



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

The SASH 2 School

Section A

Applicant Details and Declaration



Department
for Education

**WAVE 7 SECTION A:
APPLICANT DETAILS**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	No reference no. as no longer being issued ref: email 24.4/14
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Name of proposed school:	The SASH 2 School
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Is this a route one application or a route two application?	Route 2
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Name of lead applicant: Note that <u>all</u> lead applicants must submit Section 1 forms to the Department. Please see pg 26 in the How to Apply Guide for details.	[REDACTED]
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Address of lead applicant:	Herschel Grammar School, Northampton Avenue, Slough, SL1 3BW
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Email address of lead applicant:	[REDACTED]
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Telephone number of lead applicant:	[REDACTED]
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How you would describe your group?	A cluster of schools
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If 'Something else' please describe your group:	
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Have you applied before for this school, whether under the current name or something else?	No
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If 'Yes' and the name of the school was different, please say what the original name was:	
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If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select
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About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
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Company name:	The SASH School
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Company address:	c/o Winckworth Sherwood, Minerva House, 5 Montague Close, London, SE1 9BB
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Company registration number:	7723151
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Date when company was incorporated:	20.02.2012
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Please confirm the total number of company members (must be a minimum of 3):	3
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Please give the names of all company members:	[REDACTED]
	[REDACTED]

	██████████

Please list all company trustees, providing their name and the position they will hold when the school is open:	██████████
	██████████
	██████████

Please provide the name of the proposed chair of the governing body, if known:	██████████
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	The SASH School - we have a secondary school opening in September 2014, now called Ditton Park Academy
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none">• their full name;• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and• the role that it is envisaged they will play in relation to the free school.	<p>is [redacted] Company registration number 07899845; [redacted] is [redacted] (7723151) and [redacted] is [redacted]</p>
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<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
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<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
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<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
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<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
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<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	
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	Department	WAVE 7
	for Education	SECTION B: OUTLINE OF THE SCHOOL
	<p>1. Please complete the form as provided. DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.</p> <p>2. The text boxes can be made bigger by increasing the row height.</p> <p>3. To insert a new line in a text box, press alt + enter.</p> <p>4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.</p>	
	Jump to use of freedoms	-
	<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
	In which local authority is your preferred location?	Slough
	Proposed opening year:	2015

	Age Range:	4-19
	If 'other' please specify	
	Will the school have a sixth form?	Yes
	Will your school be co-educational or single sex?	Co-educational
	Is your school a hybrid type?	Mainstream with special
	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
	If you answered yes to either of the above questions, please say which faith:	Please select
	If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	

<p>Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?</p>	<p>None</p>
<p>If other, please specify</p>	
<p>Maximum capacity of proposed free school:</p>	<p>1940</p>
<p>Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places</p>	<p>840 primary places; 900 secondary places and 200 Sixth Form places</p>
<p>Please say which year groups the school will have in first year and the PAN for each</p>	<p>Reception and Year 1 - 120 in each</p>
<p>Date proposed school will reach expected capacity in all year groups:</p>	<p>2023</p>
<p>Will your proposed school include residential provision?</p>	<p>No</p>
<p>If 'Yes', please give further detail:</p>	
<p>For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to</p>	<p>Please select</p>

	establish your school:	
	Are you planning to contract the management of your school to another organisation?	No
	Have you already identified a principal?	No
	If yes please say when you propose the principal would start:	Jan-15
	Please say how many people will sit on your governing body:	11-15
	Use of freedoms	
	Will you operate a non-standard school day?	No
	Will you operate a non-standard school year?	No
	Will you adopt the national curriculum?	Yes
	Will you adopt non-standard terms and conditions for teachers?	Not sure
	Do you plan to make employ teachers without QTS?	No
	Please list any other freedoms you intend to use	

Section C : Education Vision

The second SASH school will be an all through school, independent of the first, but retaining the unique support and collaboration of the Slough Association of Secondary Headteachers. It will adhere to the same vision and values of SASH 1 (now called Ditton Park Academy) because these are the vision and values we collectively have for education in Slough. The second SASH school application is further reinforced by strong relationships with our primary colleagues, who have made a significant commitment and contribution to this application..

The Sash 2 School will be an excellent additional local school for children and families in the community of Slough. It will offer more choice of high quality teaching and learning for parents in an area that retains several selective schools.

The proposal for the school comes from a unique and innovative partnership involving the Slough Association of Secondary Headteachers; the head teachers of all of the fourteen existing secondary school providers in Slough. This includes community, foundation, grammar, voluntary aided, academies, special schools and of course our first free school. Primary support has come from the Headteachers of St Anthony's Catholic Primary School, Penn Wood Primary and Nursery School, Priory School and Wexham Court Primary School.

The partnership has collaborated to propose a new school in response to a) the opportunity to create a school which draws on the best of existing practice, b) the chance to introduce inspirational and 21st Century learning models from the school's inception and c) to address what is predicted to be a serious gap in local secondary school places by 2016.

The SASH 2 School will be a 1940 place co-educational all through school (reception to Year 13). This includes a sixth form of 200 places. The sixth form will be developed as the school grows in order to meet the requirement for places as the demand increases and in light of the need to address educational, employment and training places for pupils with regard to the raising of the participation age. Ideally, we would also have nursery provision if there is a demand for such, and although we realise this cannot be part of this application, it would need to be a consideration when securing a site.

We want our pupils to leave school confident in their ability to succeed and able to enter a world of work or education able to learn new skills and engage in business markets that no one is yet able to define. Our pupils will be fully active citizens and the future leaders of tomorrow.

The SASH 2 School will be an inclusive school providing an education model that is able to adapt to a wide range of learning styles and learning needs. Our personalised approach will be attractive to pupils whatever their talents, be those academic and /or creative and practical.

The SASH 2 School will provide educational opportunities that will enable our local young people to achieve to the best that they can, to a very high standard and gain

skills and expertise that will enable them to be the first choice employees of the local business sector.

Our overarching framework for the delivery of the curriculum will be based on traditional and digital literacy across all subject areas. The principles of the Talk for Writing model devised by Pie Corbett would be one model we would look to develop. There are currently a number of primary schools in the area using this well regarded framework including Penn Wood School which is a lead training school for Talk for Writing. This framework has been developed for the secondary curriculum and will provide a structured, progressive approach to raising literacy standards across the school.

The implementation of a Thinking Curriculum within which pupils will engage in thematic learning in vertically arranged learning groups will provide the basis for access to learning on a “stage not age” basis. Overall, a broad and balanced offer that will result in excellent standards and outcomes will be achieved through the Early Years and Foundation Stage, the new National Curriculum, GCSEs and A Levels, high quality vocational courses and relevant work related learning. This will be underpinned by a systematic focus on learning and thinking skills.

We will achieve our vision for each of our pupils through a rigorous focus on matching our curriculum and learning opportunities with pupils’ learning needs; helping them to understand how they learn best; building positive relationships and providing activities that challenge and extend their aspirations.

Rationale

a) The SASH 2 School will be the first all through school in the area

The school will be characterised by the creative, innovative and leadership opportunities that it provides for all pupils and adult learners. We believe that the all through nature of the school offers pupils a holistic and coherent way of learning and provides the ideal environment to nurture these opportunities, enables us to erase the artificial transitions imposed by the Key Stage system and thus personalise the learning for the individual.

The ability to find creative solutions to problems is enhanced when ideas and inspiration can be drawn from whole school community.

b) Slough school leavers need to be able to access the jobs available from the major industries based in the area.

Slough’s workplace economy comprises an excellent location and infrastructure and is thus home to large, competitive and world-class businesses. For example; Mars; Network – i; O2; Siemens; ReckittBenckiser; GlaxoSmithKline and AkzoNobel.

The workplace economy however fills its higher-order jobs with professionals who commute in from outside the area.

The resident-based economy is smaller, less well-qualified and is more greatly characterised by the barriers to employment and enterprise than the resident economies of the surrounding districts. As a result there is substantial out commuting to lower order jobs (such as at Heathrow), greater unemployment and deprivation and lower levels of employment and entrepreneurship amongst Slough residents.

As with SASH 1, the SASH 2 School will explicitly aim to redress the balance. The school will have the promotion of internationalism through enterprise, traditional and digital literacy, numeracy and creativity very much at its heart.

The SASH 2 School will aim to achieve our goal of ensuring that pupils from Slough's schools can go on to get excellent jobs locally and help to sustain the growth of a local economy by cultivating a workforce with the mindset and skills to adapt and compete in an ever-changing economy. However, this is not to say that our pupils will be inward looking. The multinational nature of the businesses which call Slough home and our focus on transferable thinking skills will result in pupils who are local, national and global citizens.

The curriculum provided will enable access by all learners to high quality and diverse learning opportunities relevant to their individual needs and enabling them to develop the skills and expertise required by local employers.

c) The SASH 2 School will have an explicit, visible focus on traditional and digital literacy across the whole curriculum

Access to the whole curriculum is reliant on high standards of literacy. Many of our pupils are likely to have EAL and/or lack a rich English language immersion at home. The work of the Sutton Trust and E.D. Kirsch reinforce the real disadvantage children experience from a lack of literacy, and how difficult they find it to develop the higher order thinking skills. The pedagogy of dialogic talk through tried and tested models, such as Talk for Writing will be essential to address this deficit.

We recognise the need for all learners to have the skills to be able to adapt to and use fast changing global technologies that will be relevant to their future employment. Digital literacy will be at the heart of what our pupils will learn, including the opportunity to develop the computing skills required by the new National Curriculum (and the economy), as well as expertise in information literacy and the use of state-of-the-art technologies as tools for learning.

d) Collaboration of the Slough Association of Secondary Headteachers (SASH) in promoting their own second school provides a unique opportunity for pupils to share in the widest possible range of tuition and expertise available in local schools. This is further enhanced by the strong partnerships with primary schools in the area.

The SASH 2 School partnership provides the basis for the delivery of a vibrant education for local pupils. Our proposed new school is at the centre of the development of our strategy to ensure that there is the widest possible curriculum choice provided to young people in the area and that it is provided in as coherent a manner as possible.

Through the sharing of the phase and subject specialist expertise available across the partnership either through direct tuition, through virtual learning and CPD, pupils in The SASH 2 School will have access to the best possible curriculum offer available.

The SASH 2 School will be at the forefront of the development of a collaborative approach to learning that we plan to develop and implement over the next few years. By working collaboratively together we will ensure in the longer term, that all pupils will be able to have access the very best teaching and learning and to a real choice of subject options. We will build expertise across the schools to ensure that there is a planned approach to the investment in particular subject areas and to avoid unnecessary overprovision.

In future, it could be routine for older pupils to participate in subjects on offer in a school other than their own. Older pupils may travel to another school for a particular lesson but many lessons will be “streamed”.

e) The school will provide high quality education for local children. It will be within walking distance from the homes of its pupils.

The diversity of secondary schools in Slough means that for some pupils the journey to and from school each day involves travel across the Borough. In addition, a number of pupils are travelling across the Council boundary into the neighbouring boroughs of Windsor and Maidenhead or Buckinghamshire.

The SASH 2 School will provide a high quality local school within walking distance of our pupil’s homes. This is particularly important in a borough which has significant transport challenges.

f) There is an increasing need for additional school places from 2014 onwards.

Analysis of figures provided by the local authority demonstrate that even with their current plans to provide additional Year 7 classes there will still be a shortfall of secondary school places from the year 2014. Some of these will be addressed by existing free school approved applications for the area. The SASH 2 School would address the need for Year 7 places from 2017.

For the academic years 2015/16 to 2021/22 Slough Borough Council have forecast that we will need an average of 8 additional primary forms of entry per year.

At the secondary phase 13 forms of entry are needed by 2016 and a further 6 by 2017. These figures are based on numbers coming through the primary schools in the area.

An equivalent number of secondary pupils to 4 forms of entry have places in schools outside of the Borough. Reliance on this as a partial solution however, may not be sustainable as the pupil population is growing in those areas also. Data from the Royal Borough of Windsor and Maidenhead illustrate that their primary school population is on

the increase and they are currently consulting on how to best provide for the number of secondary school places they are going to need over the next few years.

Even when the use of other Borough school places and the increase in local school class numbers planned is taken into consideration it is clear that the numbers of pupil places that will be needed is well in excess of capacity from 2015 onwards.

This application is submitted from a strategic viewpoint which takes into account known applications for Free Schools, existing and recent primary and secondary school expansion, the need to ensure existing schools both in the borough and in neighbouring authorities are sustainable and Slough Borough Council's school place planning strategy.

Vision and Ethos

“Active citizens – future leaders”

Our vision for The SASH 2 School is very similar to that of our first free school. It will be a forward thinking outstanding school inspiring learning. It will develop confident young people, who will excel in their educational, personal and social development, achieving more than they believed possible.

The school will be known for its ability to develop the literacy, digital literacy, creative and entrepreneurial skills of its pupils. There will be a clear emphasis on innovation and leadership. The curriculum will encourage problem solving, critical reflection, research and challenge and the development of analytic skills fostering the business men and women of the future.

