

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application																	
1.	Name: [REDACTED]																
2.	Address: [REDACTED] Carisbrooke Isle of Wight [REDACTED]																
3.	Email address: [REDACTED]																
4.	Telephone number: [REDACTED]																
About your group																	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																
6.	If Yes, please provide more details: [REDACTED] and [REDACTED]. [REDACTED] is currently an Assistant Head Teacher and is the proposed Principal Designate [REDACTED] a secondary school teacher and is an advisor to the group on teaching & learning.																
7.	How you would describe your group: <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td><input type="checkbox"/> A parent/community group</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> A teacher-led group</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An existing Free School sponsor</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An academy chain</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A federation</td> </tr> <tr> <td></td> <td><input type="checkbox"/> An independent school</td> </tr> <tr> <td></td> <td><input type="checkbox"/> A state maintained school</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Something else</td> </tr> </table>		<input type="checkbox"/> A parent/community group		<input checked="" type="checkbox"/> A teacher-led group		<input type="checkbox"/> An existing Free School sponsor		<input type="checkbox"/> An academy chain		<input type="checkbox"/> A federation		<input type="checkbox"/> An independent school		<input type="checkbox"/> A state maintained school		<input type="checkbox"/> Something else
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	<input type="checkbox"/> A federation																
	<input type="checkbox"/> An independent school																
	<input type="checkbox"/> A state maintained school																
	<input type="checkbox"/> Something else																
8.	If 'Something else', please provide more details:																
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																
10.	If Yes, please provide more details:																

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Island Community School	
14.	Company address: 5 Victoria Crescent Elmfield Ryde Po33 1DQ	
15.	Company registration number and date when company was incorporated: 8265245 23 rd October 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████ (secretary)	

Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED] Subject to first official meeting.

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

Existing providers

25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent	<input type="checkbox"/> Yes

	school wishing to establish/sponsor a new and separate Free School?	<input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



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

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

Signed:

Position: Chair of company

Print name: ██████████

Date: 2nd January 2013

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

Section B: Outline of the school

1.	Proposed school name:	Island Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	No denomination but a general faith ethos encompassing values systemic through all faiths ie compassion, respect, morals and conducts.
11.	If you have a preferred site, please give details, including the post code:	
12	Please tell us how you found this site:	
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	PO37 through to PO38
15.	Local authority in which the proposed school would be situated:	Isle of Wight – in agreement with the local authority the group has a preferred area in which to site the school as above.
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Section C - Our Educational Vision

The Island Community School group are seeking to set up an 11-16 free school in the Ventnor/Shanklin area of the South Wight in direct response to the reorganisation of secondary education on our island. The reorganisation of schools was a response to poor exam results at KS4 in preceding years. The Isle of Wight has been consistently ranked in the bottom 10% of local authority performance tables at GCSE for 5 A*-C including Maths and English.

We will now identify the contributing factors that continue to hamper progress and attainment for Isle of Wight pupils. We will then show how our vision will address each of these factors in order to improve the achievement, the ambition and the aspirations of our pupils.

Underachievement

In September 2011 the local authority closed down 14 middle schools and enlarged the 5 existing high schools to include Years 7 and 8. We feel the reorganisation was ill conceived, rushed through and not in the best interests of our pupils. As a direct result of the reorganisation performance at GCSE level fell, and un-validated results for 2012 place the Isle of Wight 150th out of 151 local authorities with only 44.3% of pupils achieving 5 A*-C including Maths and English. Given that the KS2 results for this cohort were broadly in line with national figures (74% maths and 78% English at level 4+) it would be safe to assume that the progress figures for this cohort will, as has been the case in previous years, be well below national expectations.

Of particular concern is the underachievement of pupils eligible for free school meals. In each of the state funded schools, including the partially selective faith school, the attainment of FSM pupils is between 15 -22% below that of their peers.

Overcrowding

The reorganisation has created much larger secondary schools, the largest of which is Sandown Academy with 2,100 pupils on roll (2011-12). Unlike larger schools on the mainland such as Stantonbury Campus, island schools have not split their pupils in any way. This has led to a large, anonymous pupil body where incidences of bullying, violence and antisocial behaviour are high and aspiration among pupils is low.

Concern about bullying in Island schools is not a new concern. An Ofsted report in 2009 highlighted that 54% of Isle of Wight pupils had been bullied. However the enlarging of the schools has exacerbated this problem. Fixed term exclusion statistics from 2011-12 have shown that nearly a third of exclusions in Isle of Wight secondary schools are for assault of other pupils.

High levels of deprivation

The Island has the lowest GDP per head in the SE region and, with the exception of Mid Glamorgan, the lowest in the entire UK. This manifests itself in the form of high levels of socio-economic deprivation with many wards falling into the category of most deprived in the country for indicators in addition to unemployment. 2010 data (latest available) suggests there are 4,670 children under 15 living in benefit dependant households – 22% of the age group. According to IMD 2010, 14 of the Islands LSOA's are within the worst 20% nationally for income deprivation affecting children; these include Ventnor B and Shanklin. As a group, pupils in receipt of free school meals (FSM) have aspirations far below that of their peers. This fact is represented in the high incidence of exclusion and low attainment of FSM pupils regardless of ability. Early figures indicate that the number of pupils eligible for FSM staying on to attend post 16 education is below 9%. It is hard to verify the true percentage as not all Island secondary schools even record whether FSM pupils remain in education.

A failing curriculum

In an effort to raise attainment percentages at GCSE, island schools bought into the philosophy of alternative provision. The enrolling of pupils onto BTECs, NVQs and short course GCSE equivalents such as Alan tests has raised the percentage of pupils achieving 5 A*-C without Maths and English. However this has hidden the real issues of low literacy and numeracy skills that are prevalent across the island. Pupils who are not supported in developing core skills lack the ambition to enrol in more academic subjects. Again this can be evidenced by the widening gap between pupils achieving 5 A*-C or equivalent without Maths and English in each school compared with the percentage of pupils achieving 5 A*-C with Maths and English.

	Number of pupils in year 11	5A*-C Equivalent	or	5A*-C with Maths and English
Ryde Academy	164	70.73%		50.6%
Cowes College	190	75%		51%
Carisbrooke College	296	72.3%		35.81%
Medina College	304	73%		37.17%
Sandown Bay Academy	406	70%		40%

(unvalidated results – 2012)

It is also worth highlighting the negative impact the size of cohorts has on the Maths and English combined figures, a statistic that is not reflected on the attainment figures which do not include Maths and English.

A loss of community

Unsurprisingly staff and pupil morale in our secondary schools is at an extremely low ebb. Increasing numbers of pupils who are not being supported in their needs are becoming aggressive, and in the first academic year after reorganisation there have

been 2942.5 days of fixed term exclusions in a secondary pupil population of fewer than 10,000. 1403 of these days were sanctions imposed on free school meals pupils with 1522.5 being accounted for by pupils on the SEN register with the majority being School Action pupils. There have also been 21 permanent exclusions and 36 managed moves, a process of enforced school change for the most challenging pupils lasting six school weeks prior to return to original school.

Persistent absenteeism in 2011-12 is of major concern especially in the larger schools Sandown academy and Medina college have reported persistent absenteeism figures of 16.9% and 17% respectively. Persistent absenteeism amongst FSM pupils at these schools is reported at 33% and 38% respectively. These figures are taken from those reported by schools at the secondary schools challenge and review meeting in November 2012. Our pupils do not feel any sense of belonging or responsibility in our schools so instead of engaging, they are fighting us or they are running away.

Staffing concerns

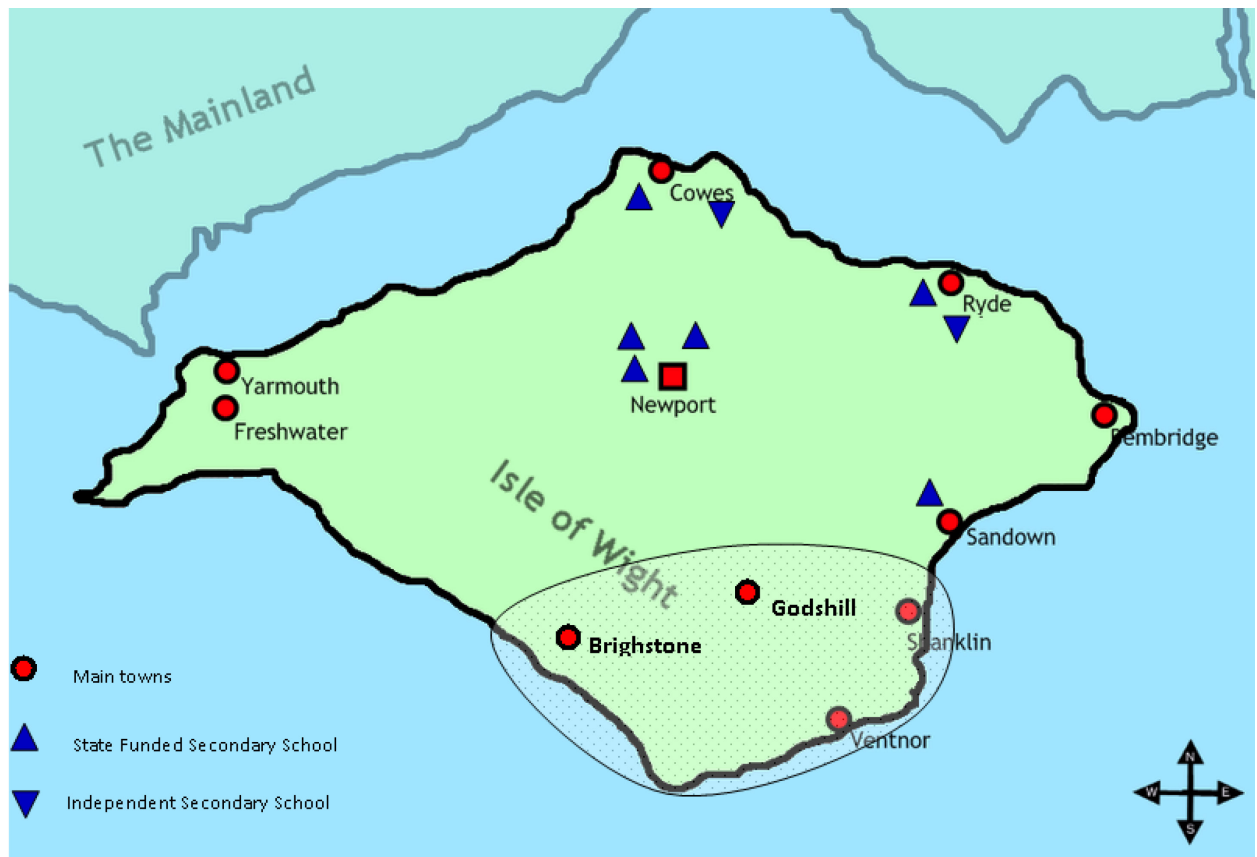
The poor recruitment of teachers has been of consistent concern in secondary schools on the island for a number of years. Advertisements for teachers, especially in the core curriculum, rarely attract staff from the mainland and as a result staff are employed from school to school often regardless of ability. The retention of good staff is of equal concern. Good teachers are generally motivated individuals and given the difficulties expressed above many have left the island. Low morale amongst staff and high turnover rates is one of the key contributors to the continued low attainment of our pupils.

Local authority figures report that in the academic year 2011-12 there were 6463.5 teaching days lost due to staff absence through short and long term illness. Anecdotal evidence amongst teachers highlights a large number of staff on long term absence due to stress.

A lack of choice for parents

In any market it is choice that drives competition and competition that raises performance. Each of the 5 island secondary schools shares so many identifying features (size, curriculum, timetable, length of day, courses offered) that parents have no real choice other than to pay for education at Ryde Private school or apply for a place at Christ the King College, our partially selective faith school. It came as no surprise that out of an island Year 6 cohort of 1200 pupils over 1000 parents went to Christ the King's open evening in October 2012. At the time of writing figures have been released showing that 850 parents with children currently in Year 6 have indicated a first choice preference for Christ the King College. There are 200 places available.

Below is a map detailing the main population areas and the location of current secondary schools. The highlighted area denotes our preferred location for the Island Free School.



Our Ethos

At the Island School it is our aspiration to share the greatest thoughts and achievements of humankind. We will inspire our pupils to stand on the shoulders of giants and encourage them at every opportunity to take in the view of all that humanity has achieved. Whilst not every pupil can become great when measured against the achievements of others it is our aspiration that each pupil be their best when measured against themselves.

