supportive of Perry Beeches' expansion.
- Local politicians
  - Our local MPs and a number of local councillors are aware of our applications

We have members of staff whose roles include responsibility for community engagement. These staff will engage with the community in a number of ways including running projects with the local organisations. We will also look to advertise the school through events in the local area at high traffic areas such as local supermarkets.

Once the Free School is open we will continue to engage with all stakeholders including members of local religious organisations. There are places available on the Local Governing Body for stakeholders from the local community so they will be able to actively engage in the improvement plan for the school.

Dependent upon site we would propose that the school buildings and facilities will be able to be used by the local community. This may be free of charge for some local groups who need the use of rooms or may be charged for commercial ventures, we have planned for this in our Mainstream Financial plan. We hope to continue our positive engagement with current stakeholders of Perry Beeches The Academy Trust and engage them in the new Free School.



## Section F: Capacity and capability

### Section F: Capacity and capability

It is important to note that there may be concerns about the rapid growth of The Perry Beeches Academy Trust in terms of capacity and capability. Please let us state that it has always been our explicit intention to remain in a 10 mile radius of Birmingham, to have six secondary schools and twelve primary schools – two to transition to each secondary school. It has always been our intention to grow these schools slowly on a year by year basis. Despite pressure locally and sometimes, nationally to expand faster and in greater numbers we, Perry Beeches Academy Trust, have resisted this pressure conscious of our capacity and capability. We are a home grown, internally developing institution. We have a robust, solid, well educated and developing workforce that grows leaders and teachers and support staff and our communities at a manageable, regularly, tried and tested pace. This is borne out now in the recent reports on PBII and PBIII. We will do nothing to jepodise our comfortable, steady growth and will certainly not prevent applications for projects beyond our capacity and capabilities.

### Perry Beeches The Academy Trust

|         |  |
|---------|--|
| 2008    | Most Improved School in the UK                 |
| 2010    | Most Improved School in the UK Ever            |
| 2010    | National Secondary Education Business Award    |
| 2011/12 | TES Outstanding Secondary School of the Year   |
| 2011/12 | TES Outstanding School of the Year             |
| 2012    | OFSTED Outstanding – Perry Beeches The Academy |

As an established educational establishment with a Trust we have an existing structure of Members and Directors already in place.

The Members and Directors will remain as they are currently for the Trust and there is only a need for the vacancies of the Local Governing Bodies to be filled in terms of Governance. Parent and Community Governors will be sought once the Free School is established; we will seek to find Parents from all entry years students initially and will confirm Community Governors once the building is purchased. Staff Governors will be voted for from the teaching staff of the Academy Trust.

We also have a staff of nearly 300 who will support the Academy Trust with the additional opening of the Free Schools. [REDACTED]

A synopsis (Mini CV) of key member of the Perry Beeches Academy Trust have been included in the appendices. We have also included synopsis for other key partners the Trust works with.

The table below demonstrates how as an Outstanding Academy Trust with three Schools already open and with a further Free School in the Pre-Opening stage the Trust is in a strong position with relevant expertise in terms of both education and finance.

**F1 (a) Pre-opening skills and experience**

| Name       | Member of core applicant group (Y or N) | Role(s) in pre-opening - Related to Perry Beeches Academy Trust | Summary of relevant expertise | Role (s) - Outside of Perry Beeches Academy Trust | Available Time (hours per week) |
|------------|---|---|-------------------------------|---|---------------------------------|
| [REDACTED] | Y                                       | [REDACTED]  | [REDACTED]                    |   | [REDACTED]                      |
| [REDACTED] | Y                                       | [REDACTED]  | [REDACTED]                    |   | [REDACTED]                      |
| [REDACTED] | Y                                       | [REDACTED]  | [REDACTED]                    |   | [REDACTED]                      |
| [REDACTED] | Y                                       | [REDACTED]  | [REDACTED]                    |   | [REDACTED]                      |

|            |   |            |            |            |  |
|------------|---|------------|------------|------------|--|
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] |            | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |

|            |   |            |            |            |  |
|------------|---|------------|------------|------------|--|
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

| Skills/experience missing                              | How you plan to fill the gap   |
|--|--|
| Appointment of a Primary School Associate Head 2015/16 | <ul style="list-style-type: none"> <li>• PB has on on-going relationship with 15 primary schools in the Birmingham area as part of School Direct Teacher Training Programme of which we are the Leader Provider of Consortium in the West Midlands.</li> <li>• We have been nurturing leaders through this programme for two years.</li> <li>• PB is creating formal partnership with the Church of England, the Birmingham Diocese, around a joint sponsorship of 'failing' primary CofE schools. So we are their key School Improvement Partner for all inner city primaries.</li> </ul> |
| Appointment of Primary School Practitioners            | <ul style="list-style-type: none"> <li>• PB has had enormous success in appointing staff at all levels of education delivery through our Teach First, Teaching Leaders and Future Leaders connections, but also through other ITT providers. We have had a full staff capacity and have not spent any money on supply staff since September 2007.</li> </ul>   |
| Nursery and Primary Curriculum                         | <ul style="list-style-type: none"> <li>• Currently 8 of the PB Team originally trained at KS1 and KS3 levels.</li> <li>• PBVI plans to open on the current Birmingham City University Campus site where the only remaining school will be the School of Education, including the training of over 300 Primary School teachers.</li> <li>• 6 of our current SLT are undergoing INSET in Nursery/KS1/KS2 curriculum, concentrating on transition from KS2 to KS3, led by Huntingtree Primary Schools, Halesowen – Leading School Direct Primary Partner.</li> </ul>                          |