We want all of our pupils to be “active citizens”. All pupils will be encouraged and given the confidence to participate in decision making, providing support and/or creative input across the three areas of family well-being, public service and generating wealth. Through this we will develop self-confident and responsible pupils who contribute to the local community of Slough and are well placed to become future leaders.

There will be an expectation that lifelong learning not only underpins success in adult life but that it will be a necessity in order to actively participate in the future economic world and this will be the foundation on which the culture and curriculum of the school are built. Our goal is that adult education will be integrated into the activity of the school through a virtual college and with a number of facilities providing dual use. The school will create additional educational opportunities for parents and the local community by providing classes after the end of the usual school day and weekends.

Our school will be a first choice local school for families in the neighbourhood providing world class teaching and learning opportunities that ensure the achievement and success of the pupils, enabling them to move on with confidence into work, further training or education.

As with SASH 1, parents and families will be closely involved in the school. The school will feel as if it is *their* school – a welcoming and supportive place to be. Positive

relationships will be enhanced in a number of ways including by early communication with prospective parents whilst their children are in nurseries and/or the home, involvement in social and educational opportunities, parent information evenings, a parent communication group and through representation on the governing body.

We will provide an inclusive learning environment where all learners are welcome and able to succeed. Learning pathways will be tailored to suit the interests and aptitudes of individual pupils. A personalised approach to planning the all through curriculum will ensure that teaching and learning is differentiated in a way that maximises each pupil's attainment and achievement.

Our school will work closely with local business to ensure that the curriculum provided will enable pupils to gain the skills and expertise required by local employers. Opportunities for apprenticeships and work based learning will help our pupils to be successful in getting work in Slough and beyond.

The vision for our school is underpinned by our core values listed below.

Core values

- The school will be a stimulating and inspiring learning environment. It will be welcoming to all learners providing a very clear message that it is a place of learning where excellence can be achieved.
- All learners will be motivated, engaged and enjoy learning. This will promote optimum attendance and positive relationships amongst school pupils and staff. They will develop as independent learners, through a programme of personalised learning, focused on individual needs, interests and ambitions.
- The curriculum will be challenging and diverse; inspiring creativity, innovation and leadership. A strong focus on traditional and digital literacy will be at its core. It will provide opportunities for academic, vocational and practical pathways as appropriate for individual interests and aptitudes.
- The school will have the highest expectations of all staff and pupils – promoting high standards of achievement for all and minimising gaps in progress and attainment.
- The school will be driven by a shared view that every individual really does matter; has views that are important and is entitled to the opportunity to succeed.
- The concepts of active citizenship, empathy, community, self-responsibility, independence and leadership will be inherent in all that the school does.
- The school will be committed to inclusive education providing quality education for all learners according to their individual strengths and needs. All learners, the gifted

and talented, as well as the more vulnerable that may have special educational needs or a disability will be supported to ensure that they have opportunities to succeed.

- All learners will have access to a range of experiences and qualifications to enable them to enter the world of employment and/or higher education and to make a positive economic and social contribution to the regeneration of the local Slough, national and international communities of the future.
- The all through nature of the school will allow us to develop high standards from an early age and to avoid dips in performance at transition stages.
- Whilst ensuring a diverse curriculum that allows learners to follow a variety of pathways, the school will take advantage of opportunities presented by their links with local business to support whole school improvements and to provide specialisms for learning.
- The learning environment will be flexible and adaptable enough to accommodate a variety of approaches to learning. The individual success of all learners will be fostered and supported by high quality inspirational teachers and multi- disciplinary support staff.
- The school and its business and educational partners will be committed to minimising the impact of change from one setting to another, one of the key advantages of the all through nature, and will work towards seamless transition and between school/college/university and work.
- Learning opportunities, facilities and services will be accessible to the wider community. The school will have capacity to host other activities, organisations and community events and will support the wider Slough learning partnership in the provision of extended school services and adult learning opportunities.
- The outward facing nature of the school will recognise the contribution the school can make to future generations of the community and how it can support and influence local regeneration in terms of, environment, economy, social relationships and high quality citizenship and active involvement.

Organisation of pupils – pastoral

The pastoral system in the new school will be organised around eight teaching and learning communities (TLCs) equivalent to a House system. Pupils will be organised

into vertical tutor groups within each teaching and learning community which will overlap between Key Stages, so that although Early Years pupils will not regularly be in tutor groups with Year 11 pupils for instance, they will work pastorally with KS1/2 pupils, just as KS2 pupils will work regularly with KS3 and 4 pupils. When the school is full, with 1900 pupils, there will be approximately 240 in each pastoral teaching and learning community. Within each TLC there will, in the first instance, be 8 tutor groups.

We believe that the arrangement of pupils vertically, in mixed age, groups has many advantages which include:

- It creates a more cohesive and friendlier school community where pupils know and work with pupils from other years.
- Emphasises pupils as individuals, not just members of a large group
- Age related bullying is reduced, as older pupils see younger ones as members of their tutor group with whom they associate on a daily basis
- More opportunities for pupil leadership within their tutor group and TLC
- Easily accessible positive role models for younger pupils
- Pupils support one another and understand the stages that they will go through as they move through the school. This has the potential to increase aspiration and motivation.
- Tutors get to know information for every year group, which is often of great relevance during their teaching sessions.
- Tutors can attend to small numbers of pupils at once, at critical times for them, eg. new intake, option choices, work experience.
- Tutors develop a "whole school" experience and understanding of progression that makes them a stronger tutor.
- Enables greater flexibility for the curriculum as learning groups will not need to be based on tutor groups.
- Enables greater flexibility for intake numbers, as a new vertical tutor group can be more easily created than a tutor group all of one year group.

The organisation of pupils into vertical groups within the TLCs is core to our whole school approach to managing behaviour and also underpins our approach to teaching and learning. It will help us to achieve our vision by providing additional opportunities for pupils to take on leadership roles within a group, take part in mixed age creative and innovative TLC based activities around the Thinking Curriculum and increase the confidence of younger pupils earlier.

The Teaching and Learning Communities therefore have a social function in addition to their academic function. It is our intention that the TLCs will also provide "hubs" for some of the Thinking Curriculum activities. This will involve pupils of different ages and abilities working together to for example; solve problems, organise an event or participate in an enterprise day.

The eight TLCs also provide the structure that will support the organisation of subject area, a mini faculty model. Each TLC is led by a Director (Assistant Headteacher) and

a senior member of staff from the opposite phase, responsible for the learning and pastoral needs of the pupils within that community. Our proposed subject communities are outlined as follows:

1. Science; Physics, Chemistry, Biology, Technology, Engineering, Health and Social Care
2. Social Sciences; Humanities, RS, Psychology,
3. Communication; English, Languages, EAL
4. Business; Economics, Enterprise, Government and Politics
5. Creative arts; Art; Music; Drama; Dance, P.E.
6. Maths and Computing

ICT, Enrichment, Active Citizenship and PHSCE and Literacy are strong elements of our education vision and will be taught in an integral manner in relation to all subject areas. Subject communities will work across the phases and contain expertise in both.

Transition

Before pupils enter the school at the age of 4 they will be visited at home by a specialist member of staff in order that the worries children and parents have about starting school can be minimised. Having a good understanding of the home will inform practice in terms of pastoral support and in the learning environment. There will be opportunities for parents and children to visit the school together and separately to ease transition. A phased start to school life will also enable children to settle more easily moving from half days to a mixture of full and half and eventually full time, with specialist pastoral support for any child who finds it difficult to cope. Visits to early years settings will also take place to gain a similar understanding of the child's needs.

Transitions between phases within the school will be celebrated with pupils and parents, possibly with some kind of graduation ceremony. The all through nature of the school will work to ease pupil and parental anxiety about these changes. Pupils joining the school in Year 7 will also have a transition programme with specialist staff visiting primary schools, parents and pupils spending time in the school, pupil buddies and a dedicated member of staff responsible for the pastoral care of these pupils. An outdoor education programme (residential where appropriate) will operate to develop integration between new and existing pupils.

Likewise in the Sixth Form, students transferring to The Sash 2 School will visit, have taster lessons, be involved in team building activities with the existing students and have a dedicated Sixth Form mentor.

Addressing individual needs

We continue to believe in the principles and values of our first school for The SASH 2 School mean that we fundamentally believe that the individual talents and strengths of all of our pupils must be optimised to enable them to achieve the best that they possibly

can both in an educational setting and in the world of work. Our strategy to support this has two important elements; a) ensuring that the ethos and culture of the whole school is one of excellent inclusive practice and b) the implementation of sound evidence based approaches to address the diversity of needs of the pupil community.

Inclusive school

Our definition of an inclusive school is one where the individual needs of each pupil are at the forefront of our thinking, planning and actions. This applies in equal importance to all groups of pupils be they young people with a special educational need and/or a disability; highly gifted and talented; pupils who are looked after; young carers or pupils with English as an additional language.

Within three years of opening we will aim to achieve recognition for our inclusive philosophy through the achievement of the UNICEF, Rights Respecting School Award. This recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. The four key standards of the award are:

1. Rights-respecting values underpin leadership and management
2. The whole school community learns about the CRC
3. The school has a rights-respecting ethos
4. Children are empowered to become active citizens and learners

These standards closely reflect our vision for the school and will provide a positive benchmark for us in our progress towards achieving it.

The SASH School is committed to an integrated approach to learning and believes that everyone working within and with the school has a shared responsibility to ensure that each pupil is valued and able to succeed. We want to build a supportive school community that fosters high achievement for all of our pupils. We believe that this "whole school" approach is crucial in order to ensure their success.

In order to develop an inclusive school ethos and encourage shared responsibility we will establish a process of self-review and evaluation that will link with school development planning processes. All staff will be involved in sharing and building on their existing knowledge of what facilitates or impedes learning and participation of pupils from the outset of the establishment of the school. As a tool to support our work in this area we will draw on the framework provided in the Index for Inclusion¹. With a focus on school cultures, policies and practice this will provide a strong basis from which to develop approaches that reduce barriers to learning and participation, decide priority areas for development, identify additional or alternative strategies and reviewing progress in addressing individual and group needs across the school.

¹ Booth, T et al "Index for Inclusion – developing learning and participation in schools" CSIE 2000

Pupil led approach

At The SASH 2 school we recognise the value and potential of our pupils by nurturing them as individuals with discrete learning needs, aspirations and a preferred learning style. We aim for all of our learners to be self-regulating, confident in independent study but recognise that for some alternative modes of learning are more suitable. Our pupil led approach to learning will therefore ensure that we are:

- Setting suitable learning challenges based on clear progress monitoring
- Maintaining high expectations of all
- Responding to pupils' diverse learning needs and
- Able to overcome potential barriers to learning and assessment for individuals and groups of pupils.

All of our pupils will have an individual learning plan (ILP). This will outline all of the subject areas in their learning pathway and detail the specific learning goals for each area. In keeping with our vision and aims to develop our pupils as confident and active citizens, well prepared for the opportunities, experiences and responsibilities of later life, the plan will also include goals specifically relevant to the development of spiritual, moral, cultural, mental and physical development.

Pupils and parents will be actively involved in the development and review of their learning goals with pupils taking increasing responsibility for decisions about their own learning as appropriate to their age and ability to do so. Progress will be monitored routinely on a termly basis, but more frequently when there is a need. For example, when shorter term goals need to be set for a pupil where there are concerns about learning progress or behavioural issues.

The monitoring of progress towards meeting personal pupil goals will be supported using SIMS.

Supporting learning and achievement

The pupils coming to our school from the local area will have had a range of early learning and primary school experiences. Some may be entering a UK school for the first time as they are recent arrivals into the country. We anticipate welcoming pupils with diverse prior attainment and varying degrees of preparation for engagement in school life. We will put in place a number of other strategies to facilitate the success of all of our young people. These are outlined as follows.

Early identification

There are three points of entry into the school (not including in year admissions);

- Reception/Year 1
- Two further forms of entry in Year 7
- Sixth Form

We are keen to ensure that the transition for our pupils into the school and for the additional pupils we will accommodate from Year 7 onwards, is as smooth as possible in terms of both the social and learning requirements of our pupils. In order to address this we will enhance relationships with feeder primary schools and make connections as early as possible to ensure receipt of accurate information about pupils' abilities is gathered from the start. On entry to the school, we will conduct an initial assessment of attainment and ability, to add to information received, in order that we are confidently setting work at an appropriate level for each pupil, identifying any areas where additional support may be needed and to establish a baseline from which progress can be measured. The assessment tools we use are likely to include standardised measures such as the Cognitive Abilities Test (CAT) and those with a specific focus on literacy for example; Edinburgh Reading Test, Vernon Graded Word Spelling Test. An initial baseline assessment will be carried out for all new entrants to the school. This will take place within the first four weeks after a pupil has entered the school, in line with the latest DfE plans for assessment.

Early on in the first term of a pupil's participation in the school, parents will be invited to a Pupil Progress session where they will be encouraged to share their views about their child's strengths and any areas of concern and to contribute to planning learning goals to be included in their child's individual learning plan (ILP).