Upon entering the Island Free School visitors will be struck by the overwhelmingly supportive nature of the school. Guests will be met by pupils and staff who are obviously proud of their school and its principles. All lessons that are seen will be delivered by outstanding professionals who are sharing their love of learning with their pupils. As one moves around the calm and focused classrooms the strong bond between staff and pupils will be abundantly clear both in the attitude of respect and the collaboration in learning. Wherever one looks there will be recognition of the achievements and the aspirations of our pupils and our staff.

Of greatest note will be the obvious happiness of our pupils and our staff, their enthusiasm to succeed and their aspiration to achieve together. This will achieve the

cornerstone of our beliefs - A happy child wants to learn.

Our Vision

V1. A caring school that is small enough for every pupil to be known by every member of staff.

The Island Free School will be a human scale school where **all** pupils will receive the academic and emotional support they deserve in order to achieve their full potential. There will be 125 pupils in each year group and, once we reach capacity, 625 pupils in the school. We will offer an accelerated KS3 programme of study which will allow us to offer up to three years for pupils to complete a GCSE programme of study which will include the English Baccalaureate for all pupils.

V2. A disciplined school where pupils will be offered a grammar school style education in a truly comprehensive setting.

The Island Free School will offer a curriculum built around the core subjects to develop **all** our pupils toward the English Baccalaureate. All pupils will be offered a further 2 options subjects and more able pupils will be able to study further GCSEs as part of our enrichment programme. We will combine this with a specialism in music and will ensure we meet the creative needs of our pupils by offering a broad curricular and extra-curricular programme designed to broaden experience and develop fully rounded pupils. All pupils will study music for 2 hours in KS3 and GCSE music will be offered as an option in KS4. All pupils will be encouraged to play at least one musical instrument and be involved in some element of performance either as performer or backstage support during their time at the school.

V3. An aspirational school where pupil progress is paramount.

The Island Free School will have the highest expectations of **all** staff and **all** pupils. A rigorous and robust system for monitoring and tracking will underpin our efforts to ensure that **all** of our pupils are making good to outstanding progress in all areas. Progress will not be contained to the meeting of academic targets but will also be measured through enjoyment and participation in a broad range of sporting and artistic endeavours designed to develop well rounded pupils. Staff will be supported in developing outstanding lessons through our coaching observation programme.

In recognition of the strong musical traditions of the Island we have chosen a music specialism for the school. As part of our admissions policy we intend to offer 10% of places to pupils with high musical aptitude. These pupils will become ambassadors of music and will be supported in developing their own musicality and will be expected to support the participation of others. At the Island Free School we believe that money should not be a barrier to learning a musical instrument and we will ensure that every pupil has access to tuition and instruments.

V4. An innovative school with a longer day that includes a full and varied extra-curricular programme for all staff and all pupils.

Our school will include a mandatory extra-curricular hour which will offer a wide range of enrichment activities and academic intervention for **all** pupils supported by **all** staff (teaching and non-teaching), by parents and by members of the wider community. These activities will offer pupils a broad and balanced school experience and will ensure that all pupils at the Island Free School are given every opportunity to develop innate skills whilst also preparing them for the rigours of adult life.

V5. An enthusiastic school in which all teachers are passionate about learning and have a proven track record.

The Island Free School will recognise that its staff are its most valuable asset and will ensure that **all** feel valued and supported in a school that is a source of personal pride to everyone. We will develop an outstanding recruitment and retention package to ensure consistency throughout the school. Staff will be encouraged to develop in not only their chosen academic careers but also to engage in our wider curriculum and in doing so seize the opportunity to once again become learners.

V6. An ambitious school where pupils are encouraged to think for themselves.

At the Island Free School **all** pupils will be encouraged to be independent, self-motivated, resilient and inquisitive. We will not pay lip service to these ideals but will embed them in our every action. Our pupils will be encouraged and supported in all endeavours. **All** members of our community will play a part in developing their sense of self belief. We will explore every opportunity to give pupils responsibility within the school and develop a sense of personal responsibility for the local community. All pupils will engage in the Duke of Edinburgh award scheme during KS4 and will build toward this through curricular, cross curricular and enrichment hour activities. We will also offer pupils the time to investigate wider thoughts and ideas through creative and artistic endeavours during enrichment time by supporting them in developing their own musical, dramatic and dance performances.

V7. An Island school for Island families that gives parents a real educational choice for their children.

The Island Free School will offer an educational model which is open to **all** and offers a more attractive choice to parents in the state sector. We will have an active parents association who will be fundamental to the running of the school. We will actively promote parent Governor posts and will also support parents in becoming active learners within the school. The involvement of parents in the organisation and running of the school is central to our vision of lifelong learning.

Our Aspirations

Our overriding ambition is that every stakeholder in the school will feel valued and be responsible for the success of our school. In setting out our vision, it is crucial that we recognise what success will look like in each case.

A1. Every pupil will receive outstanding pastoral care and will be supported by a personal mentor throughout their time at the school. Each tutor group will have 25 pupils and will have 2 members of staff attached to the group. These 2 members of staff will take on mentoring responsibilities for half of the tutor group giving a teacher to pupil ratio of roughly 1:12. It is envisaged that the same mentor will guide their 12 pupils through their 5 years at the school.

A2. Every pupil will be rigorously prepared for the English Baccalaureate as well as all optional subjects. Pupils will have a condensed KS3 experience and will begin their KS4 programme of study in year 9 having chosen their options at the end of year 8. This will allow three years for their GCSE programme of study allowing for a greater depth of understanding.

Every pupil will be supported in developing musical talents both in taught lessons and as part of our enrichment curriculum. Pupils will also be supported in developing artistic and creative expression through the enrichment programme.

A3. Every pupil will make the expected, or better than expected, progress from KS2 to 4 in all subjects and will be well supported in achieving these aims. Pupils will also be supported in engaging in a variety of artistic and performance activities to ensure that we develop well rounded pupils.

A4. Parents, staff and members of the wider community will be encouraged to take an active part in school life as learners, coaches and as role models for our pupils to develop a real sense of shared responsibility.

A5. Every member of staff will deliver consistently good to outstanding lessons and will be supported in developing new skills and making progress their career.

A6. Every pupil will be given the opportunity to develop into intelligent, free thinking, creative and independent individuals.

A7. The Island Free School will become the number one school of choice for parents on the Isle of Wight.

The following sections will set out in detail how we will achieve these ambitions.

In basing our school in the South Wight we will meet the needs of some of the most vulnerable pupils in our most deprived wards. Pupils in this area do not currently have a school and instead travel to Medina College and Sandown Academy, two of our largest schools with the lowest attainment figures, the lowest progress figures, the highest

exclusion figures and the highest rates of persistent absenteeism. The Island Free School can, and will, make a difference in the lives of these and other pupils across the island. Our focused, formal curriculum delivered in a small, personalised environment and backed by our outstanding extra curriculum enrichment programme will improve the aspiration, the ambition and the achievement of pupils across our island.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		125	125	125	125	125	125	125
Year 8			125	125	125	125	125	125
Year 9				125	125	125	125	125
Year 10					125	125	125	125
Year 11						125	125	125
Year 12								
Year 13								
Totals		125	250	375	500	625	625	625

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

Section D – Our Education Plan

In the following section we will outline how our curriculum plan will play its part in delivering our 7 vision statements

V1. A caring school that is small enough for every pupil to be known by every member of staff.

V2. A disciplined school where pupils will be offered a grammar school style education in a truly comprehensive setting.

V3. An aspirational school where pupil progress is paramount.

V4. An innovative school with a longer day that includes a full and varied extra-curricular programme for all staff and all pupils.

V5. An enthusiastic school in which all teachers are passionate about learning and have a proven track record.

V6. An ambitious school where pupils are encouraged to think for themselves.

V7. An Island school for Island families that gives parents a real educational choice for their children.

D1 Set out the rationale for your chosen curriculum and demonstrate how it meets the needs of your expected intake whilst having an ambitious approach to meeting those needs

The principles behind our chosen curriculum.

An aspirational curriculum *where pupil progress is paramount.* (V3)

At the Island Free School we will deliver a traditional curriculum with a focus on the core curriculum in response to the poor attainment at KS4 in Island state schools. From the outset our curriculum will have a focus on the improvement of traditional core subjects English, Maths and Science by encouraging a depth of knowledge and practical understanding of these disciplines. In tackling poor literacy and numeracy skills we will encourage pupils to engage with more academic options in KS4. The small size of our school, with only 125 pupils in each year, will ensure that the needs of each pupil are met and that intervention, when required, can be tailored to the needs of each individual. Pupils will complete KS3 programme of studies in Year 8 and will choose their optional subjects at this time. This will allow for a 3 year GCSE programme of study which will further enable us to prepare our pupils for their GCSEs.

The profile of our expected intake is hard to predict as data has been blurred by the recent reorganisation of schools. 2011 data from Middle Schools based in the South Wight indicates a cohort which includes 9% of pupils with SEN (island average 8%) and 25% Free School Meals (Island average 14.9%). However due to our desire to offer 45% of places in the school to the wider Island community it is important to note that the slightly lower island averages will have an impact on our cohort.

Also of importance is the raised percentage of persistent absenteeism in Island secondary schools which must be tackled by the Island Free School.

Each year around 30% of Year 6 pupils on the Isle of Wight do not achieve level 4 in either Maths or English. We recognise that this hampers some children's ability to engage fully in the wider curriculum and creates high levels of stress for some pupils leading to absenteeism. Prior to beginning Year 7, pupils who have not achieved the expected attainment at KS2 will be invited to attend a one week intensive literacy and numeracy catch up programme at the school run by our staff. This will run during the last week of the summer holiday. Parents will also be encouraged to take part either during the day or by supporting pupils in the daily activities to be completed at home. This programme will then be continued through the year once a week as part of the enrichment hour. This will ensure all pupils are able to access and find success in the wider curriculum during Year 7. Our intent to secure high levels of literacy for all pupils will also be reflected in our KS3 curriculum which will give greater weighting to subjects which naturally support literacy. Literacy across the curriculum will be overtly used in all subjects and will be highlighted in all schemes of work.

Throughout their time at the school pupil's progress in all subjects will be rigorously monitored and whenever progress slows support will be offered during the enrichment hour. In using one of the daily enrichment hours, support can be tailored to meet the needs of individuals. This may take the form of one to one support, small group work or revision classes dependent on the need presented by each individual. All support packages will be monitored by tutors to ensure pupils have the support and guidance they need to achieve their potential.

A disciplined curriculum *where pupils will be offered a grammar school style education in a truly comprehensive setting. (V2)*

We intend to offer a core of compulsory subjects including Maths, English, Science, a humanity and a language, ensuring that all pupils are able to achieve the English Baccalaureate. We do not intend to offer NVQ or BTEC qualifications to pupils as these are widely available in other secondary providers but will instead offer extra support outside of curriculum time to those pupils whose academic monitoring shows a need for intervention to ensure that all our pupils are able to find success in formal academic subjects. On top of the 5 compulsory subjects pupils will be able to opt for other subjects to take the total number of subjects taken to eight. More able pupils will be able study for extra qualifications as part of the enrichment activities and would be expected to achieve 10 or more GCSE's by the end of Year 11.

Pupils who are struggling will be supported in the core curriculum by either reducing the number of optional subjects to devote more time to compulsory subjects or by using some of the enrichment time at the end of each day for small group or individual support. In doing this we will support our vision to create a school where every pupil receives the academic and emotional support to achieve their full potential.

Given our music speciality we would expect a large number of pupils to opt for music though all pupils will be expected to play at least one instrument to at least grade 3 as part of enrichment activities. Free school meals pupils will be supported in accessing musical lessons using pupil premium money. We also intend to develop our own peripatetic music services which will offer individual tuition to pupils in our school and to pupils in other schools. We intend working with the youth orchestra as well as with *Island Rock School* and *Platform One*, two renowned island music providers, to ensure our pupils are able to pursue interests in music outside of school. Music practice will also form part of our homework timetable. Pupils will also be encouraged to engage with our wider creative curriculum and every opportunity will be taken to ensure that every pupil is involved in some element of performance either as performer or as back stage support in drama, music and dance productions.