## **F2. Accountability and decision making (post-opening)**

### **Perry Beeches The Academy Trust Structure:**

Perry Beeches The Academy Trust is set up as a successful and robust Multi Academy Trust with one Academy, two Free Schools and a further in the Pre-Opening phase. At all stages of its foundation, legal advice has been sought and followed to ensure we comply with all necessary legislation. The Articles of Association of Company Number: 07749786, Perry Beeches The Academy Trust are available for viewing on the school website.

The Trust has planned for the opening of additional Free Schools/ Academies in its structure and would create a Local Governing Body for each of its further schools/academies.

The Academy Trust Structure for Perry Beeches The Academy Trust is outlined below.

The DfE have entered into a Master Funding Agreement covering all schools operating under the Academy Trust as well as Supplemental Funding Agreements for PBI, PBII and PBIII.

### **Accountability, Safeguards and Reporting**

There are number of safeguards to ensure any potential conflicts of interest are avoided which are outlined in the Trust's Articles of Association and in this section.

The Trust keeps proper, accurate and up to date records.

The roles of the Trust, Members, Directors and Local Governing Bodies are outlined in this section.

All powers have been delegated from the Members apart from the setting of the vision and the setting of the Executive Headteacher's salary.

The Directors have delegated the School Improvement Plan to the LGB; all other powers have been retained by the Directors including policy setting and budget control. The budget will be approved by the Directors and the school can then work within the parameters of what has been set. In some cases this may include a budget, to allow each individual Headteacher to have flexibility to control a proportion of the budget to accomplish their SIP.

- Each LGB is accountable to the Directors and the Directors to the Members. For a Governor to be removed from the LGB then a majority vote is needed by the Directors.
- For a Director to be removed then a majority vote is needed by the Directors/Members.
- For a Member to be removed then a unanimous vote is needed by the Members.

All decisions made by the LGBs will be reported back to the Directors and all Director decisions reported annually to the Members. The Headteachers will report to the Directors and explain their school's progress and plans through their SIP.

The Headteacher of each school will be accountable to the Local Governing Body however the Trust would retain the powers to hire Headteachers or remove failing Headteachers.

### **Committees**

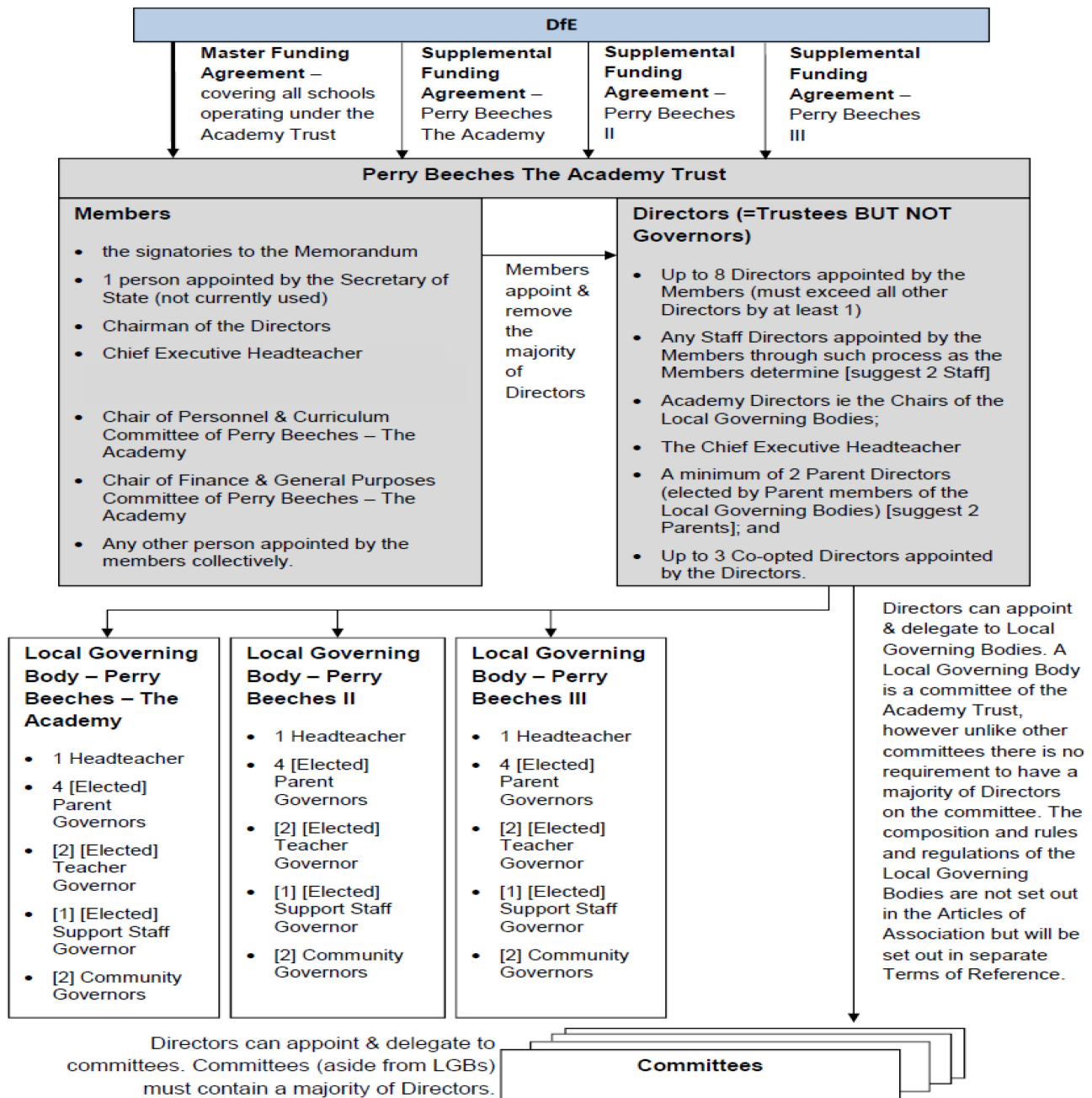
The majority of powers have been retained at Director level. There may be a need for committees with delegated powers. These may include shorter term committees working on projects as required by the Members but will also include longer term committees who will report to the Directors:

- Finance and General Purpose Committee
- Personnel and Curriculum Committee

The Local Governing Bodies and Directors will meet separately, a minimum of once a term and the Members will meet a minimum of once per annum.



**ACADEMY TRUST STRUCTURE FOR PERRY BEECHES THE ACADEMY TRUST**



### **F3. Post-opening expertise**

#### **Members**

The Members have overseen the transfer from Maintained School to Academy Status and have a variety of experiences and backgrounds including Directors of large public sector and private sector bodies.

#### Roles

- The Members set the Vision for the Trust with input from staff and students.
- The Members of the Trust have delegated powers to the Directors.
- They have retained their powers to appoint and remove the majority of Directors. This safeguard has been put in place to ensure that any conflicts of interest can be eradicated if required by the Trust.
- The Members retain the power to determine the Executive Headteacher' s salary as a number of the Directors are staff in the Executive Headteacher' s team.

#### Constitution of Members

Six Members of the Trust, registered with Companies House

- The signatories to the Memorandum
- 1 person appointed by the Secretary of State (not currently used)
- Chairman of the Directors
- Chief Executive Headteacher
- Chair of Personnel and Curriculum Committee
- Chair of Finance and General Purpose Committee
- Any other person appointed by the members collectively

## **Directors:**

The Local Governing Body for the proposed Free School is not yet in place. A number of the Directors, as stated, are staff members of Perry Beeches The Academy Trust and their backgrounds are explained in more detail in the 'mini-CVs.' All the Directors have a background in business or education; many are from the local community.

## Roles

The Directors have the powers delegated to them by the Members and are the 'power base' and are responsible for 'the business' of the Academy Trust.

- Responsible for the appointment of the Governing Bodies
- Elected parents are to be ratified by the Directors
- Authority to remove members from the Local Governing Bodies
- Responsible for the Financial Control of the Academy Trust
- Responsible for the control of all generic policies across all schools such as staffing, performance management and staff engagement and disciplinary, HR and salaries, Student Admissions and Appeals and background services.
- Set the Budget for Members to ratify

## Composition of Directors

11 x Directors appointed by members

2 x Chair of Governors (immediate Directors)

2 x Parent Directors

1 x Chief Executive (immediate Member/Director)

2 x Co-opted

3 (only) members of staff (these do not have to come from all schools)

The Body of Directors will increase with the number of Chairs of Local Governing Bodies. Directors are appointed by Members by a majority vote.

## Term of Office

The Directors term of office is for three years, with an option of another 3 year term if agreed by a majority of Directors.

Elected Directors need to be re-elected at the end of their term of office.

All Directors must approve removal of a Director.

The Chief Executive stays indefinitely on the Body of Directors.

## **Local Governing Bodies:**

### Roles

The monitoring of the School Improvement Plan (SIP) is delegated to the Local Governing Bodies.

The Headteachers will report back on the SIP and Finance of their schools to be approved at Director Level.