Partner schools, other environments for learning and businesses

A major strength of the SASH partnership is that it enables us to share expertise and specialist knowledge from across schools locally. We will be able to directly benefit in the new school from access to early years and primary expertise, subject specific opportunities and also from the outreach support provided by the two special schools within the group with a focus on social, interaction and communication needs and behaviour, social and emotional needs.

The SASH vision for education assumes that it is "age – less" and that learning can take place in the widest possible range of resources and educational settings. Learning will take place both within school buildings but also using to maximum effect the resources available within Slough and locally such as local business, Library, Cinema, West Wing Arts Theatre, Leisure Centre etc.

There is an innovative precedent for this within the partnership where some off-site learning settings already include industrial locations. This not only provides work based training but space where pupils who have difficulties in accessing a traditionally taught curriculum have the confidence to attend and continue taking part in education and training. We will continue to develop working links with local businesses to establish apprenticeships and opportunities for business management experiences in order to broaden these options for our pupils.

We plan to develop a structural link with a higher education provider with whom we hope to develop a range of initiatives that will include; pupil mentoring; course specific teaching and professional development opportunities for staff.

Our ability as a school to tap into extensive learning opportunities delivered in a wide range of environments will enable us to truly tailor-make learning options and develop innovative work related programmes of study that engage and motivate our pupils.

ICT tools for learning

The SASH 2 School will use cutting edge technology to support both the educational and pastoral care functions of the school. Acknowledging the fact that the current rate of progress in the development of new applications of technology is so fast that at the time of writing we are not aware of the potential that will be available as we open the school, there are a number of key areas where we highlight its use. These include:-

Assessment for learning

We will collect and use data, including pupil learning plan outcomes, to inform assessment for learning and tracking pupils progress in a rigorous manner as they move through the school. We will use SIMS to support this. Information will be made available to pupils and parents via the school virtual learning environment so that each pupil can clearly track their own successes.

Multi located learning – curriculum access

Use of the virtual learning environment offers opportunities for anywhere, anytime learning. We will be able to ensure that our pupils whether they are on site or elsewhere have access to study tasks and activities appropriate to their course and level of learning need. This effectively supports all learners, providing practice for those who require it and extending the reach of those most adept in their subject area. Pupils will be able to access subject areas not available within the immediate school through shared access to our partner schools curriculum via streamed lessons or participate in distance learning courses. Adult learners, registered with us, will similarly be able to access the agreed programme of learning through our “virtual college”.

Attendance and behaviour

By using SIMS we will be able to monitor attendance quickly and with the introduction of a parent alert system using mobile technologies can easily contact parents in the event of an emergency or when it appears that a pupil is missing from school without explanation. Within school, it will be our aim to allow the use of school owned mobile devices in order to prompt action from or to locate a pupil who may be following a modified timetable or personal support plan.

Reducing barriers to learning

We will ensure that all of our pupils irrespective of their needs are able to enjoy and to use the widest range of hardware and software possible. We are excited by the increased access to learning that technology provides through for example; structured curriculum programmes, assistive and augmentative communication devices, touch sensitive and interactive devices; multimedia production and social communication. We are determined to utilise all available resources in a way that will enhance the achievement of all of our pupils and provide excitement and inspiration in learning for staff and pupils alike.

School learning environment

The SASH 2 School vision and education plan has important implications for the arrangement of spaces that will support effective learning in our new school. In order to support our core values of creativity, innovation and leadership whilst also developing as an inclusive learning community we will need to develop a range of flexible accommodation. This will include, for example larger spaces for briefing/presentation; specialist subject spaces; class group spaces; small group and break out spaces; private spaces for one to one support/tuition; quiet areas for independent study.

External agency support

Many of our pupils will have complex life experiences or have had a critical event in their lives as a result of which there may have been extensive agency involvement with the family. Others will have special educational needs and/or a disability that require ongoing professional care and intervention. We will welcome and work in tandem with all external agencies e.g. Health, Social Care and CAMHS to facilitate the support of pupils whose situation is having an impact on their success in learning. Within the school we will establish an area that is private, comfortable and safe, where families and pupils may meet with other professionals who visit the school.

We will coordinate or participate in, as appropriate, multi-professional “team around the child and family” meetings to ensure that all views are represented in planning to meet a pupils’ needs, especially those of the pupil. Where required, we will provide information for and participate in a case conference or annual review of an Education, Health and Care plan.

Overcoming barriers to learning

There are a number of groups of pupils who we know from the evidence over many years are vulnerable to poor educational outcomes. These include, but are not limited to Looked After Children; Young Carers, children whose families experience extreme levels of hardship and disadvantage; Traveller children; children with a special educational and children with disabilities. All of our approaches mentioned so far will enhance the opportunities for these pupils but key to their success in learning will be:

- Their confidence to engage with school life
- Access to the curriculum
- Building on their strengths and talents
- Use of evidence based teaching programmes

In order to promote increasingly successful learning for the most vulnerable groups our SENCo will adopt a number of ongoing actions designed to develop our understanding of what works best for individual pupils and to ensure that we are maintaining the highest expectations possible for all. These actions will include:

- Speaking to pupils about what they find effective;
- Observing lessons, group sessions and one-to-one tutoring (in our own school and others); feeding back, sharing good practice with other staff;
- Conducting action-research projects – trying new approaches and evaluating their impact (and cost-effectiveness);
- Analysing progress data and determining how/why some pupils have made more progress than others (type of intervention/resource; size of group; timing; venue; frequency; personnel; suitability to learning style/age appropriateness; parental support);
- Knowledge shared by professionals across the school;
- Sharing ideas with SENCO colleagues across our partner schools;
- Implementing specific strategies (e.g. the TEACCH programme, Reading Recovery, Precision Teaching; SEAL; Dyslexia training)

Improving outcomes for pupils with special educational needs (SEN) and learning difficulties and/or a disability (LDD)

At The SASH 2 School we will try to welcome all pupils with additional learning needs whether their needs have been formally identified already as a special educational need (SEN) or not. We will follow current government guidance and legislation in relation to identification, assessment and meeting the needs of pupils. We will also comply with the requirements of the Equality Act 2010 with regard to pupils with a disability and the Slough Fair Access Protocol.

The definition of a special educational need is outlined in the 1996 Education Act and states “Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. “Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the area
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

In addition to the inclusive school and pupil led approaches described above we will have in place a clear system of support that enables us to closely identify, monitor, review and track the progress of our pupils who are experiencing particular difficulties in school. In doing this we will have due regard to the definition above and follow the graduated process of identification and assessment outlined in the SEN Code of Practice. This will be overseen by the school Special Educational Needs Coordinator (SENCo), who will be a key member of the school leadership team. Our SENCo will be responsible for the following important functions in the new school:

- Managing school-based strategies, support and provision
- Providing professional guidance to school staff on matters relating to SEN
- Advising the school leadership on SEN strategy
- Working with parents, carers, and
- Liaising with external agencies, other professionals and the Local Authority

The SASH 2 School will be part of the local offer in partnership with Slough Borough Council and the Health Services, in line with the Children and Families Act 2014. The all through nature of the school will ensure special educational needs are picked up early and support put in place very quickly. It will also allow for a high degree of consistency and continuity in support for each young person and their family. We believe the unique nature of the school will absolutely ensure high aspirations and greater control for parents and young people.

Resourced Provision for pupils with complex learning needs

Across Slough there are a number of additional resource bases linked to schools that provide focused support for pupils with particular areas of learning need. Following discussion with the Local Authority regarding current gaps in provision and as with our first school, we propose to establish a resource base that will provide additional support for up to three pupils per year group with complex learning needs (including literacy). The resource will be part of our new school and be a resource available to all Slough pupils. This will require specific capital funding, which we hope would be factored into the capital costs. The Local Authority will commission the places, thus providing the revenue funding. Clear access criteria will be determined in conjunction with the local authority during 2014-15. (Should the school open in temporary accommodation we would want to open the resource base when the school moves to the permanent site).

Pupils attending the resource base will follow an individual timetable but be able to benefit from engagement in a range of curriculum areas on offer in the school as appropriate. The resource base is not an alternative to a special school but will provide provision that “bridges” a gap between full time involvement in a mainstream curriculum and the need for specialised and smaller group tuition and therapy e.g. speech and language therapy.

The local authority have successfully re-organised two of their school support services

(social, interaction and communication needs; behaviour, emotional and social needs) so that they are now operating from local schools. We will be working with them to consider whether there is an opportunity for the new school resource provision to provide a similar base for outreach support.

Extending the achievement of able, gifted and talented pupils

Our ethos as an inclusive learning community supported by the personalised approach to teaching and learning means that all pupils will be able to achieve to their very best, including those who are identified as gifted and talented. Through analysis of our initial and formative assessment of learning progress we will be able to tailor make suitable educational programmes that will extend the opportunities available to our able, gifted and talented pupils and ensure that they benefit from learning that maintains their motivation and enjoyment of school.

Some of the ways in which we will address the need to truly enhance, stretch and expand the talents and interests of pupils will include:

- Ensuring teachers are able to focus their core provision to meet the needs of pupils who show outstanding promise
- Use of virtual learning opportunities, national and International
- Provide a “roadmap” of opportunities and support learners to construct their own learning directions
- Through our links with further and higher education
- Completing accredited courses when able to rather than in a prescribed year
- Additional enrichment activities through our Thinking curriculum
- Professional master classes, shared with our partner schools across Slough
- Facilitating anytime, anywhere learning
- Effective Information, Advice and Guidance (IAG) that signposts relevant business related experiences

Support for pupils for whom English is an additional language

More than 50 different languages are spoken as a first language by pupils in Slough schools. The top 5 languages spoken in Slough in addition to English are Somali, Punjabi, Hindi, Urdu and Polish. On entry into the new school it is likely that for many pupils, the use of English as the language of learning will be familiar as they will have attended school solely with in the UK and many pupils will be successfully multilingual. We are aware, however that there is still considerable movement of communities into and out of Slough and some pupils may arrive at The SASH School with no prior UK school experience.

We are therefore planning our support at a number of levels.

- For pupils who have already been learning English as an additional language but who have not yet achieved a level of fluency in literacy that enable easy access to

the curriculum

- For new arrivals, pupils who do not yet know any English
- For pupils for whom English is an additional language and who also have additional learning needs

Some additional support needed with literacy - the acquisition of English as an additional language is known to take up to 7 years. It has been described as a two stage process² a Basic Information Communication stage (BICS) and Cognitive Academic Language Proficiency stage (CALPS). The first stage refers to the use of spoken and social language and is usually picked up with 2 years of immersion in English, the second is essential for learning as it involves core literacy skills but these may not be in place until after 5 to 7 years.

Where additional literacy support is required we will ensure not only that subject teachers are aware of a pupils needs in this area but that our EAL support teacher is able to provide support both within a classroom or small group targeted setting as appropriate, using pedagogical practice known to work, for example through programmes such as Numicon.

We will run additional subject specific language classes to enable pupils to learn the vocabulary associated with a particular course module or curriculum theme.

Pupils arriving into the UK with no prior English - our general approach will be to enable all pupils to take part within the main timetable of the school as immersion in English is the surest way in which to learn it quickly. However, we will provide the same class based and small group support as needed.

We will aim to employ classroom assistants and teaching staff from the local community so that their ethnic heritage and language culture reflects that of our pupils. In that way, they will be able to support our pupils by helping with translation and communication.

A pupil arriving at the school will be allocated a “buddy” from the same teaching and learning community.. The buddy’s role will initially be to mentor the new pupil and ensure that they are able to locate lessons, social activities, understand school rules and expectations etc. but may also include introductions to friends that extend outside of school also.

Pupils will have the opportunity to take accredited courses including GCSE in their community language. If we are unable to provide the required tuition we will facilitate access to the course through our VLE and/or through the shared expertise across the partnership.

We will provide documentation and web -based information in the main community languages to support parents with access to information about the school. Where needed, we will engage with interpretation services in order to promote the comfort of

² Cummins, J. (1979) <http://www.iteachilearn.com/cummins/bicscalp.html>

families visiting the school.

Through the “virtual college” we will be able to offer the adults within a newly arrived family access to English language classes.

A number of pupils arriving directly into the school may have come to the UK as asylum seekers to escape conflict or imprisonment within their own country. The family may have experience high levels of trauma. We will ensure that support is provided from within our pastoral system and nurture group if needed and through referral for external agency support if required.

Pupils with EAL and additional learning needs - we will identify any pupils who may have additional learning needs or a special educational need through our baseline and formative assessment process taking into account the research mentioned earlier that indicates the usual time taken to acquire English language competency. A process of assessment and support will be put into place by the school SENCO as described in our SEN plan.

Measuring pupil performance effectively and setting challenging targets

Amongst The SASH 2 School staff and governing body we will ensure that the responsibility for pupil progress and attainment is clearly designated and understood. In the first instance responsibility for individual pupil learning will be held by the Director of the Teaching and Learning Community to which each pupil belongs. Where specific additional learning needs have been identified for a group of pupils or individual pupil, the Assistant Head/Special Educational Needs Coordinator (SENCo) will have additional responsibility for appropriate education planning and achievement. The governing body will nominate members to take responsibility through two subcommittees. Overall pupil achievement will be scrutinised by our curriculum committee and achievement of more vulnerable groups including pupils with special educational needs and a disability will be reviewed by our inclusion and achievement subcommittee.