A distinctive feature of our school will be the opportunity to develop language skills through the delivery of Latin in KS3. Many Island pupils enter secondary education with preconceived ideas about their own, and each other's, academic strengths and weaknesses. We will challenge this by offering all Year 7 pupils Latin. We believe that offering Latin will create a level playing field for all pupils. Pupils will be able to continue studies in Latin as an optional subject all the way through to GCSE as part of the enrichment activities. We are dedicated to ensuring that we rigorously prepare our pupils for the English Baccalaureate and that all have the opportunity to engage in a fully academic curriculum.

An ambitious curriculum where pupils are encouraged to think for themselves. (V6)

It is central to our beliefs that every effort should be made to link teaching and learning to our local and national context. Teaching at the school will broadly follow the national curriculum though we will take every opportunity to add depth through practical learning opportunities. Pupils will undertake local studies and engage in cross curricular activities which strengthen their practical subject knowledge. It is intended that these opportunities will give our pupils the chance to engage with the local community and environment. Pupils will also be given the opportunity to choose elements of their curriculum from a young age. In games lessons each term a choice of sports/activities will be offered and pupils will be invited to sign up for these. The enrichment hour will also involve a large element of choice and pupils will be supported in this by their tutor to ensure a broad range of opportunities is grasped.

An innovative curriculum with a longer school day that includes a full and varied extra-curricular programme for all pupils and all staff. (V4)

As has been mentioned in section C the island has high levels of deprivation in some wards leading to above average numbers of Free School Meals pupils. In our chosen wards of Ventnor and Shanklin local primary schools have 30% FSM (St Francis Primary), 29.6% (Wroxall primary), 25.5% (Shanklin C of E) and 21 % (Gatten and Lake). Studies have shown that pupils in receipt of free school meals have lower aspirations than their peers. The attainment of pupils in receipt of free school meals is consistently lower than their peers at both KS2 and KS4 on the Isle of Wight. It is the experience of the teachers in our group that pupils receiving free school meals do not attend extra-curricular activities due to financial pressures. Free School Meals pupils are less likely to participate in school trips and during holidays are less likely to engage in a wide variety of activities.

In response to this the curriculum at our school will include a compulsory enrichment hour at the end of the day during which pupils will be supported, their skills widened and their aspirations raised. All staff, teaching and non-teaching, will take part as well as coaches and teachers from clubs in our local community. As pupils grow they will be actively encouraged and supported to take on a teaching or coaching role in one or more activities. In doing so pupils will be given the opportunity to deepen their own understanding and share in the joy of teaching. Pupil premium money will be used to ensure that pupils in receipt of free school meals are able to participate fully in all of these activities.

Activities on offer will include (but not be limited to):

Sports – All pupils will be encouraged to participate in at least one sporting activity. We have made links with local rugby, football, hockey and netball clubs as well as the Ventnor Cricket Academy (a nationally recognised academy) and local golf club all of whom have junior sections. Initially sport will be delivered by staff and local clubs though as pupils move into KS4 they will be encouraged to take a coaching role in chosen sports supported by staff and local coaches. All pupils will take the young leaders award at some time during KS3 to prepare them for coaching and supporting roles in enrichment hour. It is envisaged that by involving local clubs pupils will naturally progress on to play for clubs, strengthen relationships and continue to play sport when they leave school.

Music lessons – all pupils will be expected to play at least one instrument. Again, as pupils grow in proficiency they will be actively encouraged to support younger and less able musicians in a coaching role.

Drama - Pupils will be offered the opportunity to be involved in school productions. Once again, it is envisioned that pupils will take on directing, lighting and staging responsibilities supported by staff and local clubs.

Dance - Pupils will be offered the opportunity to study ballet and contemporary dance

and we intend to compete in the *Global Rock* competition. It is envisioned that pupils will take on choreographic and organisational responsibilities for this competition supported by staff and local dance school teachers.

Homework club – Pupils who struggle to complete homework will be enrolled in our homework support club. This option may be compulsory once a week for some pupils. It is an expectation that KS4 pupils give up some of their time to support KS3 pupils. When possible, parents will be invited in to support their children in studies.

Core curriculum support – Pupils whose monitoring shows a weakness in core areas will be enrolled in once a week catch up sessions for the core curriculum. This may include pupils who have missed school and pupils entering year 7 below national expected levels. Parent/pupil reading programmes will be developed similar to those used in our primary schools.

Separate KS4 revision classes will also be offered for pupils whose monitoring shows lower than expected progress. Once again the involvement of parents in extra-curricular support sessions, both as learners and as mentors, will be encouraged. We see this as a vital link between home and school and will support both parents and pupils in building and resourcing appropriate home study timetables in the run up to exams.

Personal development – This is a wide ranging group of opportunities for pupils to engage in activities which will meet our aspiration for pupils to develop as independent and intelligent individuals and will include:

Pupil leadership team – it is expected that all pupils will work with the school council at some time during their 5 years at the school.

Duke of Edinburgh award - All pupils will be expected to participate in D of E bronze. Some will continue to achieve D of E Silver.

Public speaking competitions - Pupils will have the opportunity to hone their oratory skills.

Mock trial competition – Pupils will be offered the chance to participate in this lively activity. The mock trial competition has been trialled this year in current secondary schools and whilst it was highly successful participation was limited to 6th form entries.

School allotment – We intend to have a large school allotment where pupils and staff will grow fruit and vegetables. Central to Island life are the horticultural shows and summer fetes. It is our intention to show off our produce at these shows.

School bakery – We will also offer baking as an activity. Once again pupil and staff skills in baking cakes and breads will be shared in summer shows across the island.

First aid training – All pupils will be expected to participate in a basic first aid and resuscitation course.

It is important to note that this list is not exhaustive and that the complete list of activities offered will reflect the skills and interests of the staff and parents of the school. When not

leading activities staff will be expected to join in the activities as learners and, in doing so, model life-long learning for our pupils.

Pupils will be able to choose a new set of activities each term. They will be supported in this by their tutor who will ensure that all pupils choose a broad range of activities to match their needs, encourage their strengths and develop them as rounded individuals. The tutor will also ensure that pupils' individual academic needs are met as part of this process. For instance during Year 7 pupils who have not achieved a level 4 in literacy will be enrolled on the literacy catch up programme for one of their enrichment hours. In offering support in core areas outside of curriculum time we will be able to ensure that all pupils are able to access a full curriculum. A Year 10 pupil who is struggling to complete homework /assessments may be enrolled in the homework club for one of their enrichment activities.

Our choice of curriculum

As we have shown the proven educational disadvantage of pupils on the Isle of Wight is the product of the following contributing factors:

Overcrowded schools – leading to a large, anonymous, unsupported pupil body.

Income deprivation – leading to low aspiration amongst FSM pupils reflected in their consistent underachievement at GCSE level.

A failing curriculum – with a focus on non-academic subjects leading to poor core curriculum performance which in turn impacts the wider academic curriculum.

A loss of community – leading to huge numbers of fixed term exclusion especially amongst more vulnerable groups.

The extra support offered in KS3 and then the extra time allowed for the development of KS4 will, we believe, give every pupil the opportunity to make excellent progress which will be reflected in outstanding GCSE results.

Whilst it is our intention to follow the national curriculum, we fully intend to explore all opportunities to develop cross curricular links. Many members of our group worked in middle school prior to reorganisation and developed cross curricular units as part of the Personal Learning and Thinking Skills strategy. Many of these units were judged as outstanding by OFSTED inspectors.

An example cross curricular unit for Year 7 *A walk in the woods.*

We aim to provide a cross curricular unit of work delivered through the Outdoor and Adventurous Activities (OAA) strand of the PE curriculum. This unit will cover key objectives from the Maths and Geography schemes of work as well as focusing on leadership and team work as specified in the *acquiring and developing skills* section of the PE curriculum. Objectives will be taught discretely in maths, PE and Geography lessons. Central to the unit will be a practical assessment in which pupils will be expected to demonstrate their understanding of the full range of skills they have been

taught. Pupils will be dropped off in groups of six at unidentified locations around the island. They will be provided with a map, compass and six figure grid reference and have the rest of the school day to make their way back to school. Pupils will be followed by a member of staff who will not interfere unless they consider their pupils to be placing themselves in danger or the allotted time limit is reached. Pupils will be continually assessed on a skills, teamwork and leadership framework.

When delivered at a successful middle school this unit resulted in the demand for, and creation of, an outward bounds club so that pupils could develop their new found love of hiking into over-night camping. Eventually 40 pupils who took part in the original cross curricular unit enrolled in the Duke of Edinburgh award. 2 pupils from this group are now serving in the armed forces and one is studying for a degree in outdoor pursuits. It is this wider development that excites us as teachers and the spin off activities from our curriculum that we will investigate. Whilst we recognise that the national curriculum may seem a safe option we believe that it offers a solid core from which we can develop outstanding teaching practice. In introducing our pupils to wider opportunities through our curriculum and then offering further development and then the chance to share what they have learnt with younger pupils, we will nurture the independent and confident pupils we have described in our vision and our aspirations.

D1“Explain how the curriculum and its delivery will improve the outcomes on a range of measures and the range of qualifications which might be offered”

Pupil outcomes at the Island Free School

Every pupil will receive outstanding pastoral care and will be supported by a personal mentor throughout their time at the school.(A1)

Through the use of smaller classes, a personalised support package and practical learning opportunities it is envisioned that pupils will be happier, more confident and develop faster in our school. We are adamant that through the delivery of high quality, engaging activities we will succeed in ensuring all our pupils want to be at school. This alone will ensure that attendance at our school will far exceed national expectations.

All pupils will make expected progress or better from KS2 to 4 (A3). Our FSM pupils will not be a statistic apart; instead they will make progress in line with all of their peers. In supporting and encouraging all pupils in the core curriculum at KS3 and then delivering the national curriculum over three years at KS4 we will ensure our pupils will have the confidence to achieve well above national expectations. We fully expect attendance to be above national in all years and persistent absenteeism to drop well below national figures in all years. Key to the engagement of all pupils will be the enrichment hour for it is during this time that the positive working relationship of staff and pupils is able to develop more fully than in the classroom. Too often the most vulnerable groups, such as FSM, are unable to participate in extra-curricular activities due to the financial outlay for equipment or the cost of tuition. Limited transport also means that many pupils are unable to remain after the school day as they cannot afford to pay for

public transport. At the Island Free School we will use some of the pupil premium money to ensure FSM pupils are able to access the full range of activities including music tuition. By extending the school day we will ensure all pupils are able to engage without missing the bus home. This will ensure that the crucial teacher pupil relationships fostered during extra-curricular activities are encouraged in all pupils not merely those who can afford it.

Every pupil will be rigorously prepared for the English Baccalaureate. (A2).

All pupils will study a curriculum which meets the criteria for the English Baccalaureate. All pupils will have the opportunity to study for a minimum of 5 GCSEs including Maths, English, Science, History or Geography and one Modern Foreign Language. The vast majority of pupils will study for 8 GCSEs and more able pupils will be expected to study for further GCSEs as part of the enrichment curriculum. Extra tuition will be made available during the enrichment hour for those pupils identified as in need of support by our progress and attainment monitoring.

Every pupil will be given the opportunity to develop into intelligent and independent individuals. (A6)

Through our extended curriculum pupils will be encouraged to develop their strengths and supported in developing the resilience to improve where it is needed. This will be fostered through the development of cross curricular units that challenge our pupils' functional skills in all subjects, demanding high levels of commitment. As pupils grow through the school they will be encouraged to take a lead in their own, and others, education and to become positive role models for younger years. By the time they leave the school the vast majority of our pupils will be independent and aspirational learners who are well prepared for the next phase of their lives. This will be measured through involvement in extra-curricular activities which have a coaching or supporting element. All KS3 pupils will participate in the young leader's award and will utilise this award by working with our feeder primary schools to organise sports days and competitions. All KS4 pupils will participate in the Duke of Edinburgh award – pupils will be encouraged to complete D of E bronze and a large percentage will be supported in achieving D of E silver. The involvement in teaching and coaching of younger pupils within sport, music, drama and dance will be encouraged as part of the enrichment programme. Pupils will also be trained in mentoring for younger pupils in reading, writing and mathematics support programmes.

