

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 60 Queens Road, Reading, RG1 4BS
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	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. <span style="float: right;">Yes</span>
6.	If Yes, please provide more details: Two members of the community proposer group, Victoria and Nathan Butler-Broad, are married to each other.
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input checked="" type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li>Something else</li> </ul>
8.	If 'Something else', please provide more details: N/A
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;">Yes</span>
10.	If Yes, please provide more details: <ul style="list-style-type: none"> <li>• Bromley Bilingual Primary School</li> <li>• Evendons Primary School (Wokingham)</li> </ul>
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;">Yes</span>
12.	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: WREN the community proposer group were heavily involved in researching, authoring and providing evidence of demand for this application. WREN will work in collaboration with CST in all aspects of setting up the school. Reading Borough Council and the local MP, Alok Sharma, have provided assistance with the evidence demand sections and general promotion of the school to prospective families. See Appendix A: Letters of Support
Details of company limited by guarantee	
13.	Company name: CfBT Schools Trust
14.	Company address: 60 Queens Road, Reading RG1 4BS

15.	Company registration number and date when company was incorporated: Company registration number: 7468210 Date of incorporation: 13/12/2010	
16.	Does the company run any existing schools, including any Free Schools?	Yes
17.	If Yes, please provide details: <b>CfBT Schools Trust Academies/Free Schools</b> <u>Free Schools</u> <ul style="list-style-type: none"> <li>• All Saints Junior School</li> <li>• Oakbank School</li> <li>• Enfield Heights Academy</li> </ul> <u>Academies</u> <ul style="list-style-type: none"> <li>• Oxford Spires Academy</li> <li>• Meadow Park Academy</li> <li>• Benjamin Adlard School</li> <li>• Danum Academy</li> <li>• Boston West Academy</li> <li>• Ely College</li> <li>• Mount Street Academy</li> <li>• Queensbury Academy</li> <li>• Stamford Queen Eleanor's School</li> <li>• The Deepings School</li> <li>• Grampian Primary School</li> <li>• Sir John Gleed School (from 1/1/13)</li> </ul> <b>CfBT Education Trust Academies/Independent schools</b> <ul style="list-style-type: none"> <li>• St Mark's Academy</li> <li>• Kings Monkton School</li> <li>• International School of Cape Town</li> <li>• St Andrew's School</li> <li>• Danesfield Manor</li> <li>• Langley Manor Preparatory School</li> <li>• Oakfield Preparatory School</li> </ul>	
<b>Company members</b> <b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b>		
18.	Please confirm the total number of company members: Two	
19.	Please provide the name of each member below (add more rows if necessary):	
	CfBT Education Trust is one member. The chair of CfBT Schools Trust is the other. In common with the other academies in CfBT Schools Trust, The WREN Secondary School will have a Local Governing Body with certain powers	

	delegated to it from the Board of CfBT Schools Trust.	
<b>Company directors</b> <b>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</b>		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	██████████
	4. Name:	██████████
	5. Name:	██████████
	6. Name:	██████████
21.	Please provide the name of the proposed chair of the governing body, if known: Not known at this stage.	
<b>Related organisations</b>		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>CfBT Schools Trust is a UK-based subsidiary of CfBT Education Trust  Company No. 867944  Charity No. 270901</p> <p>CfBT Education Trust's involvement in the The WREN Secondary School will be subject to the Tripartite Agreement signed between CfBT Education Trust, CfBT Schools Trust and the Department for Education in December 2010.</p> <p>Other UK-registered active subsidiaries of CfBT Education Trust are as follows:</p> <ul style="list-style-type: none"> <li>• <b>CfBT Advice and Guidance Ltd</b>  Company No. 3370728  Charity No. 270901-1</li> </ul> <p>This constituent charity will have no direct input to the management of</p>	

	<p>the Free School.</p> <ul style="list-style-type: none"> <li> <b>Kings Monkton School</b>            This is an independent school based in Cardiff.            Company No. 894179            Charity No. 525759            This associated charity will have no direct input to the management of the Free School.         </li> <li> <b>St Mark's Church of England Academy Trust</b>            Company No. 5875416            URN 134003            CfBT has been co-sponsor since 2006, lead sponsor since October 2011.            This associated charity will have no direct input to the management of the Free School.         </li> </ul>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>CfBT Schools Trust is a Multi-Academy Trust (Company Registration Number: 7468210) offering academies and free schools the ability to</p>	

maximise the freedoms and benefits that academy status brings without the isolation of being an individual trust.

As a Trust our **Vision** is to create a collaborative family of schools which inspire learners towards personal and academic excellence.

Our **Mission** is to enable children and young people to achieve excellent outcomes.

Our **Guiding Principles** are that:

- schools use evidence-based practice and data to ensure that measurable outcomes are met or exceeded;
- high-performing schools within the Trust have substantial levels of autonomy. Where evidence indicates that a school requires support we will challenge and, if necessary, intervene;
- we use powerful methods of professional learning including action research and school-to-school improvement support;
- we believe in recruiting and retaining the best staff and encourage our schools to take a global view of learning, drawing upon the resources of our international networks.

Our **Values** include:

- excellence in learning outcomes, our people and our solutions;
- integrity in the way we build trust and bring purpose to our work as an education charity;
- accountability through rigorous and transparent assessment of our performance.

CST has been involved in the DfE Free School Programme since its inception in 2010. In 2011 we were responsible for opening one of the first 24 Free Schools in the country: All Saints Junior School, an inclusive 1FE junior school situated in the heart of Reading.

In 2012, we opened a further two schools: Oakbank, an inclusive 4FE secondary school to the west of Wokingham; and Enfield Heights Academy, a 1FE inclusive, Christian-ethos primary school in north London. In 2013 CST will be opening Abacus Belsize Primary School, a secular 1FE primary school in Camden and Judith Kerr Primary School, a 2FE bilingual (German/English) primary school in south London (Southwark).

In addition to these Free Schools, twelve Academies are also members of CfBT Schools Trust, which was established in 2011, with more schools currently in conversion. See response to Q17 above for a list of current Trust schools. Through CfBT Schools Trust academies and free schools enjoy the security of collaborative working in order to raise standards and 'narrow the gap' whilst divesting themselves of some of the risk associated with going it alone. The Trust works on collective shared responsibility, providing a supportive framework for weaker schools while allowing outstanding and good schools to continue

operating independently.  CfBT Schools Trust is a subsidiary of CfBT Education Trust; one of the world's largest educational charities. With more than 40 years' experience delivering educational consultancy and interventions which make a difference to the lives of learners worldwide, CfBT Education Trust offers its expertise in school effectiveness and improvement to the Schools Trust.
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**Please tick to confirm that you have included all the items in the checklist.**



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

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

**Signed:**

██████████

**Position: Member of Company (please delete as appropriate).**

**Print name:** ██████████

**Date: 28/11/12**

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

## Section B: Outline of the school

1.	Proposed school name:	The WREN Secondary School
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 11–19
4.	Date proposed school will reach expected capacity in all year groups:	2020/21
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding? No	
7.	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	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	██████████, Reading (██████████)
12.	Please tell us how you found this site:	Local knowledge
13.	Is the site:	A private building. Owned by a Charity

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



## Section C: Education vision

### Summary

The WREN Secondary School in West Reading is a community-inspired, parent-initiated place of learning for the benefit of its children. Our community reflects a microcosm of 21st-century life in the UK. With a growing population and a diverse range of cultures, religions and races, the complete socio-economic spectrum of modern-day Britain lives side by side in this community. There is a fundamental need for increased capacity and educational choice.

The WREN Secondary School will enable students to lead their lives in an evolving world by providing an education which is culturally aware and academically ambitious. Our students will be challenged by a curriculum which provides breadth of opportunity and depth of understanding. They will be grounded in the core values of our diverse community and will understand their rights and responsibilities in a global society.

### Rationale

The location of this six-form-entry Free School in West Reading places it at the heart of a community which is socially dynamic. Our community is multicultural with more than 150 languages spoken. The number of students speaking English as a second language is 12% above the national average. There is a large Polish presence and an emerging Nepalese community, among many other ethnic groups including the established Caribbean, Ghanaian and Pakistani communities. The people of Central West Reading practise many different religions, traditions and ways of life. In addition to established Anglican, Catholic and Pentecostal churches, the area is home to a Shantideva Buddhist Temple, a Salvation Army Citadel, a Quaker Meeting House, an Orthodox Synagogue and three Mosques. Hindus and Sikhs worship in the Temple and Gurdwara respectively.

Throughout the centuries, the nature of local enterprise has changed, yet the focus on business has remained, with many major global companies such as, Microsoft, Oracle, and Yell Group having their headquarters in the borough. As Reading continues to develop as an important business town through further improved rail links and we welcome a rich cultural mix of people, The WREN Secondary School will become a central enabling mechanism for the ongoing social diversity and economic and cultural success of West Reading. For that reason the school will promote a broad and balanced curriculum, taught in thematic ways that grow out of the diverse needs of the local population and businesses with the sole intention of enabling each and every one of our students to succeed, both in school and in life.

The current educational provision in West Reading is of a variable standard and the performance of some schools is a cause for concern for parents who want their

children to reach their potential. Below is a list of the schools within a five-mile radius that provide places for students in our catchment area, with their current performance as judged by Ofsted.

School	Date	Overall effectiveness	Achievement of students	Quality of teaching	Behaviour and safety of students	Leadership and management
Little Heath School	Sep-12	Requires Improvement	Requires Improvement	Requires Improvement	Good	Requires Improvement
Theale Green Community School	Oct-12	Inadequate	Inadequate	Inadequate	Requires Improvement	Inadequate
Reading Girls' School	Jan-12	Good	Good	Good	Good	Good
Prospect School	Jan-10	Good	Good	Satisfactory	Good	Good
Blessed Hugh Faringdon Catholic School	Nov-12	Good	Good	Good	Good	Good
John Madejski Academy	Jan-12	Inadequate	Inadequate	Inadequate	Inadequate	Inadequate

Many of these schools either have a specialism or a subject-driven curriculum, which underlines the need for a new school with an all-round vision for inclusive excellence. The broad social and cultural mix of The WREN Secondary School requires the delivery of a curriculum that caters for diversity, yet promotes excellence in students' chosen studies and an approach to learning that will enable students exceed the performance of their peers in the existing schools. The table below shows that other schools in the area have not been able to provide teaching and learning with sufficient levels of support and challenge to enable students to even achieve at the average national benchmark of 58.2%. In some schools the difference is 27% below the national average for five GCSEs A\*–C including English and mathematics.

School	% 5+ A*-C including English & Mathematics			
	2008	2009	2010	2011
Little Heath School	63%	61%	67%	56%
Theale Green Community School	53%	55%	56%	52%
Reading Girls' School	48%	37%	45%	54%
Prospect School	37%	36%	43%	40%
Blessed Hugh Faringdon Catholic School	34%	34%	34%	43%
John Madejski Academy	23%	18%	28%	31%
<i>Reading Schools (state-funded)</i>	<i>52.7%</i>	<i>52.9%</i>	<i>54.7%</i>	<i>55.9%</i>
<i>National (state-funded)</i>	<i>48.2%</i>	<i>50.7%</i>	<i>55.2%</i>	<i>58.2%</i>

Teaching and learning in our school will be of the highest quality, supported by strong investment in teachers' CPD and associated research activity linked to the wider work of CfBT Education Trust. Learning will be carefully constructed in order to deliver a thematic curriculum which skilfully interweaves knowledge from the

National Curriculum with a broad range of skills and experiences, as our vision is to:

- encourage and support all students to achieve the English Baccalaureate and as a minimum expect all students to achieve a grade C in English and Mathematics at GCSE.

Engagement will be high because learning will be framed within a purpose and facilitated through activities which command challenge and depth. Students will study traditional subjects, including learning a language, whilst also being required to complete projects which offer choice and promote work in the local community. Furthermore, visits and trips which offer real-life experience will be strong features of curriculum entry and exit points.

The approach to teaching and learning of The WREN Secondary School will ensure that the attainment gap for disadvantaged students is narrowed, especially in comparison with the surrounding schools with similar intakes as shown in the table below. Our overall approach will nurture excellent relationships and develop students who are curious, resilient and independent. Rights will be taught hand in hand with responsibilities and learners will be encouraged to exercise both. Students will be taught the value of education and have a strong voice with regular opportunities to feed back and contribute to the improvement of their school.

#### Key Stage 4 (2011) – Narrowing the gap

School name	Average (capped) point score per student		
	All Students	Disadvantaged	Others
Little Heath School	355.9	292.9 (18)	360.4
Theale Green Community School	325.6	216.3 (9)	330.3
Reading Girls' School	350.3	332.8 (14)	352.9
Prospect School	330.6	323.4 (28)	332
Blessed Hugh Faringdon Catholic School	348.9	334.0 (15)	350.9
John Madejski Academy	291.4	275.5 (54)	300.2
<i>Reading Schools (state-funded)</i>	<i>352.9</i>	<i>285.3</i>	<i>364.6</i>
<i>National (state-funded)</i>	<i>338.8</i>	<i>289.1</i>	<i>347.4</i>

(The number of disadvantaged students in each school is shown in brackets.)

#### Local demand

The table that follows demonstrates that there is already extensive pressure on existing schools, regardless of standards and attainment. The number of places compared with applications for 'Good' schools is over-subscribed by 200%.

**Data on over-subscribed schools in Reading** (Source: RBC Admissions document, 2013)

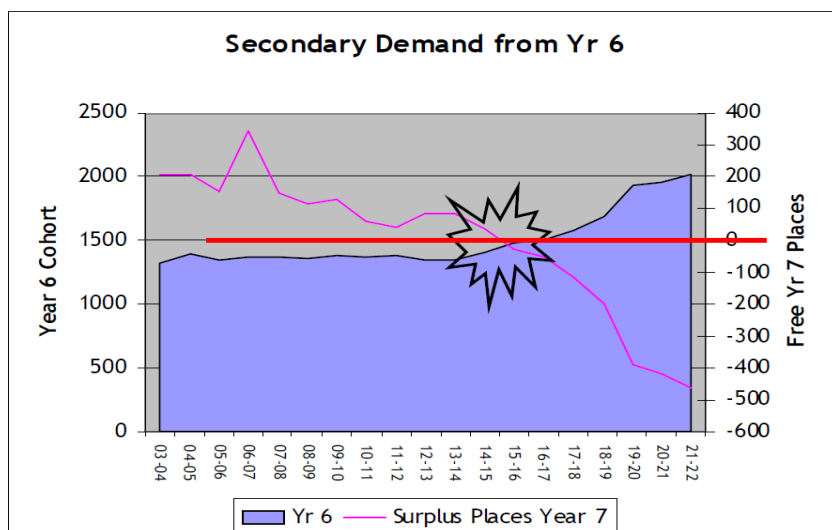
School	Sept 2013 Admissions	Applications (all preferences) 2010	Applications (all preferences) 2011	Applications (all preferences) 2012
Blessed Hugh Faringdon*	150	326	318	300
Highdown	220	466	481	496
Reading Girls***	170 (42 selective)	214	246	236
John Madejski Academy	180	301	339	278
Prospect College**	240 (24 selective)	473	547	496

\* Blessed High Faringdon is a Catholic School and its admissions policy is predominantly geared towards Catholic students.

\*\* Prospect and Reading Girls' operate a selective policy for some of their intake.

The charts from Reading Borough Council that follow show that due to the increase in the population and the subsequent number of children being born, there is a predicted unmet demand for Year 7 places starting from 2014 onwards. Between 2014 and 2021 the number of additional Year 7 places required in Reading rises to a requirement for up to a further 14 forms of entry. During this period there is an increasing growth in housing development in the Central and West Reading areas. The pressure on local demand, both in terms of the number of places needed and ability of the current schools to meet the needs of students to excel and aspire to achieve beyond that of their peers locally and nationally, and to compete on the global stage, is at the centre of this application.

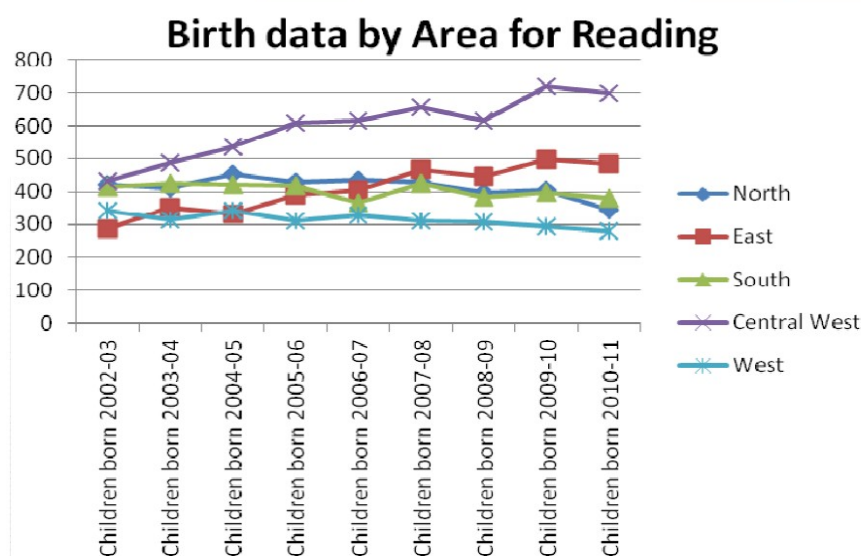
**Graphical representation of population growth and secondary school places in Reading**, showing that Central West Reading (purple line on graph) is the most rapidly expanding population area.



## Population Factors

	All ages	0 - 4	5 to 9	10 to 14	15-19	20-24	25-29	30-34	35-39
2001	143,124	8,891	8,555	8,310	9,059	14,101	14,638	13,249	11,486
2011	155,700	11,900	8,600	8,000	9,800	14,600	15,100	15,200	12,200
Number increase	12576	3009	45	-310	741	499	462	1951	714
% Increase	8.79%	33.84%	0.53%	-3.73%	8.18%	3.54%	3.16%	14.73%	6.22%

ONS Census Data - 2011



The WREN Proposer Group and CfBT Schools Trust believe that the spirit of collaboration, academic attainment and the acquisition of skills for life are essential central components of our new school and thus will prepare students for wherever their future careers may take them. As a parent attending one of the WREN open days in December 2012 suggested, a school in this area must *'enable social and economic mobility'*.

The WREN Proposer Group believes passionately that the concept of a Free School in our area will achieve just that, as this model of school connects local need,

parental involvement in education and outcome-focused study opportunities for students.

### **Our school vision and ethos**

Learning and engagement in the fullest sense are central to the purpose of our school. Our ethos is based on the idea that quality education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and leads development of the next generation. This is a non-faith school which welcomes and represents all people in this area. Our school will have inclusive admissions criteria, taking students from the local area regardless of faith, ability or background.

As outlined subsequently in the Education Plan, our students will be:

- academically successful and self-confident young people with high levels of self-esteem and respect for others;
- well equipped to manage the transition to further study and/or work-based learning;
- creative and caring global citizens, able to lead the next generation.

Students at The WREN Secondary School will principally follow the national curriculum but the approach will be enquiry based, with a strong emphasis on cross-curricular learning and development of skills within a real context. This approach is markedly different from secondary schools in the local area which offer a more narrow focus. Our students will be challenged to think about why they are learning and expected to link this to project-based assignments similar in style to the International Baccalaureate Middle Years programme.

Our pedagogy will be informed by two distinct characteristics – our students and the CfBT approach to excellence and innovation in education and educational research. A highly personalised approach to planning and delivery will enable students of all backgrounds and abilities to contribute to their learning and take active responsibility in future planning. Outstanding provision will be guided by CfBT's international research-based approach which exemplifies the key features of excellence in teaching and learning.

As a six-form-entry school we will be large enough to make full use of the pastoral benefits accrued by a five house system. Students will be vertically grouped for registration and through this process the mentoring and role-modelling of high expectations will be carefully nurtured. This will also encourage further integration and collaboration between different students which is a core principle central to the vision for our school.

It is our vision that The WREN Secondary School will be at the heart of an already

thriving community, where staff, parents, students and the wider community work together and share common aims, objectives and facilities. Never has it been more vital for young people to learn the skills needed for collaboration and have the confidence to be creative and dynamic in response to the challenges that they will face in an ever-changing world. We will forge real and dynamic links with the wealth of community and business organisations that thrive in the local economy and represent opportunity for the future. Partnership through mentoring and nurtured common interests is what will give our students the structure and real-life experience on which to build a framework for further success in their lives.

We will base our school on the ethos of partnership – a partnership between local parents and a locally-based, yet globally active organisation, CfBT, designed to co-create and deliver this high-performing school. The strong, ongoing relationship between CfBT and the West Reading Education Network, WREN (who, as the All Saints Action Group (ASAG) first campaigned for the creation of the now-established All Saints Junior School in Reading), demonstrates our commitment to this partnership approach. Collaboration will be further extended through the cutting-edge work conducted by CfBT in the global education context and will enable our school to operate as a local centre of excellence and support innovation in teaching and learning. Having successfully delivered an outstanding junior school, we now wish to build on our track record and experience by establishing a secondary school, the inception of which is also based on parent and community initiatives.

We believe that our plans are strengthened by an excellent relationship with Reading Borough Council (RBC). We have worked collaboratively with the Council at all stages and have shown that our intention is to be a Reading school in the Reading family. We are determined that these strong foundations are built on as the school develops.

### **How our vision and ethos are reflected in The WREN Secondary School education plan and curriculum**

As part of CfBT Schools Trust, the school will be innovative and forward-thinking in its approach and a centre of excellence in education and educational research. Collaboration with other schools and links with HE and FE institutions will enhance the opportunities for students and staff to learn and develop, central to the school's core purpose.

As the vision for and ethos of our school have evolved from the geographic, demographic and cultural make-up of this community, the education plan and school curriculum also demonstrate strong local understanding and clear academic ambitions. Using the social diversity of the school population to promote tolerance and cultural understanding, we will encourage active citizenship through social engagement. The diverse study options of our curriculum enable all of our students to connect with the aims, values and benefits of education, and to formulate and fulfil

their own individual aspirations. The diverse content and design of study opportunities at this school thus encourages social responsibility and personal excellence in its students.

Our school will improve educational standards in this area because educational opportunity and delivery has grown out of an in-depth understanding of the diverse social and cultural needs of our community. Our educational commitment is to provide targeted and relevant opportunities which meet the needs of every student and raise expectations accordingly. Active engagement and responsibility will be promoted relentlessly as we believe that students need to be given the opportunity to make choices and take ownership of their learning for life.

### **Our aspirations for students and the school**

Our aspiration is to create a school where students, teachers and the community work together in partnership to provide a positive and stimulating environment where young people are motivated to learn, valued as individuals and empowered as citizens of the future.

We believe that the aspiration for achievements of individual students, as well as the school as a whole, needs to be the promotion of social mobility, and of professional competencies. As part of a young person's education, The WREN Secondary School will enable all of its students to progress to the next stage of their personal development, whether in higher education or further professional/vocational training. It is our collective view as founding body of this school that the proposed diverse study options best meet the range of requirements of local students, an observation supported by many parents attending open days held in December 2012.

Amongst the criteria by which we intend to assess the statistically-measurable part of the school's performance is the percentage of students who stay on to the sixth form, and the percentage of students who progress to university, as measured against local and national statistics.

All students at The WREN Secondary School will:

- *outperform expectations as judged by key measures of academic performance including the English Baccalaureate;*
- *be eager learners, with a thirst for knowledge yet keen to question;*
- *be independent and creative thinkers who share a sense of responsibility for their community and are empowered to make informed choices in the future;*
- *have excellent communication skills with a strong command of another language and the ability to work with initiative;*
- *have a reputation for their courtesy, confidence and all-round character.*



These outcomes will result from:

- **Application of core skills:** *High standards in reading, writing and mathematics will be embedded in a curriculum that challenges students to learn and think through enquiry. The curriculum will be broad and purposeful with the acquisition of knowledge taught in tandem with deeply embedded skills that will prepare students for the challenges of the 21st century – students will be taught how to think and be independent lifelong learners.*
- **A commitment to the development of the whole child:** *The best schools build academic and social capital. We will provide experiences that nurture the development of the whole person – their emotional, cultural, physical and moral health and well-being.*
- **An international focus:** *CfBT will use its global experience so that students and teachers can develop international connections and share best educational practice.*
- **Engagement in community life:** *The school will be situated within a vibrant and multicultural area and the curriculum will be substantially enriched by local engagement with community and business partnerships.*

We will measure our success by specific outcomes which will be used to demonstrate student engagement, the quality of teaching and learning provided, and the impact of the educational opportunities provided. These success criteria, which include a balance of hard and soft targets, are based on the following focus points. We will demonstrate student engagement by achieving:

- attendance rates of at least 95%;
- percentage of students achieving 5+ A\*-C GCSE including English and Mathematics is 10% above the national average;
- percentage of students achieving A/A\*-E in A Levels is 100%;
- progression to Higher Education by a high percentage of students from a disadvantaged background;
- above local and national percentage of students progress into Further Education, employment or training;
- examination results which identify this school as a high-achieving environment.