It is our intention that all assessment is used consistently and accurately to inform the next steps and goals for each pupils learning i.e. Assessment for Learning. We will work with schools across Slough to develop a robust assessment system in the light of the freedoms the new National Curriculum allows. This will be securely embedded in the idea of mastery with pupils being identified as ‘yet to master’, ‘at mastery’ and ‘beyond mastery’, possibly using the good practice from APP. Schools are currently working on this across the town and are investigating work being done by Capita, FFT and NAHT. P scales will also be part of our practice.

In addition, to the use of Individual Learning Plans for all pupils and Individual Education Plans for our pupils with SEN and LDD the use of externally validated qualifications and internally set tests will add to our knowledge about how well each pupil is achieving.

The Head of School and Deputy Head will take responsibility for the implementation and organisation of pupil assessment and progress tracking. Through the gathering, sharing and use of assessment and other data the Directors of the Teaching and Learning Communities will be able to work together with other staff, including the SENCo to keep track of pupil progress and to plan any action required in order to extend the learning of pupils who are exceeding their goals and to intervene effectively with additional or different approaches for any pupil who appears to be at risk of not achieving their potential. Intervention will be appropriate to need and it is anticipated that individual need will reduce as mastery is achieved.

The Executive Principal of The SASH 2 School is responsible for ensuring that the school has coherent systems in place and the organisational capacity to fulfill our obligations to secure successful educational outcomes for all pupils. Their successful implementation of the school strategic improvement plan, strategies to support and enhance learning and achievement of the education vision will be overseen in turn by the governing body who take responsibility for his/her performance management and appraisal.

Through work with the senior leadership team and Directors of Teaching and Learning communities we will ensure that all staff are confident and routinely using the systems in place for tracking pupil progress. If introducing new or alternative tracking systems, electronic or organisational we will provide suitable training and coaching for all staff during a school based INSET day or through an external provider. Additional professional development needs will be identified for staff in relation to the areas of improvement needed for the school and in relation to their personal development needs identified through performance management, staff support and mentoring sessions.

The success of The SASH 2 School will be measured in a number of ways. These will include:

- internal review e.g. self-evaluation and development; school as a thinking and learning organisation; performance appraisal and management of staff; governor monitoring
- external validation e.g. Ofsted judgements; achievement of quality marks and awards; pupil achievement in public examinations and tests, nationally accredited qualifications and employment
- stakeholder views e.g. pupil views; parent feedback; community feedback; school popularity and reputation

We will produce a school improvement plan based on our vision for education that will be reviewed on an annual basis by school staff and the governing body. This will form the framework within which we establish specific, measurable goals relevant to the new school development and from which we can gauge our success. Crucially, our ability to learn and improve on the outcomes year on year will be monitored and evaluated by the governing body. We will ensure that the template used identifies clear criteria for success, monitoring activity, evidence of impact and evaluation. A sample of our

template appears below.

Key target area.....

Action	Lead person	Timescale	Resources	Success criteria	Monitoring activity/ impact	Evaluation
Specific actions that need to be taken	Named person/s responsible	Start and finish date Key milestones	People/time? Money? Training? Supply cover? Equipment?	Includes numerical data What will it look like when achieved? Effect will it have on the school?	What will be done by whom to check actions are in progress? What evidence will they consider?	Who will be involved in judging outcomes? Governors SLT Other?

We have identified a number of criteria as key performance indicators relevant to the vision for the school and the success of our expected pupil population against which to measure our success. The indicators we have identified cover whole school success, specific targets related to our vision, pupil attainment, outcomes and wellbeing. Progress on meeting the targets identified will form the core of our self-evaluation process and be an integral part of the school improvement planning cycle. This target data will provide the information required to identify goals and actions that need to be taken to improve the school in order to achieve our vision.

The key performance indicators are as set out in the table below.

Proposed measures of success

Key performance indicator	Target	Baseline 2015	Target date
School of first choice for local the community	95% families within the local area identify SASH 2 school as the school of choice	70%	
Ofsted judgement	To be an outstanding school in all key category inspection grades	n/a	
UNICEF Rights respecting School Award	Achieve UNICEF Rights, Respecting School Award (RRSA)	n/a	

Inclusion Quality Mark Centre of Excellence	Achieve IQM Centre of Excellence status	n/a	
Active Citizenship	100% of pupils engaged in at least 1 project based activity per year outside the taught curriculum	n/a	
Creativity, Innovation and Leadership (CIL)	100% of pupils engage in CIL project / programme and achieve SASH diploma	n/a	
Individual Learning goals	95% pupils achieve their individual learning goals each academic year	n/a	
GCSE	Progress 8 measure to be confirmed but above average nationally and above average of Slough non selective schools	n/a	
GCSE	Attainment 8 measure to be confirmed but above average nationally and above average of Slough non selective schools	n/a	
EBacc	Percentage achieving all English Baccalaureate subjects will be 5% above average across Slough all ability schools	average across Slough all ability schools	
EYFS	Percentage achieving the Good Level of Development will be at least in line with the National Profile (52% in 2013)		
Progress in English	80% of pupils make expected progress in English Key Stages 1, 2 and 4	n/a	
Progress in Maths	80% percentage of pupils make expected progress in Maths Key Stages 1, 2 and 4	n/a	
National qualification levels	100% pupils achieving level 2 qualifications	n/a	
Attendance	Annual attendance sustained at a level of 2% above LA average	Slough average	
Unauthorised absence	Number of unauthorised absences fewer than 1% in any academic year	n/a	
Exclusions	Level of fixed term exclusions 10% below LA average Permanent exclusions = 0	Slough average 0	
VLE	Active use by 100% pupils and staff	n/a	
VLE	Active use of the VLE by 30% parents	n/a	
Key Performance Indicator	Target	Baseline 2014	
Employment,	100% pupils participate in on- going		

Education or Training	education, employment or training	n/a	
Virtual college	80% of adults enrolled in virtual college pass the course modules	n/a	
Arts Quality Mark	Arts mark Silver achieved	n/a	
Wellbeing and happiness	97 of pupils report in annual survey that they enjoy coming to school	n/a	
Safeguarding	100% pupils report in annual survey that they feel safe in school	n/a	

Note: Appropriate and ambitious Level 3 qualifications targets will be devised as part of the planning and curriculum development as pupils move through the school.

The views and opinions of our pupils, their families and the wider community are important to us. We will quickly set up routine systems in school through which ideas and concerns may be conveyed. In addition to our ambition to create a culture within the school of mutual respect that enables pupils to feel that their views are equally valued and heard at all times, these will include a student council, annual pupil survey and pupil champion group. Feedback from parents will be actively welcomed and sought, amongst other activities, through an annual survey, a parent communication group, a parents' page on the school website and parent information sessions.

Our adult learners and members of the local community will be invited to provide feedback through a "review" blog on the website in addition to evaluative feedback that will be sought at the end of a training course or through a comments book available to those using the school facilities for out of hours activity.

Section D: Education plan

The table below indicates our expected growth in pupil numbers.

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reception	120	120	120	120	120	120	120	120	120
Year 1	120	120	120	120	120	120	120	120	120
Year 2		120	120	120	120	120	120	120	120
Year 3			120	120	120	120	120	120	120
Year 4				120	120	120	120	120	120
Year 5					120	120	120	120	120
Year 6						120	120	120	120
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								100	100
Year 13									100
Totals	240	360	660	960	1260	1560	1740	1840	1940

We propose to grow and develop the school in a manner that will ensure the maintenance of the highest quality of standards and achievement from Reception through to Year 13. For the purposes of planning we have based our assumed pupil numbers in Year 12 and 13 on a typical rate where about two thirds of Year 12 do not stay on at school but will move on into further education or employment.

We are mindful that with regard to the Raising of the Participation Age there may be a greater desire for pupils in the future to continue for longer in education at school and so that this assumption may be amended in line with emerging trends for 2015 onwards.

Our model also assumes greater mobility of pupils across Slough schools and use of additional education providers or work related settings. The numbers enrolled in the sixth form therefore may not reflect the actual numbers of pupils coming to The SASH 2 School for specific subject lessons on a daily basis.

An ambitious and deliverable curriculum plan consistent with our vision and pupils intake

As with our first Free School, this school's curriculum will respond to Slough's specific circumstances as outlined in the vision and prepare its pupils to be able to access those higher order jobs in the skills sectors required by the local economy, as well as anticipating what skills are needed for future growth.

Pupils who leave the school at the age of 18 or 19 will be active citizens ready to face the challenges of a 21st century society which is characterised by change. They will be innovative, creative leaders and they will develop the knowledge and skills needed to become those individuals through an exciting and rigorous curriculum. Core knowledge will be the basis from which skills will be developed and this is in alignment with the new National Curriculum.

A consistent and robust attention to the development of high level traditional and digital literacy, numeracy and scientific knowledge and skills will be evident throughout every pupil's time at the school. Differentiation, targeted support and intervention will be key features of our personalised approach – the aim is that all will master core competencies. All learning environments will be equipped with interactive and hand held technologies which will facilitate the research, planning, development and presentation of pupil learning. In addition the curriculum will involve regular pupil led learning and engagement in the planning of learning with staff.

The school is likely to serve a catchment area reflecting the diversity of Slough's population including a significant number of pupils entitled to pupil premium; those who have EAL, EMA or SEN needs. The curriculum will be designed to reflect and respond to these needs in line with good, research based practice

Curriculum model

There are three pillars supporting our curriculum delivery. These are:

- new National Curriculum
- the Thinking curriculum
- extended and enriched learning opportunities

National Curriculum

The curriculum model will be firmly rooted in the new National Curriculum; a mastery curriculum in which personalisation will be very much about how we ensure pupils master the skills and knowledge needed to progress to the next steps. We relish the opportunity to develop pupils' depth of learning afforded to us by the new curriculum's re-defining of content. We will seek to capitalise on the natural connections between subject disciplines throughout a pupil's learning journey in our school rather than providing a thematic, cross-curricular curriculum. The focus will be on English and Maths across the curriculum. The all through nature of the school will eradicate the artificial transitions which currently exist between key stages in terms of being able to develop best practice, especially from the explicit connections primary schools have long made between disciplines to maximise learning, with a focus on the core subjects.

Thinking Curriculum

The Thinking Curriculum is not defined by content but focuses on how pupils learn and how they think about their learning. Instead of seeing curriculum primarily in terms of content, it promotes more systematic reflection upon the thinking skills and processes involved in teaching and learning and pedagogy in order to access that content. It is here that the pupils will develop the skills needed for them to lead their own learning and take responsibility. The Thinking curriculum approach will be inherent to our teaching in The SASH 2 School and will draw significantly from Bloom's 'Taxonomy of Educational Objectives'. There will be heightened significance given to the 'information and retrieval' strand.

Extended and Enriched Learning Opportunities

As with SASH 1, the use of a fourth learning block will enable us to enhance our offer through extended learning activities that will focus on creative, innovative and leadership activities maintaining an emphasis on the Thinking curriculum and problem solving throughout.

A Block 4 slot beyond the end of the official school day will maximise the curriculum freedoms afforded to Free Schools and be the vehicle by which the school will be able to move towards staggered timings for particular cohorts of pupils. This will also ease the potential traffic issues that an all through school could cause in such a densely populated area.

Flexible blocks of the Thinking Curriculum will be built into the school day for all year groups and will allow for mixed age groupings or less often, activities specifically focused on an age group. The Thinking Curriculum will reinforce and deeply embed metacognitive thinking skills into pupils' learning. It will complement the national curriculum and provide continuity across the complete age range. High quality CPD based around the International Thinking Schools framework will ensure confident, high quality delivery. The Thinking Curriculum may be whole days, a series of days, an afternoon or 2 hour lessons, depending on the age and needs of the pupils. For example a group of year 10, 11, 12 or 13 pupils could be spending the afternoon with the CEO of an international company based in Slough finding out about his/her career path and then engaging in an activity relating to that particular company. In other learning environments, pupils from across the age range may be engaged in an introduction to Mandarin for business or a workshop on theatrical make up delivered by pupils from the local FE college or undertaking a fitness test in the school fitness studio followed by a seminar on nutrition and healthy eating with sports science pupils from our HE partner. Primary aged pupils will be introduced to work on mind-set (Carol Dweck) and will learn about the importance of effort and response to quality feedback.

Outdoor education, leading to residential programmes as pupils progress through the school, are considered to be an essential part of the learning experience. We would expect to run programmes for the younger pupils which will equip them to tackle Duke of Edinburgh and World Challenge (or similar) later in their school careers. Central to this will be a focus on team building outdoor education both locally and in other parts of the UK and abroad and enterprise residentials which might comprise The Apprentice

style task but with mentoring from key business figures, leadership theories and 360⁰ profiling. Primary school pupils will be introduced to forest schools principles and will have access to a woodland attached to a primary school in Slough.