Our wider community will be encouraged to work with our pupils and our pupils to work with them to develop a real sense of shared responsibility. (A4)

We would expect all pupils to participate in some extra-curricular sports activity as well as playing at least one musical instrument. The majority of pupils will take on the responsibility of working with the school council and will be encouraged to participate in dance, drama and music performances. It is also an expectation that the majority of pupils will continue their education into A level and that, where appropriate, pupils aspire

to attend university. The love of performance is a key element of any vibrant school. This will be cherished at the Island Free School. Whilst we have high academic expectations for all our pupils we have equally high expectations of ourselves in ensuring every pupil has every opportunity to develop their expressive selves either through sport, music, dance, drama, song or art.

D1 Set out clear plans for transition between phases of education.

Phases of education at the Island Free School

Primary transition

During the final term of primary school all prospective parents and pupils will be invited to a 3 day induction held at the school. This induction will be designed to excite and inspire the future Year 7 pupils and their parents about life at the Island Free School. It will be an opportunity for families to meet the teachers, pupils, school partners and creative professionals involved in the life of the school. Parents will bring their children on the first morning and attended a welcome by the Principal Designate and senior leadership team members. The pupil leadership team will give a tour of the school and, in our second year, pupils will watch the school production and that will provide a theme for one of the days. We will then run a carousel of experiences over three days. These activities will be designed in specific subject areas to show off the ethos of the Island Free School. All pupils will complete the PASS survey (Pupil Attitude to Self and School): an invaluable tool for identifying potential problems or early signs of disengagement. At the end of the 3 days parents will be invited to a presentation of the events their child has taken part in and displays/performances of some of their child' work. This will be a powerful way for them to feel the spirit and energy of the school. They will also be given the opportunity to complete any outstanding documentation and view and order the school uniform well before the start of the year.

As has been mentioned previously any pupil who has not achieved the national expected levels for literacy and numeracy will be offered a summer catch up programme during the last week of the summer holidays. All Year 7 pupils will start the academic year two days before the rest of the school returns after the summer break. This is intended to offer a settling in period for all new pupils prior to the rest of the school returning after the summer break.

On the Island it is traditional for all year 6 pupils to spend 2 days at their secondary school during the summer term of year 6. In order to support primary schools all secondary providers run these days at the same time. We recognise that in June 2014 it is possible that our new school buildings may not be ready for occupation during the transition days. In case of this eventuality we have planned for the transition days for our first cohort to take place at a nearby activities centre. We will run a team building and ethos day for pupils supported and will ensure that as many staff set to join us in September 2014 are present on these days. Funding for the transition days will come from the pre-opening budget.

Key Stage 3

Pupils in Year 7 and 8 will be taught in their tutor groups for the majority of their curriculum with only the core curriculum being delivered in streamed groups. This has been designed to ease the move from Primary to Secondary school.

All pupils will study Latin in Year 7 and will then be introduced to two modern foreign languages in the spring and summer terms. All pupils will follow a highly successful accelerated KS3 curriculum in Maths, English and Science that was developed in Isle of Wight middle schools. This will allow all pupils to choose options at the end of Year 8. A wide ranging, individual support package will be offered each term to those pupils identified through tracking and monitoring as being in need of extra tuition and support. All pupils will study the full curriculum before beginning their KS4 programme of study in Year 9.

Key Stage 4

Pupils will begin their GCSE programmes of study in Year 9 and continue on until Year 11. In being given three years to prepare for the majority of their GCSEs pupils will have the opportunity to explore topics to greater depth and therefore perform better in exams. Where appropriate, pupils will be able to sit core curriculum exams early and will then be offered the opportunity of broadening their knowledge by either taking related GCSEs or using the time to support their other subjects. Throughout KS4 pupils will be given the opportunity to visit post 16 providers at the many 6th form facilities across the island as well as having the opportunity to investigate vocational training and apprenticeships where appropriate. Pupils in KS4 will attend taster days run by Southampton, Portsmouth and Chichester Universities.

Post 16 education

It is our aspiration that most pupils will, upon leaving the school, take up 6th form places at one of the island 6th form providers. As part of the strategic development toward this aim all pupils will spend time at one of our local universities all of whom run taster days for years 7 to 11. During KS4 we will invite guest speakers from all of the Island 6th form providers to speak to our year 10 and 11 pupils. We will encourage our pupils to attend 6th form open evenings and our guidance team will support pupils and parents in choosing the most appropriate courses. If pupils wish to begin more vocational courses we will organise for taster days at the Isle of Wight College, the main provider of vocational training on the Isle of Wight. We also intend to hold apprenticeship days (akin to careers days) where providers visit the school and share future opportunities with our pupils.

In Summary

In setting our rationale for the curriculum plan we have endeavoured to bring to life the vision and ethos set out in section C of this document. As teachers we

fundamentally believe that a good teacher can inspire all pupils regardless of the curriculum they are communicating through. In delivering the national curriculum, our outstanding staff will access the vast resources developed to enrich this curriculum whilst continually developing practical opportunities for our pupils to engage more fully with the content of the curriculum. Our small size will allow us the flexibility to seize the opportunities created by our cross curricular developments and will also allow us to know every pupil individually. In turn, this in depth knowledge will ensure that with good tracking and monitoring we are able to personalise our support packages for each pupil. The longer school day will allow us to properly support all our pupils without ever having to resort to removing pupils from the wider curriculum to support the core. Our condensed KS3 will allow us to remove the traditional dip year in Year 8, and through the use of an accelerated KS3 programme developed in Island middle schools we will prepare all pupils to enter KS4 at the beginning of Year 9. This will drive forward progress and attainment levels with pupils being continually challenged to achieve their potential with the extra time in KS4 to delve deeper and secure more in depth knowledge of their chosen disciplines.

In ensuring all pupils play at least one musical instrument, that all participate in the Duke of Edinburgh award and that all participate in some form of extra-curricular sports, dance or drama activity on top of the English Baccalaureate, we will ensure we develop well rounded pupils with the best possible opportunities for success in their future lives.

Section D2 - Describe the Curriculum in detail, setting out how it will be broad and balanced- specifically address how the curriculum and its delivery will improve pupil outcomes on a range of measures.

The Island Free School Curriculum Key Stage 3

Delivering a disciplined curriculum where pupils are offered a grammar school style education in a truly comprehensive setting. (v2)

Year 7 Curriculum Model													
	Maths	English	Science	Latin	Music	History	Geography	Art	Design Technology	PE	Drama	Games	Total taught
Year 7 - Class 1	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 7 - Class 2	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 7 - Class 3	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 7 - Class 4	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 7 - Class 5	4	4	4	2	2	2	2	1	1	1	1	1	25
Total taught hours per subject	20	20	20	10	10	10	10	5	5	5	5	5	125
Year 8 Curriculum Model													
	Maths	English	Science	Modern Foreign Language	Music	History	Geography	Art	Design Technology	PE	Drama	Games	Total taught hours per class
Year 8 - Class 1	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 8 - Class 2	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 8 - Class 3	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 8 - Class 4	4	4	4	2	2	2	2	1	1	1	1	1	25
Year 8 - Class 5	4	4	4	2	2	2	2	1	1	1	1	1	25
Total taught hours per subject	20	20	20	10	10	10	10	5	5	5	5	5	125

KS3

The overarching aim of our KS3 programme of study will be to develop in our pupils an inquisitive and risk taking attitude to learning. Whilst we recognise the need for a disciplined mind we also recognise the need for fun and enjoyment in the curriculum. Through extended learning activities and cross curricular elements we intend to take learning outside the classroom and to work with our local community as often as possible.

The core curriculum at KS3

Every pupil will make expected progress or better (A3)

At the Island Free School KS3 pupils will study the core curriculum for almost 50% of their formal curriculum time. Where possible the core curriculum will be delivered in the morning by experienced, outstanding teachers. Maths, English and Science will be offered for 4 hours a week (16% of Curriculum time each) and through regular and robust tracking and monitoring we will ensure that all pupils are making expected progress. Where pupils are identified as falling behind either through conceptual misunderstanding or absence they will be enrolled in our extra-curricular Maths and English support programmes as part of the enrichment hour. These pupils will be identified through rigorous tracking and monitoring and the intervention organised will ensure that all pupils are able to make expected progress or better. Every opportunity will be taken in KS3 to make cross curricular links with other subjects, such as the ***Walk in the Woods*** unit outlined in section D1.

The Wider Curriculum at KS3

Pupils will be encouraged to work within the wider community to develop a real sense of shared responsibility (A4)

Throughout Year 7 and 8 pupils will begin to develop the necessary skills base to prepare them for the English Baccalaureate in KS4. This is reflected in the extra curriculum time offered to Languages and humanities. Pupils will study all subjects apart from Maths, English and Science in mixed ability tutor groups easing the transition from Primary to secondary school.

All pupils will study Latin in Year 7 as well as one hour studying a modern foreign language. This will be used as a leveller and through outstanding and enthusiastic delivery will ensure all pupils are able to go on to study modern foreign languages in Year 8 on a carousel. During Year 8 pupils will study 2 hours of modern Foreign Languages and can continue to study Latin as part of the enrichment curriculum.

Humanities will be delivered following the national curriculum and will be central to all of the cross curricular opportunities we develop. In utilising the skills taught in humanities, pupils will be able to participate in local studies building links with the local community.

ICT will not be taught as a discrete subject but will instead be woven into all subject areas. A comprehensive map of the delivery of ICT as well as the identification of appropriate times to use ICT skills within subject areas will be incorporated into all schemes of work alongside Literacy across the curriculum. Where ICT is being taught as part of another subject, teachers will be supported in lessons by an ICT technician.

Religious Education will not be delivered as part of the curriculum instead we will hold once half termly days for all year groups to investigate elements of faith. The Isle of Wight has fairly limited opportunities for meaningful exploration of faith outside of Christianity and Catholicism. We have therefore decided to calendar half termly off timetable days where elements of faith can be fully explored. The removal of the constraints of the timetable will allow for groups of staff, pupils and parents to leave the island and engage with diverse faiths in depth. When not leaving the island, we will also investigate faith through music, drama, dance and art. In doing this we will both broaden our pupils' philosophical understanding of faith and religion as well as deepening their own subject knowledge in these areas. It is envisaged that we will offer one full day each half term for all pupils this will be the equivalent of 1 hour per week of curriculum time. PSHEE will be delivered as part of the tutor period and the development of an appropriate scheme of work will be the responsibility of the Heads of Year.

The Enrichment Curriculum at KS3

Every pupil will be encouraged to play an active part in all elements of school life (A4)

Outside of the formal curriculum all pupils will be expected to participate in a one hour after school activities programme that is split into two distinct strands.

Enrichment Hour – These are activities which will develop our pupils as individual,

confident and resilient characters. The enrichment hour also presents opportunities for pupils to build links with the local sporting and performing arts community that will last beyond their time at the Island Free School. Central to our vision is the legacy we encourage for our pupils once they leave the school. Whilst we focus on the academic success of our pupils we will be vigilant of their wider engagement to ensure that all of our pupils are supported in pursuing wider interests that they will take into adult life. It is also core to our beliefs that our pupils gain an understanding of their local community. Local vicars from the Ventnor and Shanklin parishes are keen to work with our pupils on community projects. Local Police, Fire and Ambulance services offer courses and programmes such as crime scene investigation through Science which at once build community links as well as supporting the formal curriculum.

Curriculum Support Hour – Pupils will also be offered academic support in the form of homework/revision clubs and literacy/numeracy catch up programmes in order to ensure that all pupils are able to make good to outstanding progress in all areas. Some subjects will offer practical elements of their subject to pupils as part of curriculum support such as STEM activities by the Science department and Robotics club run by the Design Technology department.

An example Year 7 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor period	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
Period 1	Maths	Maths	Maths	Maths	Science
Period 2	English	English	English	English	Science
Break					
Period 3	Drama	Pe	Latin	Geog	Latin
Lunch					
Period 4	Science	Geo	Mus	DT/Art (rotation)	Mus
Period 5	Science	His	His	DT/Art (rotation)	Games (all yr7)
Tutor period	Home room	Home room	Home room	Home room	Home room
Enrichment	Rugby Practice	Extra English	Saxophone lesson	Robotics Club	School Council

The Island Free School Curriculum KS4

An Aspirational School where progress is paramount (v3)

	KS4 (year 9 -11) Curriculum Model													
	Core Curriculum - All students			English Baccalaureate- All students			Optional GCSE subjects (total of two to be taken)							
	Maths	English	Science	MFL	Hist or Geog	English Literature	Music	Art including Photography	Design Technology	PE	Drama	Dance	Extended Science	History or Geog
KS 4 - Class 1	4	4	4	3	3	1	3	3	3	3	3	3	3	3
KS 4 - Class 2	4	4	4	3	3	1								
KS 4 - Class 3	4	4	4	3	3	1								
KS 4 - Class 4	4	4	4	3	3	1								
KS 4 - Class 5	4	4	4	3	3	1								
KS 4 - Class 6	4	4												
Where possible all optional subjects will be offered as Extra Curricular GCSEs - this will include Latin, ICT and Statistics														

KS4

The overarching aim of our KS4 programmes of study is to prepare pupils for their GCSE qualifications. However we also intend to develop in all pupils a depth of understanding in each subject area that far surpasses the needs of the examination process. We will encourage KS4 pupils to share their knowledge with younger pupils and to work with the wider community in preparation for post 16 education.