A proportional budget is delegated to the Headteachers and Local Governing Bodies

### Composition of Local Governing Bodies

- 2 x co-opted Directors
- 2 x parents - elected by parents
- 2 x teachers elected by teachers
- 1 x non-teacher elected by staff
- 2 x local community Directors
- 1 x Headteacher

All of the positions above can come from across the Academy Trust and must be duly noted and approved by the Board of Directors

### **Terms of Office:**

A Local Governing Body is a committee of the Academy Trust; however unlike other committees there is no requirement to have a majority of Directors on the committee. The composition and rules and regulations of the Local Governing Bodies are not set out in the Articles of Association but are set out in separate Terms of Reference.

All appointments onto the Local Governing Body will be investigated by the Chief Executive and Headteachers of schools and brought to Directors for approval.

In order to remove a member of a Local Governing Body there must be a majority vote by the Board of Directors, excluding any Directors that are attached to that Local Governing Body.

The Local Governing Bodies will work on the School Improvement Plan. Should the Directors agree that the Plan is not rigorous enough; they can reject the plan and set more stringent targets for the LGB to achieve. Should the LGB continue to underperform, then the matter would be escalated and the Directors would be expected to remove the LGB or members of the LGB who were not meeting the expected targets.

| Name       | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week)                        |
|------------|------------------------|------------------------|-------------------------------|--|
| ██████████ | ██████████             | ██████████             | ██████████                    | ██████████   |
| ██████████ | ██████████             | ██████████             | ██████████                    | As needed with support with Opening of the Free School |
| ██████████ | ██████████             | ██████████             | ██████████                    | As needed with support with Opening of the Free School |
| ██████████ | ██████████             | ██████████             | ██████████                    | As needed with support with Opening of the Free School |
| ██████████ | ██████████             | ██████████             | ██████████                    | As needed with support with Opening of the Free School |
|            |                        |                        |                               |  |

|            |            |            |            |  |
|------------|------------|------------|------------|--|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |

|            |            |            |            |  |
|------------|------------|------------|------------|--|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | As needed with support with Opening of the Free School |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED]   |

|            |                         |            |            |  |
|------------|-------------------------|------------|------------|--|
| ██████████ | ██████████              | ██████████ | ██████████ | As needed with support with Opening of the Free School |
| ██████████ | ██████████              | ██████████ | ██████████ | As needed with support with Opening of the Free School |
| ██████████ | ██████████              | ██████████ | ██████████ | As needed with support with Opening of the Free School |
|            |                         |            |            |  |
| Vacancy    | Chair of Governors      | TBA        |            |  |
| Vacancy    | Vice Chair of Governors | TBA        |            |  |
| Vacancy    | Parent Governor         | TBA        |            |  |
| Vacancy    | Parent Governor         | TBA        |            |  |
| Vacancy    | Co-opted Governor       | TBA        |            |  |
| Vacancy    | Co-opted Governor       | TBA        |            |  |
| Vacancy    | Staff Governor          | TBA        |            |  |
| Vacancy    | Staff Governor          | TBA        |            |  |
| Vacancy    | Staff Governor          | TBA        |            |  |
| Vacancy    | Community Governor      | TBA        |            |  |
| Vacancy    | Headteacher             | TBA        |            |  |



**F3 (b) Skills gap for governing body**

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

| <b>Skills/experience missing</b> | <b>How you plan to fill the gap</b> |
|----------------------------------|-------------------------------------|
| N/A                              | N/A                                 |

## **F4. Recruiting a high quality Principal**

### **Plans for Recruitment:**

- Advertised internally within the Academy Trust
- Advertised nationally in line with guidelines

### **Role in Implementation Phase**

The Headteacher will be expected to:

- Create a vision for Perry Beeches VI – The Free School in line with the vision for Perry Beeches The Academy Trust
- Drive the opening of the Free School including:
  - Liaising with the Academy Trust Board
  - Overseeing the building/renovation works associated with opening
  - Recruitment of students for the Free School
  - Recruitment of staff for the Free School
  - Working to build working relationships with the local community including business
  - Promotion of the school
  - Preparing for Pre-Ofsted

### **Qualifications:**

The following qualifications are desired:

- Masters Level Qualification / working towards in Education/Educational Leadership or equivalent
- NPQH / Working towards or equivalent
- QTS / Teaching Certificate

### **Experience:**

The following experience is desired:

- Has worked within an Academy Trust structure
  - Has worked to support Free School / Has a working knowledge of Free Schools
- Has experience of a minimum Deputy Headship
- Has proven track record of Leadership leading to results

### **Personal Characteristics:**

The following personal characteristics are desired:

- Committed to driving up standards of outcome for young people
- Both self-motivated and able to build a motivated team
- Skilled in communicating and able to articulate a clear vision to a wide group of stakeholders
- Creative and forward thinking

### **Teaching Staff:**

#### **Staff employed by Perry Beeches Academy Trust:**

Staff at Perry Beeches are highly qualified and as part of the school's focus on lifelong learning are all completing some form accredited work.