We intend to document the quality of teaching and learning by:

- the quality, experience and qualifications of our staff;
- the student success rate in examinations;
- the staff engagement with their own CPD;
- being at the forefront of educational development in the support of teacher training.

We will measure the impact of the educational opportunities provided by:

- ensuring that our admissions policy is inclusive, fair and transparent;

- facilitating social mobility amongst our students;
- documenting the range of further study and professional training courses that our students progress to.

### **Summary**

The WREN Proposer Group and CfBT envisage a school environment that encourages and facilitates learning, in which a broad curriculum promotes an individual's journey to becoming an active and engaged citizen; and an approach which teaches the skills required to be an active lifelong learner; and has high expectations that enable strong academic achievement and an ethos that nurtures the ability to form meaningful relationships.

We believe that the teaching in this school will promote students' self-confidence, facilitate individual aspirations, and prepare students for further study through innovative and effective pedagogy.

We promote the establishing of a modern school in a global context in which the citizens of a knowledge economy develop skills in a multi-cultural, community-based environment that recognises the needs of all stakeholders.

We envisage a school whose most passionate advocates are its students.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		168	168	168	168	168	168	168
Year 8			168	168	168	168	168	168
Year 9				168	168	168	168	168
Year 10					168	168	168	168
Year 11						168	168	168
Year 12							168	168
Year 13								168
<b>Totals</b>		168	336	504	672	840	1008	1176

Please note the pupil numbers for Year 12 and 13 make an assumption that there are admissions from outside The WREN Secondary School. In our financial calculations we have only staffed and budgeted for 106 students per year group, which is the number that we have estimated, will transfer from year 11 and 12.

## **Section D: Education plan – part 2**

### **D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.**

#### **Needs of the intake**

The intake of our school will reflect a broad range of ability, including students having English as their second language. Because of this we have built into our staffing structure a number of non-teaching roles that will support those with additional needs to succeed academically and socially. This support will be for parents as well as students. We will also use funding such as the Pupil Premium to focus our support on those who need it most.

The school's vision is as much related to the way in which students learn as it is to what they learn. This cuts across all ability levels and underpins our belief that if students are excited and challenged by learning then they are more likely to succeed. Our teaching will therefore be based on the principles of the International Baccalaureate (IB) Middle Year Programme. This approach focuses on problem-solving and cross-curricular themes delivered through subjects. Whilst acknowledging that students need a core base of knowledge on which they can draw, in order to be creative and innovative. Therefore the knowledge-based curriculum developed by Pimlico Academy is something we will exploit. We see these two approaches as complimentary and strengthening our offer to students.

We have at the centre of all we do the promotion of strong literacy, numeracy and oracy skills. This does not simply mean having strong English and mathematics teaching; it means all departments contributing in context. To support this we will appoint numeracy and literacy co-ordinators who will lead, challenge and support. When developing our schemes of work and programmes of study we will ensure they plan for differentiation in a way that stretches the most able, supports the least able and establishes strong cross-curricular links. (See section D4.)

Right from Year 7 we will be looking for the application of knowledge. So in Design Technology, for example, students will not only have to make products; they will also have to cost, package, market and sell them. To achieve this, links with other departments will be established.

So, whilst the labels on the Year 7 curriculum, for example, might seem traditional in terms of subject headings, the way they are linked and taught will make them relevant, exciting and challenging. It is through these links that literacy, numeracy and oracy skills will be made relevant. A blend of vocational and academic learning will be apparent from Year 7.

Our vision is also to make students aware of the community of which they are a part, this also includes the global community. Community involvement in the school and the curriculum is of the highest importance to us. However it is not one-way traffic and we expect students to put something back into their community. Reading as a borough has a wide ethnic mix and this is certain to be reflected in our intake. We will design the curriculum so that students are able to explore this mix and to place themselves in a global context. We will use CfBT's strong international reputation to support this.

As students move into Year 10, the curriculum widens to incorporate the opportunity for vocational study and for some this will be linked with college study. We have decided that the opportunity to study the English Baccalaureate should be made available to all. However, for some students a continued focus on core skills will be more important. Similarly in the sixth form, students will have the opportunity for vocational study. In addition for a small number who can cope with the increased workload and breadth of study, the IB will be available. Basing the teaching styles on the IB attitudes to learning earlier on in the school will enable those students who wish to transfer to IB in the sixth form to do so without any difficulty.

### **Transition between school and employment**

We see transition to be important at all key stages in education and not solely related to employment. Therefore we will develop strong links with primary schools, with projects being started in Year 6 and completed in Year 7.

Also, we plan that the transition between Year 11 and the sixth form will be seamless. This will be done through an approach to learning that is begun in the lower school. In addition some AS Level courses such as Critical Thinking or Maths will start in Year 11.

Our approach to learning is that every department will own the aspect of careers education that relates to their subject. At every opportunity, from Year 7, students will explore career opportunities that can lead from the study of a subject. Posters and publicity will be made available in subject areas. Added to this will be the traditional careers advice and guidance which will influence the choice of options study both at Key Stage 4 and in the sixth form. We believe it is important for students to undertake work experience and will prepare them for this. We will take as many opportunities as we can to bring in guest speakers and for students to work alongside professionals whether it be in sports, the arts, the humanities the sciences or business. Because of the way students learn they will have the opportunity to work in teams, in pairs and independently thus developing skills that employers will find attractive. Also, because of our emphasis on oracy we expect our students to be confident presenters both of themselves and subject content. Through their work in English we expect them to be aware of audience and how to write to inform, persuade, describe or advise. Our focus on the international dimension will make

them more aware of employment in a broader context and encourage students not to limit their horizons in future employment or education, such as learning one or more modern foreign languages.

All in all our approach to learning will give our students the critical skills required for the world of employment and life itself.

### **Improved outcomes on a range of measures and qualifications**

We outline in section D4 the need to build up a profile on every student in which specific targets are set. All students will have academic targets set which are tracked and monitored. For some there will be other targets that could be related to behaviour, attendance or attitude to learning. In all cases there will be close dialogue with parents. As a result we expect there to be clear evidence of progress on all measures. This will be tracked and published on a termly basis for academic progress and weekly basis for other measures.

We will give every student the opportunity to succeed. As well as GCSE and GCE examinations the school will offer BTEC and IB qualifications. Some courses, such as core PE in Years 10 and 11 will attract certification for specific modules of study, some at industry standard.

Internally, our rewards and sanctions programme will lead to termly platinum, gold, silver and bronze awards. To achieve the highest award there must be evidence of community service. The criteria and thresholds for each certificate will be published to staff, parents and students. We will reward effort as well as achievement. All research evidence indicates that for many, hard work and desire often lead to outcomes that are in excess of those achieved by more talented individuals. By appointing a family support worker we aim to develop strong links with families and support 'hard to reach' parents. Students from vulnerable backgrounds will be given all the support they need to succeed.

### **D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.**

This section describes exactly how we will deliver on the achievement aspects of our school vision, to:

- encourage and support all students to achieve the English Baccalaureate and as a minimum expect all students to achieve a grade C in English and Mathematics at GCSE.

### **School calendar**

We expect to employ and develop excellent teachers at The WREN Secondary School. For this reason we have opted to base our school calendar around the traditional three terms. To do otherwise would reduce the size of the pool of teachers

we might attract to working at the school (many will have children in schools working to the traditional calendar).

The school day will run from 8.30am until 3.10pm, accommodating five separate teaching periods of 60 minutes per day (or 50 across a two week cycle) as well as 30 minutes of tutor time and 55 minutes for break time (to be split across morning break and lunchtime).

8.30 – 9.00	Tutor time/assemblies on Monday/Friday
9.05-10.05	Period 1
10.10-11.10	Period 2
11.10-11.20	Break
11.20-12.20	Period 3
12.20-13.00	Lunch
13.05-14.05	Period 4
14.10-15.10	Period 5
15.20-16.20*	Enrichment

\* Not Friday.

Each term will be around 12 weeks long (38 weeks for the full year = 190 days). There will be an additional five days in the year given over to staff training outside the 190 student days.

In terms of teachers contact time, as with pay scales, we intend to work broadly in line with standard terms and conditions (1,265 hours per year, spread over 190 teaching days, with five additional days for other duties) as they provide a valid and useful guide. We have planned our staffing structure with contact time based on a sliding scale depending on role. A teacher with no responsibilities will teach 43 periods of the 50 in the two-week timetable cycle. This gives 86% contact time when compared with the recommended 90%. For heads of small departments and second in large departments a further two periods will be given ( $41/50 = 82\%$  contact time). Heads of large departments/Faculty and Heads of House will be given a further five periods ( $37/50 = 74\%$  contact time). This provides for generous group planning, team/department meetings etc. As other roles arise, such as Literacy Co-ordinator, additional time will be allocated for the role. For simplicity in the finance section the associated costs for subject teachers have been assumed to be 85% teaching time, heads of departments 80%, Deputy Head 50% and Assistant Heads 60%.

## **Before and after school**

### **Breakfast canteen**

As the school grows we will look to open a breakfast canteen. The canteen would be open from 7.45am until 8.25am and be available to staff, students and parents. We would expect to run the canteen at cost, perhaps using the chef and a kitchen assistant. As well as giving working parents an opportunity to leave their children at school in a safe environment, it provides a staggered drop-off, relieving traffic congestion in the school locality. The canteen would have a quiet but informal atmosphere with the radio on or BBC breakfast news. Students would then start the day fresh and focused. With a member of staff on hand, it would also provide another opportunity for students and staff to mix in a relaxed atmosphere outside the classroom.

### **After-school activities**

There will be an additional lesson from 15.20pm to 16.20pm, which we have termed 'Enrichment'. This will comprise a variety of clubs and activities geared to individual needs. For some the homework club will be appropriate, for others the study of Latin or Mandarin and for others it might be chess, photography or dance. We will also put a sum of money aside in the budget so that students can be supported to join such things as a fishing club or any club/activity that would otherwise be denied them because they could not afford the fees. It is our aim that all students will gain confidence and have a high level of self-esteem and it our job to remove barriers that will stop this happening. In support of this aim we will appoint an Extended Services Manager who will plan and co-ordinate these activities.

### **The CfBT outstanding lesson**

CfBT research has identified the key elements that make an outstanding lesson. This is supported by feedback from Ofsted and will be at the very heart of students' daily experience at The WREN Secondary School. It contains a set of expected practices that should be delivered in every lesson of every day. Presented and explored in depth for each subject area to all staff during induction, it will become their key teaching aid. It is the centrepiece of our instructional practice and drives high standards in the core disciplines. We are passionate about the ways in which students learn and this is enshrined in our vision for the school. Developing students who are eager learners and creative thinkers is central to our vision. The outstanding lesson will give support to this aspiration. The key features of such a lesson include:

- a learning objective, linked to a curriculum scheme of work, that is shared with students at the beginning of the lesson and reviewed at the end;
- differentiated tasks that meet the needs of individual students, including those with special educational needs;
- success criteria for tasks that are clearly defined and shared with the class;
- a good balance between teacher-led activities and individual, paired and group work;



- significant opportunities for practical learning where appropriate;
- homework tasks that are integrated into teaching;
- a good pace to the lesson with clear routines of behaviour.

### **Nationally recognised curriculum with flexibility to meet students needs**

Students at The WREN Secondary School will principally follow the national curriculum. They will sit nationally recognised assessments and gain nationally recognised qualifications, with the aspiration at all times being to achieve the English Baccalaureate as a minimum at GCSE. The opportunity to study vocational subjects will be made available both at GCSE and GCE levels. In addition the opportunity to study the IB will be offered in the sixth form. Teaching lower down the school will reflect IB-style learning so that transition to the IB Diploma in the sixth form will be seamless.

Where students have failed to achieve expectations commensurate with their age then freedoms will be used to enable the core disciplines of English and Mathematics to be prioritised in their timetable. Until students are working at an age-appropriate level (i.e. they are set to achieve a solid Level 5 or above in Year 9, or they are set to achieve a grade C or above for GCSE in Key Stage 4) an additional 10% of their time will be allocated to these subjects.

Similarly, where students exceed expectations, the freedoms and flexibility available to a Free School will be maximised. Depending on students' strengths and interests, and opportunities available locally, the Gifted and Talented Co-ordinator will be responsible for moulding the curriculum to meet these students' specific needs. This might include bringing in a Latin or Mandarin teacher, running a Politics or Economic class, or setting up a young enterprise business (see the section below on Gifted and Talented for more details). The co-ordination will be carried out by either the Deputy Head or an Assistant Head.

### **Discrete and structured teaching of the core subjects**

From the very beginning, as our staffing structure (see D3) shows, we expect to be able to teach our full Key Stage 3 curriculum. However, in year one, History, Geography and RE will be taught by the same teacher, and ICT and MFL may well have to be taught by other subject specialists. Nevertheless, even in the early years of the school, lessons in the core disciplines will be taught by experienced subject specialists.

The quality of teaching in the core subjects will be very carefully scrutinised. Teaching will be closely monitored with feedback and judgements being used to inform the school self-review process. Fundamental to our view of how careers education is promoted is that departments should, from the very earliest years, take responsibility for promoting careers that can result from studying that subject. For example, English will promote journalism.

## English

Ofsted recently analysed how 12 schools achieved 'excellence' in their teaching of English and found that all the schools had an English curriculum that 'gave a high profile to reading for pleasure'.

We believe this is very telling and rings true since, even as adults, we are aware that very often those who are well-read are the most eloquent in both spoken and written English. Accordingly, as described below, we expect reading to form a key part of every English lesson, be that to learn *how* to read with considerable scaffolding or to sit alone and read a piece of English literature.

Learning in English will focus on all the key areas, including reading, grammar, handwriting, speaking and listening, spelling and comprehension, debating and acting. There will also be opportunities for creative, analytical and informative writing and project work as well as poetry. Skills will be taught both independently and contextualised by texts and stories.

Lessons will frequently begin with a focus on direct reading – both teacher and pupil led. There will be some whole-class reading but texts will also be chosen for different abilities and interests, with students grouped according to reading ages (as established from baseline assessments – see sub-section below). We will work with each individual child and their parents from day 1 to encourage reading. This may involve inviting parents in to school to read with their children (particularly dads where boys are concerned) and identifying written materials that engage and challenge each and every student. As the school increases in size sixth formers will become involved in paired reading as part of their community service.

In practice, teachers may work directly with specific groups for periods of reading time, while the rest of the class read together in their own groups. Guided reading techniques, including prompting questions to develop skills of inference and deduction, will also be used. Where necessary, reading may also be supported by a programme such as Lexia, use of which would be managed by a member of the support staff.

The English department will liaise closely with the librarian who will be supporting reading, especially through the Book Club.

In addition, we propose the following activities, to promote outstanding oracy:

- All students will have regular Philosophy for Children (P4C) sessions where there is a strong focus on listening and learning through articulation of opinions in a forum designed to demand deeper thinking and questioning.
- We will work with the English Speaking Union in order to draw in key curricular and extra-curricular support.

- All staff will receive training and support so they can exploit opportunities to develop speaking and debating skills.
- In the first instance we will encourage parent or staff volunteers to run a debating club. As this embeds and develops we will institute regular debating competitions for students of all abilities. One potential partner for this work could be 'Debate Mate', a charitable organisation that supports schools in improving students' debating skills and with whom we already have links.
- We will recognise achievement in public speaking with annual awards, and an event attended by prominent members of the local community.

In the sixth form we will offer only English literature in the first instance. However, we will consider the introduction of English Language in the light of demand and the nature of our intake.

It is generally accepted that students who gain less than a grade B in English at GCSE level are not entirely prepared for academic writing in the sixth form. We will ensure, through our Literacy Co-ordinator that both staff and students are supported to become good academic writers.

Until the school is fully established we expect to have to incorporate the Drama curriculum into English, providing students with opportunities to express and create interpretation of texts within the generous timetable allocation of English. By the time the school has a Key Stage 4 we will explore the possibility – both in terms of demand and practicality – of offering Drama as a stand-alone GCSE subject.

### **Mathematics**

In order to do well in Mathematics students need mastery in the basic skills. For example, we will ensure students are fluent in their times tables.

Various techniques will be used for this, including online resources such as <http://www.trockstars.com/>, which was developed by the mathematics department at King Solomon Academy, singing, flash cards and pupil tutoring. One-to-one tuition will be provided for those students who have fundamental numeracy problems. It might be appropriate to invest in electronic devices such as a Nintendo DS (see reviews here for details: <http://www.amazon.co.uk/product-reviews/B0012CQ7SO>). Wherever possible parents and carers will be involved in the education of their children. However, we recognise that the parents/carers themselves might have low numeracy skills and we will use our Parent Support Worker to liaise in this sensitive area. If there is a demand we will provide adult numeracy support.

The Mathematics curriculum will broadly follow the National Curriculum. We want students to use their mathematics creatively but before they can do this they need to have acquired core knowledge with an increased focus on repetition of learning in

different contexts before moving on to the next topic, rather than always moving on, to ensure that the topics from every section of a scheme of work are taught. Project work will also be used to ensure mathematical learning is presented in real-life contexts that engage and motivate students.

In the sixth form, for our most able mathematicians we will offer the opportunity to study Further Maths. Students will be guided carefully as some university courses, such as engineering for example, require a higher level of mathematics than that covered by the current A Level course.

### Subject allocation

Example timetable showing allocation of periods per week (assuming 50 one-hour periods in total)

Subject	KS3	KS4 (up to 4 options)	KS5 (up to 5 options)
English	6	6	9
Mathematics	6	6	9
Science	6	9	9
Biology		12	9
Chemistry		12	9
Physics		12	9
MFL	6	5	9
PE/Games	4	4	9
RE	2	2	9
History	4	5	9
Geography	4	5	9
Music	2	5	9
Art	2	5	9
Drama	2		9
ICT	2	5	9
Computing			9
Design Technology	4	5	9
PE		5	9

<b>Business</b>			9
<b>BTEC</b>		5	9
<b>Economics</b>			9
<b>Psychology</b>			9
<b>Sociology</b>			9
<b>Media</b>			9
<b>IB</b>			45
<b>General Studies/ Critical Thinking</b>			2
<b>Tutor Period/ Mentoring</b>			2

The subjects highlighted in yellow are core subjects.

The number of option groups at KS4 and KS5 is approximate at this stage and will depend on student choice. Students will have the opportunity to study separate sciences at KS4; once again the number of groups will depend on the ability profile of the year group and choice. A student studying core/additional science (rather than separate sciences) will not be denied the opportunity of studying a science at A Level.

French will be our core Modern Foreign Language with the addition of Spanish and a further opportunity to learn Mandarin through enrichment lessons.

### **Science**

Science is compulsory at both KS3 and KS4 and will follow the National Curriculum. At KS4 we will offer students the chance to study all three sciences separately; otherwise they will study core/additional science.

In line with our approach to careers education the science department will, right from Year 7, use every opportunity, including bringing in visitors, to highlight the practical relevance of the subject and career opportunities that will be available.

Similarly the links between science and technology will be exploited through strong curriculum links. We will use the principle of the STEM curriculum.

Science teachers will also be part of the training in how to use debating in the classroom, since we believe that the moral and philosophical questions surrounding science (the environment, health etc) can be explored well through discussion and debate.

### **RE – a localised approach (Philosophy and Ethics)**

We will follow the Key Stage 3 requirements of the Reading Borough Council Agreed Syllabus for Religious Education. Our school is being set up with and for its

community so we will use the curriculum to connect students with their surrounding area and its people. Our teaching of RE will encompass world religions and we will look to contextualise this learning through visits to a number of places of worship. Because of the importance we ascribe to RE, the subject will be compulsory at KS4. In order that students are given the opportunity to study it at GCSE level we will take the 'long thin' course approach which means the programme of study will begin in Year 9. Our aim is that at least one group of students will continue to study this course in the sixth form. Although the syllabus is technically labelled as RE, we will market it, as most schools and colleges do, as Philosophy and Ethics which better describes its content.

### **Drama**

“Creativity now is as important in education as literacy, and we should treat it with the same status,” says Sir Ken Robinson. He contends that children are willing to take chances and are unafraid of being wrong, which is the only way of coming up with original ideas. As adults we have mostly lost that capacity and we are now running national education systems where mistakes are the worst thing you can make. As a result we are educating people out of their creative capacities.

Drama encourages students to work imaginatively and creatively in a collaborative context. As well as acquiring the skills involved in creating and performing, it can also help encourage enthusiasm, confidence, self-esteem, conversation and social skills.

We see Drama as one of the key subjects that contribute to students' awareness and understanding of others. This is because it encourages students to:

- develop tolerance and empathy. Adopting a role requires an appreciation of others' perceptions. In today's global society Drama can help to create globally functional, tolerant and marketable citizens. Plays often capture the essence of a culture or a group within that culture – they reveal the attitudes and opinions of their day;
- experience new roles or problems, and explore actions and consequences safely and realistically, removed from complications such experiences may have in the real world. Students are expected to create plays, whether that is on stage or in backstage work. Play-making is the process of experimenting with new roles and through plays we can re-examine old roles and challenge society's values and interpretations;
- develop new ways of communicating and understanding others. Drama students' oral skills can improve and they may enjoy increased confidence.
- learn to co-operate with others, listening and accepting the contribution of others. Students participate in a lot of group work which helps explore relationships on and off stage;

- hone their improvisation skills. Improvisation is the spontaneous response to new and unexpected situations – life is improvisation;
- be more aware of how their physical presentation can affect the way people see them;
- start to evaluate their own values and beliefs. By studying drama's impact on our culture we can start to look more critically at what the media offer us and we can choose whether or not to accept the messages that they give. By studying Drama we become intelligent spectators who can distinguish between good and bad drama as well as 'right' and 'wrong' ideologies.

### **Design and Technology (D&T)**

Design and Technology is an exciting subject and an important part of the curriculum. It provides students with a chance to use science, mathematics, art and design to be creative and innovative. Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, students identify needs and opportunities. They combine practical and problem-solving skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through Design and Technology students develop confidence in their practical skills and become discriminating users of products. Students learn to use current technologies and consider the impact of future technological developments, applying their creative thinking and innovation to solutions.

Design and Technology at The WREN School would be broken down into the following areas: Food, Textiles, and Product Design. Food Technology would provide the students with an opportunity to learn essential nutrition and cookery techniques which will ensure that they have the basics for adult life. Students would then go on to cover areas such as food labelling and food product development at KS4. We will look closely at the introduction of catering (rather than food) at Key Stage 4. This more vocational approach leads to greater employability and evidence suggests a higher take-up by boys. Textiles technology would begin with learning the basic skills in working with fabric and tools, to enable students to design, decorate and construct textile products. At KS4 this would be extended to include consideration of consumer safety in design and production techniques. Product design will combine the two areas of Graphic Products and Resistant Materials. Students will be introduced to a variety of hand and machine tools and study the design process, working with a variety of materials such as wood and metal to develop and model design solutions. Students would be taught the basics of technical drawing before being shown how to use Computer Aided Design (CAD) to develop ideas for products and Computer Aided Manufacture (CAM) to realise their designs.

We will use the best practice established in Business and Enterprise schools to go beyond making a product. We will expect students to design packaging, market the

product and to cost out a selling price. There will be links with English (persuasive writing), mathematics (costing) and IT (use of spreadsheets and modelling) in these projects.

Whilst it is our aspiration to be able to teach all these areas at The WREN Secondary School, we are also aware that it will take time to accumulate the necessary equipment. We will be looking to employ a teacher who is resourceful and creative in finding interim solutions and we expect that in the early years they will need to make do with the minimum specialist equipment.

In the sixth form we will offer a range of D&T subjects including Food, Textiles, Product Design and Graphic Products. There will be close liaison with art should a student wish to study an unendorsed A Level art subject.

### **ICT**

Although ICT has been timetabled explicitly at Key Stage 3 and as an option at Key Stage 4, it will not be taught in isolation. Instead we expect all teachers to exploit opportunities across the curriculum to develop and enhance ICT literacy. So, for example, topic work that requires group presentations should use presentational software such as PowerPoint and be supported by accurate and well-sourced data from the internet. To this end, once the school is fully operational in year five we would expect to have at least two fully-equipped ICT rooms, as well as at least one class set of laptops (in the first year) that can be brought into use in any classroom as the entire school will be wireless-ready.