The English Baccalaureate

Every pupil will be rigorously prepared for the English Baccalaureate (A2)

At the Island Free School all pupils will take their options at the end of Year 8 and enter KS4 in Year 9. All pupils will be entered into subjects which form the English Baccalaureate. The inclusion of English literature for all pupils will mean that pupils will now study the core curriculum for over 50% of their timetable with 4 hours a week of maths and English, 4 hours of Science and 1 hour of English literature. In beginning to study for Maths and English GCSE in Year 9, we will create an extra year for pupils to focus on these essential and core qualifications, qualifications that too many pupils across the Isle of Wight fail to achieve grade C or above in which severely limits their opportunities post 16. Pupils will also be split into 6 teaching groups instead of 5 to allow for smaller teaching groups in Maths and English throughout KS4. Pupils will also have the option of sitting their Maths and English GCSEs early where appropriate. Those attaining the highest grades will then have the option of studying for extended qualifications in these subjects, using the time to strengthen their other GCSE subjects or to study for an extra GCSE where possible.

History or geography and a modern foreign language will be studied for three hours a week by all pupils. Studies in these wider areas of the English Baccalaureate for three years instead of the usual two will allow pupils to develop a deeper understanding of

topics within these subjects and support our pupils in achieving their full potential.

Optional subjects

Every pupil will be encouraged to take an active part in school life as learners, coaches and as role models for our pupils (A4)

Pupils will also have the opportunity to study for 2 extra arts or science subjects for 3 hours a week each. Pupils will be supported by their tutor and parents in making these choices. This brings the total number of subjects studied to 8. More able pupils will also be able to study for extra GCSEs including Latin, ICT and statistics as part of the enrichment hour.

The optional subjects available will be:

GCSE Art and Photography – These two courses will be run in conjunction allowing pupils to share ideas from both disciplines.

GCSE Dance - This course will allow pupils to study a range of contemporary styles as well as ballet and have a heavy practical content. It is expected that pupils wishing to take dance at GCSE will have participated in dance as part of the enrichment hour during KS3. All pupils opting for dance will be expected to participate in the school Global Rock performance either as dancers or as co-choreographers.

GCSE PE – Pupils will have the opportunity to study for a full course qualification in PE. It is expected that all pupils opting for this course will have completed the young leaders award in KS3 and that they will take on coaching responsibilities in their chosen sports as part of the Enrichment hour.

GCSE Music – Whilst it is an expectation that all pupils at the school play a musical instrument, the study of music as an academic subject will be an optional subject. All pupils opting for music will be expected to be proficient in at least one instrument and will be expected to perform in one of the school music groups.

GCSE Drama – Pupils will have the opportunity to continue studies in Drama into KS4. Pupils wishing to opt for this subject will be expected to take a leading role in the organisation of whole school productions either as performers, directors, or technical staff.

Extended Science – Pupils wishing to study for a triple science qualification may choose this option, however due to the extensive course requirements pupils will need to use one of their weekly enrichment hour sessions to participate in extra –curricular science lessons.

GCSE Design Technology – Pupils will be able to study for one of several design technology options depending on their future aspirations.

GCSE History /Geography – Pupils will also be able to take history or geography on

top of their English Baccalaureate option so that, if they wish, they can study for both humanities subjects.

The Enrichment Curriculum

Every pupil will be given the opportunity to develop into an intelligent and independent individual. (A6)

Pupils in KS4 will have the option of studying for extra GCSEs during enrichment time including Latin.

By the time our pupils enter KS4 they will be expected to begin to give some of their enrichment time to coach and support younger pupils in the school. In supporting younger pupils KS4 pupils will develop a deeper personal understanding of their subject. We also believe that in supporting KS4 pupils to take some responsibility for the development of younger pupils we will actively promote the community spirit that we have outlined in our vision. Pupils will be supported in developing teaching and coaching strategies by teachers and coaches from the local community.

It is expected that all KS4 pupils will participate in the Duke of Edinburgh award in one or more of the Volunteering, Physical, Skills and Expedition sections. Many pupils will then progress to participate in the D of E silver award. It is anticipated that some pupils will continue to participate in the D of E scheme after they leave our school and we look forward to celebrating our first gold award in the future.

By KS4 pupils will also be actively involved in concerts, school productions, dance performances and representing school, club and county on the sports field.

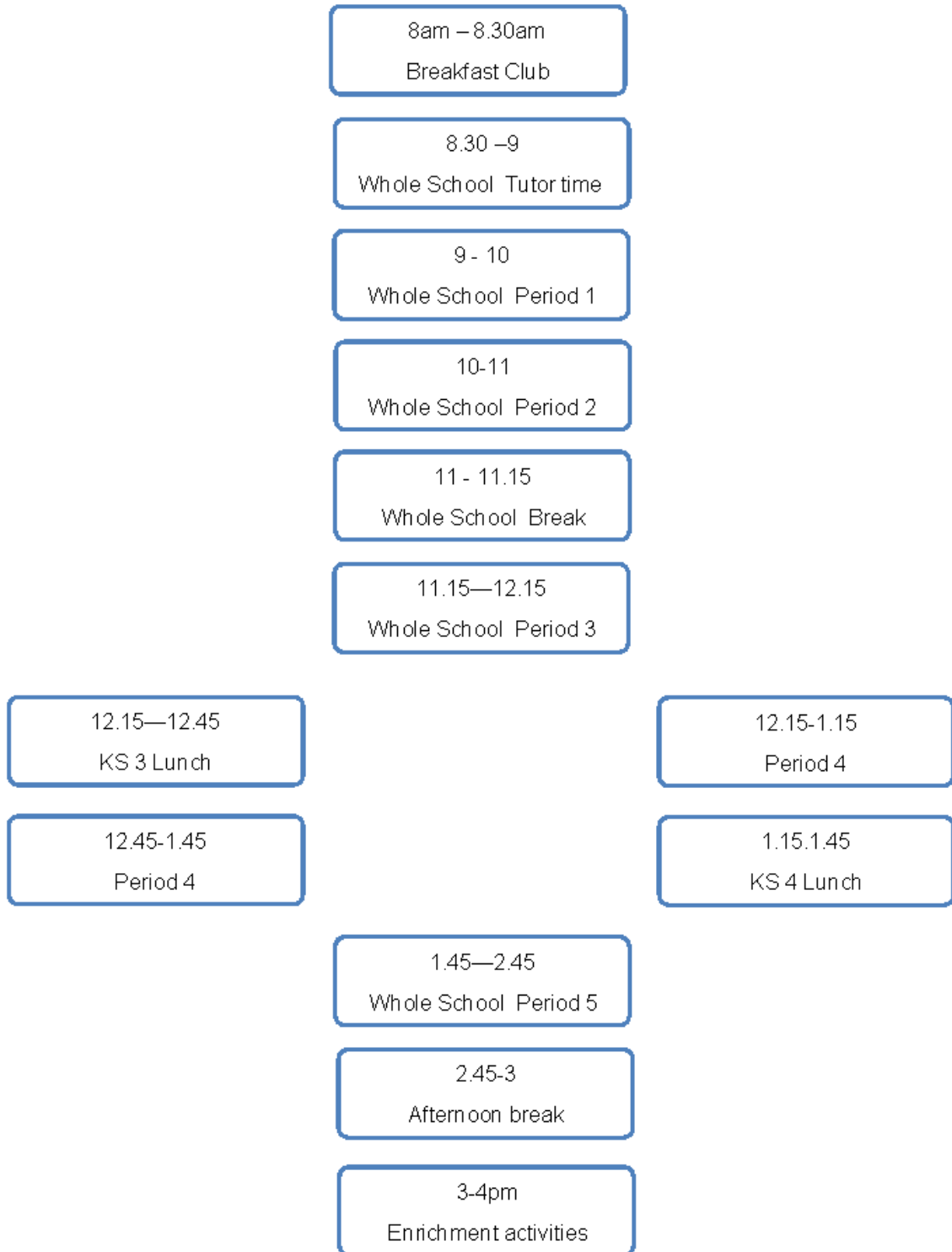
An example Year 11 timetable might look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor period	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time
Period 1	English	English	English	English	Photography
Period 2	Maths	Maths	Maths	Maths	Photography
Break					
Period 3	Spanish	History	Spanish	History	English Lit
Lunch					
Period 4	Science	Photography	Science	Music	History
Period 5	Science	Music	Science	Music	Spanish
Tutor period	Home room	Home room	Home room	Home room	Home room
Enrichment	Hockey club	Maths revision	Choir practice	Statistics GCSE	D Of E

D2 - Set out detailed expectations around the length of the school day, term and year.

The school day at the Island Free School will look like this:

Island Community School - School Day Model 1



Prior to the beginning of the school day we will operate a ½ hour breakfast club. This will be to support those parents from the wider community who wish to drop their children off at school on their way to work.

Pupils will start the day with a half hour session with their tutor. It is a time for ensuring general pastoral wellbeing. Over the course of the week it will give time for year and whole school assemblies, and PSHEE will be delivered in these slots. Time will be given for pupils to follow a reading programme. This will be compulsory for all pupils though weaker readers will be supported through a guided reading programme. Pupils will be in tutor groups of 25 with two members of staff allowing for the group to be split into two smaller mentoring groups when appropriate. It is envisaged that the same two tutors stay with the tutor group throughout their time at the school.

Following this there will be two 1 hr. lessons followed by break and a third lesson after break. Where possible Maths, English and Science will be delivered in these first 3 hour sessions to promote optimum learning and progress in these subjects where currently there is underachievement on the Island.

There will then be a lunch break during which staff (teaching and non-teaching) and pupils will eat together in the dining hall. This is a crucial time in the day for the development of good relationships between staff and pupils. It is a time when the school will come together informally and pupils will be able to share time with staff outside of the classroom.

Lunch will be followed by 2 further hours of curriculum time for KS3 pupils and 1 further hour for KS4 pupils..

After this there will be a tutor time for registration and a short break for the tutor group to take together before pupils go to compulsory enrichment curriculum. Whilst this is not a formal part of curriculum time it is compulsory for all staff and pupils. There will be a range of options for pupils to pick from, allowing them to work across age ranges for the final hour of the day.

The school day will close at 4pm.

This school day will give essential time for additional learning, tutoring and enrichment activities that will meet our vision and drive up the standards, attendance and aspiration of the young people from the Island who attend our school. Non-teaching time will be used to foster positive working relationships and give staff the opportunity to fulfil our vision in getting to know every pupil.

This daily plan will be the same for every day of the school week, Monday to Friday.

Term dates

The school terms and dates will follow the traditional state school model on the Island. This is to support parents and families with children in other schools in their child care arrangements during the holidays and to avoid parents incurring any extra childcare costs. We do however intend to run summer catch up programmes for pupils entering Year 7 and to have Year 7 pupils start two days before the other pupils in the September of entry.

Organisation of Pupils.

Tutor time

A caring school offering pupils the emotional support they deserve to achieve their full potential (v1)

Pupils in all years will be organised into 5 mixed ability tutor groups of 25 and in KS3 will be taught for many of these subjects within these groups. Each tutor group will be allocated 2 members of staff. This will allow for the tutor group to be broken into two smaller groups when a lower teacher pupil ratio is required. This will also allow for greater consistency during periods of staff absence.

The Formal Curriculum

A caring school offering pupils the academic support they deserve to achieve their full potential (v1)

Pupils will be streamed into ability sets from the outset in Maths, English and Science. This will be achieved using the KS2 Maths and English results in combination with any short term monitoring gathered during the year 7 literacy week prior to the beginning of Year 7. Group sizes will be made smaller for those pupils not making expected progress for their ability or meeting expected national standards, in order to allow for even more focused teaching and learning to take place. Where pupil tracking shows a concern, pupils will be enrolled in extra-curricular catch up programmes which will address these concerns to ensure pupils are quickly supported if they begin to struggle.