All pupils will be expected to develop leadership skills and the curriculum will provide opportunities to acquire experiences of leadership whether that be as for example playground leaders, library leaders, literacy leaders, digital leaders and so on or in acquiring qualifications/accreditation in National Governing Body sports coaching, languages leadership, Community/Junior Sports Leadership, Young Ambassadors, Duke of Edinburgh and peer mentoring. They will also offer community involvement experiences such as literacy support to younger children, delivering ICT training in residential care homes for the elderly or to adults with disabilities, working with local charities such as Aik Saath to support community cohesion etc. Younger pupils' community work will also extend to consideration of the wider world and UNICEF's Rights Respecting agenda.

Extended learning opportunities examples

- Business related initiatives e.g. Slough ASPIRE
- Performing the arts to local audiences
- Volunteer reading programme
- Externally accredited programmes e.g. in Developing Effective Thinking Skills
- Access to the full range of adult and distance learning qualifications/courses held on site
- Creative writing circle
- Work with business and higher education mentors
- Qualifications in Community Languages, Latin, Classics
- Master classes and seminars by visiting speakers
- Personal interest related activities and clubs

Pupils will be required to attend a minimum number of extended learning opportunity sessions over the school year phased as they progress through the school. These will be negotiated between the pupil and their Director of Teaching and Learning Community and will include both free and guided choices. Both The Thinking Curriculum and extended learning opportunities will be almost entirely delivered in appropriate mixed age groupings.

Up until Year 9 pupils will develop their mastery of the knowledge and skills required by each national curriculum subject, experiencing a creative and evolving learning entitlement underpinned with rigorous, tried and tested pedagogy and structures to support academic and personal development. PSHCE/RS

Traditional and digital literacy, numeracy, English and Maths will be at the heart of what we do. The school will challenge and support pupils of all ages and abilities to develop the highest standards in these areas, as we know these are key to them accessing all aspects of the curriculum and to ensure they are work ready at the end of their formal

learning journey.

Literacy

The school will have a strong focus on literacy, believing it is this that is key to pupils' success. The importance we attach to literacy means it will be given a substantial percentage of taught curriculum time particularly in the primary phase.

Rich language experiences are essential to the development of the whole child and involving home in this will be essential. We know that a lack of these rich experiences means pupils cannot access the higher order thinking skills exemplified in Bloom's cognitive domain. A programme of key messages and support for parents in ensuring that the school's approach to literacy is reinforced and consolidated at home will be a significant part of our practice. Slough's demographic guarantees that our pupils are likely to have a range of home and second languages. We will celebrate pupils' linguistic experiences and use them as opportunities to develop their English literacy skills.

From Early Years onwards formal language structures, oracy and dialogic talk will underpin literacy development. High quality spoken language opportunities will be a feature of lessons across the subject range. The paramount importance of reading will involve all stakeholders, with pupils not only having consistent and persistent experiences of reading, but will witness all stakeholders as visible, enthusiastic readers. The critical role that reading plays in the academic and social development of the individual will be something all staff understand, through a regular high quality CPD tailored to each subject area. In line with the new National Curriculum, there will be a focus on performance through drama, debating, hypothesising and imagining and learning poetry and other texts by heart.

Pupils will learn to read via a well-structured, successful whole school programme using a variety of tried and tested strategies which will be tailored to the individual but which will include, synthetic phonics and guided reading or 'reciprocal reading'. Pupils will be supported, where appropriate through one-to-one and small group intervention work.

Particular programmes will include:

- RWI (Read Write Inc.) developed by Ruth Miskin, one of the UK's leading authorities on teaching pupils to decode, read and comprehend text
- 'Talk for Writing' pedagogy developed by Pie Corbett, educationalist, poet and author. There is evidence provided in a National Literacy Trust report that this approach effectively closes the gap forged by disadvantage

RWI (Read, Write Inc.)

RWI is a tried and tested method that ensures that all pupils have the tools to decode

and access a language for life. It is a lively phonic programme that gets pupils reading and writing fast. RWI is a curricular programme and an excellent pedagogic practice. It delivers a secure, consistent, incremental and workable approach to quality first teaching as well as the teaching of synthetic phonics and the link to the application of that phonic acquisition to guided reading, language development and higher order reading and writing skills.

Talk for Writing

Research into falling standards and key concerns about writing, especially boys' writing, have centred on the lack of early storytelling experiences. The premise of 'having a story in one's head allowing one to write a story' has been taken up and perfected by Pie Corbett.

The approach works for narrative and non-narrative, particularly when linked to first hand experiences/visits and journeys and the extended learning opportunities. The aim of the storytelling approach is that will have the skills and confidence to write their own stories easily and to a high standard. In order to do this they need to draw on a bank of known stories. In the Early Years and Primary phase learning a story orally by heart to a set of agreed gestures as in action story telling can support this process. However the learning of the story is not the final goal. When planning for progression in telling and writing stories (imitation – innovation – invention) the balance of time spent on each aspect will change and develop according to the age, year group and time of year.

The development of Talk for Writing into the secondary curriculum through the work of Julia Strong provides a seamless approach to literacy and provides a structure to that elusive goal of enabling learners to transfer their skills between subjects. The use of co-construction also supports the school's ethos to develop independent learning and thinking skills and develop pupils as leaders of their learning.

'Every teacher can help students internalise the pattern of language of their subject through focused talk activities related to exemplar text. This enables students to independently generate the sentence patterns and structures that are key to effective communication in any subject.'

Furthermore 'by establishing some consistent approaches across the curriculum, the learner can see how what they learn in one area can be transferred to support learning in another. The approach progressively builds up students' linguistic competence involving them in co-constructing the next steps they need to take to make progress.' ('Talk for Writing in Secondary Schools', Julia Strong, 2013 OUP)

Numeracy

The school aims to become involved in Mastery Mathematics, focusing in particular at the successful Singapore Bar Method.

One of our Primary Phase Schools, Penn Wood, is an accredited Training Centre for

T4W (Talk for Writing) and is on the programme for Mastery Mathematics.

Digital Literacy

The shift in focus from ICT towards Computer Science, the rapid advances of the last few years in communication technologies and the siting in Slough of some of the global players in this field have all been influential on our decision to maintain a strong focus on digital literacy in our curriculum. In the same way that Talk for Writing enables learners to generate the sentence patterns and structures required for effective communication we also recognise the importance of pupils being able to generate the ICT patterns and structures for effective communication. For example being able to choose and generate the right kind of graphs in Excel to communicate in Geography or using the features of Word to format different types of writing depending on purpose and audience.

We recognise and welcome the National Curriculum's focus on Computing ensuring that 'pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology, at a level suitable for the future workplace and as active participants in a digital world.' (Computing Programmes of Study).

To this end we will ensure full coverage of the National Curriculum firmly integrated with the Maths curriculum' teaching of algorithms, and combined with a focus on developing the ICT skills needed to access the rest of the curriculum. We will employ high quality specialist Computing teachers so that our learners are able to comprehensively cover all the national curriculum aims for Computing using programmes such as Scratch, BYOB, Ruby etc.

In addition, a very strong focus on e-safety will be integral to the delivery of this part of the curriculum.

Early Years

The school will follow the early years foundation stage (EYFS) and uphold the standards for learning development and care set within it. Learning will concentrate on the 7 areas split between prime and specific areas of learning.

The vast majority of the Key Stage 1, 2 and 3 cohort will achieve standards well above Slough and National norms, and pupils and parents in Year 6 will choose to remain in the school for the rest of their statutory education. Such a model will ensure almost an erosion of the artificial school age transitions and children will not regress socially, personally or academically.

It is the aim that every child will achieve at least the minimum expected Progress 8 threshold. From Year 9 onwards pupils will embark upon qualification pathways or preparation for qualification pathways supported by on-going Thinking Curriculum and

extended learning opportunities.

From Year 9 the core curriculum will comprise GCSEs in English and English Literature, Mathematics and Sciences, including Computer Science. The ICT knowledge and skills required for pupils to access the curriculum and to be ICT literate for the world of work, will be delivered across the curriculum and the requirements for Religious Education, PSHCE and PE through The Thinking Curriculum. The majority of pupils will follow triple Science but the school will retain the flexibility to offer Double Science for pupils for whom it is more appropriate.

Pathways will be supported with strong, independent information, advice and guidance and will allow pupils to achieve the English baccalaureate (History, Geography, French and Spanish) where appropriate. Further optional GCSEs are likely to include Religious Studies, Technology subjects, Art, Drama, Music. Pathways for the more able will include FMSQ, iGCSEs and beginning AS qualifications early.

The school will offer a range of high quality vocational qualifications in partnership with other local secondary schools and FE college, drawing on their specialisms. We will also engage with external training providers such as the Aylesbury Training Group to give our pupils opportunities in very specific skills sectors likely to include Manufacturing, Business and Administration and Computing/ICT to respond to local need, alongside their broader qualifications pathway. This will be intended to feed into apprenticeships at 16 or 18 or into specific degree courses. We will seek to establish compact agreements with Higher Education both to strengthen school/university links and to provide specific exit routes for our pupils. Pupils will enjoy working with industry standard ICT, i-pads and educational apps to further enhance their employability skills.

Work based learning opportunities will pervade the curriculum from Year 9 through the enterprise focus. Meaningful work experience will also be available to KS4 and KS5 pupils, tailored to their particular qualification pathway and may be block placements or regular weekly placements depending of individual pupils' needs.

All qualifications will have to demonstrate the characteristics set out in the DfE guidance for inclusion in the performance tables.

Sixth Form

There is a commitment to working collaboratively with other local secondary schools to allow the flexibility and choice Post-16 which a single institution may not be able to offer.

The detail of our Post 16 offer will be developed in response to the needs of our pupil population as they move through the school. It will be ready for full implementation from 2021 onwards.

Qualification pathways post-16 will ensure a relevant but flexible progression from level

2 qualifications and will include traditional and applied A Levels and high quality vocational qualifications including via external training providers and supported by the International Baccalaureate Career Related Certificate (IBCC).

This will bridge the gap between academic and career-related programmes and provide a flexible learning programme, tailored to meet the demands of our pupils and our local community as well as the world beyond. The IBCC will incorporate two or more courses from their core:

- Approaches to Learning to introduce pupils to life-skills,
- A language,
- A reflective project that engages pupils in personal inquiry and reflection and develops research and communication skills or
- Community and service emphasising knowledge, civic, social and personal development

Sitting alongside this is the career-related qualification. This will enable pupils to become self-confident and internationally-minded learners and reflects the school's commitment to developing the young person in a coherent and holistic way.

More able pupils who may have begun studying for level 3 qualifications pre-16 will be offered stretch and challenge through opportunities provided by our higher education partner and global businesses. These might include: international work experience, company based work shadowing, senior staff work shadowing and access to accelerated learning programmes. The school will also offer level 2 programmes for the small number of pupils for whom level 3 may not yet be appropriate, in addition to their entitlement to GCSE's in English and Maths if they have not achieved C or above.

Sixth Form pupils will continue to engage in the vision for learning through The Thinking Curriculum. This will also give them leadership opportunities working in vertical groupings to organise and lead learning. Extended learning opportunities will continue to provide the chance to engage in the ways outlined above, but will have a greater focus on post-18 progression routes such as specialist workshops on getting into medical school, modern apprenticeship seminars, scholarships etc.

Daily timetable and organisation of the school year

The SASH 2 School proposes to adopt a three term year. This will enable us to progress our plans to share expertise and benefit from opportunities to tap into subject specialist lessons taking place in other schools. In the longer run, the SASH partnership is likely to review overall how they organise schooling in order to further develop arrangements to enable pupils to benefit from the wide range of expertise across all of the schools.

Our future school year is likely to appear as follows depending on where Easter falls

Organisation	Length
Term 1	7 weeks
Half Term	1 week
Term 1	7 weeks
Holiday	2 weeks
Term 2	6 weeks
Half Term	1 week
Term 2	5 weeks
Holiday	2 weeks
Term 3	7 weeks
Half Term	1 week
Term 3	7 weeks
Holiday	6 weeks

Any changes to the arrangements will be formally consulted upon as required.

The breakdown of a typical day is as follows. However it is likely that we will have staggered starts and finishes to the day for different year groups, to ease traffic issues and maximise use of facilities.

Any changes to the arrangements will be formally consulted on as required. The breakdown of a typical day is as follows. However it is likely that we will have staggered starts and finishes to the day for different year groups to ease traffic issues and maximize use of facilities.

Notional timings: School Day – Early Years and Foundation

Lesson	Time	Duration
Self-registration and activities	8.40 - 9.00	
Morning session	9.00 - 12.00	3hrs
Lunch	12.00 - 1.00	
Registration	1.00 - 1.10	
Afternoon session	1.10 - 3.10	2hrs

Notional timings: School Day - Key Stage One

Lesson	Time	Duration
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Registration	8.50 – 9.00	
Block 1 Learning	9.00 – 10.30	90mins
Break	10.30 – 10.45	
lesson 3	10.45 – 12.15	90mins
Lunch	12.15 – 1.00	
Registration	1.00 – 1.10	
Lesson 5	1.10 – 3.10	120mins

Organisation of pupils - curriculum

We outline our approach to the curriculum and proposed curriculum pathways. The tables set out below illustrate our curriculum model and the proportion of time given to each subject for the different year groups.