As students move into the upper school they will have the opportunity to study Computing. Government and industry have strongly recommended schools do this in order to help redress the skills shortage and we are strong advocates of it. Within the Thames Valley there are many companies linked directly and indirectly with the computing industry and we will use their expertise within the school. They may be able to help us by providing equipment, work placements for students, and technological expertise to enable us to get the most from our staff.

Each child will have an individualised account so they can access work at home and school. As such our virtual learning environment will have a personalised access system for students (as well as for parents and teachers) and repositories for students to share project and group work.

We are acutely aware that investment in the VLE will only be cost effective if teachers make use of it; so its introduction will be accompanied by significant staff training during induction. Its use will also form part of all teachers' performance management to ensure it quickly becomes an effective tool for learning and driving the efficient use of teachers' time.



In terms of ICT infrastructure to support teaching and learning, there will be interactive whiteboards in most classrooms. Examples of the use of the interactive whiteboards to aid learning could include:

- using clips from famous public speeches to analyse oratorical skills;
- displaying levelled success criteria for tasks that students can peer- or self-assess against;
- rub-and-reveal starter activities that promote active learning;
- visual stimulus (e.g. photographs or artwork) to aid creative writing.

(NB: All these approaches may be particularly effective at engaging students with SEN and AEN.) See section D4.

It is important to note that we are very clear that technology cannot be a substitute for consistently good teaching. Whilst of course high-specification IT equipment is desirable, and when properly used improves learning outcomes, our primary focus is on the core teaching practices highlighted above. Our ICT requirement is therefore for relatively basic but highly reliable equipment, such that ICT can be used by all staff and students at any time. Through our monitoring of lesson practices, we will be careful to ensure that devices such as interactive whiteboards support rather than inhibit creative and engaging teaching.

In the sixth form we will offer both Computing and ICT. For those wanting to study this subject at university we will strongly recommend the study of Computing.

We plan that sixth form students bring in their own laptops that can be linked to the school's intranet as well as the internet.

## **Music**

The small curriculum demand for Music in the early years will mean we will need only a small amount of core staff time. However, CfBT's other secondary Free School in nearby Wokingham has successfully established links with Berkshire Maestros Young Musicians' Trust, which is a local charitable trust providing music education opportunities for children and young people in Berkshire. Maestros deliver the music curriculum for the school and we intend to explore this concept with them in relation to The WREN School. We intend that our Music curriculum will follow the National Curriculum, and as such, will include developing our students' knowledge, skills and understanding through performing, composing and listening. In addition we would like to:

- take students on visits to live concerts and bring musicians in to school to work with the students;
- have a Year 7 choir and a school choir that could tackle a wide range of genres of music and perform during assembly and at evening events;

- encourage Berkshire Maestros to use the school as a base for their wider community activities, perhaps including a community choir that could sing alongside the students.

We will offer Music Technology if there is a demand. This is usually taken by a 'niche' group of students and uptake is not typically high. Nevertheless, in the area of high technology in which the school is based, links with industry might make this a more popular option. In addition, there is evidence that boys who are interested in mainstream music and who are not academic in the traditional sense of the word enjoy and are successful in this area of study.

## **Art**

*“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.”* (Quentin Blake, Children’s Laureate)

In all key stages students will be encouraged to use and develop their observational skills, leading to their own production of 2D and 3D artworks. Students will be taught a range of practical skills using different materials and techniques in order to create that work. Students will use creativity and imagination to communicate ideas. A variety of artists, themes and cultures will be studied across the academic year. We will look at local, UK-based and internationally-renowned artists. We aim to make use of local resources, such as Reading Museum, which has an excellent programme of exhibitions, and slightly further afield, the Berkshire village of Cookham where the artist Stanley Spencer lived and worked, and where there is a small gallery featuring some of his work. In Key Stage 4 students will be taken to at least one of the major galleries in London, as we feel it is really important to experience art ‘in the flesh’ and not just through books or the internet.

## **Humanities: History**

During KS3 we will aim to equip students with a basic chronology of world and British history so they can recognise trends and events within an overall framework. We will equip students with the skills to evaluate and question sources, and through techniques such as debating they will be empowered to develop and voice their own opinions. Our Humanities teachers will be trained in using debating in the classroom. We will not shy away from teaching about important areas that may traditionally have been sidelined from the curriculum because they are controversial or open to interpretation, such as the British Empire and the monarchy. In fact it is these areas that we believe will most engage students in History so they will be embraced through passionate debate and exchange.

## **Humanities: Geography**

*“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, and nothing about other countries and cultures?”* (Jonathan Porritt, environmentalist)

We would broadly follow the National Curriculum in Geography, studying both physical and human geography, covering key processes and concepts. Physical geography would include the study of an investigation into landforms and how they are always changing, the climate and why it is different in different parts of the world. Students would also consider different types of ecosystems. In human geography students would look at population dynamics, economic activities and patterns of settlement. They would also study the impact, positive and negative, of humans on the physical environment which raises issues such as global warming, conservation and the use of resources. Advances in technology, such as satellite photographs and many other resources on the internet, would enable us to bring physical geography to life for the students, and hopefully make it interesting and relevant for them. Many of the geographical issues that we study have a moral dimension. They provide opportunities for students to develop a sense of fairness and justice through the exploration of values and attitudes, particularly with issues related to economic development, trade and aid. In studying these issues, students have the opportunity to develop their spiritual, moral, ethical, social and cultural understanding.

An important part of bringing both Geography and History to life is field trips, and we would hope to include a residential field trip abroad for GCSE and later A Level students.

### **Modern Foreign Languages (MFL)**

We are keen that students should have the opportunity to study two foreign languages – which for us will be French and Spanish. In addition, there will be the opportunity within our enrichment activities for some students to study Latin and Mandarin. We will offer French in Year 7 and then add the opportunity to study Spanish in Year 8. We strongly believe that all students, whatever their ability, should be exposed to the study of a foreign language at an appropriate level.

CfBT has a strong background both in international education but also in the development of modern languages teaching, offering initial teacher training in several major European languages as well as Mandarin, producing training materials for teachers and conducting research including action research in schools. We intend to make use of this link in order to deliver exciting and challenging languages teaching that encourages students to want to study a foreign language beyond the age of 14.

We are also conscious of the requirement to teach languages in primary schools from 2014. Both CfBT and The WREN Secondary School will work closely with our feeder primary schools to support this development. In addition to supporting high quality teaching, this link will ensure smooth primary/secondary transition.

In the sixth form we will offer both French and Spanish. Often, these subjects run on

small numbers and we are conscious that this is not cost effective. However we are prepared to take hard decisions based not just on finances but also on educational value for each student.

### **PE/Games**

In terms of the PE curriculum we fully intend to make use of the school's facilities. PE will be taught using traditional, competitive sports including football, netball, cricket, tennis and badminton, rugby and athletics. Because we recognise the importance of PE, we will continue to offer four periods of PE/Games at Key Stage 4 (rather than reduce it to two, as many schools do). We will offer a wide range of opportunities here such as aerobics, dance and other forms of fitness to engage those students who may not readily enjoy traditional team sports.

At both Key Stage 4 and in the sixth form we will offer students the opportunity to study PE at examination level, leading to possible careers in the sports and leisure industry and physiotherapy.

The Head of PE will be responsible for ensuring our school sports teams compete with other schools and that we host at least one large inter-school tournament each year.

In the sixth form we will offer not only an A Level option but also compulsory games for all students. This will be sufficiently varied to cater for all tastes and aptitudes: dance, for example, will be seen to be acceptable.

### **Business Studies and Economics**

Many more people are finding themselves breaking away from traditional employment in large-scale corporations to set up their own businesses, or assist in the running of other small businesses. Gone are the days when school leavers joined an employer and stayed there until they retired. Many people choose to set up one or more businesses throughout their working lives, and a good grounding in basic business sense helps to make this possible.

The study of business gives students an insight into what makes a business work, from initial plan, market investigation and branding through to the management of the business, including accounts, reporting, investment and people management. Students may find their interest takes them straight into university study in this area or into particular careers, or they may find it is years before they want to use the knowledge they have gained to run their own business, but the grounding they have received through their study will give them the confidence to fulfil their ambitions. We will ensure that all we do in this subject is tied in with enterprise and entrepreneurship.

In the sixth form a number of new areas of study will become available to students:

one of these is Economics. This will enable our most able students to be challenged and to develop a wider understanding of the economy. We will become involved with competitions such as the Bank of England Interest Rate Challenge which requires students to apply their knowledge and understanding, have up-to-the-minute knowledge, make presentations to a panel and then face gruelling questions.

### **Media Studies**

This will be offered in the sixth form to students who enjoy practical ways of learning with added academic study. It is a good subject to complement the portfolio of a student who is studying a heavy load of academic essay-based subjects and is also a subject that can be part of the core study of those finding the academic challenge of three A Levels demanding.

### **Sociology**

As with Media this will be a new subject to our students. It is ideal for those who want to explore the views on society and the ways they can change it.

### **Psychology**

This will be another new subject, one which is popular with students. For those who enjoy learning about the way people act and react, this is a stimulating area to explore. However, as with Economics, Media Studies and Sociology, it is not a requirement for university study in that area.

### **BTEC**

It is important we give students the opportunity to explore vocational pathways whilst acknowledging the recommendations of the Wolfe report. Both at level 2 and level 3 BTEC study will be made available.

### **International Baccalaureate**

This challenging mode of study allows students to explore six areas of study as well as core learning including the Theory of Knowledge and an extended essay. There is evidence to suggest that students who have successfully completed this course are initially better prepared for university study.

Students wanting this extra challenge within an A Level context will be able to complete the Extended Project as well as Critical Thinking. Both of these areas of study prepare students well for employment and university education.

### **PHSE and Citizenship**

When the WREN Parent Group first came together to discuss what we wanted from a new secondary school we were clear in wanting to prepare our children for the challenges of finding happiness in today's world. The school has high aspirations for all students' academic development but alongside this we want to prepare students to be independent and happy in life.

We do not plan to teach PSHE and Citizenship in subject blocks. Instead we will map out the curriculum and decide what can be delivered through subjects in context and what needs to be delivered through 'Theme Days'.

So, for example 'understanding risk in both positive and negative terms' may be encountered during the study of data handling in Mathematics. In practice this would mean that a lesson, differentiated for varying abilities, would be planned by the Head of Mathematics (perhaps during a joint planning period) and made available to all Mathematics teachers to use at some point with their KS3 classes. Relationships could well be explored in Drama. The same may occur with sex education in Science lessons or study of democracy during History lessons.

However, some themes will warrant specialist external input during a longer period of time, say a day. It is through these Theme Days that issues such as drugs awareness and the wider aspects of sex education and enterprise learning can be explored. Feedback from students tells us that they like learning in extended chunks of time.

In addition, the School Council will give students direct experience in voting and elections; whole or key stage assemblies will provide opportunities for community leaders such as our Parish Councillors and Local Borough Councillors and our local MP to be welcomed into the school and explain their roles within our community. We would also invite agencies such as RE3 who deal with refuse collection and recycling, and the Police to explain their essential roles within our community. The WREN Secondary School itself will be used as a case study and all students will be made aware of how a group of local parents came together in partnership with a charity and national government to open a much-needed local amenity.

In the sixth form we will engage students in debate of current affairs through General Studies. We will also invite in speakers, whether it be the local MP or a leader from industry, where students can not only learn but challenge. Each subject will bring in specialists/professionals in their field to engage with students. For example, Art will bring in painters and ceramicists, Philosophy and Ethics will engage with university lecturers to debate medical ethics; and PE will bring in sports coaches.

### **Making the most of local provision**

In its early years the school will need a number of part-time teachers or teachers teaching more than one subject. However, it might be that there are areas of shortfall. In these situations we would look creatively at the ways we can bring in other forms of support from within the community. Subjects that have a small amount of curriculum time in Year 7 such as art, drama and music are most likely to be vulnerable to this.

### **Berkshire Maestros**

We talked earlier about the success of this group in another CfBT Free School. Berkshire Maestros is a very reputable trust, providing musical opportunities to many young people in the area, both through its music centres and in local schools. It would be possible to buy in services at [REDACTED] for a member of staff for half a day each week over a year or [REDACTED] for one hour per week.

### **Berkshire Sport**

We have made contact with the Partnership Development Manager for School Sport who manages the PE and Sport in all local schools, including community links for the whole of Wokingham and she is keen to meet up and learn more about our school and the potential of working with us in sourcing the PE and Sport for it.

### **Dance Reality**

Dance Reality is a Reading-based dance school with 15 teachers offering a wide range of dance. It currently offers a GCSE course and normally charges [REDACTED] per hour.

### **Razzamatraz Theatre School**

This is a new dynamic drama school in the Wokingham area that recently received Dragon's Den funding – the headteacher has previously taught a GCSE course in a school in Ruislip and is very keen to hear more about The WREN School.

### **County School of Dance**

The County School of Dance has agreed to partner with us to provide both curricular and extra-curricular tuition in Ballroom and Latin Dancing. They teach everyone from beginners to champions, adults and children, and are well established, having been in existence for more than 50 years.

Although we think it likely we will appoint a full time PE specialist we might need to exploit the links already established in the much smaller All Saints Free School. Reading Football Club, London Irish Rugby Club and Reading Rockets Basketball Club all have expressed interest in being associated with local schools. In addition we must recognise that although we might be able to cover the entire number of curriculum periods with one teacher, the issue of gender becomes a problem. Ideally, to teach PE effectively, we would aim to have both male and female PE teachers.

### **Learning beyond the traditional school day**

We want our curriculum to extend learning opportunities beyond the confines of the school day. In this way we feel we can be true to our promise to build social as well as academic capital. Drawing on the strength of our partnership with the parent members of the WREN Parent Group, as well as our expectation that teachers will

bring passions and experience to the job (and be contracted to share those in extra-curricular activities) we propose a number of after-school activities.

As highlighted above we are already planning a debating club in partnership with parents and other partners. Over time we aim to complement this with a drama club (which may include opportunities for students to progress to Guildhall speech and drama qualifications), a sports club and an arts club (subject to parental, staff and pupil interest). We will also explore the possibility and level of need for us to host reading, writing, mathematics and homework clubs to boost our students' academic performance. Our goal will be to ensure there are additional activities four nights per week, with lunchtimes mainly reserved for students to eat and converse with staff, build relationships and establish codes of manners.

We will also look at our pupil cohort and examine whether any monies related to the Pupil Premium may be used to support poorer students very specifically after school. Finally, we will make the school facilities available for community usage, at a charge. The sort of activities we envisage our facilities being used for are adult learning, community meetings, seminars, sports and dance clubs etc.

Below we describe how we expect to be able to achieve the character aspects of our vision to:

- be a nurturing, community school with a cross-key-stage buddying programme, strong and competitive house system and mixed ability tutor groups;
- arrange character, community and aspiration building trips targeted at each pupil's particular strengths and needs;
- come together as a school or key stage once a week to build and continually reinforce the sense of shared endeavour and success.

### **How students will be organised**

The WREN Secondary School plans to enrol annually six forms of entry with 28 students in each group. After year one we plan to create vertical tutor groups (this means a tutor group will comprise students from every year group apart from the sixth form). Because of the importance we attach to the role of the tutor we plan to increase the number of tutor groups to eight in year two. This will mean there will be 21 students in each group. As the school increases in size the number of students from any one year group will decrease. Because we are planning to have a larger-than-normal number of tutor groups, some non-teaching staff will be expected to be tutors. We believe that the qualities required to be a good tutor are not solely to be found in teachers.

From the start of their Year 7, students will be placed into one of **five houses**. The houses will grow in size over time and will comprise students in all year groups. This system will enable students of different ages to work together to achieve a sense of



belonging and will be a way of celebrating and rewarding group success. Houses will also provide opportunities for students to take on leadership roles such as house captains and will form the basis of school sports, fund-raising and public speaking/debating competitions etc.

The sixth form will not be part of the vertical tutor group system. At the end of Year 11, students are looking for something different and some will be attracted by college. We want to feel they can have a college experience within a school setting and benefit from what the school has to offer and what they can offer the school. However, sixth formers will be part of the house system.

Assemblies will normally be based on houses. However, from time to time there will be issues that are related to a particular age cohort: options and work experience advice are two examples. On these occasions year assemblies will be held. Assemblies will be held weekly. Assemblies will be used to promote the vision and values of the school. They will also involve music and singing, performing and celebrating success.

Success will also be celebrated in other, very deliberate ways. The walls in school will be decorated with examples of students' work, aspirational mottoes and extracts from the school's vision. There will also be a large TV monitor in the school's entrance where recent success stories can be exhibited and notices can be displayed for students and parents to read.

### **Academic groupings that meet individual needs**

We will employ an approach to pupil groupings that reflects a balance between inclusive teaching and personalised pedagogy. We recognise the benefits of both mixed ability teaching and setting, and our experience suggests both can be made to work in different contexts.

We do not propose using streaming or banding. We believe that these mechanisms can lead to generalised (rather than individual) judgements about pupil ability. All students can and do excel in at least one area; banding and streaming imply that ability in one means ability in all.

### **Mixed ability**

At Key Stage 3 groupings for all subjects (except English, Mathematics, Science and MFL) and importantly tutorial, will be mixed ability/mixed age. This will allow us to build a strong community ethic amongst students and ensure students have access to a range of teachers. Other benefits of this approach include:

- encouraging greater social integration;
- promoting teaching that meets individual needs (our monitoring arrangements will reflect this – see section D4);

- reducing the labelling of students;
- opportunities for real peer tutoring and support.

At Key Stage 4 groupings will depend on the options that students take but it is our intention to maintain mixed ability teaching outside of the subjects mentioned earlier. In practice it may be that subjects are not sufficiently popular to have more than one group. In which case mixed ability teaching will be the default position.

### **Setting**

We will introduce setting for English, Mathematics, Science and MFL. The WREN Secondary School has ambitious targets for all students to out-perform their peers in these subjects; we believe they are the foundations for further learning and discovery.

Setting will be based on prior attainment and performance in our regular tests (see D4 for more detail). Groupings will be reviewed termly to ensure students are in the right classes and there will be opportunities for students in the lower sets to move up and for others who are struggling to move down.

Setting will not be based at all on behaviour or attitude to learning. In our experience some schools link being in top sets with having high standards of discipline. Our process for setting will be entirely meritocratic, based on key metrics of academic performance. The advantages of our narrow use of setting include:

- effective targeting and matching of resources to pupils' individual needs (particularly in the context of limited staff capacity in the early years of the school);
- curriculum teaching methods and pace that can be tailored to the level of each class;
- students can be appropriately challenged and can be motivated by peers of similar levels of ability;
- groupings can be matched to the strengths and experience of individual teachers.

We will put in place a staffing model so that our approach to setting in the core subjects will lead to consistency and accountability throughout the school. We propose using the same teacher for the same set across each key stage. So, for example, Set 3 Mathematics will have a single Mathematics teacher in Years 7, 8 and 9 and beyond.

By ensuring that students have the same teacher for a whole key stage, we can legitimately and simply hold teachers responsible for each student's progress. This concept of transparent and incontestable accountability can then be used as a valuable lever in performance management and in the selection and motivation of teachers.

### **Targeted intervention**

We want to be more flexible than just having two grouping models. In addition, where students are falling behind in English and Mathematics (at either Key Stage 3 or 4) we will put in place targeted interventions which may take place outside of the classroom in small group or one-to-one settings. The pedagogical approaches in these sessions will be very sharply focused on individual need.

Students who are not meeting our targets in the core subjects will be identified through our robust monitoring systems (see D4).

### **Pastoral groupings that emphasise student leadership**

The WREN Secondary School will be a nurturing, community school with a cross-key-stage buddying programme, a strong and competitive house system and mixed ability tutor groups. This reflects CfBT's experience in supporting other schools, and in particular the CfBT-sponsored Oxford Spires Academy, which has successfully employed a house system to create a sense of community and competition to achieve a shared goal.

### **The form tutor as the centre of the pastoral system**

The role of the form tutor will be central to our pastoral system. They will be the first point of contact for parents and carers and will act as the lynchpin between students and their subject teachers. We will foster a strong relationship between tutors and their tutees in very deliberate ways:

- **A pre-meeting before the start of the year:** Before the students enter Year 7 they will all be invited, with their parents/carers, to meet their form tutor and Head of Year. The meeting will take place at an informal and personal evening of up to 14 other students. To engender a community spirit everyone will be encouraged to bring a plate of food and to share a meal together. During the evening the form tutor will run through the various parent/carer, pupil and school promises and describe the school's expectations. This will require each form teacher to hold two of these evening sessions and, if parents/carers fail to attend they will be invited to come to a meeting on another occasion. We propose that all parents with children attending the school must meet the form tutor before their child starts school in September.
- **Consistency of form tutor:** Each year as students move up through the school they will keep the same form tutor. In the sixth form students will have new tutors for a two-year period. Where this is not possible for practical reasons, two hand-over events similar to that described above will be arranged. Our experience suggests that the notion of tutors staying with their form is a simple but powerful tool to support teacher retention.

- **Inclusive and fulfilling tutorial time:** Students will spend thirty minutes each morning in tutor time. This will provide an opportunity for tutors and their tutees to share experiences and reflect on learning. It will also be the main mechanism for communicating with students. Having resolved to set students only in the core subjects we will have mixed ability tutor groups. This way students will come into contact with, and take responsibility for, a wider cohort than they might otherwise; it also works to reduce the stigma attached to bottom sets that in some schools rarely have contact with the brightest students.
- **Peer-to-peer support:** We will train tutors and tutees to deliver peer-to-peer support within tutor time. This will allow tutees to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with its subsidiary charity, include. Once all students have been trained and as the school grows, we will put in place cross-age peer-to-peer buddying support. This will allow younger pupils to gain from the experience of older students, and allow older students to feel responsibility for younger ones.

### **D3: Show how your staffing structure will deliver the planned curriculum.**

The table that follows shows how for each year the staffing profile develops across the subjects in the curriculum and in terms of leadership. The timetable is based on 50 one-hour periods over a two-week cycle. In other words, if a teacher taught every lesson available then he/she would teach 50 periods. It is a requirement that every teacher has 10% PPA (Planning, Preparation and Assessment time). This means every teacher will teach a maximum of 45 periods (10% of 50 = 5 periods). However, in this school we have been more generous and will place a limit on a teacher of 43 periods (43/50 = 86% contact time).

In addition to this, some staff will have leadership and management responsibilities. Although this will be reflected in their higher salaries they will also need time to undertake in-school tasks. The demands on them will be related to the size of their department and this can be seen in two ways. The first is the number of periods in the week that subject has to deliver. So, for example, Mathematics will deliver more than Drama. The second element is a consequence of the first, which is the number of staff the leader is responsible for. Once again a Mathematics department will have more staff than a Drama department.

Also, it is typical that in large departments there will be more than one member of staff with leadership responsibilities. A deputy head of a Maths department might well have as much to do as a head of a small department.

We address this by allocating the head of a small department or second in a large

department (shaded yellow in the table below) further non-contact time. In this school it is an additional two periods (2 hours) per two-week teaching cycle. This gives them a teaching load of 41 periods (or  $41/50 = 82\%$  teaching load). The head of a large department (shaded green below) such as English or maths has been allocated a further four non-contact periods, leading to a teaching load of 74% ( $37/40$ ).

The curriculum model shown in section D2 allows us to calculate how many teachers will be required to teach each subject year by year. English, for example, is allocated six periods a week on the Year 7 timetable (as it is in Years 8 and 9). There are six English sets in Year 7 which means English will have to deliver  $6 \times 6 = 36$  periods in Year 7. The same exercise can be undertaken for each subject.

On this basis the English department needs 0.97 of a teacher, assuming this person is the Head of Department. In practice a full-time appointment will be made. The same applies for Maths, Languages and Science.

History, Geography and RE in themselves do not warrant full-time appointments. However, we have decided to appoint a Head of Humanities (who will be a specialist in one of these subjects) and who will have to teach a second humanity.

Although Technology needs only 0.86 of a teacher in the school's first year of operation it will be wise to appoint a full-time Head of Faculty who will have to teach another subject in this first year.

Art, Music and Drama are minority subjects in this first year and will need to be taught by other teachers or by using support from outside the school.

Prior to these appointments, the most important initial appointment is that of the **Headteacher**. This will then be quickly followed by that of the **Deputy Headteacher**. Normally the Headteacher will have no teaching commitment; however, in the early years he/she will make a teaching contribution, certainly in year 1, which will cover any gaps, especially for minority subjects. The Deputy Headteacher will have a teaching load of 50%. The specialism this person brings will influence what further appointments are made. For example, if this person has a Music, Art or IT background, then no further appointments will need to be made to one or more of these posts. A flatter management structure is proposed with a single Deputy and four Assistant Headteachers appointed on a rolling basis. The third appointment to be made will be that of the **SENCO**. Given the nature of the intake and the planned national changes in special needs education we believe it is important to make this a full-time appointment in year 1. Ultimately we do not see this role as having a teaching commitment other than within the SEN context. However, in the first year this role will have a 50% teaching commitment which will be focused on the establishment of a nurture group.