The aim of the mixed ability groups for a large proportion of subjects in KS3 is to ease transition from the primary schools by using a primary model. Mixed ability sets will also allow the development of lessons where pupils with a range of abilities and learning styles can support each other. Additionally the use of mixed ability groups will avoid pupils feeling labelled from early on in their school career as academic/ non-academic. This will avoid further the demotivating of some pupils which has been shown to disengage them from learning at an early age, which in turn prevents them from achieving to their full potential.

In KS4 class sizes will not exceed 25. Through the appointment of one extra Maths and English specialist, class sizes in these critical subjects will be further reduced in the lead up to GCSE examinations in year 11. Pupils will again be in mixed ability groups for everything with the exception of English, Maths and Science.

The Enrichment Curriculum

Pupils will be given every opportunity to take responsibility for themselves and others in the school to develop a sense of their personal responsibility for their community. (v6)

In enrichment hour pupils will mix in age groups within the key stages and at times for

enrichment such as Orchestra, Global Rock or Debating Society across the key stages. Older pupils will be expected to devote some of their enrichment time to teaching younger pupils, supported by members of staff. Staff will be expected to engage in activities as learners alongside pupils when they are not leading enrichment programmes. In doing so staff will be able to model good learning as well as develop stronger links with their pupils. The enrichment curriculum will be one of the key vehicles through which we will deliver our vision for an independent, confident, aspirational and emotionally mature pupil body as identified in section C.

D3 Set out plans showing an appropriate and phased build of staff in line with planned pupil numbers and financial resources.

Island Free School Staffing Structure					
	2014-15 Key appointments	2015-16 Key Appointments	2016-17 Key Appointments	2017-18 Key Appointments	2018-19 Key Appointments
Senior Leadership	Principal Designate Head of year 7	SENCO Head of year 8	Vice Principal Head of year 9	Vice principal Head of year 10	Head of year 11
Core Curriculum	Head of English Head of Maths Head Of Science	Teacher of English Teacher of Maths Teacher of Science	Teacher of English Teacher of Maths Teacher of Science	Teacher of Eng x2 Teacher of Maths x2 Teacher of Science	Teacher of English Teacher of Maths Teacher of Science
Wider Curriculum	Head of Humanities Head of MFL(Latin) Head of Specialism Head of PE	Teacher of Humanities Teacher of MFL Head of Creative Arts	Teacher of Art/DT Teacher of Drama Teacher of Dance	Teacher of Humanities Teacher of Music PE Teacher	Teacher of Humanities Teacher of MFL Teacher of Art/Dt
Education support posts	Year Assistant Lit/Num assistant Sci/DT assistant ICT Technician	Year Assistant LIT/Num assistant Music assistant Learning Support Assistant x4	Year Assistant ICT technician Sci/Dt assistant Learning Support Assistant x4	Year Assistant Learning Support Assistant x4	Year Assistant Dept admin assistant ICT Technician Learning Support Assistant x4
Admin / Support Posts	Office manager/PA Caretaker Receptionist/Lib	Office manager/PA Librarian	Bursar Caretaker Office Assistant Faculty Admin Assistant	Exams Officer Guidance Officer School Counsellor Faculty Admin Assistant	Office assistant Caretaker Faculty Admin Assistant

The First Year

Building an enthusiastic school in which all teachers are passionate about learning and have a proven track record.(v5)

In the run up to our first year we will look to appoint all of the key members of staff who will plan and deliver the core vision and values of the school. All teachers will teach slightly lower timetables to allow time for the development of outstanding schemes of work and for department leads to support each other through team teaching. Where timetables are low teachers will be expected to offer cover for unplanned absence. This will keep disruption to pupils to a minimum. Teachers will also team teach and offer support, in colleagues' classes, to SEN pupils in each class. This will have the added benefits of building staff cohesion and allow teachers to see what each other are delivering which will in turn allow teachers to reference work done in other lessons to

form a more cohesive curriculum.

Principal Designate – The key to our school.

In choosing [REDACTED] as our Principal Designate we have endeavoured to appoint a leader who first and foremost is an excellent teacher. [REDACTED] [REDACTED] Secondly, we looked to appoint a leader whose vision met that of the group and who had the experience to lead us both in pre-opening and the development of the school once open. [REDACTED] is a highly experienced senior leader at KS3 and 4 and he has proven he has the necessary skills to lead the Island Free School. [REDACTED]

The Principal Designate will line manage and performance manage all teaching staff in the first year to ensure that the vision and values of the school are met through all elements of the school development. In the first year the Principal will also take a lead on the professional development of all staff. The Principal will also take on the responsibility of the creation of the school timetable initially and will organise the tracking and monitoring processes for all pupils. It is also expected that the Principal will take on a small teaching role in Mathematics. The Principal Designate will sit on the Governing body and will be line managed by the chair of Governors.

Head of Year 7 and assistant

At the Island Free School we will place the highest regard on pastoral elements which underpin a successful pupil. This will be reflected in the appointment of an experienced Head of Year 7. The Head of Year will have overall responsibility for the development of the tutor programme as well as an overarching responsibility for the pastoral and academic support of all pupils throughout the year. In the first year the Head of Year 7 will take a leadership position in the school.

Of central importance will be the support of all vulnerable pupils. As has been shown in previous sections, pupils eligible for Free School Meals and School Action pupils are among those most at risk of underachievement and exclusion from school, it is intended that the Head of Year for each year group will support the Principal Designate with his SENCO responsibilities aided by their year assistant (the overall SENCO officer in the first year will be the Principal). The Head of Year will also take on the responsibility for Performance and Line management of their year assistant. The Head of Year 7 will also be the school child protection officer in the first year. The high responsibility of this post is reflected both in the salary offered and the light teaching load.

Head of Music /Specialism

The role of Head of Music is a crucial appointment for the success of the school. For the Island Free School to be successful in ensuring all pupils play an instrument (including voice), the right candidate is key. We recognise that we must develop this element of school life from the outset. In our first year pupils will set the tone for all years to follow. We will appoint a candidate who shares our belief that all forms of music are vital ingredients to a vibrant school. The Head of Specialism will have responsibility for

planning and organising the peripatetic tutors as part of the enrichment programme and will sit on the wider Senior Leadership team. As a head of department this person will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed in this department.

Head of Maths/English/Science

We have highlighted the low attainment and progress levels at KS4 across the island in these areas, and are clear that it is crucial that these appointments are made prior to the first year to ensure the correct planning and development is available for pupils from the outset. Core Curriculum heads will have overall responsibility for the development of appropriate support packages for individual pupils whose tracking and monitoring highlights the need for intervention (as has been highlighted in section D5). Core heads will also be responsible for the performance and line management of Literacy/Numeracy and Science teaching assistants. As a head of department each of these will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed to these departments.

Head of Humanities

It is our expectation that all pupils study for the English Baccalaureate in KS4 and that this programme begins in year 9. It is, therefore, vital that the Head of Humanities is in place from the outset to develop an appropriate curriculum to prepare pupils for KS4. We will also use humanities as the vehicle to plan and deliver large elements of our cross curricular programme of study as well as planning for our off timetable religious education days. We will look to appoint a colleague with all the relevant experience and enthusiasm to deliver this vision. As a head of department this person will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed in this department.

Head of PE/Enrichment

Another key appointment will be the recruitment of an outstanding PE practitioner who has the personality and drive to build an outstanding enrichment curriculum for our pupils. This person will deliver all of the formal PE lessons but will initially have a fairly light timetable to reflect the amount of preparation that goes into delivering our vision for the enrichment programme. As a head of department this person will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed in this department.

Head of MFL /Latin

One of the key appointments we will look to make will be an outstanding teacher of Latin who can also deliver another language. We recognise that the uptake of languages in secondary schools on the Isle of Wight is extremely low and that a very small number go on to complete the English Baccalaureate. Given our expectation that all pupils engage with the English Baccalaureate, we will actively seek to appoint a teacher who is proven

to be able to motivate and enthuse pupils of all ages. As a head of department this person will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed in this department.

The Teaching Staff

All of our teachers will be outstanding practitioners in their own subjects. We will also expect all teachers to deliver at the same level in a second subject to ensure that we can offer the entire curriculum as outlined in the staffing structure from the first year onwards. All teachers will operate with reduced teaching loads in the first year and it is expected that all teaching staff will support the school by covering the lessons of absent colleagues when necessary. The allocation of cover will be the responsibility of the Principal's assistant in the first year and will take into account teacher's PPA time. In subsequent years this responsibility will be added the job description of one of the office staff. In keeping the use of external cover teachers to a minimum we will ensure that staff absence causes minimal disruption to learning and that we do not waste valuable income.

It is difficult to pin down who will teach each subject area until we begin to appoint staff and the picture clarifies, but the full staffing structure details how many hours of each subject are required. All teachers will be involved in coaching or support capacities in the enrichment hour and all teaching staff will be attached to tutor groups.

Detailed schemes of work will be developed for each subject area and will highlight Literacy across the curriculum, ICT across the curriculum and opportunities for Social, Spiritual and Moral development of our pupils. The creation of the PSHEE scheme of work to be delivered during tutor time will be the responsibility of the head of year.

Finance

Over the course of 5 years we will develop our staff to meet the growth of the school. All teachers will teach a maximum of 20 lessons though it is expected that all staff will participate in extra-curricular activities. Lower teaching loads will ensure our staff have appropriate time to develop and resource outstanding learning opportunities.

1 period of extra non-contact will be given over to tutor activities allowing staff time to meet with pupils and parents regularly. A second non-contact will be used to support the school should cover be required for colleagues and a third to support SEN pupils in other lessons across the curriculum. This will support pupils in keeping disruption to a minimum and will also keep costs down as there will rarely be a need for supply teachers. By our third year, and once our first cohort have begun KS4, we will have enough flexibility in staffing to offer extra classes in the core curriculum should any pupils need extra tuition in these areas.

We firmly believe that all pupils should have a right to high class education and that the first year group to enter the school should have the same level of choice and support as following years. This makes our staffing structure quite expensive in the first year and we

have ensured we double up on non-teaching posts where possible to ensure we are as cost effective as possible.

In the first year there will be:

Office manager / Principal's PA. – Able to take on all of the responsibilities of running and organising a busy school office. As the Principal's PA this person will also have responsibility for organising cover for absent staff. The Office manager will also have line management responsibility for the receptionist.

Literacy/Numeracy Assistant - In the first year this person will assist the Maths and English departments in all areas of the curriculum including all administration tasks. This learning assistant will also undertake small group work to support the curriculum.

ICT technician – We will seek to appoint a dynamic and knowledgeable technician who will also support in lessons where ICT skills are being used.

Science/DT technician – We will seek to appoint a suitably qualified person who can offer a range of skills to support the practical nature of Science and Technology lessons. Until the second year this role will be dual responsibility with a 75%-25% split in favour of science.

Caretaker – An important appointment – we will look to appoint a skilled and motivated caretaker who is able to take on an array of minor tasks around the school. The caretaker will organise for external support when required and will line manage the cleaners.

Receptionist / Librarian – We will appoint a well presented and efficient receptionist who will also double as our librarian during the school day.

Learning Support Assistants – We intend to appoint 2 full time LSA's in the first year but will appoint extra staff depending on the number of pupils with a statement in the cohort.

Second year

Vice Principal (SENCO)

We will appoint a Vice Principal SENCO who will take overall responsibility for ensuring the Special Educational Needs of our pupils are met. It is envisaged that this will be a non-teaching post to allow the SENCO to rigorously monitor the impact of all curricular and extra-curricular support for vulnerable pupils. Responsibility will include the appointment, and allocation, of Learning Support Assistants.

Head of Year

A second Head of Year will be appointed in preparation for our second cohort's arrival. We will look to make this appointment in the autumn of our first year and would hope

that the right candidate could start in the school for the summer term 2015. This will allow time for the candidate to run our enrolment programme for the pupils joining us in September 2015. It is envisaged that this member of staff would spend time in primary schools getting to know pupils and building relationships with parents. The Head of Year will also take on the responsibility for Performance and Line management of their year assistant.

Head of Creative Arts

We will also look to strengthen the wider curriculum through the appointment of a Head of Creative Arts. The right candidate will oversee the development of the Art, Design Technology, Drama and Dance elements of our curriculum and may be a specialist in any of these. As a Head of Department this person will be expected to take on the responsibility for performance and line management of any staff that are subsequently appointed in this department.