Notional timings Curriculum – Key Stage One and Two			
Note: all parts of the curriculum are mandatory			
	Hours: minutes	Total hours over one year of 38 weeks	Percentage of 25 hour teaching week
English	5:00	190	20%
Mathematics	5:00	190	20%
Science	3.00	114	12%
D&T	2.00	76	8%

ICT	1:00	38	4%
History	1:00	38	4%
Geography	1:00	38	4%
Art and design	1:30	57	6%
Music	1:00	38	4%
PE	2:00	76	8%
RE	1:00	38	4%
PSHE	0:30	19	2%
MFL	1.00	38	4%
Totals	25	950	100%

Notional timings Curriculum – Key Stage 3			
Note: all parts of the curriculum are mandatory			
	Hours: minutes	Total hours over one year of 38 weeks	Percentage of 25hr teaching week
English	3.00	114	12%
Mathematics	3.00	114	12%

Science	3.00	114	12%
D&T	2.00	76	8%
ICT	1.00	38	4%
History	2.00	76	8%
Geography	2.00	76	8%
Art and Des.	1.00	38	4%
Music	1:00	38	4%
Drama	1.00	38	4%
PE	2:00	76	8%
RE	1:00	38	4%
PSHE	1.00	38	4%
MFL	2.00	76	8%
Totals	25.00	950	100%

History/Geography/RE will have different time allocations in each year of KS3 to ensure equal amounts of time over the 3 years.

Free School Curriculum Key Stage 4 (based on 2 week timetable of 50 periods)

	En	Ma	Tr Sc	Db Sc	Enr	Opt 1	Opt 2	Opt3 & Opt 4 or Vocational	PE	Total
Ability Sets 1 to 5	5	5	10	-	10	4	4	8	4	50
Ability Sets 6 to 8	6	6	-	8	10	4	4	8 (vocational)	4	50

Sixth Form

A Levels/IB subjects 9 hours a fortnight

Core IB 3 hours a fortnight

Vocational Dependent on guided learning hours

Enrichment 5 hours a fortnight

Key

En English

Ma Maths

PE Physical Education

Tr Sc Triple Sciences

Db Sc Double Science

Enr Enrichment

Opt 1 }

Opt 2 } Pupil choice of GCSE subjects

Opt 3 }

Opt 4 }

Voc Pupil choice of a vocational or applied learning qualification

AS Opt 1 } Pupil choice of an AS qualification
AS Opt 2 }

Please note the numbers in the grid refer to the number of hours per fortnight allocation to that subject/option

A staffing structure that will deliver the planned curriculum within the expected income levels

Our staffing structure will be based on the pupil numbers shown in the chart in section D1. The Executive Principal will have the overall strategic responsibility for the school. It is essential to appoint the best candidate; therefore the Executive Principal may have either a primary or secondary specialism. If the appointee is a primary specialist, we will recruit a Head of School for secondary and a Deputy Principal for secondary and vice versa if the appointee is secondary trained. The EP will drive the vision and ethos of the whole school and drive community engagement in order to ensure the benefits of the all through model are maximised.

Eventually, as the school reaches capacity, Assistant Headteachers will lead vertical teaching and learning communities within the school ensuring high quality pastoral care across their community. Faculty areas will be aligned with a teaching and learning communities and the AHT will have responsibility for the continuing monitoring and developing the quality of teaching and learning and the professional development of the staff in the community. They will be supported by Heads of Department.

We will appoint the Executive Principal of The SASH 2 School in January of 2015, ready for the school opening in September 2015. In the pre-opening stage the EP will have a vital role to play not only in strategic planning and delivery of the project, including leading the input into the education/design brief, but in being the focal point for local people and other stakeholders in terms of consultation and marketing. Having appointed the Principal Designate of the first SASH school we are even more aware of the importance of this role in ensuring parents perceive the school to be real.

The EP will be the main driver for the successful operation of the The SASH 2 School, setting the framework for success, establishing the final curriculum plan, recruiting staff, finalising policies, processes and systems, and being accountable for all aspects of the school.

The EP will be the key post holder for the emerging / new school. Strong, effective leadership is key to the success of any organisation and evidence shows that good and outstanding schools are those with outstanding leaders. Pupil attainment and achievement are seen to be aligned to strong leadership.

In recruiting for the EP we will use the DfE National Standards for Headteachers (or the revised version if it is published in time), together with the latest thinking regarding the skills of an Executive Headteacher. However, the six themes identified in the National Standard provide a helpful framework to assess skills and competencies of the EP:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others

- Managing the organisation
- Securing accountability
- Strengthening community

These six areas align with the vision for The SASH 2 School as ‘a forward thinking outstanding school inspiring learning and taking a significant lead in regenerating the Slough community.’ Above all we will seek an Executive Principal who can demonstrate commitment to this vision and has a strong track record of Headship that shows evidence of success. Given the ethos we wish to develop in the school, creativity, innovation and an entrepreneurial approach will be key strengths we will look for alongside more traditional qualities, skills and experience expected of a Headteacher.

We will seek a high performance leader who can demonstrate high levels of personal effectiveness which has led to organisational effectiveness and pupil success. We will seek a motivational and inspirational leader who will relish both the challenge of developing a constructive and positive culture across the new school and that of sustaining this and achieving high pupil outcomes and continuous improvement. Given the profile of Slough we will look to recruit an Executive Principal with experience of working in National / City Challenge schools.

We aim to attract a high calibre of candidate to the post. Establishing a new school from scratch, a new kind of school – a free school – is a once in a life time opportunity for any leader. S/he would have a high level of autonomy and the opportunity to make a real mark on the national education landscape within a vibrant school focusing on creativity, innovation and high levels of outcome for young people and the local community. We will offer an attractive salary package to secure a high calibre candidate.

We will recruit utilising on-line advertising as well as national newspaper advertising and advertising in the educational press.

Other Staff

The SLT secondary specialist will need to be in place for 2017. The budget plan allows for one of the 3 SLT to be appointed for September 2016 and the other for September 2017. A member of the SLT will fulfil the SENCo and Designated Child Protection Officer roles in the first instance, but we would expect both roles to be specialist appointments i.e. Assistant Headteachers as the school grows.

The budget planning sheet details the year by year appointment of staff to ensure we can meet the curriculum and wider needs of the school.

We are aware from running our own schools and from setting up Ditton Park Academy (SASH 1) that as staff are recruited their skills and expertise will determine how responsibilities are divided. However, the school’s leadership and management will be built on the principles of distributed leadership. All leaders in the school will have dedicated leadership time in order to monitor and improve the quality of teaching and

learning; ensure pupils wellbeing, progress, assessment and tracking and liaise with home/external agency links.

Our strategy for the recruitment of high quality teaching staff including subject specialists includes setting our remuneration sufficiently high to attract and retain high caliber staff. We will benefit from the existing teaching school in Slough who will facilitate professional development in which our staff will be able take part.

We believe that we will be providing unprecedented and attractive opportunities for staff that will include the opportunity to:

- develop new and innovative approaches to teaching and learning from age 4 to 19;
- participate in the development of a brand new school and the exciting challenges that presents;
- work within a 21st Century teaching and learning environment;
- have access to professional development that supports personal aspiration and career development;
- work in an outward looking organisation committed to collaborative methods and partnerships e.g. with higher education and industry
- work closely with other colleagues e.g. in SASH schools and the Slough Learning Partnership initiatives

We will recruit support staff from our local community and provide opportunities for personal professional development to upskill and retain our employees. We will aim that our staff profile will reflect the diversity of the local community providing positive role models for our pupils and enabling the school to benefit from the wide range of community languages spoken.

Support staff will similarly benefit from the chance to work in a brand new school and play a part in the development of new systems and approaches across a range of functions in the school.

The Executive Principal will utilise a range of recruitment approaches including advertising in the local and national press, through partnerships with other schools including SASH and primary schools; through community groups; recruitment fairs and on line through the school website and the South East Business portal.

Exec Head

HoS or DHT

HoS or DHT

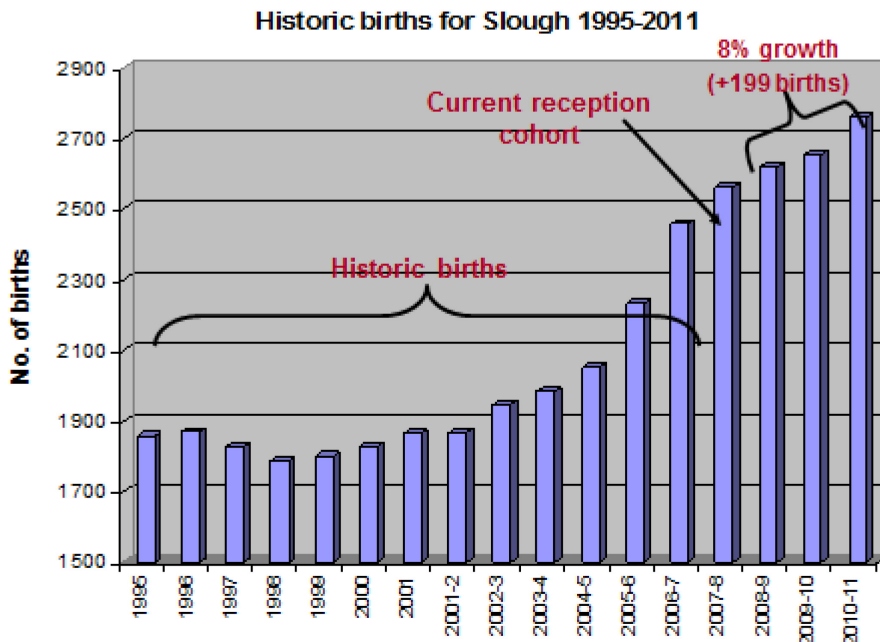
AHT 1	AHT 2	AHT 3	Classroom Teacher x 28	PPA Teacher x 2.8	Support Teacher x 3	AHT 4	AHT 5	AHT 6	AHT 7	AHT 8	KS3 Teacher x 22	KS4 Teacher x 18	KS5 Teacher x 11	Support Teacher x 3
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Section E: Evidence of need for an all-through school

Primary Places

Slough Borough Council agrees that there is an increasing and urgent need for primary places and are very supportive. They have said that they are not in a position to just open a new school as [REDACTED] states [REDACTED]. In March 2013, the National Audit Office issued a warning that if the government didn't react to the shortage of primary school places, there would be a shortfall of 240,000 places by September 2014. Slough was listed as one of the five areas most at risk, facing a 10% shortfall of places. Lord Nash, parliamentary Under Secretary of State for schools, wrote to Slough Borough Council in April 2013 asking for evidence that 'the council is doing all that it can to meet its statutory duties to provide adequate school places for children'. Slough has a very high level of inward migration, with as many as 700 students entering the school system every year.

We believe there is evidence that supports the feasibility and necessity of our application which would provide an all-through 4+ to 19 educational entitlement. As shown in the chart below, the growth in Slough reflects both a rising birth rate and inward migration.



There was an increase from 12,100 children aged 4-10 in 2010/11 to 12,859 in 2011/12. Only 510 new places were created in 2012. Slough reported in November 2012 that

they expected, by September 2015, between 7 and 10 new reception classes would be required.

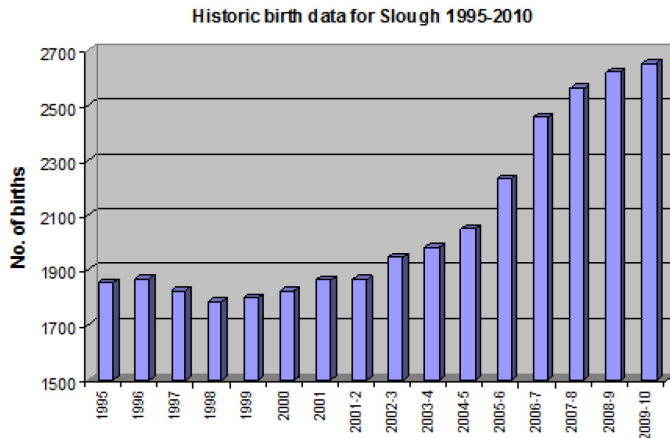
	Number of Reception classes	Number of classes required	Shortfall
2007-08	5	5	
2008-09	5	5	
2009-10	6	6	
2010-11	6	6	
2011-12	73.	7	
2012-13	76.7	77 - 78	1 - 2
2013-14	75.	78 - 80	3 - 5
2014-15	75.	79 - 81	4 - 6
2015-16	75.	82 -	7- 10

The current shortfall of permanent forms of entry is being addressed by bulge classes. Slough Borough Council says it is 'necessarily cautious with forecasts to avoid an over-provision'. However, past experience and information suggests that demand will exceed the figures above and tend towards or exceed the upper band forecast.

The preferred sites for the SASH 2 all through school are either central Slough or to the west of Slough. Data indicates that there is some underperformance in schools in that area. There is an expectation that the new school would provide an alternative educational experience that may prove attractive to some parents and pupils.