In the second year of operation the number of periods allocated to each subject remains the same as for Year 7 (English for example will have a further 36 periods to deliver giving a total of 72 in both Years 7 and 8). For those subjects where a Head of Department has been appointed, a subject teacher will be appointed. In PE there will be the need to appoint a Head of Department. Because of the relatively small curriculum requirement at this stage, Drama is most likely to be taught by English staff. There will be the need to appoint a second Humanities teacher whose specialism will be dictated by that of the Heads of Faculty. This will still leave a shortfall of 0.92 of a teacher and so it makes sense to appoint a third specialist at this time. Similarly, although English, Maths, Languages and Science do not quite need a whole member of staff, the need is sufficiently great (typically 0.8 FTE) that it is wise to make full-time appointments. However, the subject specialisms of the senior staff will influence what decisions are actually made. The remaining subjects will each need approximately half a teacher. This will be addressed by using temporary part-time appointments, other staff or external organisations.

In year three there will be no further appointment to leadership posts. However, during this year appointments will be made as Second in Department and Head of small departments in readiness for the next academic year. The teaching roll will be grown as shown in the table below.

In year four a student's timetable will be made up of a range of compulsory core subjects and a number of options. The number of groups made available to English and Maths will increase to seven and the number of periods in Science will increase to take account of those students studying three separate sciences. Each option subject will be allocated five teaching periods. At this stage, whilst it is possible to predict the subjects that are on offer as options and the total number of options on offer, it is not possible to predict accurately the demand. It is important that an early straw poll of student preferences is undertaken in the autumn term in order to give some indication of subject popularity. This will then allow for appropriate staff appointments to be made in the spring term. For the purposes of this document estimates have been made of the number of groups for each subject: History (four groups); Geography (four); Music (two); Art (two); Design Technology (six); PE (one); IT (one). This in turn influences the staffing need.

In Year 11 the staffing need from Year 10 carries through but once again there is a degree of guesswork in Year 10 as described above.

In the sixth form all subjects are options in that students are free to choose. However, strong advice and guidance will be given on what are good and bad combinations. The advice and guidance will be personalised in relation to the individual student's academic profile and aspirations. A number of new subjects will appear on the curriculum – Media, Economics, Psychology and Sociology. In

addition, the International Baccalaureate (IB) and a vocational option (BTEC National) will be available. Once again assumptions have been made as to how many groups will be needed for each subject. As with Years 10 and 11, a total number of option groups have been costed in terms of overall staffing need; although there is likely to be variation in the detail (for example English might need three groups rather than the planned two). An A Level subject is taught for nine periods (nine hours) in a two-week cycle. The IB is a full-time course.

### Staffing Profile

Years open	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Year groups	7	7-8	7-9	7-10	7-11	7-12	7-13
<b>English</b>	0.97	1.81	2.65	3.67	4.64	5.06	5.48
<b>Drama</b>	0.28	0.56	0.84	1.04	1.27	1.48	1.69
<b>Media</b>						0.42	0.84
<b>Maths</b>	0.97	1.81	2.65	3.67	4.64	5.06	5.48
<b>Information Technology</b>	0.28	0.56	0.84	1.4	1.93	2.14	2.35
<b>Computing</b>						0.21	0.42
<b>French/Spanish</b>	0.97	1.81	2.65	3.14	3.61	3.82	4.03
<b>Science</b>	0.97	1.81	2.65	4.32	5.85	5.85	5.85
<b>Physics</b>						0.21	0.42
<b>Chemistry</b>						0.21	0.42
<b>Biology</b>						0.42	0.84
<b>Business Studies</b>				0.35	0.35	0.56	0.77
<b>Economics</b>						0.21	0.42
<b>Art</b>	0.28	0.56	0.84	1.08	1.31	1.52	1.73
<b>Music</b>	0.28	0.56	0.84	0.96	1.08	1.29	1.5
<b>History</b>	0.65	1.21	1.77	2.24	2.71	3.13	3.55
<b>Geography</b>	0.56	1.15	1.71	2.18	2.65	3.07	3.49
<b>RE/ Philosophy &amp; Ethics</b>	0.28	0.56	0.84	1.18	1.51	1.72	1.93

<b>Psychology</b>						0.42	0.84
<b>Sociology</b>						0.21	0.42
<b>PE/Games</b>	0.65	1.21	1.77	2.7	3.58	3.79	4
<b>IB</b>						1.05	2.1
<b>BTEC</b>				0.12	0.24	0.87	1.5
<b>General Studies/ Critical Thinking</b>						0.21	0.42
<b>Tutor Period/ Mentoring</b>						0.23	0.46
<b>Design Technology</b>	0.86	1.6	2.34	3.02	3.72	4.14	4.56
<b>TOTAL SUBJECT STAFFING</b>	8	15.21	22.39	31.07	39.09	47.3	55.51

Head of large department/faculty

Head of small department or second in large department appointed

## Leadership

The structure of the senior leadership group when the school is full is shown below. It represents a flat structure and incorporates a Business Manager and a SENCO. As the school builds towards this, the following interim arrangements will be put in place:

Year 1: The roles of Assistant Headteacher 1 (AHT1) and AHT4 will be undertaken by the Headteacher. The roles of AHT2 and AHT3 will be undertaken by the Deputy Headteacher.

Year 2. AHT1 will be appointed (removing this role from the Headteacher).

Year 3. AHT2 will be appointed (removing this role from the Deputy Headteacher).

Year 4. AHT3 will be appointed (removing this role from the Deputy Headteacher).

Year 5. AHT4 will be appointed (removing this role from the Headteacher).

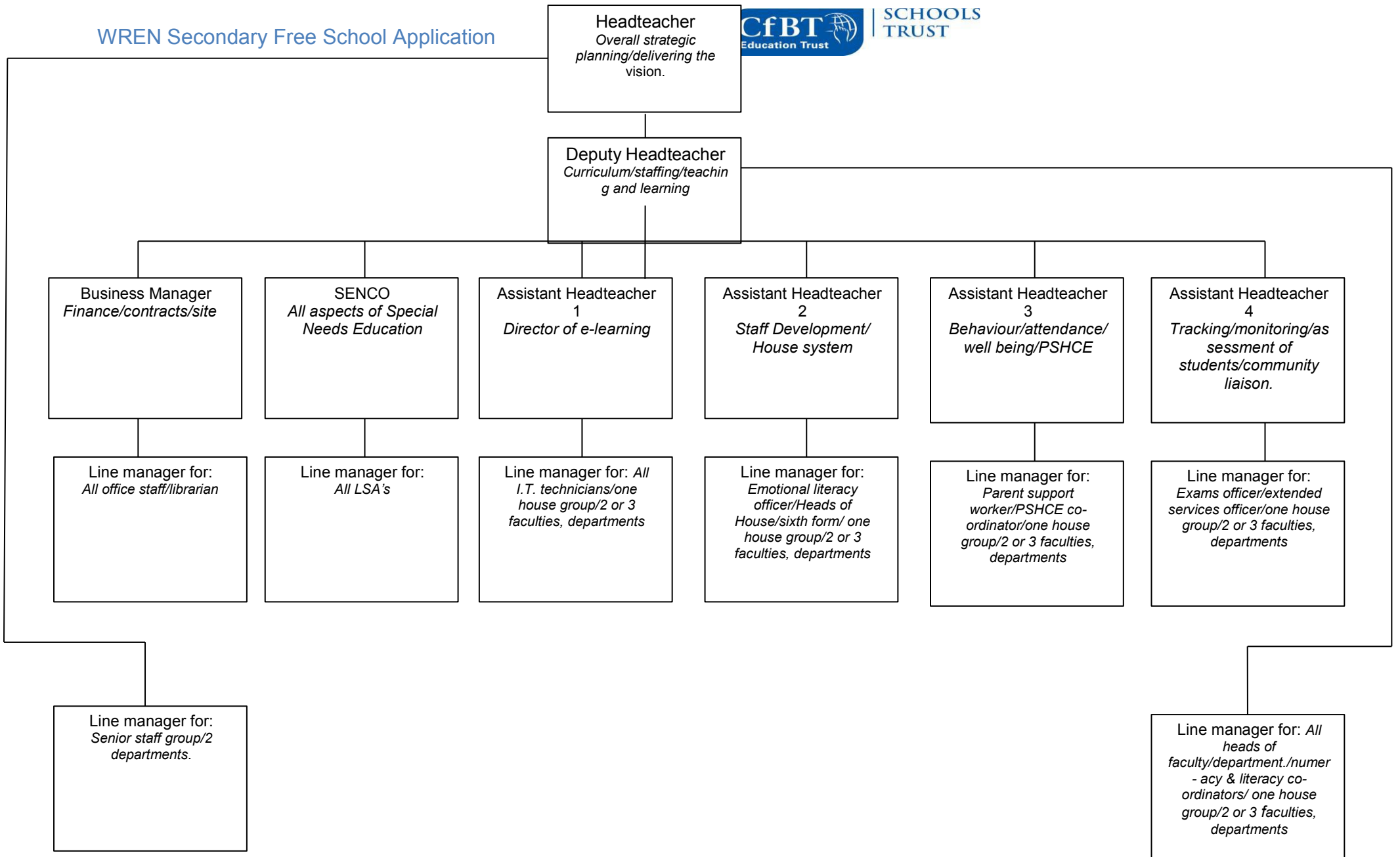
## Line management

The structure shows how the senior leadership team will line-manage teaching and support staff. In addition the following will apply:

The Head of Science will line-manage Science technicians.

The Head of Technology will line-manage Technology technicians.





The final staffing structure (when all are appointed):

Headteacher (year one)

Deputy Headteacher (year one)

Assistant Headteachers x 4 (years two, three, four and five)

Heads of House x 5 (year two)

Head of Sixth Form (year six)

SENCO (year one)

### **Heads of Faculty**

Maths (year one)

English (year one)

Science\* (year one)

Technology (year one)

MFL\* (year one)

Humanities\* (year one)

Creative & Performing Arts\* (year four)

\*Will take on the role of a Head of subject.

### **Heads of Department**

Drama, Music, Art (Any two from three) (year four). History, Geography RE (Any two from three) (year four) Biology, Physics, Chemistry (Any two from three) (year four) Head of Social Sciences (year seven)

Head of Media (year seven)

Head of PE (year two)

Head of Business & Economics (year six)

### **Other roles:**

Second in English (with a Key Stage co-ordinating role) (year four)

Second in Maths (with a Key Stage co-ordinating role) (year four)

Second in Technology (with a soft or hard side role) (year four)

Second in PE (with a Key Stage co-ordinating role) (year four)

Careers Co-ordinator (year nine)

Gifted and Talented Co-ordinator

PSHCE Co-ordinator (year two)

Literacy Co-ordinator (year two)

Numeracy Co-ordinator (year two)

Teaching & Learning Co-ordinator (year two)

Sixth Form Careers/Higher Education (year six)

BTEC Co-ordinator (year six)

IB Co-ordinator (year six)

These roles will be taken from existing members of staff or staff appointed in those years when they are needed. So, for example, a literacy co-ordinator who is to be in post during the second year of the school (year two) will either be appointed from the existing staff or, more likely as the existing staff are heads of department, be a new appointment. This will marginally reduce this person's teaching load.

### **Roles and responsibilities**

Role descriptions will be developed on the basis of accountabilities (rather than a list of tasks). However, each accountability will be underpinned by tasks. It is the accountabilities that will form the basis of the Performance Review (Appraisal).

The roles of the Headteacher and Deputy Headteacher will be based on the national standards for these roles. The Deputy Headteacher will always have a 50% teaching load but the subject area will have to be flexible in the early years. The Headteacher will normally have a very small or no teaching load. However, there will be a need for a slightly increased load in the early years. As with the Deputy Headteacher, flexibility of subject will be needed.

The SENCO will not have a full role in the school's early years of operation and will be required to teach a nurture group.

The Heads of Faculty will be subject specialists, some of whom might have to teach in more than one area in the first instance (such as Humanities or Science).

The heads of smaller departments will be introduced at the stages indicated because there is insufficient staffing demand in the first instance. To make a part-time teacher a Head of Department in the early years would be short-sighted.

### **Non-teaching roles to support learning**

As the school grows there will be a number of roles other than those of teachers that will ensure the school runs effectively. For example, in year one a Business Manager and one other member of office staff will be required. Although it could be said that every role in the school supports learning in one way or another some are more directly related than others. The following roles we see as important in supporting learning.

**Librarian.** Not only to issue books but to organise a book club, teach students about plagiarism and how to reference sources, organise visiting speakers and involve students in competitions. Also to liaise with heads of department on stock for the library.

**Technicians.** Science and IT technicians will ensure that resources and conditions are in place to support learning.

**Learning Support Assistants (LSAs).** These roles are designed to support pupils with learning needs that are over and above those that can be dealt with by a teacher alone. For the most part they will work with teachers in classrooms, working with identified pupils. We will adopt best practice which involves joint lesson planning between teacher and LSA. On occasions students will be taken out of lessons for individual or small group work but this will not be the norm.

**Emotional Literacy Support Assistant.** To support individual students with behavioural and emotional needs. This person will be professionally trained and supported by the SENCO. Their role will be to proactively manage and support behaviour and well-being through careful intervention and close liaison with staff and parents.

**Extended Services Co-ordinator.** To ensure that all those things that are done

outside of the normal school day (in or out of school) are planned and co-ordinated.

**Family Support Worker.** To work closely with vulnerable students and their families, promote educational engagement and offer a variety of workshops and outreach support for parents.

**Nurse.** This role is not seen as one person but identifies the need to have specialist input. We will set up a health zone where a nurse or nurses will be available on a drop-in basis to talk to any pupil who has a worry and who needs someone to talk to who can offer expert advice. Also, there will be theme days when issues such as sex education and drugs awareness are addressed and this will also require specialist input.

We do not see this role as being someone on whom to call to address issues such as headaches, cut fingers, broken bones and the like. However, we will ensure the appropriate numbers of staff are trained as first aiders and others are trained at a more basic level in first aid.

#### **D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

##### **Inclusion**

The WREN Secondary School is an inclusive school where the needs of all students will be met, whatever their background, abilities or disabilities. Our approach to inclusion will be based on bespoke nurturing and solutions that are driven by evidence of what each student needs in order to succeed.

We will develop student profiles so that staff have a rounded and informed picture of every individual learner. We will do this by developing strong baseline assessments which will be added to as students move through the school. Within this we will identify any barriers to learning and also any features that show ability and talent which need to be developed. From this a Gifted and Talented register will be produced as well as a Special Needs register. A whole person is more than a set of academic results. In addition we will record potential or success in sport, drama, literature or anything that gives a complete picture of the person and challenges us to find ways of meeting these needs in or outside the classroom.

At the earliest stages, when developing new programmes of study, the needs of all students will be taken into consideration. We expect differentiation to take place in all lessons whether they are in mixed ability groups or sets.

In order to achieve the above we will ensure effective transfer information is provided at Year 7. As part of this process, a dialogue with feeder primary schools will ensure we get to know the students well at an early stage. In addition, we plan to develop cross-curricular projects where students start work in the primary school and complete it in the secondary school. This will be complemented by a tailored summer

transition programme for 50% of each intake who have been identified as requiring additional support.

Early in Year 7 students will undertake assessments (such as CATs) to enable us to gain a broad picture of their capabilities; this will be added to KS2 data and other information passed on from primary schools.

Academically we will make sure that, as a minimum, everyone succeeds in the core disciplines, whether they need catch-up help or further stretching; whether they have special needs or are gifted and talented.

Wherever out-of-class catch-up and stretch sessions are run they will be treated by staff, parents and students as part of the timetabled day, with the same expectations of punctuality, behaviour, attitude etc. Teachers will lead these lessons, and parents and volunteers may have the opportunity to support where appropriate.

Because of the nature of our intake we plan to introduce a small nurture group for students in Year 7. This is because we have identified some students as not being emotionally or academically ready to make the transfer from primary to secondary school. This group will have an increased focus on numeracy and literacy and will be taught as a group for such subjects as English, Maths and Humanities. In other areas such as Science, Technology and Games they will be educated with their peers. When they are ready (that is emotionally or at an appropriate age-related standard) they will be filtered back into the mainstream curriculum: this could be in Year 7, 8 or 9. In the first instance this group will be taught by the SENCO.

One-to-one tuition will also be carefully targeted towards the need of individual students, of all abilities, who require additional support. This will be delivered by dedicated and well trained staff who understand how to differentiate activities and personalise learning to suit individual needs.

Pastoral support will be a key feature and central to the ethos of the school. We recognise that in order to thrive academically, students need to feel safe, happy and secure. Well trained staff including a Family Support Worker and dedicated Emotional Literacy Support Assistant will be proactive in the support they offer to students and families and we recognise this as a need in our community.

### **Gifted and Talented (G&T) students**

We think that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision and general expectations. As such we have allowed for the cost of appointing a G&T Co-ordinator. We will become a member of NACE (the National Association for Able Children in Education), which will provide training and development for our staff. In addition we aspire to gain the Challenge Award. This is a framework that helps create a high quality curriculum for able

students. But importantly, in working towards this, all students benefit from the self-review that the school will have to undertake against the challenging standards.

It is clear from our vision that we are passionate about the way students learn as well as *what* they learn. This is true for every student but no more so than for the most able. Dialogue with the universities of Oxford and Cambridge tells us that preparation of very able students should start in Year 7 rather than providing intense provision on how to perform at interviews when they are in the sixth form. So from the earliest age students will be posed challenging problems to solve and will be involved in producing extended pieces of work culminating in the Extended Project in the sixth form. For example, a biology student could be posed the problem 'Why do we have blood?'. Using the knowledge they have already acquired plus additional knowledge that they might need to acquire they will research this question. The role of the teacher then becomes one of coach and guide with lesson-time being used for discussion either one-to-one or in groups. Because of the ability of the students and their capacity for independent learning, any gaps in knowledge can be filled either by reference to sections of books, magazines or the internet.

We will collate a gifted and talented (G&T) register identifying students with special abilities and aptitudes. However, we will not have a target for how many students are identified as G&T in any area. During implementation it will be up to the Headteacher to establish an identification system that involves levels and teacher assessments by tutors (who will know students well) and subject teachers, as well as feeder schools. Again we anticipate that learning will primarily be stretched by differentiated activities in lessons and we would expect these students to be identified and planned for in lesson plans.

Typically we will expect our most gifted students to be achieving at least eight A\* or A grades at GCSE, and in the sixth form at least 3 A grades at A Level or 37 points in the IB.

Some additional differentiation strategies are:

- where appropriate, students may take exams early or begin the KS4/5 curriculum before they reach the normal age for this;
- project work that provides stretch for particular groups, for example contextualised learning on a work placement or as part of a young enterprise project; running a community initiative; mentoring other students etc;
- offering more cognitive challenge to develop problem-solving and thinking skills, higher-order thinking and questioning skills;
- the community development/trips officer running a specific programme for gifted and talented students;
- 'masterclasses' after school. These might be run by, for instance, a local lawyer or historian in order to enrich the students' experiences of school;

- developing links with a subject department at the local university (the University of Reading) to provide specialist projects for the students.

### **Stretch in English**

The most able students will be in the top English set. Depending on the number of students who show a particular flair in English it may be appropriate for them to do early entrance into GCSE, but we will not do this as a simple 'solution' to addressing the need for stretch. In addition (or instead, depending on numbers), we will challenge our best students in other ways.

- We will encourage them to become well read: the BBC Top 100 novels could form a challenge for a class to read between them. We will also provide eclectic reading lists and ask students to review books on a regularly basis. We will publish reviews in the school magazine and display them on the walls.
- We will take steps to encourage higher-order thinking and cross-literary comparison. For example, extension activities in class may include asking students to compare Shakespeare's attitude to love with that of contemporary authors such as Ian McEwan or poets such as Andrew Motion.
- We will also look to bring in authors and poets to work with our most able students on creative writing.
- When appointing our Librarian we will be looking for a candidate who sees opportunities to support our most gifted English students, as well as those who have problems with their literacy.

### **Stretch in Mathematics**

A decision will be made based on the achievement levels of all students within a year but it may be appropriate for some students to begin the GCSE mathematics curriculum early, perhaps in Year 9, and even to sit the exam before the end of Year 11; opening up the possibility of beginning the A Level Mathematics or Statistics courses during KS4. Alternatively it may be more appropriate to provide stretch through, for instance, project work based on a business scenario; statistical evaluation tasks; algebraic proof; or a local work placement that requires use of mathematical knowledge. We will also enter our most able mathematicians for national and international competitions such as the Mathematics Olympiad.

### **Students with Special Educational Needs**

Whilst we accept there is national consultation under way in relation to Special Needs provision, we cannot afford to wait for it to be enacted. However, we recognise the need for greater parental involvement in identifying the needs of their child and are committed to this principle. We accept the need for transparency and accountability and will strive to ensure we communicate clearly and honestly with parents, carers and other agencies. Part of this transparency is ensuring funding is targeted appropriately to meet the needs of those with greatest need.

We will first and foremost appoint a dedicated SENCO (part time in the school's early years) with the National Award for SEN co-ordination, who is also an outstanding teacher of SEN and will be expected to teach at least a 50% timetable (once they are employed full time). They will have particular responsibility for:

- devising and training all staff in how to recognise SEN, and what procedures to follow to ensure all students are adequately supported;
- maintaining a balance in the school between identifying and adapting provision for students with SEN, while also ensuring the support is light-touch, non-judgmental and in line with the Equalities Act 2010;
- keeping a relevant and up-to-date SEN register, highlighting students on School Action and School Action Plus and those with a statement of special educational needs, and suggesting strategies for use with students at all of these levels;
- working in partnership with our feeder primary schools to ensure students' needs are identified, and where necessary statements are written at the appropriate time;
- instituting Individual Education Plans with staff and parents where appropriate;
- training staff in how to teach students with SEN;
- working with other agencies and the LA to broker additional support;
- managing the statementing process; and
- ensuring SEN/AEN provision best meets the needs of students. Our LSAs will be trained as special needs specialists.

This role will be updated when the outcomes of national consultation are known.

To provide appropriate support to this member of staff (if they are not an experienced SEN specialist already), we may have to bring in an SEN expert on a consultancy basis. Their role (or that of the SENCO if they are already experienced or in possession of the National Award for SEN co-ordination) would initially involve: setting up a process from collating baseline assessments based on reports from feeder schools and other data, and disseminating the first SEN register; inducting new staff members into the school's SEN practice; and putting in place systems to ensure statutory compliance for students with a statement of SEN. CfBT provides extensive support for SEN provision to all schools in Lincolnshire on behalf of the County Council and so can access considerable expertise in this field. Information about this service can be found at:

<http://www.cfbt.com/lincolnshire/specialeducationalneedsaddi.aspx>

This specialist or the SENCO will be brought in before the school opens (and for portions of time during the first term) so they can draw up a policy framework and find out about and accommodate the special educational needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN code of



practice and will embed our approach, highlighting the key expectations of staff, including making sure all students with SEN are identified and planned for in lesson plans.

A Special Needs governor will be appointed so as to ensure the aspirations the school has are met. This role will be seen both as a challenge and support for the SENCO. He or she will report regularly to the local governing body and in turn to CfBT Schools Trust.

Notwithstanding the above, in general we believe that the best way to meet the needs of the majority of students with Special Educational Needs (SEN) and Additional Education Needs (AEN)<sup>1</sup> is to expose them to high quality, differentiated classroom teaching together with their peers. As such, as well as setting, we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all students can access the curriculum.

Our general approach across all subjects will be based on the principle of 'same topic, different activities'. In practice this may mean that lessons will include some whole-class teaching (perhaps to introduce the topic) followed by group work where students of different abilities approach the learning in different ways, or 'guided learning'. A topic unit on fractions, for example, will see some groups accelerating, answering questions on their own or in pairs, and other groups approaching the topic in a more practical way, using visual aids and technology to secure understanding.

The role of the teacher is crucial to the success of all differentiation strategies. Even within classes that have been set, teachers will have responsibility for planning and resourcing differentiated tasks, appropriately grouping students to take into account needs, and balancing their time so all groups receive teacher support. It is our expectation that where teaching assistants or volunteers are employed, the onus will be on them to make sure they are meeting regularly with teachers to plan individual and group data-informed interventions.