- ITT
  - Trained by Perry Beeches and a number of HEI providers including Teach First
- NQTs
  - Majority of NQTs have been trained by Perry Beeches
- Teacher
  - Teachers have a variety of degree and teaching backgrounds and degrees.
  - Completing or have completed MA in Education
- Senior/Middle Leaders
  - Variety of experiences with proven records of successful outcomes for students shown in our results
  - Completing or have completed MA in Education
- Assistant Teachers
  - Variety of experiences and backgrounds
  - Completing or have completed a Foundation Degree in Teaching and Learning Support
- Non Teachers
  - Variety of experiences and backgrounds including staff who have worked in business and have degrees.

## **Plans for Recruitment**

We will be seeking to recruit high quality teachers whom have a record of proven results or who are new to the career and wish to seek an exciting challenge and have other experiences to demonstrate their qualities.

- Advertised internally within the Academy Trust
  - Expected a number of roles will be filled from staffing from The Academy Trust
- Advertised in national publications including the Times Educational Supplement
- Host recruitment events at Perry Beeches The Academy, Perry Beeches II and Perry Beeches III -The Free Schools
- Use our social media and partners to recruit including:
  - Future Leaders
  - Teaching Leaders
  - Teach First
  - Newman University

## **Recruitment through Training:**

Perry Beeches The Academy works with a number of HEI providers to ensure high quality training of teaching staff enter the profession at our schools.



Although we foresee the need to appoint some external staff to the school, as we expand and need expertise, we have a strategy to where possible 'grow' our own staff. This strategy includes:

- Training enough teachers to fill the needs of the family of Perry Beeches' Schools –
  - 2012/13 we have 66 places available for training at Perry Beeches from the Teaching Agency
- Continuing to work with Teach First to recruit high quality graduates
- Employing non-teaching staff and training them in a number of areas so they are able to move to future schools
- Recruiting staff on flexible contracts so they work for the Academy Trust and are able to work at any Perry Beeches School.

When recruiting senior and middle leaders we work to provide training options for our less experienced staff so there is professional and career development for them.

The recruitment diagram, which follows, shows that at all levels staff have training which will prepare them for career progression. Staff trained at Perry Beeches will be able to be promoted to roles at other Perry Beeches Schools. There is regular high quality internal training as well as external training provision allowing qualifications to be gained from:

- Cumbria and Newman University
  - Master's in Education
  - Foundation Degree in Educational Support
- Nationally Recognised Qualifications
  - Certificate in School Business Management
  - Certification of Institute Personnel and Development
  - NVQs – Business Administration
- Future Leaders
- Teacher Leaders
- Teach First
  - QTS
  - Masters through Warwick University

### **Recruitment Process**

- Advertisements will be placed nationally where necessary and otherwise locally.
- Candidates will be expected to complete an application form and cover letter, and where appropriate a CV will be required.
- Candidates will then be shortlisted by the SLT and staff whom have expertise in the relevant areas. For example a Head of Humanities will support in the shortlisting of a Geography Teacher. They will follow a fair recruitment process and at all times at least one member of the recruitment team will be 'Safer Recruitment' trained.
- Candidates will be called for interview at one of the Perry Beeches sites.
- Candidates will complete activities in line with the role, for example teaching staff will be observed teaching, administrators will complete an in tray activity. For each job all candidates will be expected to complete the same activities and answer the same questions for parity.
- Once the members of the recruitment panel have agreed on the appointment the candidate will be informed of their success upon clearance of necessary legal work, such as an enhanced DBS. Unsuccessful candidates will then be