Secondary Places

As the larger cohorts from the primary sector begin transfer to secondary schools, linked with increase due to increased inward migration, there will be raised demand in the secondary phase. The table below shows the increase in births;



Secondary surplus places in neighbouring boroughs such as Buckinghamshire and the Royal Borough of Windsor and Maidenhead currently provide much needed additional secondary school places but growth in demand elsewhere is likely to mean that fewer Slough children are accommodated in out-of-borough schools in future. The Royal Borough of Windsor and Maidenhead reports that numbers are rising and they are adding 5 forms of entry in the primary phase which will mean pressure on their secondary places in the long term.

The need for places by 2017/18 is an additional 20FE (see Forecast Summary below).

There has been some expansion across secondary schools to alleviate the pressure on places and this has been developed in a co-ordinated way through dialogue with all secondary schools, including Academies.

However, even with some limited expansions (a maximum of 3FE agreed to date) and use of some out borough surplus places, the need for places at secondary level remains high. The capacity for expansion has reached saturation in a number of schools and the need for even more young people to travel beyond their local areas for their secondary schooling will increase without further provision.

Forecast summary provided to the DfE as part of the School Capacity return :

	Forecast Year	Year 7	Year 7 classes
actual	2010/11	1670	56
forecast	2011/12	1744	58
forecast	2012/13	1795	60
forecast	2013/14	1846	62
forecast	2014/15	1925	64
forecast	2015/16	2004	67
forecast	2016/17	2171	72
forecast	2017/18	2326	78

Overall, compared to the 2011/2012 position, 20 additional forms of entry are required by 2017/18 to meet the need for places.

Currently it is not possible for the secondary school place preferences of local families to be met within Slough. For the last three years the number of preferences for Slough schools has been increasing. Between 2010 and 2012 the total number of preferences for all Slough schools has risen by approximately 20%.

We are proposing a phased entry programme which reflects both the timing of need and the practicalities of providing suitable facilities.

We are continuing to engage with stakeholders, particularly parents, who wish to express an interest or state a more specific preference for this school as a potential first choice for their child/children for admission in 2015.

The proposal for The SASH 2 School has been publicised to date in a number of ways

- Feature articles in the local press
- Advertisements in the local press
- Information on the SASH website
- Information on individual schools' websites
- Early Years settings based consultation/information sessions with parents
- Flyers

The website (www.sasheducation.co.uk), flyers and consultation process outlines the details of the proposed all through school as well as the admissions procedure.

Currently we have 93 children whose parents have told us they would choose The SASH 2 School as their first choice of school. This is increasing all the time as parents register their interest on the website. Of those parents, we have 42 pupils for the first year of intake into Reception and 25 for Year 1. We have 23 for 2016 entry. 102 parents supported the school's vision and 112 welcomed the extra choice. Overall, 124 parents completed register of interest forms either in hard copy or online.

We have not included a map illustrating the interest as all the post codes registered are in the SL1, SL2 or SL3 areas, all of which are accessible for the central or slightly west of central Slough location which is where we would ideally like the school situated

Marketing

We believe that many parents will want to send their children to our new school but as there is very little information to show parents in the way of a building and other details it is difficult for them to say they will definitely send their son or daughter in 2015.

We are continuing to engage with stakeholders and particularly parents who wish to express an interest or state a more specific preference for this school as a potential first choice for their child/children for admission in 2015.

Local people and other interested parties will have real influence on the detail of the development of the School to ensure that we meet local aspirations and needs. We will continue to consult with a wide range of stakeholders including prospective parents and carers; young people; local community groups including churches and faith groups; businesses; FE and HE providers; voluntary and not-for profit organisations and charities; local and parish councilors; the Local Authority; other schools across all phases as well as other education providers and local residents. So far all stakeholders have been positive about our proposal.

We will ensure that clear and timely information is provided so that people are very clear about site proposals as well as further details of the proposed education plan including vision and curriculum, governance, admissions policy, implications for local residents and other key information. We will ensure that any deadlines for feedback are set out clearly.

We want to ensure that we reach all those who may have an interest in the School and this must include those people in the community who are more difficult to engage for a number of reasons. To this end, in addition to the marketing already underway, we will also

- Have a presence in local and community venues such as shopping centres, faith groups' premises, GP surgeries, sports and leisure centres and libraries to provide information and take feedback

- Engage more fully with the media e.g. local press including the free newspapers and radio.
- Make use of Social media including Facebook and Twitter
- Identify a named contact person with 'phone and email details widely advertised
- Establish direct contact by email or post with all who have registered an interest.

Once a site is confirmed it will be possible to share with local people emerging architect's plans and get input and feedback – this too will be done via face to face events (if possible this will include on the site itself) as well as on-line through the website.

Once an Executive Principal Designate is appointed s/he will have as a priority engagement with local people and prospective parents / families. This will be supported by the partner Headteachers across Slough. At this stage detailed consultation about Admissions can take place within the LA coordinated framework and a full prospectus developed (available hard copy and on-line). This will provide the kind of detail that parents and young people will need in order to identify The SASH 2 School as their final first choice. Attendance at primary school evenings as well as a public open evening for The SASH 2 School will form part of this process. Knowing who the people are behind the proposal will be key so there will be many opportunities afforded to meet the team. Ideally, on-site sessions will be held to ensure that parents and young people can see for themselves the emerging new school.

Input from parents and families and a range of other stakeholders and partners will be a very real part of the on-going development of this proposal. We will clarify further what the issues, concerns and aspirations of our stakeholders are and this will influence the developing school. For example, the needs of the local people, the wider community and business partners will be fundamental in shaping the final School Development Plan.

We will establish strong partnerships with community organisations, community groups and others in developing the school as a real community hub. The school will be a focus for out of hour's activity, building on our extended learning hours offer as well as integrated activities within the school day. The school will be a hub for family and community learning, recognising the skills and needs of the parents and the local community. We would aim to offer activities where families can learn together such as Dads and Lads Maths. Adult learning will be an important strand of activity. This will include adult literacy and numeracy support, language teaching for parents for whom English is not their first language, and support for the development of digital literacy. Slough Chamber of Commerce describes the resident-based economy as 'less well-qualified and more greatly characterised by the barriers to employment and enterprise than the resident economies of the surrounding districts'.

We will provide volunteering opportunities with the community hub of the school being a particular focus for this, utilising the skills of volunteers in both delivery of specific activities such as community languages and oral history but also in the organisation of community activity. As well as the school and community benefitting from the input of volunteers, volunteering can often be a way of providing confidence building experience that supports on-going career development for the volunteers themselves.

Part of our pre-opening stage will be to build on local employers' knowledge and our own engagement with them to identify specifically the skills gaps that are continuing and emerging so that our curriculum offer and extended learning opportunities will continue to prepare our pupils and their families to meet these. In addition to identifying future needs of employers, pre-opening we will put in place with employers formal collaborative partnerships to develop e.g. apprenticeships and other collaborative approaches. The Education Business Partnership and expertise of Headteachers already involved in joint provision with businesses will inform this development.

There is extensive experience of managing community use across SASH including one school with a state of the art on-site conference centre. This expertise will be utilised in developing a range of viable community use and other commercial hiring arrangements and the management of this will be a specific staff responsibility.

We will also explore the possibility of making some local services available on site e.g. providing spaces for visiting professionals making it easier for 'hard to reach families' to access services and explore the possibility of the school being a provider of local services.

We will aim to appoint parent governors from prospective parents and these people will be important ambassadors and links with the local community including parent groups.

We will want our pupils to be proud of 'their' school and will ensure that the school is welcoming and all pupils supported to engage with the full range of opportunities open to them. This will include the extensive range of Block 4 activities; making the school building a place where pupils want to be beyond the school day and a place where they feel safe; making school a place where pupils feel valued and listened to for example through participation in planning their learning and student council. All pupils, whatever their socio-economic circumstances, will have equal access to learning resources such as use of ICT and space for homework study.

On-going engagement with the LA will be a key strand of activity as The SASH School is very much a collaborative venture across the area as the LA remains an important source of information for local people including parents.

A Strategic Marketing group will be put in place once the Principal Designate is appointed and ultimately this will form the basis of an on-going school group which will reflect key stakeholders, most importantly including the student voice. The most powerful marketing tool longer term will be the success of the school and its pupils.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	3

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Governance	We are engaging the services of [REDACTED] – [REDACTED]. [REDACTED]
Finance	We have engaged [REDACTED] of [REDACTED] to develop the financial plan for the school. [REDACTED]
Alternative provision	We will utilise the expertise of [REDACTED] [REDACTED] in Slough (Ofsted Outstanding) who has considerable experience in [REDACTED].

We will identify precisely the on-going time commitments of SPHA/SASH members to individual areas of development as part of the next stage of planning. To date members have led on, for example, development of vision and ethos, curriculum development, school organisation, community engagement and other areas as well as overseeing specific areas such as finance. SASH and SPHA are committed to supporting the development of the free school with resources and appropriate funding.

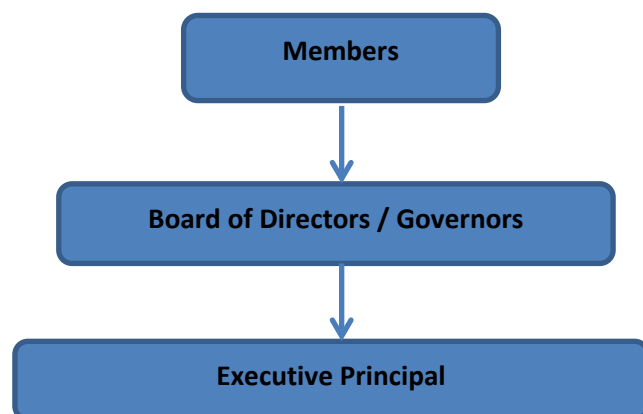
For the sake of continuity the additional capacity in place currently will continue. This is set out briefly in the table below – this is not intended to be a full project planning tool but simply showing the additional educational expertise in place for key activities to enable SASH to deliver its vision:

Date	Resource
January to March 2014	Steering group of headteachers established to agree vision and values.
April 2014	Working groups of headteachers drafting bid Support from [REDACTED] to research and project manage the completion of the bid.
September 2014	Trust set up, members appointed Additional support on call off basis
January 2015	Executive Principal Designate in post full time funded from pre-opening grant Additional support on call-off basis
Easter 2015	Business Manager in post full time Vice Principal in post full-time

Section F2

Accountability structure

There will be three levels of responsibility and accountability across the school; the Members, Directors/Governors and the Executive Principal Designate / Principal. This will be clearly defined within the Academy structure of the school:



a) Members

Members have an overarching strategic role in relation to the school. They control and own the company limited by guarantee, which will also be an exempt charity and are responsible for the appointment of the Directors.

The Governing Body will report to the Members at high level on a regular basis. To ensure that there is sufficient rigour and clear lines of accountability there will be no more than three people who are Members as well as Directors.

b) Directors/Governors

The function of the Board of Directors / Governors is to provide the strategic governance framework by establishing clear aims and objectives for the school, policies to achieve these and appropriate targets. The Board will regularly monitor and review progress and review the strategy in line with outcomes and success.

Governors/Directors will:

- ensure the quality of educational provision;
- challenge and monitor the performance of the school and the Principal;
- ensure robust and value for money management of the school's finances and property;
- employ staff;
- ensure compliance with both charity and company law;
- manage and comply with the obligations in the Funding Agreement.

This will involve, at strategic level:

- Establishing robust self-evaluation strategies;
- Establishing clear criteria and performance indicators for success and monitoring progress against these;
- Providing support and challenge and rigorous review of the impact of strategy to deliver outstanding outcomes for pupils and the community;
- Overseeing strategy and policy development to achieve the vision of the school and to deliver the School Development Plan;
- Appointing the Executive Principal;
- Agreeing objectives with the Executive Principal; performance management for the Principal and providing appropriate support and challenge;
- Driving community engagement and fostering links in the local and wider community;
- Having strategic responsibility for safeguarding;
- Ensuring that the SEN Code of Practice is complied with in all policy and practice;
- Establishing conditions of service and HR policies and procedures and dealing with staff discipline appeals;
- Ensuring value for money and compliance with all relevant statutory requirements in line with the EFA guidance;
- Reviewing admissions, appeals and exclusions policy and approving key operational policies;
- Ensuring that appropriate arrangements are made to set up admissions and exclusions independent panels;
- Having oversight of health and safety and risk management.

In addition Governors will be a hugely important part in building the reputation of the school. We would expect them to be a visible part of the developing school and to support, encourage and celebrate success for staff and young people.

An appropriate committee structure will be established that is lean and effective and will meet the needs of the school pre and post opening. In the first instance these will have two main areas of focus:

- a) learning and teaching, curriculum, staffing, policy and school organisation
- b) premises, finance and business

This committee structure will evolve and adapt as the school grows.

c) Executive Principal

The Governing Body is a strategic body and will not be involved in day to day operational matters and management; these will be the responsibility of the Executive Principal. Appropriate levels of delegation will be given to the Executive Principal to enable him / her to work in an unfettered and professional manner. In delegating functions to the Executive Principal the Governing Body will have regard to its strategic role in the school. The Governing Body must consider the professional advice of the Executive Principal.

Accountability and Challenge

The separation of roles and responsibilities as outlined above gives a clear delineation between the three groups: Members, Governors/Directors and the Executive Principal. It is envisaged that the structure creates clear lines of accountability and reporting and should avoid conflicts of interest.