We believe that some students may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after-school catch-up). We will appoint special needs assistants who are well qualified or who are prepared to be trained to do this.

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Our understanding of the difference between SEN and AEN is that the former is focused around definable learning difficulties for which extra support may be available, and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

We plan to build strong partnerships with the Reading Borough Council inclusion team and to be able to build links with council officers working in this area to ensure additional support and agencies are deployed where appropriate. We will also identify and work with social services, a speech and language therapist and an educational psychologist.

Strong links will also help us to support any students with a statement of SEN. These students' needs will be catered for on a case-by-case basis, co-ordinated by the SEN teacher, and provision may include time with a teaching assistant or specialist teacher; additional school visits; or provision of special equipment to aid learning.

### **Meeting the needs of disabled students and those with SEN (but not statemented)**

The school is committed to educating able-bodied and non-able-bodied students alongside each other. The Paralympic Games has heightened people's awareness of the issue of disability and has raised the bar in terms of what we all should do in support of a more inclusive society.

In its design phase, the school will accommodate wheelchair access and the appropriate provision of disabled facilities. In addition, curriculum provision must take into account the needs of students with, for example, hearing or sight problems.

Early identification of students with School Action or School Action Plus will allow for Individual Education Plans to be produced. It is important that this information is communicated clearly and effectively to all staff and that they identify and plan for such students. Where necessary we will be swift and targeted in our use of phonics (encoding and decoding will be taught as complementary processes) to tackle poor reading. These techniques are best taught in groups of less than 20<sup>2</sup> so depending on the ability profile of the cohort, it may be appropriate to structure some year groups and timetables such that those in need of phonics teaching can be kept together in a small set for as long as is necessary for them to achieve automaticity. In order to achieve this within the staffing limitations it may be necessary to significantly alter the school day for these students.

As part of our monitoring of standards through classroom observation and reviewing lesson-planning, specific attention will be paid to the progress of SEN students. Also, through our tracking data we will look specifically at the progress of groups of SEN students, across subjects as well as across year groups, as opposed to individuals.

It was mentioned earlier (Inclusion paragraph 8) that we are planning to introduce a nurture group in Year 7 which will meet the needs of the most vulnerable.

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<http://www.ruthmiskinliteracy.com/default.aspx>

## **EAL**

We will ensure that students identified as having English as an Additional Language (EAL) are appropriately supported. Given the profile of our intake it is very likely that this is an issue we will have to address.

Reading Borough Council (RBC) has significant expertise in dealing with EAL students because of the profile of the borough. Responsibility for co-ordinating their support may well fall within the remit of the member of staff with responsibility for SEN. Their role will be to liaise with RBC to ensure best practice is shared, to collate an initial register and broker training where necessary. Again it will be incumbent on teaching staff to identify EAL students in lesson plans and put in place intervention strategies where necessary. It is almost certain that we will need to appoint an EAL specialist on a part-time basis in the first instance. However we accept that for as much time as possible EAL students should be educated with their peers. The role of the specialist will not only be related to working with students but also to working with teachers in order that they can develop classroom strategies to support students.

Other strategies are likely to include:

- additional learning resources;
- using Reading University students to undertake post-PGCE placements to develop materials;
- using adult mentors from the local community to work with students. This will range from paired reading to confidence building activities;
- practical learning activities;
- teaching assistant support directed towards students;
- where there is a group of students all from the same language background, it may be appropriate to bring in an additional mother tongue teacher to assist them in developing their dual language abilities and ensuring their integration into British Society is as positive as possible;
- providing support for parents by establishing an international group.

In the same way that the school will appoint a Special Needs governor it will also appoint an EAL governor.

### **How the use of IT, other agencies and partners' resources will support the varying needs of students**

Throughout this section we have identified how we will use the resources made available by Reading Borough Council, local employers and voluntary groups, Reading University or national organisations (such as NACE). We will also look for best practice in other schools.

The use of IT will be planned both into our curriculum structure and programmes of study (section D2 – ICT). This will vary from the use of specific programmes to

develop skills for Special Needs students to more challenging research-based activities for the most able. However, we will not set low expectations and it is important that students of all abilities are able to interrogate websites, for example. Also, we are limited only by our own minds in this area. We should not assume that students who might be defined as having special needs in a traditional sense will have such needs when using modern technology. We must capitalise on this.

The development of an effective virtual learning environment (VLE) will provide opportunities for many things. Our aim is that learning will be fluid and online content and material will allow learning to be flexible. This will include examples of flipped learning where students experience the instruction through online tutorials allowing further time for individual support and feedback in class. Other information such as schemes of work and lesson plans will also be provided online for students and parents to access. Students will be able to submit work electronically (absence will no longer be an excuse for falling behind). Sixth form buddies will support weaker students as well as GCSE students (and others). For sixth formers there are online forums with undergraduate students and we will exploit every opportunity to incorporate new technology where it adds value to the learning experience.

#### **D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

The WREN Secondary School will be an inclusive school, where we want students of all abilities and backgrounds to be successful. Our definitions of success are encapsulated in our vision. We believe that education is about empowerment as well as the transmission of knowledge. People make the world what it is and everyone has the opportunity to change it. This is our aim for the young people educated at The WREN School.

We believe that an educated person in the 21st century will need to show capability in three strands:

1. The need to develop the knowledge, skills and understanding that allow students to maximise their employability and to contribute to the future economic growth of the country. **This we will measure through Academic Achievement.**
2. The development of values – moral, spiritual and social. This has to be set in a global setting, as students increasingly work with and compete against others from all over the world. In addition, in order to achieve social cohesion students need to become aware of and to respect the backgrounds of others. **This we will measure through both Academic Achievement and Rewards and Sanctions.**
3. The fostering of a spirit of enquiry – the ability to think for oneself and to show the flexibility of mind and disposition to become lifelong learners. This relates to how students learn as opposed to what they learn. **This we will measure through the Quality of Teaching and Learning and Work Samples.**

We intend that even after the school is only a year old (but more comprehensively once the school is full) we will monitor our success in these areas. Importantly, external stakeholders will be able to know whether and how successful it is.

In support of strands 1: As soon as students join the school an academic profile will be developed (see section D4). From this, challenging targets will be set for each subject. Teachers will monitor performance against these targets through the school's tracking system, with intervention put in place when needed. This will continue term by term and year by year. Student performance will be reported to parents on a termly basis.

At GCSE level, students are most likely to succeed if they choose the right combination of examination subjects. This will be underpinned by our approach to careers education outlined in section D1. A number of GCSE courses will begin in Year 9: this gives our weaker students more time to embed key concepts and our more able students the opportunity to undertake extension work. We support the English Baccalaureate (EBacc) and will encourage all our students to achieve it. However, we believe there will be a few students for whom the entire EBacc (in particular the MFL) may be inappropriate due to learning difficulties.

We aim that students will achieve 5% more than the expected progress in the core subjects at GCSE and all students perform at the 75th percentile or above for students of similar abilities (as outlined by the Fischer Family Trust). At A Level we also expect students to achieve at the 75th percentile or above compared with students of similar ability (as indicated by ALPS). This will support strand 1.

We will encourage and support all students to achieve the English Baccalaureate (EBacc) and, as a minimum, expect all students to achieve a grade C in English and Mathematics at GCSE either at 16 (end of Year 11) or 18 (end of Year 13).

A sophisticated electronic tracking system will be introduced. This can be interrogated by any teacher at any time. It will be especially useful for Heads of Department and Heads of House who will want to look at overall performance. So, for instance, if a Head of Department wanted to know how middle-ability boys who were taking free school meals in Year 8, Set 2 were performing, they would be able to do so. If a Head of House wanted to know how high-attaining girls in Year 9 were performing they would also be able to ascertain this. In addition staff will be able to track trends term by term and year by year. Not only attainment but also attitude to learning will be tracked. Through this rewards, sanctions, intervention and parental dialogue will take place. Parents will receive a written or electronic termly update.

In order to achieve academic success students must show a positive attitude to learning in the classroom. This will be tracked by the use of rewards and sanctions (see D7 – Our Principles). We aim to promote a positive work ethic and this will be rewarded. In the words of Muhammad Ali, “The will must be stronger than the skill.”

Whatever their ability a student will have the opportunity to receive a bronze, silver, gold or platinum certificate and be publicly rewarded. Similarly students are more likely to succeed if they attend well and this will also be rewarded. The school will set itself a target that overall attendance should be no less than 95%. We will achieve this if three things are met:

- High quality teaching, underpinning high quality learning
- Strong advice, guidance and support (both in terms of feedback on work, attitude and behaviour but also in relation to education and employment)
- Rigorous monitoring of performance and purposeful intervention.

In support of strand 2: Through a broadly-based curriculum, active learning, community service and extra-curricular activities, students will become aware of the world they live in and the needs, talents and qualities of others from a diversity of backgrounds. This will support our aim for social cohesion and the development of an individual's character.

It is important that the curriculum is delivered in such a way as to allow the students to personalise it. So in Drama they will have to role-play the role of the bully or the bullied and discuss how they feel. In RE they will visit churches and synagogues and learn about the importance of festivals, hopefully using other students for first-hand experience. Sixth formers will be able to visit Auschwitz through the Holocaust Memorial Trust and feed back to others. History students will visit the Battlefields and experience the Last Post at the Menin Gate, English students will study novels addressing issues such as loneliness, racism and violence. Their understanding of this will be judged through the quality of spoken and written work. Public speaking and team building competitions will be judged through outcomes but also by gaining student feedback of what they have learnt. Students will be asked to write up their experiences for the school newsletter and to give verbal feedback to groups such as governors.

We will develop a culture of mutual support. Examples of this will be the development of a buddying system (Year 8 students with Year 7) and sixth formers trained to become a 'Listening Ears' service for younger students. The vertical tutor group system also promotes support and understanding. The success of this can be measured by the number of inter-year incidents and student surveys.

Outlined here is one aspect of students supporting their own community (a part of our vision). But in addition they will support the wider community. Examples of this will be the choir going out and singing in residential homes, giving a Christmas party at school for the elderly and supporting the underprivileged by providing presents to send to national charities. Involvement in these areas will be recorded in the rewards element of the school's behaviour policy.

In support of strand 3: Employ a highly skilled and motivated team of teaching and

non-teaching staff who share our vision and are committed to achieving high aspirations for all students.

We aim that 95% of lessons are deemed to be good or better using the Ofsted criteria (this would lead to a rating of Outstanding).

We aim to attract the best teachers to the school. In order to do this we will promote the ways in which we can develop our staff. We aim to create an ethos where continuing professional development is fundamental to what we do and something staff can expect as a right. We believe CfBT's international links and focus on educational research will be something teachers will find attractive, and that this will set the school apart from the others in the area as a place to work if you are motivated to develop as a practitioner. We will measure the level of skill of our teaching team in several ways: students' exam results, lesson observations, work scrutiny, student feedback and parental feedback are examples.

In the same way Ofsted inspections are being scaled back from schools that have been shown to be already Outstanding and that maintain great results, we will apply the same logic to our teachers. We will run an intelligent accountability system for teachers in our school.

The outcomes of exam results, ongoing assessments and other feedback will enable the school leadership team to know what level of support each teacher needs because it will be clear from these what progress students in that teacher's classes have made over the course of a term or year. If a teacher's results indicate a high level of skill it will not be necessary to intervene in his/her lessons; on the other hand, if the teacher's results indicate a problem, intervention will be swift and targeted.

All of this will be linked into the school's Performance Management system. This will be robust both in terms of ensuring that targets are met but also that training and development needs are met (see below). In order to ensure it is robust, training and ongoing support will be given. The Headteacher will produce an annual report to governors on the previous year's performance management outcomes and its success in moving both individuals and the school forward.

A staff development policy will be written by the Headteacher once he/she is appointed. Within it we will promote the notion of peer-to-peer support; part of this will be the use of triads to plan, observe and review lessons, which may lead to rewriting lesson plans and delivering improved lessons. But in addition we will use the full range of strategies that a CfBT school sees as part and parcel of its character. Action research, team teaching, coaching, support from university research and links with other schools will all be used in order to ensure we have the best standards of teaching tailored to the needs of individual teachers.

We envisage this process is managed by a staff development co-ordinator skilled in coaching. This mentor will work with the staff to identify the problems, devise solutions and monitor progress. For example, there may be a problem with classroom management. Part of the solution may be for the teacher to introduce some new classroom routines, and the mentor may assist in this for the first few times, then step back and only intervene if the teacher struggles to enforce the routine, until finally he/she is able to run the routine alone.

Ensuring teachers share our vision is a challenge we will address and monitor at the recruitment stage and every year. We will make our vision very clear to all applicants through displaying it clearly on our website and in job adverts. We will then make sure that one of our questions during interview explores the individual's understanding of the vision and how this relates to their personal values and educational philosophies. Finally, we will use an annual staff questionnaire to assess, among other things, how staff feel about the vision and to what degree they support it. The results of this will form part of our Headteacher's performance management since it will be his or her job to ensure the staff are on message and have bought in to the school's founding vision.

#### **Parental feedback and communication**

At an early stage we will establish a parents' association which will work closely with the school. They will organise events, act as a sounding board for parental opinion and support the school through a range of activities, such as running a second-hand uniform shop.

We will communicate with parents and carers through a twice-termly newsletter. Such communication will give parents/carers a true insight into what is happening in the school: trips, activities, fund-raising and student successes will all be part of this communication. Our preferred means of communication will be electronic, using a system such as Parent Mail. Similarly, other key notices will be sent electronically (those without computers will receive paper copies). In addition the Headteacher will write a letter at the start and end of each term (whether we have a Headteacher's blog is to be decided).

We will use (again electronically) online surveys to gather opinions on specific topics. Equally there will be parent meetings on such things as drugs education, options and other such topics.

We will assess the school's impact in the community by inviting up to 20 local businesses and all the residents around the school site to fill in an annual questionnaire asking them about their perceptions of The WREN School's students.



At the end of the first year we will undertake a parent, staff and student survey conducted by the well-established company Kirkland Rowell. This will then be undertaken bi-annually to detect trends in performance across a wide range of measures.

We will appoint a Parent Support Worker whose role will be to engage with hard-to-reach parents. This will be a crucial appointment. Through this role we hope to hear the views of all parents and carers in a way that allows us to meet the needs of our most vulnerable students both pastorally and academically. At the same time we will be able to assess the needs of the parents/carers themselves and attempt to resolve them ourselves, through adult literacy for example, or to facilitate engagement with other agencies.

We can ourselves make judgements on how well we are meeting our vision for the school. The attendance figures, absence rates, proportion of students achieving rewards, sanctions and certificates can all be monitored. Moreover, this will be undertaken by gender, ethnic group, year group or any combinations. The Headteacher will have this set as a performance target and the governors will be updated by written report on a termly basis.

#### **D6. Describe your admissions policy, confirming commitment to fair and transparent admissions practices.**

The WREN Secondary School is a community-inspired, parent-initiated place of learning for the benefit of its students, providing a high quality education within an inclusive, framework. This is a non-faith school which welcomes and represents all people in this area. We believe that parents who choose this school for their child(ren) will do so knowing that it is a school with an ethos based on partnership and the understanding that quality education is a fundamental human right, essential for the exercise of all other human rights. Our school will enable students to lead their lives in an evolving world by providing an education which is culturally aware and academically ambitious.

The WREN Secondary School will promote individual freedom and empowerment and lead the development of the next generation. Our students will be:

- academically successful and self-confident young people with high levels of self-esteem and respect for others;
- well equipped to manage the transition to further study and/or work-based learning;
- creative and caring global citizens, able to lead the next generation.

Students at The WREN Secondary School will principally follow the National Curriculum but the approach will be enquiry based with a strong emphasis on cross-curricular learning and development of skills within a real context. Our students will be challenged to think about why they are learning and expected to link this to project-based assignments within a curriculum that balances breadth of opportunity with depth of understanding. Learning is grounded in the core values of our diverse

community, shaping students' understanding of their rights and responsibilities in a global society.

### **Admissions criteria**

The total admissions number is 168 (6 forms of entry, 28 per class). The WREN Secondary School will be part of the Reading Borough Council's admissions process for state schools from 2015. This means parents and carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one (2014) we will manage applications ourselves whilst being in close contact with Reading Borough Council's Admissions Department throughout the process and will take advice from them and from the DfE on how best to run these processes alongside one another.

The Governing Body of The WREN Secondary School will be constituted during the implementation phase and will be its own Admissions Authority. We intend for the Admissions Policy to be in full accordance with the School Admissions Code and Admission Appeals Code.

Our proposed Admissions Policy is broadly in line with Reading Borough Council's over-subscription criteria for community schools. The main changes would be that:

- we will have a designated catchment area, as delineated by the black line on the map below.



In deciding on the catchment area for the school and the Admissions Policy we

consulted extensively with Reading Borough Council's admissions team and followed all the advice that they gave. The proposed policy and catchment area map detailed below are a collaborative result of this consultation and fully endorsed by Reading Borough Council as providing the opportunity for families in most need to access the school. As the preferred site [REDACTED] is in the bottom corner of the area, a separate data point of Reading Borough Council's Registry Office will be used. Primarily this will provide much-needed access to a local secondary school for children who live in the Central West and Town Centre areas of Reading.

If there are fewer than 168 applications for any year group, all applicants will be offered a place.

Where the number of applications for admission is greater than the published admissions number for any relevant age group, The WREN Secondary School will consider applications against the criteria set out in the sub-paragraphs below. This does not apply to those students with statements of Special Educational Needs where The WREN Secondary School is named in the statement, who will be admitted first.

- a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- b) Children for whom a particular school is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested. CfBT Schools Trust will make the decision related to such applications.
- c) Children living in the catchment area with a sibling attending the school at the time of application. Sibling is defined in these arrangements as half or full brother or sister; or adoptive brother or sister; or children of the same household. In the event of there being more siblings than there are remaining places in a year group, it is possible that a sibling under these circumstances would not be offered a place. Where siblings exceed the remaining places in a year group, places will be allocated by the drawing of lots.
- d) Children living out of the catchment area with a sibling attending the school at the time of application. Sibling is defined in c) above.
- e) Children from All Saints Junior School a CfBT Schools Trust school in the area).
- f) Children living within the designated catchment area. Distances are measured from the main entrance of the child's home to the main entrance of the data point as specified in the school information pack. In the case of a tie-break being necessary, children of multiple births (twins, triplets etc) will be given priority and then if a further tie-break is necessary, random allocation will be use.

- g) Other children by distance from the data point as show on the catchment area map, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's home to the main entrance of the data point as specified in the school information pack. In the case of a tie-break being necessary, children of multiple births (twins, triplets etc) will be given priority and then if a further tie-break is necessary, random allocation will be used.

Additionally we will be asking the Secretary of State for Education to grant Founders' children the right to be admitted to the school should they not get in under the above criteria and should they wish to do so. Founders of the school are defined as the 12 WREN Proposers listed in Section F, and those who have provided significant and specific assistance, advice, guidance or support to the Proposers in the preparation of the Application and pre-opening of the school. Assuming legislation regarding the school's Admission Codes changes to make it possible, we will use this as our third over-subscription criterion; otherwise it will be removed. We expect this criterion, if approved, to be applied to the children of the Founder families.

When drawing up the Admissions Policy we will employ the following definitions, most of which are taken from Reading Borough Council's definitions.<sup>3</sup>

### **Distances**

All distances will be calculated by the admissions IT system using ADDRESS-POINTR. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metres (10cm). The accuracy of each ADDRESS-POINTR is such that each point will fall within the addressed building. In the case of a multi-occupancy building such as flats where there may only be one address point, the place will be allocated randomly.

### **Verification of information**

Copies of the following documents will be required to be submitted with applications:

- a. Council Tax bill for the year 2012/13 or housing benefit letter: and
- b. Utility bill such as gas, electricity, water or landline telephone bill dated in the last three months (mobile telephone bills will not be accepted).

CfBT Schools Trust (CST) will randomly check addresses given and may request additional proof if necessary. Provision of false information, or the omission of material information, may result in disqualification, or the loss of a place even after it has been offered, accepted or taken up.

Change of address – CST will only accept changes of address once they have taken place. Notice of planned future arrangements will not be accepted. Notice of change of address should be provided to CST in writing with appropriate evidence. For a change of address to be taken into account for your admissions application, it must have occurred before the closing date.

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<sup>3</sup> <http://www.reading.gov.uk/residents/educationandlearning/schools/admissions/consultation-school-admission-arrangements-2013-14/>

Shared custody – If parents live separately, the application must be based on the address at which the child usually lives and from which they travel to and from school. If parents live separately but the child lives equally with both at different addresses, it is the parents' responsibility to agree and make it clear which address will be used and to provide supporting evidence in respect of that address. Only one address can be used and CST reserves the right to determine which address will be used.<sup>4</sup>

### **Operation of waiting lists**

Subject to any provisions regarding waiting lists in Reading Borough Council's co-ordinated admission scheme, The WREN Secondary School will operate a waiting list. Where in any year the school receives more applications than there are places available, a waiting list will operate. This will be maintained by The WREN Secondary 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.

Children's position on the waiting list will be determined solely in accordance with the over-subscription criteria set out above. Where places become vacant they will be allocated to children on the waiting list in accordance with the over-subscription criteria.

### **Arrangements for appeals panels**

Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of The WREN Secondary School. The Appeal Panel will be independent of the school. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education. The determination of the Appeal Panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The school will prepare guidance for parents about how the appeals process will work and provide a named contact who can answer any enquiries they may have about the process.

### **Arrangements for admitting students to other year groups, including to replace any students who have left The WREN Secondary School**

Subject to any provisions in Reading Borough Council's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, The WREN Secondary School must consider all such applications and if the year group applied for has a place available, admit the student. If more applications are received than there are places available, our over-subscription criteria will apply. Parents of children whose application is turned down are entitled to appeal.

### **Key dates for Reading's secondary admissions process**

The table below is indicative and taken from the information on secondary admissions for parents in Reading. We will manage our own admissions in year one (2014) and expect to follow the same timescale as Reading does for its own admissions. We will take advice from Reading Borough Council Admissions department and the DfE on how best to run these processes alongside one another.

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<sup>4</sup> CST reserves the right to use the residence used for registration with the child's GP as the main address

## Timetable for the Determination of Applications to Secondary School: 2014/15

By September 2013	Availability of prospectus
September 2013	Online admissions site opens
October 2013 (in line with National closing date)	Online admission site closes
February 2014	Admission authorities to publish appeal timetable on their websites
March 2014	National Offer Day – Allocation letters sent to parents
March 2014	Deadline for parents to accept
April 2014	Closing date for receipt of appeals
August 2014	Admission round ends

### Arrangements for admission to post-16 provision

The WREN Secondary School welcomes applications into its Sixth Form from students without reference to ability or aptitude. However, students will only be offered places subject to their achieving the entry requirements for the level of course they wish to study as well as the subject-specific requirements, as outlined in the Sixth Form Prospectus.

In our Finance plan we have estimated that only 63% of students will continue into the sixth form. The school can accommodate up to 168 pupils in Year 12 and anticipate that 106 will be transferred from Year 11. Therefore the published admission number for Year 12 is between 0 and 62, depending on future legislation and other factors.

If the number of applications exceeds the relevant admission number the following criteria will be applied, in the order set out below, to decide which students to admit.

- a) 'Looked after' (or previously 'looked after') children
- b) Siblings of children currently attending The WREN Secondary School
- c). Children living within the designated catchment area. Any children by distance from the data point, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's home to the data point as specified in the catchment area map. In the case of a tie-break being necessary, children of multiple births (twins, triplets etc) will be given priority and then if a further tie-break is necessary, random allocation will be used
- d) Any other children by distance from the data point, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address. Distances are measured from the main entrance of the child's home to the data point as specified in the catchment area map. In the case of a tie-break being necessary, children of multiple births (twins, triplets etc) will be given priority and then if a further tie-break is necessary, random allocation will be used

If the admission number is exceeded a waiting list will be maintained until the October half-term.

There will be a right of appeal to an Independent Appeals Panel for unsuccessful applicants.

### **D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.**

This section describes exactly how we will deliver on the behavioural aspects of our vision, so that pupils:

- have a reputation for their courtesy, confidence and all-round character.

#### **Our principles**

Our aim is to promote and celebrate positive behaviour and to minimise and eradicate poor behaviour. To do this we will embed a strong culture of respect, governing how all members of the school community act both in class and around the school. We are determined to build social as well as academic capital and not to miss the fact that the opportunity to start a brand new school allows us to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately, before any negative practices are allowed to become embedded in the life of the school.