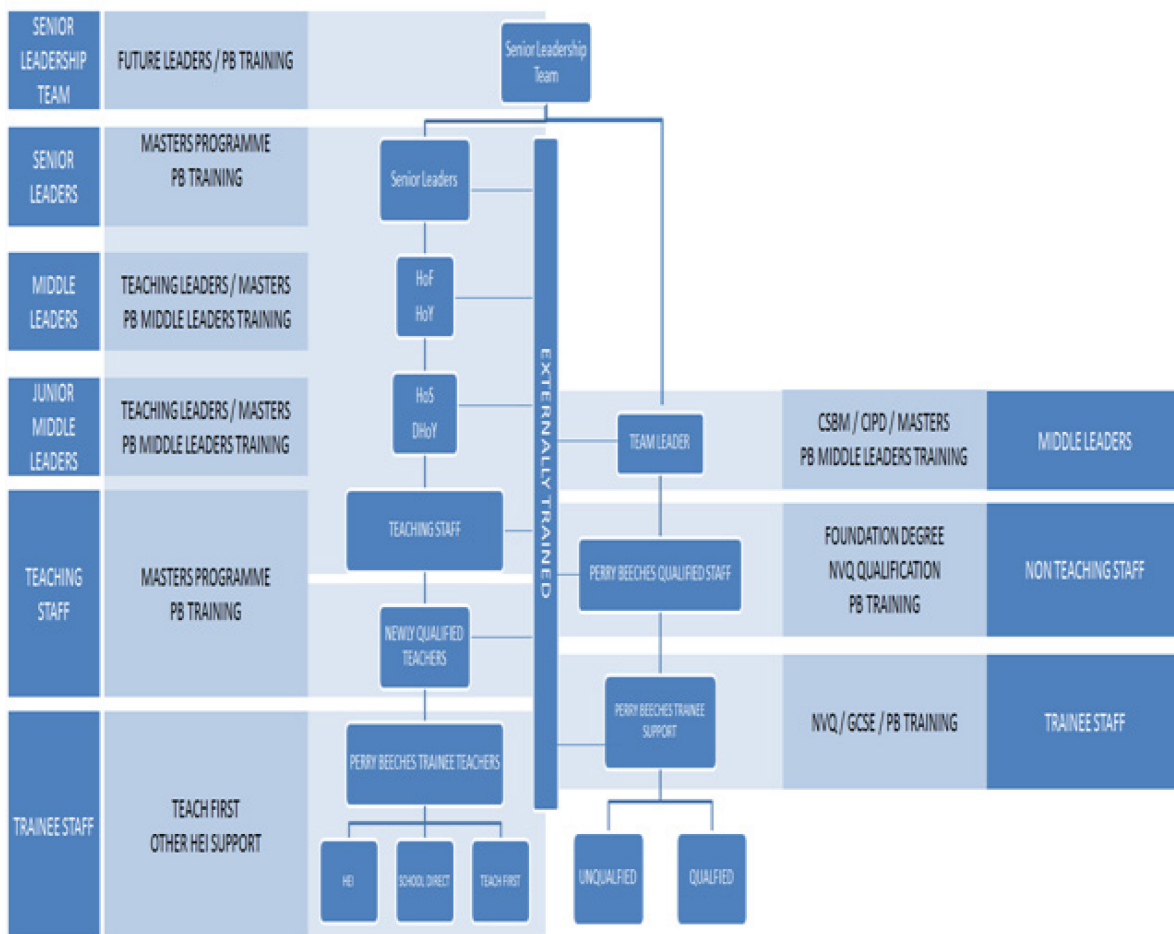
informed. Should a candidate decline the offer then the role will be offered to another suitable candidate or re-advertised.

## Recruitment of Governors

As outlined in the organogram and earlier in this section the Governors are accountable to the Directors. We intend to recruit Governors through:

- Parent Governors
  - Writing letters to all parents and holding a vote for the position should more people stand for Governorship than available places.
- Teaching and Non-Teaching Staff Governors
  - Write to all staff and announce the Governorships at staff meetings across the Academy Trust
- Community Governors
  - Write to members of the local community including those engaged with supporting the schools about the roles available.

### Recruitment and Training Diagram:



### **Role in Implementation Phase:**

The Executive Headteacher will be expected to:

- Support the Associate Headteacher in attaining the vision for Perry Beeches VI – The Free School in line with the vision for Perry Beeches The Academy Trust
- Support the Associate Headteacher in the opening of the Free School including:
  - Creating curriculum work for the new intake including:
    - Schemes of Work
    - Lesson Plans
    - Resources
  - Creating pastoral structure for the new intake
  - Recruitment of students for the Free School – attending recruitment events
  - Recruitment of staff for the Free School - attending recruitment events
  - Working to build working relationships with the local community –including business – attending meetings
  - Promotion of the school
  - Preparing for Pre Ofsted

### **Qualities:**

- Passionate for subject area
- Creative and enthusiastic
- Able to work as part of a team
- Has high expectations of themselves and young people
- Confident in ICT skills

### **Key Qualifications:**

- Degree based in subject area of teaching
- QTS or equivalent for qualified teaching roles
- Working towards QTS or equivalent for trainee teacher roles

### **Experience:**

#### **Head of Year / Head of Faculty:**

- Has experience working as a Middle Leader in Education or working towards middle leadership
- Has proven record of success with outcomes for young people

- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education
- **Teacher of Subject:**
- Has experience working as a classroom teacher
- Has proven record of success with outcomes for young people
- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education

#### **NQT:**

- Has experience working as a classroom teacher
- Has proven record of success with outcomes for young people
- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education

#### **Trainee Teacher:**

- Has completed some form of work experience in an educational setting
- Meets the requirements of the Trainee Teaching course applied for

#### **Educational Support Staff:**

#### **Other Staff:**

We will be seeking to recruit high quality support staff who have the necessary skills and qualities to work with young people. We will be looking for experience of working in education or have a suitable background for the role.

- Advertised internally within the Academy Trust
- Expected a number of roles will be filled from staffing from The Academy Trust
- Advertised in local publications
- Host recruitment events at Perry Beeches The Academy and Perry Beeches II The Free School
- Use our social media and partners to recruit

#### **Governing Body:**

We will be seeking Governors with a variety of backgrounds including:

- Leadership;
- Education (curriculum, organisation of learning, staffing, etc.);
- Finance/business/accountancy;
- Legal (including employment law);



- Strategic planning;
- Safeguarding;
- HR/Health and Safety;
- Estates/buildings;
- Marketing/PR;
- School improvement experience; and
- Knowledge of the subject(s) in which the school specialises (e.g. maths, music).