In particular:

- The Members will be representatives of the Slough Association of Secondary Headteachers and the Slough Primary Heads Association and will bring a wider view to the role, which would minimise potential conflicts of interest and enable challenge;
- Ensuring that there are no more than three Members who are also Governors/Directors will provide a broad base within the Governing Body to provide a further check and balance;
- Regular reporting to the Members from the Governing Body formalises lines of accountability;
- Termly reports from the Executive Principal to the Governing Body against strategic aims, objectives and targets provides a clear vehicle for challenge and review;
- Performance Management for the Executive Principal provides a further opportunity for independent challenge;
- Early establishment of Performance Management / appraisal for staff will complete the pyramid approach

It will be important to identify any conflicts of interest and to ensure that no member of the Governing Body will benefit or gain advantage from being a governor. Any potential conflicts of interest – for example connections to potential suppliers or contractors - will be declared and the governor will absent themselves from any decision making. If a decision is made where a governor does benefit it will be recorded and monitored to ensure transparency and good value for money. Registers of financial and other interests of the governors will be maintained, with declaration of interests a standing item on the agenda of each Governing Body or committee meeting. Governors will also be asked to confirm that no close relations, partners, business

partners or other friends (beyond those of an established and open business relationship) are involved in any potential conflicts of interest. Our decision-making will be transparent and properly documented.

Composition of Governing Body

The Governing Body (Strategic Board of Directors) is likely to have up to 15 members. The initial structure for the Strategic Board / Governing Body has been established and enshrined in the Articles of Association of the Company Limited by Guarantee.

The appointed Directors/Governors will provide a range of educational, business and community expertise:

- Slough secondary Headteachers, ensuring a balance of representation from primary and secondary phases, and
- additional directors with business experience and representing the local community and appointees from Higher Education and Further Education.

The Executive Principal Designate will be a Director once appointed (from Easter 2015) along with a minimum of two elected staff governors once staff are appointed.

Directors/Governors will also be appointed from the parent body; we would aim to have parent representation before the school opened if possible.

Additional Directors/Governors may be co-opted to provide specific expertise and this could include financial acumen, HR or financial expertise and could include a Director from the local authority area.

Type of Director / Governor	Proposed number	
Appointed	9	5 Headteachers representing the range of Slough schools 4 representing local business and community, higher and further education links.
Principal	1	
Staff	2	
Parents	Minimum 2	2 initially and could increase later (some in place prior to opening)
Co-opted	Maximum 3	Up to three governors co-opted for specific expertise / purpose e.g. legal, HR, finance; may include a co-optee with strong local authority area knowledge and expertise

Governor recruitment

Directors / governors will have a wide range of responsibilities; these will be even more stretching for a Governing Body establishing a new school than joining an existing governing body. For this reason we will seek to appoint Governors/ Directors with strong governance experience as well as looking for the skills, competencies and experience that will be needed to address areas such as finance, HR, legal, business development, marketing and community knowledge and understanding.

We will ensure Governors/Directors have a wide spread of skills and competencies linked to the needs of the school at both pre and post opening stages. A clear understanding of the school's vision with its focus on creativity, innovation and leadership will be essential. The Governors/ Directors will be clear-thinking problem solvers and effective decision makers who can manage risk, provide robust quality assurance role and operate as a cohesive team which will challenge and support the Principal Designate and staff.

A number of Slough schools have existing links with local and national businesses; we will also utilise links with the Slough Chamber of Commerce and the Education Business Partnership as ways of sourcing Directors/Governors with appropriate business skills We will liaise with the School Governors' One-Stop Shop (SGOSS) which recruits volunteers across all employer sectors as well as advertising in local publications.

There are a number of governors on the governing bodies of existing Slough primary and secondary schools' who have extensive experience including Interim Executive Boards, governor training, support and recruitment expertise. In addition, we will contact local community and voluntary groups and use our marketing and consultation strategy (including via our website and through more traditional advertising methods) to ensure that we reach the widest range of potential governors.

Staff governors will be appointed in line with the Articles of Association. Parent governors will also be elected in line with the Articles, and we will seek further advice regarding how to ensure some parent representation in advance of opening.

We will be mindful of the 2011 report by Ofsted: 'School governance - Learning from the best' which identified key characteristics of effective governing bodies and we will provide early governor training to establish the Governing Body as a cohesive group well placed to support the school.

We will appoint a clerk to the Governing Body in line with the establishment of the shadow Strategic Board / Governing Body during the 2014/2015 academic year. This function is likely to be out-sourced.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	Trust member and governor	██████████	See CV	3
██████████	██████████	Trust member and governor	██████████	See CV	3
██████████	██████████	Trust member and governor	██████████	See CV	3
██████████	██████████	Governor	██████████	██████████	3

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
Chair of Governors	As with the application to open the first SASH School, the Chair of Governors has not been identified at this stage. If the bid is successful we will approach a suitably qualified and experienced local governor to take on this role. Slough has developed a network of well-qualified and experienced Chairs of Governors who are increasingly working collaboratively to develop the effectiveness of governing bodies across both primary and secondary phases. Several schools are piloting arrangements where the Chair is remunerated for their role and this may be implemented in this case.
Finance, HR and premises	There will be a targeted recruitment campaign during the autumn term of 2014 and Spring term 2015 to recruit governors to these key roles. Initial enquiries will be made through the established governors' network identified above, then through local business partnerships, the National Governors Association and the Governors' one-stop shop

Section F4

Interim Principal Designate

A part-time interim Principal Designate will be appointed as soon as possible, to be in post at the start of the autumn term 2014, prior to recruiting the substantive post from January 2015.

The Steering Group has considered a number of options for the role of interim Principal Designate and the recruitment will take place during the autumn term 2015.

Options considered are:

- a) An Executive Headteacher from within SPHA/SASH who has the capacity within their own school to support him / her taking on this role;
- b) An ex Slough Headteacher and former member of SPHA/SASH who shares the vision of with regard to SASH2;
- c) An ex-headteacher from beyond Slough who shares the vision of SPHA and SASH with regard to SASH2;
- d) External consultant with project management and education expertise who shares the vision of SPHA and SASH with regard SASH2.

Executive Principal Designate

The Executive Principal Designate will be recruited during the autumn term of 2014 and be in post from April 2015. In the early pre-opening stage the Principal Designate will have a vital role to play not only in strategic planning and delivery of the project including leading input into education / design brief but in being the focal point for local people and other stakeholders in terms of consultation and marketing. In terms of implementation, the Executive Principal Designate will be the main driver for the successful operation of SASH2, setting the framework for success, establishing the final curriculum plan, school organisation, recruiting staff, finalising policies, processes and systems and being accountable for all aspects of the school.

The Executive Principal will be the key post holder for the emerging / new school. Strong, effective leadership is key to the success of any organisation and evidence shows that good and outstanding schools are those with outstanding leaders. Pupil attainment and achievement are seen to be aligned to strong leadership.

In recruiting for the Executive Principal Designate we will use the DfE National Standards for Headteachers. The six themes identified there provide a helpful framework to assess skills and competencies of the Executive Principal Designate:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Strengthening community

These six areas align with the vision for SASH2 as ‘a forward thinking outstanding school inspiring learning and taking a significant lead in regenerating the Slough community.’ Above all we will seek an Executive Principal Designate who can demonstrate commitment to this vision and has a strong track record of leadership that shows evidence of success. Given the ethos we wish to develop in the school, creativity, innovation and an entrepreneurial approach will be key strengths we will look for alongside more traditional qualities, skills and experience expected of a Headteacher. We will seek a high performance leader who can demonstrate high levels of personal effectiveness which has led to organisational effectiveness and pupil success.

We will seek a motivational and inspirational leader who will relish both the challenge of developing a constructive and positive culture across the new school and that of sustaining this and achieving high pupil outcomes and continuous improvement. Given the profile of Slough we will look to recruit a Executive Principal Designate with experience of working in National / City Challenge schools.

We aim to attract a high calibre of candidate to the post. Establishing a new school from scratch, a new kind of school – a free school – is a once in a life time opportunity for any Principal. S/he would have a high level of autonomy and the opportunity to make a real mark on the national education landscape within a vibrant school focusing on creativity, innovation and high levels of outcome for young people and the local community. We will offer an attractive salary package to secure a high calibre candidate.

We will recruit utilising on-line advertising as well as national newspaper advertising and advertising in the educational press.

Recruitment of other staff

Our strategy for the recruitment of high quality teaching staff including subject specialists includes setting our remuneration sufficiently high to attract and retain high calibre staff. We will benefit from the planned teaching school in Slough who will facilitate professional development in which our staff will be able take part.

We believe that we will be providing unprecedented and attractive opportunities for staff that will include the opportunity to:

- a) develop new and innovative approaches to teaching and learning for example delivering an integrated and thematic curriculum through vertical and ‘stage not age’ approaches;

- b) participate in the development of a brand new school and the exciting challenges that presents;
- c) work within a 21st Century teaching and learning environment;
- d) have access to professional development that supports personal aspiration and career development;
- e) work in an outward looking organisation committed to collaborative methods and partnerships e.g. with higher education and industry
- f) work closely with other colleagues e.g. in SASH schools and the Slough Learning Partnership initiatives

We will recruit support staff from our local community and provide opportunities for personal professional development to upskill and retain our employees. For example, staff will be able to benefit from access to adult learning on site and through the virtual college. We will aim that our staff profile will reflect the diversity of the local community providing positive role models for our pupils and enabling the school to benefit from the wide range of community languages spoken.

Support staff will similarly benefit from the chance to work in a brand new school and play a part in the development of new systems and approaches across a range of functions in the school.

From Easter 2015 the Executive Principal Designate will lead the recruitment process for high quality staff in line with the proposed staffing model outlined above. S/he will utilise a range of recruitment approaches including advertising in the local and national press, through partnerships with other schools including SASH and primary schools; through community groups; recruitment fairs and on line through the school website and the South East Business portal.

Recruitment timeline	
Date	Resource
Autumn 2014	Recruitment of Executive Principal.
Spring 2015	Recruitment of <ul style="list-style-type: none"> • Business Manager
Summer 2015	Recruitment of teaching and support staff to support opening in Sept 2015 with Reception and Year 1 intake.
Spring 2017	Recruitment of <ul style="list-style-type: none"> • Head of School (Secondary phase)
Summer 2017	Recruitment of teaching and support staff to support Year 7 intake in September 2015.

Section G – Budget Planning









Department
for Education

**WAVE 7 SECTION H:
LOCATION AND
PREMISES**

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>Central/West Slough</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>██████████</p>
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<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	
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<p>Any comments on your calculated building space:</p>	
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	[REDACTED], [REDACTED], Slough,
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In which local authority is the site?	Slough
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	Discussions with EFA regarding SASH 1's temporary accommodation for 2014/15; please refer to [REDACTED] at the EFA
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Privately owned
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

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

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	Central location where we believe the potential pupils to be living and therefore easy for them to access
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freescchools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@education.gsi.gov.uk:	
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	[REDACTED], [REDACTED], Slough,
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In which local authority is the site?	Slough
---------------------------------------	--------

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

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	Again discussed with EFA in relation to SASH 1
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please Include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Existing building
What is the current use?	[REDACTED]
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	Good location for pupils' access. Possibly less traffic congestion concerns.

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

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

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

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

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

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

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annex – CVs

[Redacted]		
1.	Area of expertise (i.e. education or finance)	[Redacted]
2.	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position 	[Redacted]
3.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
4.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
5.	Reference names(s) and contact details	[Redacted]

[REDACTED]		
1.	Area of expertise (i.e. education or finance)	[REDACTED]
2.	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position 	[REDACTED]
3.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
5.	Reference names(s) and contact details	[REDACTED]

[REDACTED]	
1.	Area of expertise (i.e. education or finance)
2.	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position
3.	Brief comments on why your previous experience is relevant to the new school
5.	Reference names(s) and contact details

<div style="background-color: black; width: 100px; height: 15px; margin: 0 auto;"></div>		
1.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100%; height: 15px;"></div>
2	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position 	<div style="background-color: black; width: 100%; height: 15px;"></div>
3.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100%; height: 15px;"></div>
4.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<div style="background-color: black; width: 100%; height: 15px;"></div>

5.	Reference names(s) and contact details	
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[REDACTED]	
1.	Area of expertise (i.e. education or finance)
2.	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position
3.	Brief comments on why your previous experience is relevant to the new school
4.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
5.	Reference names(s) and contact details

[REDACTED]		
1.	Area of expertise (i.e. education or finance)	[REDACTED]
2.	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position 	[REDACTED]
3.	Brief comments on why your previous experience is relevant to the new school	
4.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
5.	Reference names(s) and contact details	[REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	For finance only:	N/A
5.a		N/A
5.b		N/A

[REDACTED]		
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

[Redacted]		
1.	Area of expertise (i.e. education or finance)	[Redacted]
2	Details of your last three roles (to cover the last 4 yrs) including: <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position 	[Redacted]

3.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
4.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
5.	Reference names(s) and contact details	[REDACTED]