Our approach to behaviour for learning is based on four key principles:

- **A clear policy on rewards and sanctions.** We believe there should be an even balance between rewards and sanctions. Rewards will be structured through the house system. We will award a merit for such things as good work or effort. Equally, we will award warnings for such things as poor behaviour (not of a serious nature, which will be dealt with separately) or lateness with each warning deleting a credit. Five merits lead to a commendation. Once a student has gained a certain number of commendations, usually 150 in a term, they will be awarded a bronze certificate, signed and presented by the Headteacher. There will be a sliding scale of increasing commendations leading to a silver or gold certificate. In order to achieve a platinum certificate, to be signed and presented by the Chair of Governors, a student will not only have to gain more credits but will also have to show service to the school.
- **Intellectually stimulating and engaging teaching.** Poor behaviour is much less likely when children are given a varied and challenging programme of classroom activities (see 'Curriculum' section for more detail).
- **High expectations.** The school will adopt a no-nonsense approach to discipline and zero tolerance of bullying. The WREN Secondary School will be a safe and supportive environment, where every child is valued and no child feels bullied. Both through the taught and informal curriculum the school will actively promote tolerance of diversity and mutual respect.
- **A focus on not tolerating small infractions.** Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning.

The **school council** will play a key role in helping to develop this policy and feeding back on its enactment. These principles will be underpinned by a set of key processes and documents, as follows.

### **Codes of conduct for the classroom and the school**

We want students to own the policies we adopt. In the first instance, students, together with their teachers, will devise a Code of Conduct for the classroom that will be displayed and referred to when misbehaviour occurs. Rules will be positively framed and focus primarily on the routines of learning as well as other areas such as punctuality, care for equipment and appearance. The Code of Conduct will be reviewed on a termly basis and subsequent year groups will undergo a similar process.

In addition the Headteacher will devise a Code of Conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as on the school's image in the community.

This document will be clear and concise and will be displayed around the school. It will form a point of reference and reinforcement for all members of the school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns.

**The school Code of Conduct will be enshrined in the school's Behaviour for Learning Policy. An extract from the Behaviour Policy of the CfBT-owned International School of Cape Town follows.**

<b>Guidelines</b>
<ul style="list-style-type: none"><li>• Each student should consider the needs and rights of other students and staff before their own, and their attitudes and behaviour must show this consideration.</li><li>• Any breach of the <i>Code of Conduct</i> will be seen as a breach of the mutual trust and respect which exists between us all and individuals concerned will be disciplined accordingly.</li><li>• Likewise, notable examples of good behaviour, high standards and outstanding performance will receive due acknowledgement and honour.</li><li>• Where a student acts in a way that is unacceptable, relevant staff will investigate that particular situation and impose the most appropriate sanction, according to the guidelines concerning unacceptable behaviour of students.</li><li>• The School does set down some areas of discipline that are viewed most seriously, as well as the likely consequences for infringements. Clearly, the circumstance, the severity of the offence and the degree of either willfulness or thoughtlessness particular to each situation will determine the actual penalty.</li><li>• The rules apply to all students under the jurisdiction of the school: students are under the jurisdiction of the school at all times while on the site, in school transport, coming to school and going home from school in school uniform, or on any school-organised trips. It is expected that all students when off the site will behave in a manner which will bring honour to the school.</li></ul>



In order to embed and enforce our codes of conduct, teachers will use an even balance of rewards and sanctions. Students (and adults) work best when they are encouraged, but it can often be the case that teachers place a greater emphasis on punishment than on praise. We will therefore ask our staff to combine actions to tackle any infractions of the Code of Conduct with more positive rewards.

**Suggested rewards** could include the following:

- House points, which will form a central part of the behaviour management system; in sufficient quantity they will lead to house as well as individual prizes;
- Collective prizes awarded for success in the yearly house competitions (which might include various sporting, art and debating competitions as well as individually awarded house points);
- Rewards such as an end-of-year trip to local theme parks;
- Positive behaviour acknowledged verbally;
- Students given responsibility as a peer mentor or prefect;
- Praise given when the teacher is marking work;
- Students encouraged to share good work and praise each other; time planned for peer appraisal and celebration;
- Good news postcards sent home;
- Special mentions for students in assemblies;
- Certificates awarded in assembly for academic excellence, effort and service to the school.

**Suggested sanctions** could include:

- one-to-one discussion between student and teacher during the lesson or after the lesson, with referral to the head of department if necessary;
- if an infraction occurs outside of lessons it will be referred to the form teacher;
- a reminder of acceptable behaviour according to the Code of Conduct and a warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques;
- if the behaviour continues, the student incurs a detention at a time of the teacher's choosing;
- student report card – whereby students need to gain feedback on their behaviour in all lessons over a certain time period. The report will need to be signed by each teacher and signed off at the end of the day by a tutor or Head of Year;
- parental meeting to discuss issues and embed strategies for improvement;
- individual behaviour plan with key targets that are reviewed regularly.

We are very clear that the difference between the success and failure of a Behaviour Policy is not its detail but the consistency with which it is enforced. The policy will therefore form a central part of all staff induction and all teachers will be expected to display and follow it in their classrooms.

By establishing 'vertical tutor groups' students will develop a greater understanding of each other and minimise factions within the school.

**A structured approach to escalation and multi-agency working**

We propose to use an electronic behaviour management system. This allows rewards and sanctions to be recorded immediately, with a picture of the behaviour of the student (both positive and negative) being available on demand. This electronic system is available to all staff. Thus the tutor will be able to monitor students on a regular basis. Students whose behaviour becomes a cause for concern will be placed on a 'cause for concern' list. In the first instance the tutor will intervene in an attempt to resolve the issues and might well involve parents at this stage. The next stage would be for the Head of House to become involved if the concerns were not resolved. This might involve placing the student on internal report or the equivalent. A behaviour support plan could be put in place at this stage. If progress is not made then the involvement of outside agencies (such as the behaviour support team, CAMHS or educational psychologist) will be requested. In all cases we will work in an open and collaborative manner to secure the best package for our students.

The Headteacher (or another senior staff member) will be the named Child Protection Officer. This role will be to work with the Child Protection Governor to ensure all statutory obligations are met, child safety is prioritised, referrals are made (where necessary) and all staff are appropriately trained.

### **Clear processes around exclusion**

The WREN Secondary School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy. In fact, we see exclusion as a failure of our approach. Our aim is to have zero exclusions and certainly no permanent exclusions.

We intend to follow Reading Borough Council's Protocol for Managed Transfers and Reintegration, including their appeals process. It is not our intention to diminish the rights of students at risk from exclusion, nor is it our intention to have a different policy from our neighbouring schools. A draft extract from our policy is set out below.

**Permanent Exclusions:** The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

**Fixed Term Exclusions:** Fixed term exclusions will be used only when other sanctions and strategies detailed with a Pastoral Support Plan have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence;
2. Sustained bullying (in all its forms);
3. High-level disruption to learning.

### **Procedures**

In all cases the Headteacher will gather evidence from students as well as the opinions of staff and governors regarding the issue. If the decision is taken to exclude, the following will take place:

- Internal exclusion will be our first option.

- The student will be excluded for a minimum of two days in the first instance.
- Parents/carers will be notified immediately by telephone and asked to come and remove their child.
- Parents/carers will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt e.g. an appeal.
- Arrangements will be made for a member of the appropriate support services to visit the home the following day to discuss the reasons for the exclusion with parents/carers and the student and to take school work for the student to complete.
- It may be that as a result of the exclusion there is a need to contact other agencies. If it is deemed that there are issues around safeguarding, appropriate referrals will be made.
- The Chair of Governors will be notified at the time the exclusion is decided, as will the Local Authority.
- The school will work with the parents/carers and the student to ensure that an appropriate programme of support is put in place to deal with the issues around the student's behaviour on his/her return to school.
- Should a student be in danger of a permanent exclusion we will explore the possibility of a managed move.

If the school wishes to progress to a permanent exclusion we will immediately contact the Local Authority to seek advice. We will also adopt their appeals procedure, including the independent appeals panel.

### **A robust approach to attendance**

It is well established that if students are not in school their chances of succeeding are drastically reduced. We will provide parents/carers and students with the data that shows the relationship between attendance and academic success. We will establish an Attendance Policy in which we will make parents and carers aware of our stance on unauthorised absence and will issue guidelines stating what is acceptable (such as the funeral of a close relative) and what is unacceptable (such as time off for family holidays). We will also make it clear that it is the school and not the parents who make the final decision. All requests for absence will have to be made through a formal application process.

We will target poor attendance and lateness in a structured way, as detailed in an Attendance Policy that will be devised by the Headteacher. We will use an electronic registration system in all lessons. This allows immediate identification of lateness or truancy. Using the data from this system, form tutors and Heads of House can monitor individual and group attendance and punctuality. We propose to use a system such as My Child at School. This allows parents/carers to log in and check on the attendance and punctuality of their child. Weekly reports will be issued to key staff in order that regular monitoring can take place.

Both punctuality and attendance will form a major component of our Code of Conduct and we will use the same rewards and sanctions as those outlined above to ensure compliance. Although certificates are appreciated, students are more likely to

respond to material rewards. Students with attendance of over 98% will be entered into a prize draw on a termly basis. Similarly, students whose attendance has improved significantly (to be defined) will be entered into a separate draw. Where appropriate we will work with Reading Borough's attendance team, particularly in respect of sustained absence.

We will appoint a member of the office staff to be responsible for student data, including attendance. This role will be line-managed by a senior member of staff accountable for behaviour and attendance.

### **Student well-being**

The above outline creates a framework where students can feel safe. But it is important that through the curriculum, especially PSHCE, we address issues of well-being. Health education, for instance, will be dealt with in Science (reproduction), in PE (physical health) and Food Technology (diet/healthy eating). This is in addition to theme days which address issues such as sexually transmitted disease and drug abuse (including smoking and alcohol abuse).

There will inevitably be issues that are related to relationships (peer/peer, adult/child). Through the pastoral system we will ensure we are aware of the circumstances and needs of all children but especially the most vulnerable. We will ensure all staff are trained in safeguarding, and know how to identify issues and the procedures to take when concerns arise. In addition we will build strong links with outside agencies such as social services.

Student safety is of paramount importance. At the design stage we will ensure the school is built in a way that provides a secure campus both externally (gates, walls, fences and CCTV cameras) and internally (external door access).

We will ensure that staff and governors involved in interviewing undertake safer recruitment training and that all adverts make it clear that we will pursue information prior to appointment. We will keep an up-to-date central register.

Bullying, however, is a real concern for parents (and students) especially at the stage of transfer to secondary school. Our approach to bullying will be laid out in the Behaviour Policy. We aim to create an ethos where students talk about their problems. Texting is a 21st-century way of doing this confidentially. We will also use the School Council as a way of gaining student feedback. The curriculum itself is a powerful way of educating students about bullying. This can be done through such things as role play in Drama, the study of characters in English and famous people in History.

When problems do arise, solutions such as peer mentoring are effective ways of students gaining a greater understanding of their role and that of the victim. One of the most challenging issues facing schools, and broader society, is cyber-bullying. It is important that we educate parents about the role they can play as well as informing both students and parents of the legal framework by involving the police in such forums.

Student well-being should not be seen as only the responsibility of pastoral staff – it

is the responsibility of all staff. At one level this will involve staff being trained in safeguarding. At another level it will involve students experiencing a broad-based curriculum where they can understand themselves, where they can succeed, and where they can learn to work in teams, in pairs and on their own. All of this is not to deny the need to provide individualised support for those with specific needs.

### **Links to our vision**

One of the key features of our vision is collaboration. The above can be achieved only if staff, parents, students and outside agencies work together. The described emphasis on relationships will ensure our students will be valued as individuals and taught rights alongside responsibilities. It will enable them to be independent and creative thinkers who understand the importance of community and have opportunities to make contributions through an integrated curriculum. Our pupils will be taught to question and think in order to make informed choices and become reflective lifelong learners.

Our pupils will have a reputation for their courtesy, confidence and all-round character because it will be modelled through every aspect of the school's approach to learning and behaviour.

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## Section E: Evidence of demand

### Introduction

Central West Reading reflects a microcosm of 21st-century life in the UK: an array of cultures, religions, races, the affluent and the deprived living side by side, close to the town centre with the business parks just a few miles away.

Through our campaign, we reached out and engaged with our community. We talked, we listened and we took on board their ideas. We discovered a growing awareness that in our area, demand would soon outstrip supply of secondary and primary places. We formed West Reading Education Network (WREN) in November 2012 and forged a partnership with CfBT Schools Trust (CST). We established our vision for the school and designed our survey with support from the New Schools Network.

The table below reflects the achievements of our intensive campaign. We are delighted by the quality of feedback received from respondents. Some evidence gathered exceeded our expectations: in particular the 154 positive responses from parents with children in reception. Although we have yet to obtain 100% evidence of demand for 2014 and 2015, our evidence does demonstrate a very strong demand for the school we envisage in this area of Reading. During this process we learnt several key things. Firstly, that parents are growing more aware of the demographic challenges in Reading which will lead to extreme pressure on secondary school places over the next few years. Secondly, as nearly 90% of the 667 respondents agreed to select a school that does not yet exist as their first choice, and sign a form to confirm this, our vision for the school is in tune with what the community wants and expects. Thirdly, the lower-than-expected survey return rate for parents of children currently in Year 5 illustrates a key learning point: that we needed to target these parents with more accuracy. Much of our interaction with parents has been in playgrounds during drop-off and pick-up, and we realised late on that many Year 5 children are not accompanied by their parents to and from school. Between submission of this application and an interview with the DfE we will ensure the gap is closed and that at least 100% demand is evidenced for both 2014 and 2015.

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Year 7</b>	168	0	87	52%	168	0	134	80%
<b>Totals</b>	168	0	87	52%	168	0	134	80%

The table below shows the total demand as a percentage of places available for the subsequent six years.

<b>Year</b>	<b>2016 (3rd Yr 7 intake)</b>	<b>2017 (4th Yr 7 intake)</b>	<b>2018 (5th Yr 7 intake)</b>	<b>2019 (6th Yr 7 intake)</b>
<b>Year 7 percentage</b>	64%	55%	70%	92%
<b>Year student numbers</b>	111	92	117	155

The site for the school has not yet been confirmed but will be in Central West Reading. The geographical distribution of our surveys reflects the potential catchments of the two proposed sites in Central West Reading; see the map below. This shows two circles extending 2.6 km from each of our two proposed sites:

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WREN's ongoing campaign targets demand within 2.6km of these proposed sites, and the 19 primary and infant schools located therein.

### **Primary Survey**

In November 2012 the WREN team, in consultation with NSN, devised a Primary Survey which reached out to our community:

#### **1 Online – via the WREN campaign website**

WREN orchestrated a text campaign to target the families and carers of children in Year 5 and below, within 2.6km of the proposed two sites. Reading Borough Council (RBC) assisted by requesting that 19 primary schools forward a text message to the parents of all students. The text advised parents of the campaign and directed them to our online survey on the WREN website. All the 19 schools were happy to help and duly sent out text messages.

#### **2 Letter to families accompanied by parent surveys (paper copies).**

Working in conjunction with RBC, we asked the 19 schools to place paper copies of the survey and campaign information in the book bags of all children/family groups of all 4,500 children in Year 5 and below.

These two communications took place within the same time frame so that parents/carers were given the option of completing a hard copy of the survey or going online, depending on their preference.



The Primary Survey gives a brief summary outline of the WREN school including the school's distinct vision, its curriculum, age range and potential locations (see below):

Go to [www.surveymonkey.com/s/wrenparentssurvey](http://www.surveymonkey.com/s/wrenparentssurvey) to see the online survey.

*"In September 2014 we will open an exceptional secondary school which will prepare our students for life in the modern world.*

*Our broad curriculum will be taught following the proven principles of the globally-recognised International Baccalaureate. This successful model develops students' thinking skills in real life situations whilst covering all the content outlined in the National Curriculum. This will lead to a range of qualifications to suit all our students.*

*WREN and CfBT Schools Trust believe that establishing this Free School is an excellent opportunity to engage with the government's current focus on raising standards.*

*This school will cater for 11 to 18 year olds, with 180 places in each year group. Potential sites include the [REDACTED].*

*Our wonderful and diverse community is at the heart of this campaign. Please take a few minutes to fill in our survey – your voice counts. We may share this information with the Department of Education as part of the application for our new school."*

It also contained the key questions required for the application:

1. Please tell us your name \_\_\_\_\_
2. Please tell us your postcode \_\_\_\_\_
3. Please write below the dates of birth of your child(ren)
4. Would you select this school as the first choice for your child(ren)? (yes/no)
5. Please supply your email address \_\_\_\_\_
6. Would you like to receive more information and be kept up to date with the campaign? (yes/no)

Following the advice of New Schools Network, the paper survey also had a signature box for parents to confirm their choice.

The survey was accompanied by a letter to families advising:

- the perceived need for the school and why we seek to create a new school;
- that the campaign is endorsed and supported by Reading Borough Council;
- that the school will be created to reflect and serve the needs of our community.

The letter also provided:

- a brief description of a Free School;
- a brief description of WREN and CfBT;
- details of forthcoming public events where people could find out more and express their ideas and vision for the school for WREN to take on board.

Data was collated and analysed, filtering the current Year 4 and current Year 5 children who lived within a reasonable distance from the two proposed sites.

This process of entering data from paper surveys was carried out by a small team from WREN, cross-checking data and ensuring no duplication. This hard copy data was added to the online survey data, which was then captured in a spreadsheet. The data was entered twice into separate spreadsheets for data integrity purposes: Paper responses were marked with a unique number at entry point, and the two sheets were cross-referenced and any errors double-checked and corrected. The two sets of data from the paper survey and online survey were merged for checking, tallying and to ensure no duplication between them.

### **Summary of responses**

122 online surveys and 545 paper surveys were received. Of the total 667 surveys completed, 88% (586) indicated that they would select the school as first choice for their children.

<b>Year of entry into school</b>	<b>No. of parent who would send their child(ren) as first choice to The WREN School</b>	<b>Percentage of spaces filled</b>
2014	87	52%
2015	134	80%
2016	108	64%
2017	92	55%
2018	118	70%
2019	154	92%

### **Community feedback on Survey**

Many parents said that they were in support of the secondary school we proposed, but were reluctant to give their approval or nominate the school as their first choice for 2014. They were concerned that by signing in support, they would be committed to sending their child(ren) to a school that does not yet exist or have a definite site.

During face-to-face engagements (e.g. in the playground and at our public events), parents who started as sceptics readily provided a positive survey response when

they learnt more about the mechanisms of creating a new Free School and our commitment to community representation.

### **Phase 1 Community Engagement, November – December 2012**

Our aim was to raise awareness of the campaign and encourage as many people as possible in our diverse community to get involved. We spoke to Reading Borough Council to ascertain the ethnic mix in schools. To overcome language barriers, we created surveys, posters and supporting information in Polish and Urdu, as well as English. This allowed us to engage with the larger ethnic groups in our area.

We achieved community engagement via:

- 1 Face-to-face communication with headteachers of the 19 local primary schools in our area;
- 2 Face-to-face communication with parents in these 19 potential feeder schools through our WREN Ambassadors in playgrounds 2–3 days per week;\*
- 3 Organising three Community Engagement events that were held on Tuesday 4 December, Friday 7 December and Sunday 9 December 2012;\*\*,
- 4 Participation in local community group events including a 15-minute presentation/Q&A with the Oxford Road North and South Neighbourhood Action Group on 4 December 2012;
- 5 Communicating with the cultural hubs of various ethnic groups;
- 6 Communicating with the wider stakeholder body;\*\*\*
- 7 The WREN website, [www.wrenschool.org](http://www.wrenschool.org);\*\*\*\*
- 8 A social media campaign including Facebook (which has 435 followers), Twitter and a Blog;
- 9 Local radio, television and newspaper interviews, details of which can be found on our website; some examples are articles that appeared in the *Reading Evening Post* on 3 and 4 December, the *Reading Chronicle* on 2 December and a television interview on *BBC South Today* on 7 December 2012;
- 10 Handing out leaflets in local areas and posting leaflets through letterboxes along the Oxford Road corridor, streets around the school, and also in schools and the local shopping centre;
- 11 Enlisting the help of local services at the Battle and Southcote Libraries including having our posters and leaflets displayed;
- 12 Displaying posters and leaflets in numerous diverse ethnic shops in the area including the Polish and Asian newsagents, food halls, delicatessen and supermarkets.

#### **\*WREN Ambassadors in playgrounds**

Key to our community engagement and the campaign was the appointment of our 18 WREN Ambassadors. These were people who came forward asking how they could support the campaign. Their role was to talk to parents in the playgrounds of local schools at drop-off and pick-up times (preferably where they were also a parent), to

give out leaflets, to display posters and to attend the community engagement events and talk to local people.

### **\*\*Community Engagement Events on 4, 7 and 9 December 2012**

Our three public events were strategically located at different venues, to ensure attendance from a range of backgrounds including areas of deprivation. The events were publicised in the 'Letter to Families' that went out with the surveys in book-bags of the 19 local schools, as well on the WREN website and on posters and in leaflets.

People were invited to drop in at a time to suit them and children were welcomed. We used a 'participatory workshop' approach, so that rather than a formal presentation, attendees were able to contribute their own vision for the school. We used visual interaction to overcome possible language barriers. Every event had a large paper wall, entitled 'Tell us your vision for the school...' inviting attendees, including the older children, to write on sticky notes to stick on the wall. These were promptly written up and delivered back to the appropriate team, for integration into the vision for the school. We also displayed 'polarisation sheets', where people could anonymously put a green dot on a scale indicating how much they agreed or disagreed with a particular statement e.g. "I would like the new school to be a Science Technology Engineering and Mathematics school". This has allowed us to shape our vision for the school based on genuine feedback from the public.

A giant map of the area was featured on a table, with attendees able to see and comment on the proposed sites and potential catchment area in an interactive way. Short presentations from WREN, CST and RBC included Q&A sessions, ensuring that attendees were truly involved and part of the process.

### **\*\*\*Communication with the wider stakeholder body**

We identified a range of key players in our community, including religious and community group leaders, local politicians, Reading Community Learning Centre, Oxford Road North and South Neighbourhood Action Group, Southcote Neighbourhood Action Group and Reading Voluntary Action. These acted as conduits to enable us to connect with a wider range of local people. We arranged further face-to-face meetings with RBC, our local MP Alok Sharma and councillors, and invited them to our events.

### **\*\*\*\*The WREN Campaign Website**

In order to demonstrate the level of support for the Free School proposal, WREN created a campaign website: [www.wrenschoool.org](http://www.wrenschoool.org) and encouraged parents and members of the community to use this to find out more and complete the online survey. By the 24<sup>th</sup> December there had been 1200 visits to the website and more than half of these were doing so for the first time (i.e.674 unique visitors). People were kept up to date through a Blog component and were invited to provide feedback via comment sections on many site pages.

The site was built using Web Standards WCAG and WC3, so as to be accessible to the widest number of browsers and readers, and is responsive to mobile device users and those using screen readers.

### **How we fed back our findings from community engagement into the application**

From the outset, we have fed back our stakeholders' ideas (in particular those of parents) to the small teams responsible for each area of the application, including:

#### **Education Plan/Curriculum**

Early feedback from parents indicates that they want a school that offers a broad curriculum, not with a particular STEM or Arts focus. We realised early on that few people were aware of the changes occurring to GCSEs. When people learnt of this during our events, various debates ensued on the best type of curriculum to follow. Most parents wanted their children to learn and gain 'conventional' qualifications while others recognised the value of life skills and practical learning. There was significant interest in the International Baccalaureate, with its international focus not only reflecting our community's global connections, but as a means for preparing our young people to live and work with our global interdependence.

Shared among our partners and our community is the view that our curriculum needs to support individual learners to reach their potential and to offer support for those opting for higher education or entering the workplace, rather than pigeonholing them early on. Many people saw the role of the school not just geared around academia, but around nurturing grounded young people with strong self-esteem and community spirit, something WREN identified early in our campaign as prerequisites for our new school.

#### **Links with local business and community organisations**

Parents wanted to see the school embedded rather than isolated from the surrounding area. They saw opportunities for their children through linking with business and community organisations, providing real-life work opportunities rather than token work experience. We plan to take advantage of these local industries and organisations, in order to develop students' vocational opportunities, while never losing sight of serving their community.

#### **Sixth Form**

"Will the school have a sixth form?" was frequently asked at events. Parents recognised that transitions can be challenging for students and unanimously expressed their hopes for a sixth form as part of the new school.

#### **Voice of our young people**

We actively encouraged children to attend our events and participate. The interactive and visual based method made it interesting for them, rather than formal presentations. They were encouraged to tell us what they thought would make for a good secondary school. Their ideas included school councils, after-school clubs and friendly teachers.