### Timeline for recruitment

|                              | Month                               | Year | Stage  |
|------------------------------|-------------------------------------|------|--|
| Year One                     | May or approval date of Free School | 2014 | Advertisements of Principal Designate<br>Advertisements of SLT/ Senior Teacher Roles<br>Advertisement of Teaching Roles<br>Advertisement of Governor Positions |
|                              | June                                | 2015 | Recruitment of PD / SLT / Senior Staff / Teachers  |
|                              | July                                | 2015 | Advertisements of non-Teaching Roles<br>Recruitment of non-Teaching Staff  |
|                              | August                              | 2015 | Advertisements of non-Teaching Roles<br>Recruitment of non-Teaching Staff  |
|                              | September                           | 2015 | All other staff contracts start 01/09/2015   |
| Year One/ Two / Three / Four | Spring                              | 2015 | Advertisements of SLT/ Senior Teacher Roles<br>Advertisement of Teaching Roles   |
|                              | Spring                              | 2015 | Recruitment of SLT / Senior Staff / Teachers   |
|                              | June/July                           | 2015 | Advertisements of non-Teaching Roles<br>Recruitment of non-Teaching Staff  |
|                              | June - August                       | 2015 | Advertisements of non-Teaching Roles<br>Recruitment of non-Teaching Staff  |
|                              | September                           | 2015 | All other staff contracts start 01/09/2015 (2016/17/18...)   |

## **F5: Educational track record (existing providers)**

### **Ofsted Inspection: Perry Beeches The Academy graded Outstanding March 2013.**

Perry Beeches The Academy was Ofsted inspected on 5-6 March 2013 and the overall effectiveness was graded as Outstanding.

Achievement of pupils, Quality of teaching, Behaviour and safety of pupils and Leadership and management were all graded as Outstanding.

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138141>

#### **Achievement of pupils:**

“Students who sat their GCSEs in 2012 started in Year 7 with low attainment. By the end of Year 11, their attainment was high. This represents outstanding progress; indeed, data indicate that it is among the very best of any school in the country. The progress that students make continues to be outstanding.”

(Ofsted, 2013)

#### **Quality of teaching:**

“Teachers use clear learning objectives, and explain these carefully alongside a discussion of the level of the work. They plan for a good mix of teacher explanation and student activity.”

(Ofsted, 2013)

#### **Behaviour and safety of pupils:**

“Students’ behaviour around the academy is exemplary...

...Students say that they feel outstandingly safe and they understand how to keep safe”

(Ofsted, 2013)

#### **Leadership and management:**

“Leadership is strong throughout the academy. Leaders share the vision for every student’s success.”

“The management of performance is rigorous”

“There are high expectations for performance for all staff, including the executive headteacher. Teaching assistants have the same rigour in their performance management as teachers, and they appreciate the opportunities they are given for their development.”

(Ofsted, 2013)

## **Perry Beeches II – The Free School**

Perry Beeches II – The Free School has not been open long enough for an Ofsted inspection. In the First DfE monitoring report it was commented:

“The school has a clear focus on student attainment”

“Student behaviour was exemplary”

“Perry Beeches is a family school”

“There is a strong charismatic Leadership Team”

The new DfE report dated 16/12/13 is attached. It begins “Perry Beeches II is an outstanding school...”

## **Perry Beeches III – The Free School**

Perry Beeches III – The Free School has not been open long enough for an Ofsted inspection. In the DfE monitoring report it was commented:

“The very positive ethos of the school is reflected in very good attendance rates ... and very good behaviour in lessons, assemblies and around the school.”

“The school is very well led. The Executive Headteacher and Headteacher share a common philosophy and passion to ensure success for all and they set a clear strategic direction and value system for the school.”

“The needs of all pupils are being met by a very personalised approach to support through detailed assessment, intervention, mentoring and pastoral support...”

## **Performance Table Information – Perry Beeches The Academy**

Perry Beeches II – The Free School and Perry Beeches III – The free School have not been included in the 2012 Performance Tables.

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=103492>

## **Key Stage 4 Results**

| <b>Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| <b>Perry Beeches The Academy</b>  | 64%         | 74%         | 75%         | 77%         | 80%         |
| <b>LA</b>   | 47.70%      | 54.90%      | 58.20%      | 60.10%      | 58.50%      |
| <b>England - All Schools</b>  | 49.80%      | 53.50%      | 59%         | 59.40%      | 59.10%      |

Perry Beeches The Academy performs significantly above national and local averages. For four consecutive years every single student achieved a minimum of 5A\*-C in five GCSEs or equivalents.

There has been a six year trajectory of improving results with the number of students achieving 5A\*-C including English and Maths increasing from 20% to 80%.

### **Best 8 Value Added Scores**

The 2012 and 2013 Performance Tables and RAISE online show that Perry Beeches The Academy is in the top 1% of schools nationally for added value.

### **Capacity to drive improvement**

In previous sections we have listed the key people who will drive school improvement and provide support. These include the existing Senior Leadership Teams at the Perry Beeches Schools and external providers who provide support for all Perry Beeches Academy Trust schools.