Teacher of English

We are especially interested in appointing a literacy specialist with KS2 and KS1 experience to join our English team. This person will take responsibility for the development of our reading and literacy support programmes to develop the skills of pupils who enter the school below expected levels for reading and literacy.

Teachers of Math, Science, MFL and Humanities

For our second year we will look to strengthen our core areas and appoint strong teachers of Maths and Science to support the development of these core skills.

We will look to appoint a scientist that complements the specialism of the Head of Science so that we are able to deliver Biology, Chemistry and Physics when the first cohort reach Year 9 and begin their GCSEs.

An outstanding teacher of humanities with a specialism in either Geography or History, depending on the specialism of the Head of Humanities, will also be appointed.

We will also look to appoint a second teacher for Modern Foreign Languages to support the Head of MFL – There will be 20 hours of MFL and Latin to be taught so this may be a 0.5 appointment though a candidate who can offer other areas of the curriculum may be appointed as full time.

Teaching support staff

We will look to appoint two learning support assistants at this time to further support our most vulnerable pupils.

Non- teaching staff

To further support the development of our support programmes for literacy and

numeracy a further Literacy/ Numeracy department assistant will be appointed.

We will also appoint a music assistant to support the Head of Specialism in organising music tuition, and the storage, tuning and maintenance of instruments.

Other roles such as receptionist and office manager will be split as the school grows.

We will also increase the number of full time LSA's in order to fully support our pupils.

Year 3

Vice Principal (KS4)

The second Vice Principal will be appointed with whole school responsibility for the development of KS4. This senior leader will work closely with the Heads of Year to ensure all pupils in years 9, 10 and 11 are fully supported in making expected progress and that all subject areas are working effectively. This senior leader will also take over the whole school quality assurance of all elements of the development of ICT within the Curriculum and the quality assurance of the Enrichment Curriculum.

Head of Year

A third Head of Year with the same responsibilities as those Heads of Year who have been appointed in previous years will be appointed. We may wish to make this appointment for the start of the summer term 2016 to follow the pattern of the previous year and send this teacher in to work with pupils in local primary schools.

Teachers of English, Maths and Science

Again as the school grows we will need to appoint a further teacher in each core area to ensure the needs of our pupils are fully met.

Teachers of Dance, Drama, Art and DT

In order to meet the academic needs of pupils starting KS4 we intend to appoint teachers of three out of these four subject areas. This is dependent on the specialism of the Head of Creative Arts. It is expected that members of the English department will support the delivery of Drama in the fourth and fifth years of the school being open.

Non-teaching staff

We will look to complement our office and support staff structures with the appointment of colleagues to share the growing work load to keep the school functioning smoothly.

We will also look to appoint a second Science/DT assistant as pupils enter KS4 to support teachers and ensure pupils are able to work effectively.

Further Learning Support Assistants will also be appointed.

Year 4 and 5

Vice Principal (KS3)

The further Vice Principal will be appointed and will take over the whole school responsibility for the development of all aspects of KS3. This senior leader will work closely with the Heads of Year to ensure all pupils in years 7 and 8 are fully supported in making expected progress and that all subject areas are working effectively toward their options at the end of KS3. This senior leader will also take over the whole school quality assurance of all elements of the cross curricular development of the school.

By this time all key appointments in the school will have been made and the school will look to strengthen departments with the recruitment of outstanding teachers in the following departments:

English X3

Maths X3

Science X2

Humanities X2

MFL X1

Music X1

Art/DT X1

PE X1

As well as these appointments the school will look to appoint 2 further Heads of Year and assistants using the same criteria as in previous years.

Non-teaching staff will also be strengthened to ensure that there are full complements of staff in our office and learning support departments.

Roles of Senior Leaders

By the end of year 5 the senior leadership team will be complete. It is envisaged that the senior team will include:

The Principal Designate – Responsible for the overall ethos and maintaining the vision of the school as well as for the creation of the school timetable. The Principal will also have overall responsibility for teaching and learning and data analysis in all years. The Principal will sit on the school governing body though he may delegate responsibility to attend specific governing body committees to other members of the leadership team.

SENCO – Given the historic poor performance of vulnerable groups on the Isle of Wight, most significantly FSM and School Action pupils, the core responsibility of the SENCO

will be the development of intervention support programmes for vulnerable pupils. The SENCO will support all departments in developing strategies for differentiation and will oversee the extra-curricular catch up programmes offered as part of the enrichment hour.

Vice Principal KS3 - Whole school responsibility for transition from primary school to secondary school. The Vice Principal KS3 will also lead on the development of cross curricular units and will support the head of PE / Enrichment with the development of the enrichment programme. The Vice Principal KS3 will also have overarching responsibility for the progress, attainment, intervention and pastoral needs of pupils in KS3.

Vice Principal KS4 - Whole school responsibility for performance management and CPD and in charge of intervention packages at key stage 4. Overarching responsibility for the options process and the tracking of progress, attainment and pastoral needs of pupils in KS4.

Head of Specialism – The Head of Specialism will take overall responsibility for the administration of the Music Aptitude Test taken by Yr. 6 pupils wishing to join the school. This senior leader will also take responsibility for the development of music both in the curriculum and as part of the enrichment hour. It is expected that the Head of Specialism will take a lead on the development of the School Music Services made up of peripatetic music teachers which we intend to share with other schools.

Heads of Year – The five Heads of Year will form the rest of the senior team and will have overall responsibility for the Pastoral and academic progress of all pupils in their respective cohorts. They will support the vice principals in identifying pupils in need of intervention and will work with Heads of Department to ensure appropriate support is put in place. Each Head of Year will also have a whole school responsibility for the development of one aspect from the following as part of their individual professional development:

Tracking and Monitoring

The organisation of RE days

Parent/pupil voice. (including school council)

The development of the PSHEE curriculum

Attendance and rewards

The Wider Senior Team

Once each half term heads of the core curriculum will form part of the wider senior leadership team and this group will focus entirely on the progress and achievement of all pupils.

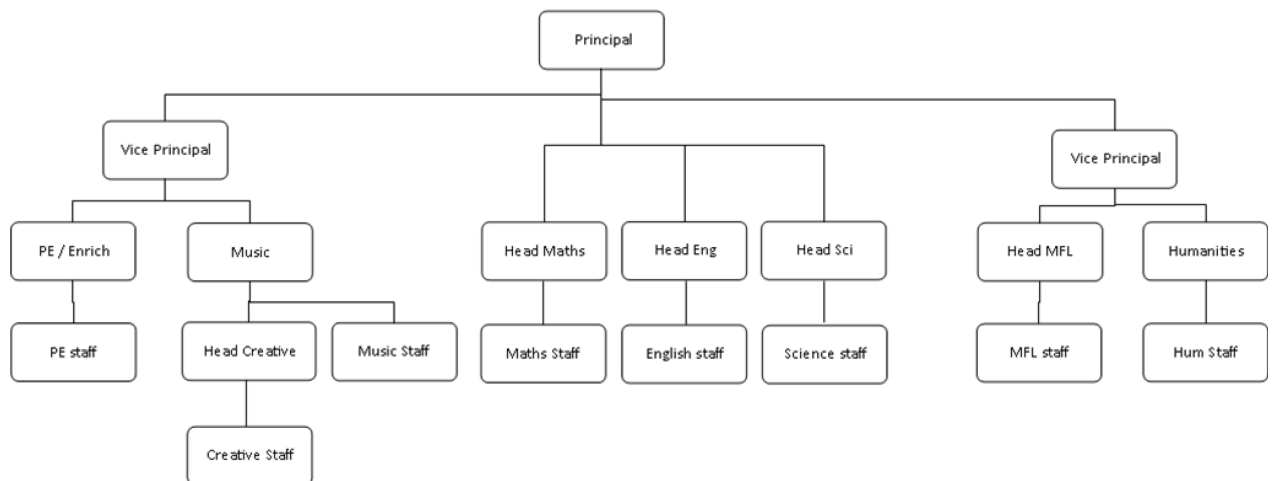
In the interim period from year 1 to 5 as the school grows in size some of these

responsibilities will be taken on by senior colleagues already in post.

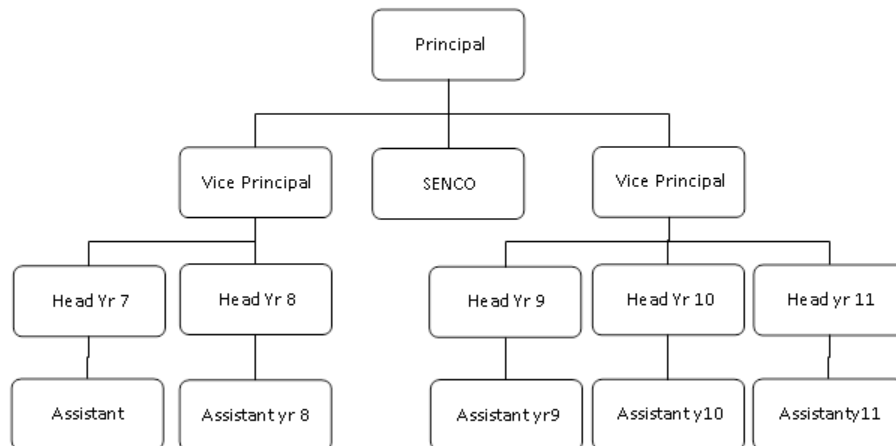
The head of PE /Enrichment will also sit on the wider senior team and will be expected to attend senior meetings once a half term to discuss future plans and timetables for the enrichment hour.

Line Management

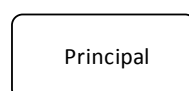
Line / Performance management structure—Academic



Line / Performance management structure—Pastoral



Line / Performance management structure—Non teaching



Summary

It is central to the development of the school that all staff be flexible and able to offer more than one subject area. This will allow for greater timetabling flexibility and enable us to better meet the needs of our pupils. It will also allow cross fertilisation of ideas between departments, a feature of the middle schools prior to their closure.

In order to meet the particular needs of our cohort it is important that the responsibility for SEN and FSM is not the sole responsibility of the SENCO but that all Heads of Year take personal responsibility for the support and progress of all pupils within their year group. Heads of Year will be actively supported in this endeavour by their assistant and tutors.

Whilst we recognise that our model is expensive over the first 2 years, we feel it is crucial that these years set the scene for the development and ethos of the school. In ensuring we are able to offer specialism in as many areas as possible we will encourage a high quality learning environment. Lighter teaching loads will allow extra time during the first years. This time can be used for team teaching which will, in turn, encourage cross curricular development. We will also be able to minimise disruption to learning through staff absence as all short term absence can be internally covered. This means we will not have to rely upon external cover which has been a factor in the poor behaviour witnessed in current island secondary schools.

Section D4: Meeting the needs of all pupils

The island Free School will be a human scale school where all pupils will receive the academic and emotional support they deserve in order to achieve their full

potential. (v1)

Different Needs

The Island Free School will provide a curriculum with an entitlement for all pupils, irrespective of social background, culture, race, gender and differences in ability and disabilities. We know that children make progress at different rates and have different ways in which they learn best. We will employ teachers who are passionate about learning and have a proven track record (V6), and as experienced practitioners they will take account of this in the way they organise their lessons and teach. In our first year we will utilise the teaching staff, all of whom will have fairly light timetables, as learning assistants in other teachers' classrooms. Not only will this support pupils with special educational needs but it will help to meet our vision to ensure that every pupil is well known by every member of staff. It will also allow our new staff to work closely together and give early opportunities for cross curricular development. From the second year onward we will appoint a minimum of 4 learning support assistants a year to support learning in the classroom. By the time the school is full it is our intention to have 16 learning assistants as well as specialist assistants in Maths, English, Science and Design Technology. This will mean that we will be able to attach learning support to most classes and ensure the needs of all our pupils can be met. The performance management, line management and their strategic placement of these assistants will be the responsibility of the SENCO supported by the five heads of year.