### **Inclusivity**

Some people fed back interest in a school with a Christian ethos, but the majority of the people we spoke to thought that given our community of diverse faiths and non-religious people, the school's emphasis should be on building good citizens, respectful of each other's diverse backgrounds but not driven by a particular belief. Provision of facilities for students to adhere to requirements of their faith was indicated, which would naturally form part of the fabric of the school.

### **Map showing the location of parents expressing a preference for the school in relation to the school's proposed site**

There is a large and sustained demand for a local secondary school coming from the community, substantiated by existing figures and Reading Borough Council's research. There is a documented continuous increase in the number of primary school places required over the next few years with a rise in the population.

  
**Phase 2 Community Engagement, January – March 2013:**

We enter Phase 2 in January 2013 and are committed to maintaining the momentum of the campaign post-submission to the DfE. Our task is ongoing, not just to gain more positive survey responses from local parents, but to genuinely consult local people and gain their input in creating an exemplary school for their area.

We will continue to collect data from parents of Year 4 and 5 students, and by March 2013, we will demonstrate at least full capacity for the first two years of the school. In early January we will work with CST to put together an engagement and communication strategy, which we will implement from mid-January.

This will include gathering support and evidence through:

- a regular before- and after-school drop-in at local primary schools by our WREN Ambassadors;
- scheduled public events at a range of venues, including local libraries and schools;
- attending meetings and events organised by other groups in the area and, where possible, asking for a slot where we can take on board people's views;
- raising awareness through continuing our web and social media campaign;
- engaging with various ethnic and faith-based groups on a continuing basis;
- continuing our local media campaign;
- inviting further participation from survey respondents and attendees of events;
- conducting a second survey as a means of further engagement with the community. This will be emailed to all people who have responded to the Primary Survey, asking additional questions and inviting input into all aspects of the school including vision and curriculum.



## **Section E: Evidence of demand – part 2**

### **Phase 3 Community Engagement, March 2013 to school opening September 2014 and beyond.**

When we enter Phase 3, following application approval, we will review and build upon the Phase 2 community engagement. This will include analysis of the second survey feedback and will help refine our plans. We will convene regular consultation events, deepening relationships with prospective parents and wider stakeholders.

We will also build reciprocal relationships with our nearby secondary schools, Blessed Hugh Faringdon and Prospect, and explore the possibilities of sharing facilities and other resources.

#### **Community consultation**

As we progress towards school opening, our regular events will invite community engagement in other areas, including:

- Architectural plans
- After School/ Pre School Clubs
- Sports provision
- Use of the building and grounds by other groups in the area
- Branding and uniform.

#### **Reaching the ‘harder-to-reach’**

Extra effort will be made to engage families from deprived areas or ethnic groups who may not normally attend events or contribute ideas to a consultation process. We recognise that we need their support in creating a school that attracts and supports students from a range of backgrounds and abilities. With this in mind, we will build relationships with organisations who have already tapped into these groups rather than making assumptions. This will be achieved by:

- the support of local authority and Third Sector organisations who already engage some of these groups (such as doctors’ surgeries, libraries, housing associations);
- taking our events to places frequented by some of the harder-to-reach, such as Reading Community Learning Centre;
- translating campaign material and surveys and inviting translators to attend where possible;
- organising events within the most deprived areas of Southcote and Coley, such as after-school clubs and community centres;
- seeking advice from ‘cared for’ children professionals;
- ensuring our events continue a participatory approach, with easy interactive ways to get involved (not necessitating public speaking, high-level English discussion or writing skills).

#### **Building relationships with the business, voluntary and community sectors**

Positive initial discussions with the groups below have indicated that they are interested in further dialogue and inputting ideas as well as helping us engage with the wider community. We believe that by working with these organisations (and others) from the outset, we will create a school where our students flourish.

- **Reading Voluntary Action (RVA):** RVA promotes strength within Reading's voluntary and community sector (VCS) and can connect us with over 700 local VCS groups.
- **Established corporates:** We aim to establish ongoing relationships so that we can offer more than token work experience, such as presentations, career advice and mentoring.
- **Local faith groups**
- **Reading Rotary Club:** One of their focal areas is 'Youth Opportunities'.
- **Connect Reading:** An association of representatives from public, private and voluntary sectors
- **Central Berkshire Education Business Partnership:** This organisation works with education and business, to help all young people acquire the skills and experience they will need for their own development and to enable them to play a full part in the life of the community.
- **Connexions Berkshire:** A youth advisory service
- **Neighbourhood Action Groups:** Southcote and Oxford Road areas
- **Berkshire Child and Adolescent Mental Health Services.**

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When the school opens we enter Phase 4. We believe the successful running of the school involves our ongoing commitment to communicating with our community and ensuring they continue to shape the school in the future. There will be monthly face-to-face consultation opportunities at the school along with an online forum.

For us, setting up a Free School is a unique opportunity to reach out to the local community and to ensure we serve its needs

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## **Section F: Capacity and capability**

### **Introduction**

This proposal is made by CfBT Schools Trust (CST) in partnership with the WREN Proposer Group. Our partnership brings together expertise and experience in school effectiveness, a deep understanding of the needs of Central West Reading and the surrounding area and the commitment of the community to put in place a school that meets those needs.

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE (available on request). CfBT Schools Trust is currently (1 January 2013) the sponsor of Oxford Spires Academy, Mount Street Academy, Stamford Queen Eleanor's School, Danum Academy, The Deepings School, Ely College, Meadow Park Academy, Benjamin Adlards School, Boston West Academy, Queensbury Academy, Grampian Primary School, Sir John Gleed School, All Saints Junior School, Enfield Heights Academy and Oakbank School.

The WREN Secondary School will become a member of CfBT Schools Trust and will be supported by that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,000 staff worldwide, all of whom are involved in different programmes supporting and developing of educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 students. CfBT inspects all the schools in the North of England on behalf of Ofsted. CfBT has a particular interest in supporting vulnerable young people and our subsidiary charity, include, provides education for over 1,200 excluded children and young people. We also deliver education to young people in Young Offender Institutions.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997 and 2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the new secondary curriculum and on learning outside the classroom.

CfBT Education Trust operates internationally, working with clients including the World Bank and the European Union as well as the governments of Jamaica, Oman, Singapore and Australia. In Kenya we recently completed a national programme of health education training for every primary school. We work with the governments of Dubai and Bahrain to review school quality.

## **WREN Proposer Group**

Serendipitously, a discussion that took place during the official opening of the All Saints Junior School building, the first Free School in Reading, between several of its founders, local MP Alok Sharma (Letter of support Appendix 2), the Lead Councillor for Education and representatives of CfBT, precipitated the formation of the WREN Steering Group. The combination of three factors – an enormous population boom, young families who would normally move to the suburbs but were prevented by negative equity or lack of available lending, and three failing local secondary schools – prompted a call to action. Within days WREN (West Reading Education Network) was born. Working in partnership with CST and with support from Alok Sharma and Reading Borough Council, the Steering Group worked tirelessly, and in only six weeks consulted with local parents, collected 667 completed surveys, and completed the application.

All 12 WREN Proposer Group members, half of whom were founders of All Saints Junior School, are passionate about educating children in their local community and determined to ensure that proper provision is made for secondary education in Central West Reading.

Having worked together with CST in the past, members of the WREN Steering Group understand what is involved in building a new Free School and have been deeply involved in the preparation of this document and the engagement of the local community. They have a wealth of experience, determination and drive and will be involved in all aspects of the school's implementation and future success.

Having already demonstrated their commitment, WREN will work alongside their partners, CST, to deliver an outstanding secondary school. WREN and CST have formed a Collaborative Steering Group to oversee the project from the application stage through to the opening of the school. Many of the members of WREN would also like to put themselves forward to become part of the future elected governing body of the school.

This partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section C. We will draw upon the educational leadership of CfBT Schools Trust, as well as specialist skills and community support provided by WREN members (as identified in the tables later in this section). We will create an interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

WREN recognises that educational expertise alone is not enough for the successful start-up of a new Free School. They also intend to call upon the capacity of CfBT Education Trust as required in other key disciplines including:

- ⤴ organisational development and human resources;
- ⤴ communications, stakeholder management and press/public relations;
- ⤴ project management;
- ⤴ facilities, property development and building work;
- ⤴ ICT;
- ⤴ finance, legal services and procurement.

Any engagement of CfBT Education Trust in the Schools Trust activity will be governed by the terms of the Tripartite Agreement signed with the DfE in 2010.

WREN also understands there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in this application, we believe we have the expertise and capacity to undertake this work in time for a school opening date of September 2014.

## **School governance and management**

### **CfBT Schools Trust Trustees**

CfBT Schools Trust operates as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with its Tripartite Agreement. The Chairman of the Board of Trustees of the Schools Trust will have authority to manage the Schools Trust within a framework agreed by the Board. There are currently six CfBT Schools Trust Trustees: [REDACTED]

### **The Board of CfBT Schools Trust**

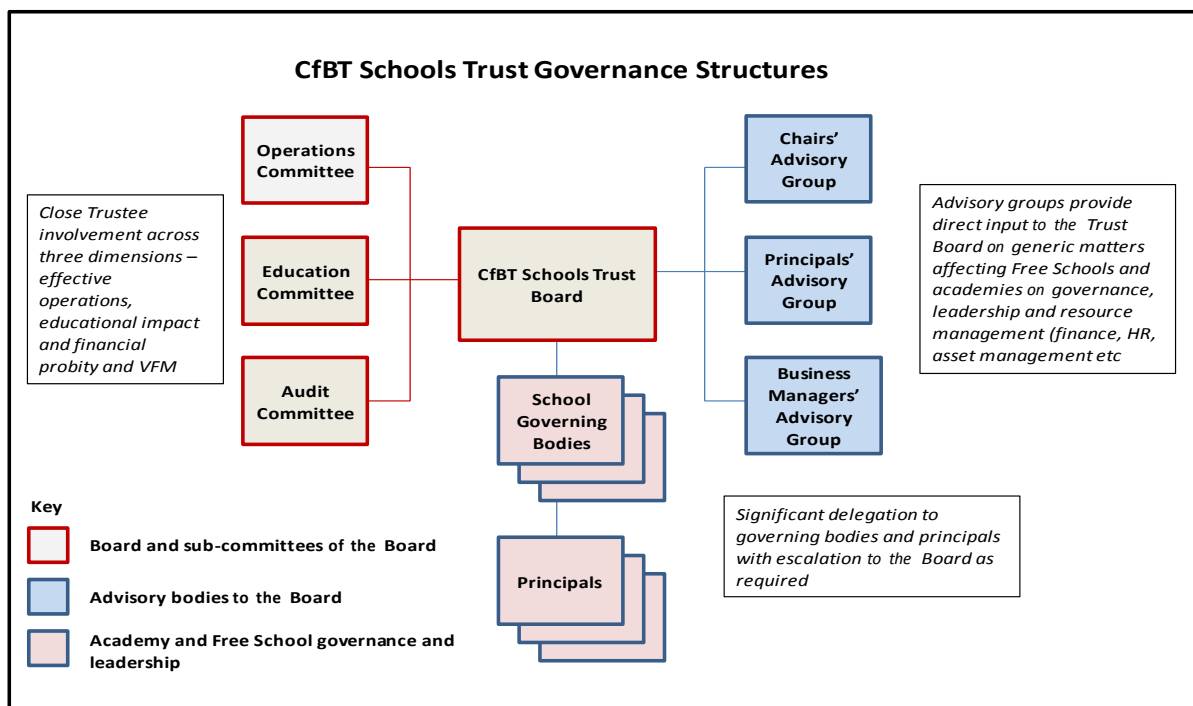
Under the provisions of the Articles of CfBT Schools Trust ('CST'), the members of CfBT Schools Trust – CfBT Education Trust and the Chair of CfBT Schools Trust – appoint Trustee Directors to the Trust Board of the charitable company (and may remove them). The main role of the Members is to hold the Trust Board to account – the Chair of the Trust Board (who, under the governance scheme required by the Department, is also a Member) declaring an interest for any discussion in that area.

The current Board membership includes representatives of Academy headteachers (both secondary and primary) and chairs of governors. The Board of Trustees meets quarterly to determine CST's strategy and policies and review performance. It is responsible for the approval of budgets and financial statements, delegating specific responsibilities to its committees. In doing so, it takes advice from its Advisory Groups and Panels. The Board is supported by committees, Local Governing Bodies, Advisory Groups and Panels which address specific aspects of governance. Each academy in the Trust has its own (Local) Governing Body.

Three Committees (Panels) monitor the detail of three key areas of governance:

- Educational policy and performance
- Audit and finance
- General operational matters, including buildings.

A further three Advisory Groups, comprising all Headteachers, Chairs of Governors, and School Business Managers, advise on specific school-focused issues.



In the first few years of every Free School (as opposed to a converting academy, for example), CfBT ensures that the Governing Body is chaired by an experienced education manager, and that a full range of governor support services are provided.

### Local governance arrangements

As previously explained The WREN Secondary School will join the family of schools in the CfBT Schools Trust.

Each school within the Trust will establish a local Governing Body, which will constitutionally be a Committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half-termly in a three-term year) to discharge all their duties. Initially we anticipate that there will be no standing subcommittees, in order to operate efficiently and to ensure that the whole governing body takes full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body. In time, at the discretion of the Chair, separate Resources and Curriculum sub-committees may be constituted.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the WREN proposer group, who will work alongside other representatives from the local community and other stakeholders recruited by the CST.

The Governing Body will initially comprise the following membership:



- Up to six members with specific expertise, as required (see below), nominated by CfBT Schools Trust;
- Two WREN nominees;
- Two parent representatives, elected by the parents of children at the school;
- One staff member, elected by staff at the school;
- The Headteacher, who may be an ex-officio member of the Governing Body.

The majority of governors will be appointed by CfBT Schools Trust and will be drawn in the main from the local community, selected to include representation from business and higher education. CfBT appointees should not generally be employees of the Schools Trust or Education Trust. Certainly no more than a quarter of the Governing Body will be made up of CfBT employees.

The WREN governors will be nominated by the WREN parent group, and parent and staff governors will be elected by ballot. Nominated governors will be appointed as soon as possible following approval of the Application in order that the Steering Group (Shadow Governing Body) can support the work of establishing the school including the approval/appointment of the Headteacher. Elections for parent representatives will be held as soon as student places are confirmed. While the usual term of office for governors will be three years, one parent-governor position will be for one year only and one for two years only, in order that new parents have an opportunity to be elected in future years. The staff governor will be elected within the first weeks of the school opening.

Over time we would expect the WREN governors to be replaced by community governors as the work on the campaign group in setting up the school will have been achieved. However, former WREN governors would be encouraged as appropriate to stand as community/parent governors.

Establishing a strong Governing Body is essential to ensuring the success of the school. Through the governor recruitment and selection process CfBT will be looking to fulfil the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management;
- Human resources management;
- Legal (contract and procurement management);
- Education (including higher education);
- Health and safety management;
- Property and facilities management;
- Marketing.

CfBT will work closely with WREN to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own that may be suitable to be nominated for the role. If this activity does not generate sufficient interest, CfBT will:

- Advertise the opportunity via local volunteer centres and leave leaflets and posters in local doctors' and dentists' surgeries;
- Promote the vacancies via a series of articles and letters in local newspapers, parish magazines etc;

- Work with the Governor One Stop Shop service, registering our requirements with the service;
- Write to local employers and HE/FE institutions to see if any of their employees would be interested in the role.

The following members of the local community have already expressed an interest in sitting on The WREN Secondary School Governing Body (relevant experience is indicated):

- [REDACTED]

To aid success during the implementation phase of the programme CST and WREN have set up an Collaborative Steering Group (CSG) whose membership includes both CfBT and WREN representatives who will along with the DfE as appropriate and the Headteacher Designate (once appointed), until such a time as a Governing Body can be appointed, act as a Shadow Governing Body for the school, and approve all key decisions relating to the setting-up of the school, including:

- the recruitment/approval of the Headteacher Designate and other members of the teaching staff and the school Bursar/Business Manager;
- creating detailed strategies for core school operations, building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of The WREN Secondary School project.

During the autumn term 2013 and spring term 2014, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from its opening in September 2014. As there will be two WREN representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Project Board to Governing Body. The school Headteacher will also be a member of both groups.

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and determining key policies in line with the overall strategic objectives of the Schools Trust.

In order to fulfil these functions they will be expected to ensure:

- the school is delivering a high quality educational experience for all students in line with the vision;
- all students are making good rates of progress;
- the school budget is being managed effectively and is delivering value for money;
- the school is fulfilling its legal obligations with regard to child protection, health and safety etc.

## **A Parent Forum**

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment<sup>5</sup>.

Since The WREN Secondary School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of WREN, we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with the School Association (Parent/Staff Association), ensuring that concerns, ideas and feedback reach both the Headteacher and Governing Body, and also ensuring that engagement with the wider community is promoted. From year one, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Headteacher and Governing Body for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys and establishing and maintaining a volunteer rota. Every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transportation for PE and other out-of-school activities.

## **Escalation routes**

### **The Governing Body**

The governing bodies within CfBT Schools Trust will be held to account by the Board in three main areas:

- responsibility for the conduct of the school;
- delegation of powers to the Headteacher;
- first level of holding the Headteacher to account.

However, at the same time, school governing is also about co-governance where

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<sup>5</sup> *Greater Manchester Challenge – Opportunities for Secondary Schools 2009-10*, DCSF (2009)

governors and Headteacher and staff come together with a common purpose in mind – to deliver the highest quality of teaching and learning to the students in the school within the available financial envelope.

In terms of approach to the governing of a school, the Trust adopts a mixture of ‘stewardship’ and a ‘Headteacher – agent’ model of governance in relation to its governing bodies. By ‘stewardship’, we mean that all governors, Headteacher and staff are seen as being:

- ready to act in the common good;
- co-operative;
- motivated to act wholeheartedly to meet the school’s objectives.

In the stewardship model, the Governing Body’s role is to empower the leadership and staff and to collaborate with it. The Board is essentially facilitative and seeks to work jointly with staff to enhance the quality of the decision making. By being involved, the governors are also able to perform their monitoring role as they have the information on the school at first hand.

The ‘Headteacher – agent’ model recognises that the governors are separate from the manager – the Headteacher. The Board thus has a purely monitoring role. It receives reports from the Headteacher and is expected to establish internal systems of accountability in order that the Governing Body can control the operational management of the school.

CfBT’s model assumes a combination of these two approaches. There will be a minimum number of indicators of achievement which will be required from the school by the Governing Body. Those indicators of achievements will also be required for onward reporting by the Governors (and including their advice) to the Board. In terms of day-to-day governance of The WREN Secondary School, an initial tendency to use the stewardship approach will bring immediate benefits to the school and will continue the active engagement of the community and individuals and organisations that have consulted as part of the setting-up of The WREN Secondary School.

### **Headteachers to Governing Bodies**

Headteachers are required to report to every meeting of their governing bodies on a range of key performance issues including attainment, attendance, discipline and finance. Any serious issues which arise outside of normal reporting meeting cycles are dealt with through the Chair’s actions, in accordance with their delegated authority levels.

### **Governing Bodies to the Trust Board**

Governing Bodies are required to report any risks or issues to the executive management of the Trust, and these are summarised and reported to the Board. Issues requiring action outside of the Trust Board meeting cycle are dealt with by the Trust executive management and reported to the Board.

The roles and responsibilities of the respective bodies are as follows:

- Trust Members: holding the Board of Trustees to account;

- Board of Trustees: strategic decision making and policy formation in relation to the Trust as a whole, together with accountability for all statutory responsibilities;
- Governing Body: governance of the school through a scheme of delegation from the Trust which includes accountability for educational performance and student attainment, parent and learner satisfaction, budgetary accountability, and management of the school’s staff and assets;
- Headteacher: day-to-day management and leadership of all aspects of the school’s performance, and reporting to the Governing Body as required.

The following arrangements are in place:

- The Articles provide an overarching structure for the management of potential conflicts; these are further defined in Governance Protocols which set out the detail. The purpose of these protocols is akin to the purpose of Standing Orders in the public sector.
- All employees and office-holders, on joining the Trust and then on an annual basis, are asked to complete a Conflict of Interest form (these forms are audited on a regular basis).
- Independent challenge is provided to the Trust Board through the direct participation on the Board of elected representatives of all Headteachers and Chairs of Governors, and through the advisory forums and panels which, although non-statutory, are highly influential.
- Independent challenge to schools is provided through the School’s Trust Adviser, whose role is to review and challenge school performance, to provide personal guidance and coaching to the Headteacher, and to ensure appropriate support is delivered to address any emerging issues.
- Conflicts of interest are avoided in a number of ways: Headteachers and Chairs serving on the Board are required to declare an interest in any matter specific to their own school. School Governors are similarly required to declare an interest on any matter in which they have a personal interest. The Advisory Bodies and Panels together encompass the three aspects of school management – governance, leadership, and business management – and are expected to challenge the Trust’s performance from all three perspectives. Moreover, the fact that all schools are represented on the Advisory Bodies ensures that a balanced view prevails – no one school or interest group can dominate.

## **Educational expertise**

**The WREN Secondary School: educational expertise, experience and capacity**

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**CfBT educational expertise, experience and capacity**

CfBT Schools Trust will draw upon the expertise of the Education Trust’s education and consultancy teams as required to ensure the successful implementation of CfBT’s School Design framework during both the school’s pre- and post-opening stages. In particular, the following staff may provide educational advice to the WREN programme.

<Redacted>

These consultants/members of staff will undertake work as required both during the setting-up of the school and once opened, on a not-for-profit basis, as per the Tripartite Agreement.

**Skills gap**

Between CfBT Schools Trust, CfBT Education Trust and the WREN Proposer Group we believe we have the educational expertise required to set up and deliver the proposed Free School.

**Financial expertise**


**WREN Group: financial expertise**

**CfBT: financial expertise**

CfBT Schools Trust’s Head of Finance, [REDACTED], will have overall responsibility for all financial aspects of Free School operations. He will therefore work with the CfBT Free School team and the WREN group to ensure an achievable and sustainable budget is set for The WREN Secondary School. He will ensure that there is an effective finance transition process between himself and the Headteacher and school Bursar/Business Manager, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated.

The school Bursar/Business Manager will also be supported by [REDACTED]. He will work with the Bursar/Business Manager to set up finance systems and reporting via the Trust’s financial system, PS Financials. [REDACTED], will provide additional support to WREN as required, particularly in relation to setting up the required financial systems and processes.

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We have budgeted for the appointment of a full-time school Business Manager at the school from year one who will have responsibility for managing the school budget on a day-to-day basis and supporting the Headteacher to monitor and manage the school's finances. The CST's Head of Finance will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board. We believe this will provide both the school and the Trust with financial and operational efficiencies. During the first few years of operation we would also expect most transactional processing to be undertaken by CfBT's Central Finance team, as is the case with our existing free schools, to ensure best use of expertise and resources.

Through its Governor recruitment process, CfBT will ensure that at least one of the appointed Governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Headteacher or escalated to the School's Governing Body or Schools Trust Board as appropriate. Mischa Tytel would be an ideal candidate for this role.

### **Skills gap**

Between CfBT Schools Trust, CfBT Education Trust and the WREN Proposer Group we believe that we have the financial expertise required to set up the proposed Free School. We will be looking to appoint a Business Manager/Bursar to take on responsibility for the school finances during the spring of 2014 to allow them sufficient time to familiarise themselves with the Academies' Financial Handbook, CST protocols and the school's finances, and put in all the necessary systems and processes for the school to open in September 2014.

### **Other relevant expertise**

In addition to CfBT Education Trust's Education, Financial and Consultancy Teams, as detailed above, the Trust has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the All Saints Free School, Oakbank School, Enfield Heights Academy, Abacus Belsize and Judith Kerr projects, we will create an interdisciplinary team (comprising project managers, property advisers, communications advisers, education specialists, HR consultants and legal advisers) to drive forward a comprehensive approach and plan for The WREN Secondary School as it is set up, recognising that the journey to achieving the vision begins at



the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

<b>Educational Project Management expertise</b>	
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**WREN Proposer Group: additional expertise and time commitment**

## **Skills Gap**

Between CfBT Schools Trust, CfBT Education Trust and the WREN Proposer Group we believe that we have almost all of the expertise required to set up and deliver the proposed Free School. However, based on our previous Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted. Once the preferred site option for the school has been agreed with the EFA we will determine whether or not this additional resource is required and procure it accordingly. We will also need to procure/deploy some external legal expertise with regard to the completion of the school's Funding Agreement.