### **Trust Growth**

There Trust is made up of a three tier hierarchy:

1. Members
2. Directors
3. Local Governing Body

The Members and Directors are already in place and have been overseeing the Academy Trust since its incorporation. These Members and Directors will remain in place to overview the expansion of the Perry Beeches educational offer. The team is established and has a proven track record in leading Perry Beeches The Academy,

Perry Beeches II – The Free School, Perry Beeches III – The Free School and the pre-opening phase of Perry Beeches IV – The Free School.

Each of the Perry Beeches schools have individual local governing bodies which overview the School's Improvement Plan and report to the Directors. In the most recent Perry Beeches Academy Trust Ofsted report it stated "Members of the local governing body have a good understanding of the strengths of the academy and actively challenge leaders to continue improving further. They ensure that all aspects of safeguarding are in place and that they fully meet regulatory requirements. They monitor the performance management of academy staff and manage the performance of the executive headteacher rigorously. They visit the academy often to monitor its progress in meeting demanding targets, and are fully aware of the effectiveness of the use of funding, including the pupil premium."

With the opening of additional Free Schools the Trust will look to expand its Directorship to include the Chair of Governors and Headteachers of each new school. The Trust will also form a new Local Governing Body for the new Free Schools who will similarly overview the Schools Improvement Plan and report to the Directors.

Perry Beeches Academy Trust is cost effective and efficient in its use of resources. There are a number of shared services across the Multi Academy Trust including Human Resources and Finance. The Trust uses the most cost-effective methods of procuring services, some remain in-house such as finance, others are contracted out to external providers such as payroll. We will tender each year to ensure competitiveness and cost effectiveness.

As the Trust grows it will have a higher level of operational development with each school having delegated powers. We will ensure through our procurement processes and contract management arrangements we are putting in place the services which are of high quality and deliver value for money for the schools in the Academy Trust.

The necessary internal staff needed for the growth of shared services are included in the finance plans. Expected external costs have been included in as consultants and services fees



# Section G: Budget planning and affordability

Financial Explanation

Income Assumptions



1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk) if possible.

Sparkbrook area of Birmingham

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

<Redacted>

**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:

In which local authority is the site?

Please select

If the preferred site is near to the boundary with another local authority, please say which:

Please select

If the preferred site is near to the boundary with a third local authority, please say which:

Please select

If the preferred site is near to the boundary with a fourth local authority, please say which:

Please select

Please tell us how you found the site:

Please confirm the tenure:

Please select

If other, please explain further:

Please include information on purchase or lease price if known:

Who owns the site?

Please select

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk) if available)

Please select

Name and contact details of owner:

Name and contact details of agent or local authority representative where available:



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| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
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| What kind of site is it? | Please select |
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| What is the current use? | Please select |
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| If government building or 'other' - please describe: |  |
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| Why have you chosen this site? What makes it suitable for your free school? |  |
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| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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**Second choice site**

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| Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
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| In which local authority is the site? | Please select |
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| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
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| Please tell us how you found the site: |  |
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| Please confirm the tenure: | Please select |
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| If other, please explain further: |  |
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| Who owns the site? | Please select |
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| Please include information on purchase or lease price if known: |  |
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| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
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| Name and contact details of owner: |  |
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| Name and contact details of agent or local authority representative where available: |  |
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| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
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| What kind of site is it? | Please select |
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| What is the current use? | Please select |
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| If government building or 'other' - please describe: |  |
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| Why have you chosen this site? What makes it suitable for your free school? |  |
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| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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**Third choice site**

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| Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
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| In which local authority is the site? | Please select |
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| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
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| Please tell us how you found the site: |  |
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| If other, please explain further: |  |
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| Please include information on purchase or lease price if known: |  |
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| Who owns the site? | Please select |
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| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
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| Name and contact details of owner: |  |
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| Name and contact details of agent or local authority representative where available: |  |
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| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
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| What kind of site is it? | Please select |
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| If government building or 'other' - please describe: |  |
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| Why have you chosen this site? What makes it suitable for your free school? |  |
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| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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**Fourth choice site**

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| Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
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| In which local authority is the site? | Please select |
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| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
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| Please tell us how you found the site: |  |
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| If other, please explain further: |  |
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| Please include information on purchase or lease price if known: |  |
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| Who owns the site? | Please select |
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| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
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| Name and contact details of owner: |  |
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| Name and contact details of agent or local authority representative where available: |  |
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| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
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| What kind of site is it? | Please select |
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| What is the current use? | Please select |
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| If government building or 'other' - please describe: |  |
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| Why have you chosen this site? What makes it suitable for your free school? |  |
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| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
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**For independent school convertors**

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| Please say whether you will be increasing PAN when becoming a free school: | Please select |
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| if yes, from what to what? |  |
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| Please confirm the size of your existing site: |  |
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| Please confirm the size of your existing buildings: |  |
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| Please confirm the tenure of your site/buildings including details of any loans or mortgages: |  |
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