## **Balancing the needs of this project with others that CfBT is involved in**

As CfBT Schools Trust (CST) has expanded its portfolio of schools it has also expanded its team of educational, financial and project management specialists. As mentioned above we have recently appointed a dedicated Schools Business Partner for Trust Schools – ██████████, and a dedicated Finance Officer for the Thames Valley – ██████████, as well as taking on a new Project Manager – ██████████. We have also recruited a new HR Business Partner – ██████████ to the CST since the last round of applications, a new Operations Manager – ██████████ and a new Director of Finance – ██████████. We have also created a pool of additional consultant project managers who would advise on specific Free School and Academy transition projects. All these posts have increased CST's capacity to manage the setting up and operation of CST's Free Schools and academies. As the input required from each these specialist is relatively small for an individual school we are confident that, with good planning and scheduling, they can work across a number of projects simultaneously. The Free School Programme Manager, ██████████, ██████████ for all free school projects, will ensure the appropriate levels of resources are made available from these specialists to each school. As with previous Free School projects we will appoint a dedicated Project Manager/Assistant Project Manager to each of the projects to ensure they can focus on their allocated school and ensure the smooth progression of their project.

## **Recruiting the right headteacher for The WREN Secondary School**

### **What quality and skills do we want our Headteacher to have?**

CfBT has undertaken considerable research into what takes schools from being good to outstanding.<sup>6</sup> We found that at the heart of all 'good to outstanding' schools is good leadership, and that the support for and development of good and outstanding leaders are both crucial to school improvement.<sup>7</sup>

CfBT is also proud of the work it does to support and challenge headteachers and governing bodies in many different settings: as school improvement specialists across Lincolnshire's very successful portfolio of LA schools, and in our own independent schools, academies and other Free Schools.

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[http://www.cfbt.com/evidenceforeducation/pdf/25663\\_GoodtoOut\\_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

<sup>7</sup> Strategy for School Improvement, CfBT 2009

It is our methodology and expertise in supporting and challenging headteachers and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a Headteacher Designate is approved/appointed we would expect to use the database to identify the correct Trust Adviser to work with the Headteacher to ensure the vision is achieved.

School leadership wields a powerful influence on student outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to students, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unswervingly on securing the best possible outcomes for their students' academic and personal development.

To ensure the headteacher we appoint to The WREN Secondary School has the potential to provide the leadership required to make the school outstanding, we would look to recruit an individual with those traits associated with outstanding school leaders including:

- ▲ moral confidence based on deeply-held personal belief;
- ▲ significant relationships with a wide network of fellow professionals;
- ▲ a real understanding of how to learn from experience;
- ▲ a willingness to learn from students;
- ▲ clarity and confidence about what works in terms of professional learning;
- ▲ openness to learning from the example of other school leaders;
- ▲ confidence in learning how to learn.

We will also be looking to recruit a headteacher who we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

The attached draft Job Description (Appendix F1) illustrates our expectations regarding the roles and requirements of the Headteacher for The WREN Secondary School.

CfBT will employ its usual rigorous process of vetting and selecting the school's Headteacher, derived from its School Design methodology.

### **Headteacher recruitment process**

The process will involve:

Co-designing a job description and person specification with the WREN Group. Key features of the school's vision and ethos will be included, together with critical aspects of our education vision and plan. By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

Advertising for maximum impact. We will use our preferred advertising agent WDAD (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in the local press (*The Reading Post* and *The*

*Reading Chronicle*), CfBT's website and the *Times Educational Supplement* / eteach. We will also use CfBT's and BPPST networks to generate interest.

Running a recruitment open day. In parallel with our media advertising campaign we will hold a pre-application open day to allow interested applicants to find out more about the WREN project, and meet CfBT staff and WREN members.

Creating an initial application process so that candidates can be shortlisted. The first phase of the process will involve candidates filling in a standardised, CfBT Schools Trust form covering experience and expertise. Candidates will also be asked to:

- ⤴ write a personal statement highlighting their education vision for The WREN Secondary School;
- ⤴ prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Headteacher of a Free School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of The WREN Secondary School and our vision for its development.

Observing the candidates in their own environment. As our school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole-school activity as appropriate to assess how they perform and interact with students and staff. As the Headteacher at The WREN is likely to have a teaching timetable in the first few years of the school's operation we think this is particularly important in selecting the best candidates for the post.

Candidates undertaking psychometric leadership traits and verbal and numerical reasoning test. Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

An interview process that reflects the job description and our goals for the school. The interview schedule will incorporate interviews with both CfBT and WREN Group panels (including a presentation 'As Headteacher of the Free School, describe the three most important things you would do to ensure the school fulfils its vision'); a Raise online/finance exercise and a final competency-based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable, if required, would be as follows:

- ⤴ May/June 2013: Secretary of State approves Application
- ⤴ 20 September: Advertise with eteach, in the TES and Guardian online and in the local Reading press and TES paper
- ⤴ 14 October: Deadline for applications

- ⤴ w/c 14 October: Long-list produced and references requested / school visits take place
  - ⤴ w/c 21 October\* 2013: Interviews take place
  - ⤴ w/c 21 October\* 2013: Appointment made
- \*(assumes half-term is w/c 28 October)

Appointment during w/c 21 October should allow for the Headteacher to be in place by the start of the Spring Term 2014. Should we be unable to appoint, we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment, which could still be made in term for a Spring 2014 start date.

CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles.

### **What role will the Headteacher Designate play in setting up the school?**

We would seek to appoint as soon as possible, in order to engage the Headteacher Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- ⤴ act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and students who live within the school's catchment area, and the local media;
- ⤴ lead on the recruitment and induction of other teaching and non-teaching staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school;
- ⤴ oversee the process of recruiting students to the school and setting up appropriate transition/induction events.

Other activities we would expect them to work on, alongside our dedicated implementation project team, would include:

- ⤴ reviewing and confirming the start-up funding bid;
- ⤴ planning, with input from CfBT, an appropriate induction and staff development programme;
- ⤴ familiarising themselves with CfBT operating procedures e.g. finance and MIS systems (Scholar Pack/PS Financials),
- ⤴ preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school;
- ⤴ preparing the school's Education Brief:
  1. corporate strategy (mission and values, strategic objectives and key performance indicators with targets)
  2. curriculum strategy (curriculum offering, development and delivery of curriculum, ICT for learning, community and business links);
- ⤴ supporting the development of the school's website and other promotional literature including the school prospectus;
- ⤴ ensuring the organisation of learning is completed, including:
  3. logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable)

4. devising school routines and the optimal student experience e.g. how students will enter and exit assemblies
  5. assessment systems and reporting processes
  6. monitoring and evaluation arrangements;
- ⤴ developing/signing off all relevant school policies and ensuring compliance with legal requirements;
  - ⤴ building relationships with the Governing Body once appointed;
  - ⤴ ensuring Ofsted pre-inspection and DfE Readiness to Open requirements are met.

### Recruiting and developing high quality staff

We are aware that some of the commitments in our vision will not be supported by all teachers, e.g. the longer school day or the requirement to offer after-school activities. There would be no point in hiring such teachers to work in our school so we will always make our commitments clear in our job adverts and at interview. Equally we believe that doing so will make our school more attractive to just the kind of motivated and hard-working teachers that we want to employ.

One of the great selling points to teachers interested in working at The WREN Secondary School will be our commitment to excellent professional development. Rather than paying lip service to this we will, subject to the budget being available, commit extra time for professional development for all staff.

We believe this will make The WREN Secondary School extremely attractive to just the sort of self-reflective teachers we want to employ. It will also enable us, in time, to take on less experienced teachers and NQTs, as we will quickly be able to improve their practice and induct them into the school's vision.

Ultimately our Headteacher will be responsible for recruiting their own staff once they take up post, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments as required, as well as by those members of the WREN Group who have expertise in HR and recruitment.

The Headteacher will have completed a psychometric test as part of their interview process. Once appointed, CfBT will work with the new Headteacher, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in the school's SLT, teaching staff and Business Manager.

We would expect to observe prospective candidates for teaching posts teach a lesson before making any appointments. We would also be upfront in discussing our vision with them, to ensure they felt comfortable and sufficiently in alignment.

### **Recruitment timetable**

An indicative timetable for the recruitment of the school's Deputy Headteacher and classroom teachers would be as follows:

- ⤴ w/c 21 October 2013: Headteacher appointed
- ⤴ By 29 November 2013: Headteacher agrees job descriptions and person specifications for the Deputy Headteacher and classroom teachers

- ⤴ 17 January 2014: advertise posts in the TES/eteach and local Reading press
- ⤴ 3 February 2014: Deadline for applications
- ⤴ w/c 3 February 2014: Long-list produced and references requested
- ⤴ w/c 10 or 17 February: Depending on local half-term arrangements, school visits take place
- ⤴ w/c 24 February 2014: Interviews take place
- ⤴ w/c 3 March: Appointments confirmed
- ⤴ 1 September 2014: Classroom teachers and Deputy Headteacher take up roles.

An indicative timetable for the recruitment of the Bursar/Business Manager would be as follows:

- ⤴ By 14 December 2013: Headteacher agrees job description and person specification for Bursar/Business Manager
- ⤴ 24 January 2014: Advertise posts in the local Reading press and/or via specialist recruitment agency
- ⤴ 17 February 2014: Deadline for applications
- ⤴ w/c 17 February 2014: Long-list produced and references requested
- ⤴ w/c 3 March 2014: Interviews take place
- ⤴ w/c 10 March 2014: Appointments confirmed
- ⤴ w/c 2 or 9 June 2014: School Bursar/Business Manager takes up role (depending on local half-term arrangements).

An indicative timetable for the recruitment of teaching assistants and non-teaching staff would be as follows:

- ⤴ By 24 January 2014: Headteacher agrees job descriptions and person specifications
- ⤴ 7 March 2014: Advertise posts in the TES/eteach and local Reading press
- ⤴ 24 March 2014: Deadline for applications
- ⤴ w/c 24 March 2014: Long-list produced and references requested
- ⤴ w/c 14 April 2014: Interviews take place (after Easter Holidays)
- ⤴ w/c 20 June 2014: Appointments confirmed
- ⤴ 1 September 2014: Staff take up roles.

### **Quality of teaching and performance management**

Teachers will be expected to participate in an open-door policy and as such may expect to see the Headteacher and other professionals i.e. their colleagues, visiting their classroom(s) regularly, not only as part of the schools performance management process but also to support their own and their colleagues' professional development. There will be a rolling programme of lesson observations of all staff by the Headteacher and other members of staff who will provide formal and informal feedback and, where appropriate, identify specific areas of development for individuals to focus on.

An important part of consistently outstanding teaching is the teacher's ongoing assessment of their own practice. As such, self-evaluation will be regarded as a key element of professional development. Within this culture of personal growth and learning, staff will share good practice, seek opinions and discussion and look to each other's strengths to see how to become the very best teacher that they can be.



All CST schools and teacher will be research-engaged, drawing from and adding to our knowledge bank of best practice. A key broker between our schools and our research portfolio will be our pool of Trust Advisers.

**We currently have the following research projects:**

School-based Action Research	Commenced April 2012 Completed January 2013	Schools involved are:
CfBT's Trustees supported the funding of an action research project across the growing CfBT family of free schools and academies.	The priority areas for action research were identified at the Head teacher's Forum as: <ul style="list-style-type: none"> <li>- approaches to homework</li> <li>- raising the achievement and attainment of white working class students</li> <li>- extending the most able students.</li> </ul>	Danum Academy Ely Academy Stamford Queen Eleanor Oxford Spires St. Marks The Deeping School Mount Street Academy
<p><b>Methodology:</b>            Training on Action Research methodology to nominated teachers and students            International literature review of focus areas            Project Management and Research Manager support and encouragement for schools to work together on subjects</p> <p><b>Final output:</b>            Publication of research findings from the schools.</p>		

Inspiring Teaching Research	Commenced September 2012 Completed September 2013 (tbc)	Schools involved are:
This research project aims to identify what outstanding subject teachers look like, and how they became outstanding. The project also aims to look at teachers that have significantly improved their teaching practice.  Researchers from Oxford University will work with CfBT Ofsted colleagues on this research project.	The key questions during an inspection are likely to be: <ul style="list-style-type: none"> <li>- What value does CfBT add to the work of its schools?</li> <li>- What are the distinguishing characteristics of a CfBT Academy?</li> </ul>	All CST schools
<p><b>Methodology:</b>            Identification across the family of schools of inspiring teachers            Teacher observations            Pupil questionnaires and focus groups on inspiring teaching            Headteacher interviews</p>		

**Final output:**

Publication of research findings and case studies of best practice.

**Phase 2: hopes to create teaching materials based on this best practice for use across CST.**

<b>Developing the Talking School</b> ██████████	<b>Commenced November 2011</b> <b>Completed December 2012</b>	<b>Schools involved:</b>
██████████	The first draft of the final report has been submitted (26/9/12). Emerging findings include that in both schools students made better than expected progress in the subjects that were involved in the initiative. Progress was especially good in English and humanities.	Oxford Spires St. Marks
<p><b>Methodology:</b> Discussion and debate introduced to schools using a 'constructive controversy' approach Classroom observations Analysis of progress and attainment data Teacher and student interviews</p> <p><b>Final output:</b> Publication of findings</p>		

**A rigorous approach to performance management of staff**

To support our ambition to have rigorous performance management processes, CfBT Schools Trust will employ a Professional Education Adviser, the Trust Adviser, to act as mentor and critical friend to the Headteacher, Governing Body and other members of the school management team. This specialist will have significant primary phase expertise and experience of headship. We anticipate that the Trust Adviser who currently supports Oxford Spires Academy and Oakbank Free School, ██████████, will also take on the role for The WREN Secondary School.

Once appointed, this school improvement specialist will take on responsibility for mentoring, supporting and challenging The WREN Secondary School, bringing the added benefit of facilitating the sharing of good practice between the three schools.

The Trust Adviser will spend at least six days per year with The WREN School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Headteacher, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary. The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Headteacher appropriately. The Trust Adviser will ensure that this expertise can be effectively accessed and channelled.

We have provided for school improvement support in CST's Membership Fee for

The WREN Secondary School. However if the funding should prove to be insufficient, particularly in the early years, we will expect to supplement this work from CfBT Education Trust's wider resources. Our CfBT-wide commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The CST Trust Adviser will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body.

The Headteacher will in turn be responsible for the performance management of all teaching staff within the school. The Business Manager will be responsible for the performance management of non-teaching staff.

## **Appendix F1**

### **The WREN Secondary School HEADTEACHER: JOB DESCRIPTION**

The successful candidate will take up the post in September 2014, and preferably earlier in order to be involved in the planning and pre-opening process. The basis of a pre-September 2014 engagement is subject to pre-opening funding from the Department for Education.

The following job description is not exhaustive and it is expected that the Headteacher Designate will be involved in planning The WREN Secondary School and will work closely with CST and the promoter group to develop it, to ensure it reflects the needs and demands of the post.

#### **Core purpose**

The core purpose of this role is to provide the professional leadership and management that will enable The WREN Secondary School to achieve its vision.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction;
- Lead and manage teaching and learning to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations for all pupils;
- Effectively and efficiently deploy resources to achieve the school's aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Ensure effective and efficient day-to-day management, organisation and administration of the school;
- Secure the commitment of the wider community and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all pupils.

#### **Key responsibilities**

##### *Strategic direction and shaping the future*

The Headteacher will:

- Implement and embed the school's ethos of partnership and values of being culturally aware and academically ambitious into everyday work and practice;
- Enlist members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents;
- Ensure that learning excellence is at the centre of strategic planning and resource management;
- Be responsible for The WREN's management and development of all its resources;
- Plan the opening of The WREN Secondary School and input to the design of any new or refurbished buildings;

- Advise CST and the local Governing Body on the formulation and implementation of policies.

### *Teaching and learning*

The Headteacher will:

- Ensure that staff deliver a broad, balanced and rigorous curriculum, based on the vision;
- Ensure that teaching is of the highest quality;
- Establish and maintain stretching pupil targets and a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning;
- Set and maintain the expectation that all children who start at the school in Y7 achieve at least 5 GCSE's at A\* - C including English and Mathematics by the end of Key Stage 4 unless they have an identifiable learning need that prevents this;
- Implement strategies that secure high standards of behaviour and attendance;
- Ensure pupils feel happy, safe, and supported, and have barriers to their learning and progress addressed/removed;
- Achieve robust systems of pastoral care to ensure every student feels valued, and is known and supported during their time at The WREN Secondary School.

### *Leading and managing staff*

The Headteacher will:

- Build an organisational structure that enables the school to run effectively in line with policies and legal requirements;
- Be responsible for marketing the school, including through the website;
- Design and implement an evidenced-based school improvement plan and procedures to enable governors to monitor the school and its facilities;
- Recruit and deploy staff and assist them in managing their workload to achieve the school's vision and goals, including those around increased PPA and CPD time for teachers;
- Provide effective induction, continuing professional development and performance management in line with The WREN Secondary School strategic plans.

### *Financial and facilities management*

The Headteacher will:

- Plan and manage The WREN Secondary School's finances and resources to ensure maximum and sustainable benefit for pupils;
- Be responsible for The WREN Secondary School's buildings, equipment and grounds;
- Make a significant contribution to the specification of any new facilities so that they will best support the objectives set out in the educational vision for The WREN Secondary School;
- Ensure that the accommodation is designed and organised to promote well-being and high achievement for everyone at The WREN Secondary School;
- Ensure effective administration and audit control;

- Be accountable for health and safety requirements.

### *Partnerships*

The Headteacher will:

- Ensure learning experiences for all pupils are integrated with the wider community;
- Seek opportunities to invite parents and carers, community figures, religious leaders, businesses and other organisations into the school to enrich the school and contribute to the wider community;
- Identify and develop strong partnerships and relationships with other local schools;
- Secure strong links with other key partners who are supporting The WREN Secondary School's development;
- Develop partnerships with two or more schools internationally to enhance teaching and travel opportunities for pupils;
- Collaborate with the local authority and other agencies to promote the well-being of pupils and their families;
- Work closely with CST and The WREN Secondary School's governing body to ensure that The WREN Secondary School is a success that can be evidenced and reported quickly;
- Work closely with other Academies and Free Schools sponsored by CST, and engage across other areas of CfBT's work;
- Engage inspirational role models to mentor targeted pupils and enlist bilingual members of the school community to support and advise newly arrived families.

We will seek, as soon as possible after appointment, to engage the Headteacher in the key decisions needed to open the school such that they are ready in September 2014 to successfully take up the role.

**(Left intentionally blank)**

## **Section G: Initial costs and financial viability**





## Section H: Premises

### Introduction

Central West Reading is densely populated and open spaces are at a premium. There is parkland within the area at Prospect Park and at Coley Recreation Ground, and some industrial zone spaces which are currently not used. It is not envisaged that industrial space might be converted for use as the school's premises, or that the school be built on land which is currently designated as parkland.

WREN has identified two sites within the boundaries of Central West Reading which it considers to be of a suitable size and location and to have suitable access. This identification came about principally as a result of media interest in the two sites (one being a former school and the other former government offices) and through dialogue with Reading Borough Council (RBC) with whom WREN members had a number of meetings at which premises options were discussed. It became clear from these discussions that there are no real viable alternatives to these sites within Central West Reading of a suitable size, and RBC were unable to suggest any other options that they feel are available or viable.

### Preferred sites

**Primary site:** [REDACTED], Reading [REDACTED]

**Reason for selection:** Large, centrally-located existing education space

**Current use:** Disused

**Freeholder:**  
[REDACTED]

**Size:** 5.04 hectares; 50,400 sq. metres

**Proposed pupil numbers:** 900 (11–16 years of age) plus Sixth Form

**Availability:** The site is under contract to be sold for residential development if planning permission is granted. Planning permission was refused by Reading Borough Council (RBC) on the basis that it is considered to be educational land. In meetings with the Local Authority planning department and discussion with them about the previous plans for the site, it has become reasonably clear that the Local Authority (RBC) would not object to redevelopment of the site as an outstanding new free school.

**Suitability:** This is an existing education space in the heart of Central West Reading. It has existing historic buildings that can be developed as an interim solution whilst the main building is redeveloped to be made fit for purpose, it has playing fields and it is generally the right size for a school of approximately 1,000 children.

The primary site is considered by the WREN Group to be the most suitable site for

the new school as it is large enough and located in such a way as to enable us to deliver on our vision that The WREN Secondary School will be at the centre of an

already thriving community, where staff, parents, pupils and the wider community work together and share common aims, objectives and facilities.

The site's location on the A4 ( [REDACTED] ) allows for students from the entire envisaged catchment area to walk into school from a comfortable distance and to use the facilities outside of school time as appropriate.

The site has a number of buildings within its curtilage which with careful consideration could be developed and used in such a way as to offer truly outstanding educational facilities for the community. There are two large buildings of historic interest (non-listed) at the northern end of the site that could be developed to provide excellent interim facilities for students and subsequently used as a Sixth Form block or for other educational needs. There is a large school building at the southern end of the site that could be redeveloped to provide excellent modern facilities to take this school, and education in Reading, to a high standard.

The site has playing fields and hard-surface areas that will accommodate the needs of the students in respect of outdoor activities; it has ornamental gardens and wooded areas that could be used to nurture respect and care for the environment, and on the adjoining site is a large school with playing fields which could possibly be shared.

The buildings on site appear to be in various states. Access to them is restricted as the site is locked and patrolled, so a site survey to ascertain their exact state has not been possible. It is clear that the site has been allowed to degenerate over the period it has been closed, and as the main building appears to be post-war/1960s in design it may have potential problems with asbestos and use of other unsuitable materials.

[History and further details of the \[REDACTED\] site:](#) The primary site is located between [REDACTED] and [REDACTED] and has been an education space since 1931. The site covers 5.04 hectares of land and was formerly known as [REDACTED]. Presentation College closed in 2004 and the property was transferred to an organisation known as LVS (the Licensed Victuallers' Society) which opened an independent day school called the [REDACTED] on the site. This school closed in 2011 following several failed planning applications on behalf of the LVS Trust to bring the school up to modern standards and to erect other buildings on part of the property. LVS put the site up for tender as a potential residential development site and are currently in a contract with [REDACTED] to sell the site if planning permission is granted. In mid-November 2012 planning was refused for a dense development of almost 200 houses on the site: Reading Borough Council's position is that this site is earmarked for educational purposes. Creating 200 new homes in an area that is facing a major crisis in school places with the existing demography would require even more school building projects to be initiated, and it is clear, therefore, that unless a yet-to-be-filed appeal is allowed by the Secretary of State, this land will become available for use as a school.

The site is approached along [REDACTED] to the south and is bounded by the [REDACTED] (A4) to the north, and sits to the east of another school called Blessed

Hugh Faringdon which is a Catholic secondary school. The two schools share a common boundary between Southcote Lane and Bath Road of approximately 150 metres.

The site consists of a series of school buildings built mainly in the mid-twentieth century and a large green space/playing field along its western edge (abutting Blessed Hugh Faringdon School), a smaller green space in the centre of the site, various hard-standing areas and sport facilities such as tennis courts. Parking for teachers and visitors is at the front entrance to the site.

**Secondary site:** [REDACTED], Reading [REDACTED]

**Reason for selection:** Centrally-located, government-owned facility

**Current use:** Disused

**Freeholder:** [REDACTED]

**Size:** 1.91 hectares; 19,100 sq. metres

**Proposed pupil numbers:** 900 (11–16 years of age) plus Sixth Form

**Availability:** Government owned / Out to tender for redevelopment

**Suitability:** This site is relatively central in the area of Reading that we propose to service with a new school and the site is already government owned. However, it is relatively small for a school of the size proposed and would require extensive remodelling to make it a useable education space. The centrally located buildings at present occupy most of the site, leaving little green-field space for a playing field. The site could be redeveloped to provide adequate space; however, this would undoubtedly require complete demolition of the existing buildings, which in any event have not been examined to determine their suitability as education buildings.

The secondary site is considered by the WREN Group to be able to deliver most but not necessarily all of its vision for the school. It is centrally located and easily accessible; however, its size (1.91 hectares) is significantly smaller than the primary site and a higher proportion of the space consists of buildings. There is little green space to speak of on this site.

The site is approached via [REDACTED] to the south or [REDACTED] to the east. There appear to be numerous access points around the site perimeter.

The site has two large buildings, one of them apparently built after World War II and the other in the late 1960s. Their suitability for use in education is not known as no site visit has been possible at the time of this application. The site is locked.

The entire site is government owned ([REDACTED]) and is currently out to tender.

## **Capital investment**

There are no sources of capital investment available outside of this application to the DfE.

## **Section I: Suitability and Declarations**

These forms have been completed and returned as instructed directly to the DfE Due Diligence Team.