As every child will be known (V1) and through our rigorous and robust system for monitoring and tracking, we will be able to identify any pupil who is making less than expected progress or having difficulties in a particular area. It may well be that this pupil is experiencing difficulties at home or in another part of their school life and this is having an impact in the classroom. Or, it may be that the child has a Special or Additional Educational Need which we need to address in order to enable them to access the curriculum in the same way as their peers and be provided with an equality of provision to facilitate good to outstanding progress (V3). We feel it is important that every pupil is given the right to access the whole curriculum. We do not intend removing one element of the curriculum to support another (often one hears of pupils being denied access to Modern foreign languages to concentrate on extra English). Our experience is that most pupils find this treatment, at best, embarrassing and at worst they feel labelled in some way as inferior. Instead, at the Island Free School pupils will be supported in the classroom at all times. Where there is a need for extra support in literacy or numeracy we will offer this as part of the enrichment curriculum.

The analysis of current cohorts in some of the feeder schools in our proposed area of location gives an indication of differing needs, based on our expected cohort of 125 pupils, as follows :

Statement of SEN or School action Plus 5% (6 pupils per cohort)

School Action/School Action Plus 17% (22 pupils per cohort)

Free School Meals 21% (27 Pupils)

English as an additional language 2% (3 pupils)

Looked After Children 2% (3 pupils)

In addition to these headline figures we can expect a significant number of each cohort to have a reading age which is more than two years below their actual age. 15% of pupils will be working at level 3 or below in Maths and English on entry to our school. We can also expect a significant number of pupils with behavioural, social and emotional needs who have been receiving early years' intervention.

What are Special Educational Needs?

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age and they need special provision to be made for them. The children who need special education are not only ones with obvious learning difficulties, such as those who are physically disabled, or visually or hearing impaired, but those who have learning difficulties that are less apparent, such as pupils who are developmentally delayed and emotionally vulnerable children. It is estimated that up to 20% of school children may need special educational help at some stage in their school careers.

A child's special educational needs may relate to:

- **Learning difficulties** in acquiring basic skills
- **Behavioural, emotional and social difficulties** where a child may have difficulty in forming social relationships and concentrating on work
- **Specific learning difficulty** with reading, writing and number work, calling for a more structured approach to learning
- **Speech and language difficulties** where a child may have a particular reason for not being able to speak or is delayed in the development of speech and language skills
- **Communication difficulties** which affect a child's ability to understand social communication, social situations and language
- **Physical disability** which may be present from birth or arise from injury or illness
- **Medical or health conditions** which may slow down a child's progress and/or involve treatment that affects their education
- **Hearing impairment** involving significant hearing loss or deafness which can seriously affect speech and the ability to benefit from normal approaches and engage in conversation with others
- **Visual impairment** where a child may have been born partially sighted or blind or have become so through an accident, illness or a deteriorating condition.

When pupils first arrive at the Island Free School, they may already have been identified as having a special need at their Primary School. As a result they may already have been placed on a specific programme with support to facilitate their learning. If so, we

will continue that support. Each year the Head of Year for the incoming year 7 will spend the second half of the summer term getting to know our new Year 7 pupils in their own school. In this way we can be well prepared for the incoming cohort and be ready to meet all of their needs.

If we identify that a child may have a Special or Additional Educational Need upon entering our school, then we will take the necessary steps to identify what that need is and how best to meet it. The Principal Designate will initially be the designated Special Educational Needs Co-ordinator (SENCO) and working closely with the Head of Year and their assistant will ensure that appropriate action is taken to address the need. In our second year a SENCO will be appointed who will take overall responsibility for the support and development of all pupils with SEN. This member of staff will oversee the work of each Head of Year and their assistant who will take direct responsibility for meeting the needs of each individual in their care. The first point of contact in each case will be the tutor who will be the link between the pupil, the parent and the school.

The SEN Code of Practice refers to the different types of educational support available for children with SEN. Most children with SEN have their needs met with support at two levels: School Action (SA) and School Action Plus (SA+).

School Action ("SA") is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. At the SA stage, teachers, working with the SENCO and the Head of Year will employ a range of strategies to support learning. These will include the involvement of additional support in the classroom, the use of different learning materials, special equipment or different teaching strategies. Parents will be informed that their child is considered to have SEN and has been placed at SA and will receive copies of their child's Individual Educational Plan (IEP). Progress against this IEP will be reviewed each term. Where appropriate, parents will be invited in to take part in any extra-curricular support offered so that they are better prepared to support their child at home.

If a pupil is not making adequate progress on SA, then they may progress to School Action Plus ("SA+") and the school will seek external advice from the Local Authority's support services, the local Health Authority or from Social Services. For example, this may be advice from a Speech and Language Therapist (SaLT), an Occupational Therapist (OT) or Specialist Advisory Services dealing with Autism, Behavioural Needs etc. SA+ may also include one-to-one support and the involvement of an Educational Psychologist. Funds have been allocated in our financial plans to accommodate this support if it becomes necessary.

Pupils on SA+ will have a more rigorously planned intervention package which will be recorded in the IEP which will be shared with teaching staff and with parents. Progress on a range of measures some academic, and some pastoral, will be monitored weekly and reviewed each half term.

Where a child is still not making adequate progress at the SA+ stage then we will request a Statutory Assessment, which may lead to them receiving a Statement of SEN.

In order to meet the needs of pupils with SEN, we will employ the use of teaching assistants to work in the classroom to support individual learning needs (see staffing structure). Teaching assistants will also support small groups as part of the extra-curricular enrichment hour to improve literacy and numeracy skills.

Additional Educational Needs (AEN)

As well as Special Educational Needs, some pupils may require additional learning support if they have difficulty in learning because:

- they have a disability which has an educational requirement;
- they have medical needs which may impact learning;
- they have gaps in their knowledge or skills due to prolonged absences from the education system e.g. school refuser, school phobic or young offenders;
- they have difficult family circumstances e.g. due to bereavement;
- they access education inconsistently e.g. Gypsy and traveller pupils; or
- their first language is not English e.g. asylum seekers/ refugees/children of migrant workers;
- they are looked after by the local authority e.g. a child whose schooling was disrupted before being taken into care or has had frequent changes of school since taken into care;
- they are underachieving due to care responsibilities e.g. young carers;
- they are pregnant or a young parent;
- they are being bullied by their peers or other persons

In the above list, analysing some of the feeder schools in our proposed area of location, it shows that we may expect around 2.5% of pupils not to have English as a first language. In a year group of 125, this could be as many as 3 pupils. In order to ensure that these pupils are able to access the curriculum, teachers will employ varied learning sequences with clear achievable objectives, so children know what is expected from them. They will also include using the mother tongue, as appropriate, to contextualise and support learning, so children can relate something new to something familiar and thereby develop a sense of security; providing clear, meaningful, concrete contexts in which to present language; providing plenty of repetition, recycling and reviewing; using plenty of mime, signs, gestures, expressions to convey and support meaning; involving children actively in the learning process as much as possible through the use of action rhymes and songs, stories, colouring, making things, dancing, drawing, total physical

response activities and games; stimulating children's senses as much as possible through multi-sensory aids. Materials need to be varied, accessible and clear and provide plenty of visual stimulus and support in the form of pictures, objects, puppets, storybooks, videos, ICT, etc. ICT will be used in the form of computers (we will investigate the appropriateness of tablets such as the I-pad) which can be used to type work in mother tongue and can quickly translate to English allowing teachers to ascertain ability whilst language tuition is taking place.

Able, Gifted and Talented

It is important that we are able to meet the needs of our gifted and talented pupils and the first step must be to identify what is meant by the terms.

According to Ofsted, 'gifted' refers to the top 5% of the school population in academic subjects and 'talented' to the top 5% in other subjects.

The DFE says that gifted pupils are those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE, whilst talented pupils are those who have abilities in art and design, music, PE or in sports or performing arts.

In general, gifted and talented pupils will:

- have a wide vocabulary – having often talked early
- ask lots of questions and learn much more quickly than others
- have a very retentive memory
- are extremely curious and able to concentrate for long periods on subjects that they are interested in
- have a wide general knowledge and an interest in the world
- enjoy problem solving
- have an unusual and vivid imagination
- show strong feelings and opinions
- have an odd sense of humour
- set high standards for themselves and are perfectionists
- lose interest when asked to do more of the same.

At the Island Free School we will identify our most able pupils in three discrete groups.

Gifted – those pupils whose CAT scores identify them as the most able.

Talented – Those pupils who have a specific ability in a subject or area which is identified by a member of staff. Pupils with a particular sporting or musical ability would be good examples of this.

Able – This is a wider group and refers to the most able pupils in each class of each subject taught. We feel it is important that we identify the highest achieving pupils in every class regardless of ability range of the class if we are to differentiate fully.

Once we have identified our gifted and talented pupils, we will ensure that lessons are varied, fun, involve participation and differentiated to stretch them at every opportunity. We will ensure that lessons are seen as useful and 'connected to the real world' and there is ample opportunity for group work and other collaborative approaches. Skilful teaching will help them to learn and it will also minimise their frustrations and maintain their confidence and self-esteem

We also believe that we need to widen the learning environment of all children and especially those who have extra gifts and talents by providing them with a wealth of extra-curricular activities. The enrichment hour is an excellent opportunity to do this, but there will also be opportunity for each subject to have a day where they take pupils who have been identified as gifted and talented in their subject off timetable for a day. This will provide an opportunity to extend pupils in a variety of ways, by inviting visitors into school to share their expertise, taking the pupils on a field visit to do some work or to experience skills being performed professionally.

For more able and talented learners working at higher levels, greater challenge can be incorporated by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may be increased through the development and application of thinking, communication, ICT and number skills across the curriculum.

Social, Emotional and Pastoral Needs

As has been highlighted in previous sections pupils will be split into 5 tutor groups and in KS3 will spend most of their curriculum time in these groups. At tutor time the tutor group will be split into two smaller groups and each will have a tutor who will also act as mentor to this group throughout their time at the school. The tutor will be the link between the parents, the school and the pupil. Where a pupil has more urgent need of support than can be offered in a small group setting there is also a non-teaching member of staff attached to each year group. The Year Assistant can best be described as a parent on site and they will have responsibility for the emotional and social support of all pupils in the year group. The year assistant will work closely with both the Head of Year and the tutor to ensure that every child is ready to learn. Where the need is more serious there will be a trained child protection officer in the school at all times. Initially this will be the Principal Designate and after the first year this will be the responsibility of the senior leader who will have SENCO status. The SENCO will also have overall care of duty for any looked after pupil and will be expected to give a report on the progress of all SEN and AEN pupils to the senior team and governing body.

Where therapeutic support is required we will outsource for the first three years until funding allows and in year 4 (as GCSEs begin) we will employ a full time counsellor trained in Cognitive Behavioural Therapy (CBT). Once in place our pupil counsellor will run regular courses to develop self-esteem and social skills.

Free School Meals

As has been highlighted in previous sections the attainment, progress, attendance and aspiration of pupils eligible for Free School Meals are of greatest concern. Whilst it can be argued that being in receipt is not a special or additional need we consider this group to be the most at risk on the Island and therefore in need of special consideration and support.

It will be expected that all teachers know the FSM pupils in their classes and that, whilst we will not identify this group, they will be monitored closely in all aspects of performance. At the Island Free School we believe that the pupil premium money offered to support disadvantaged pupils should be spent ensuring that these pupils can fully engage in the curriculum. Heads of Year, their assistants and tutors will ensure that all FSM pupils are able to fully access the curriculum and extra curriculum and wherever funding is required pupil premium money is used to develop this. This will include paying for music tuition/instruments throughout school life, the purchasing of school uniform where necessary, paying for school trips and supporting with learning resources. In doing this we will give FSM pupils the best possible start alongside their peers.

The use of ICT

As has been mentioned earlier we are considering the use of ICT hardware such as I-pad tablets as a support for some pupils (EAL) where there is a specific function which can be utilised.

Where pupils have learning difficulties caused by a physical disability, a problem with their sight, hearing or speech, a medical or health problem or difficulties with reading, writing, speaking or numeracy, the use of ICT is essential in enabling pupils with Special Educational Needs to gain access to the curriculum.

For pupils with **physical and sensory disabilities**, ICT can be used to:

- provide switch access to classroom activities such as matching, sorting and word processing
- translate text into speech and speech into text
- prepare work which is specially adapted with large fonts, symbols and particular colours

This will give pupils some level of independence in partaking in activities and the ability to work in an environment that encourages play and investigation. At the Island Free School we have set aside funds for this eventuality and will seek professional guidance should a pupil with these needs choose our school.

For pupils with **learning difficulties**, using ICT can:

- provide pupils with a clutter-free working environment where programs are linked to pupils' ability

- enhance the development of activities which are clear and focused for pupils
- enable pupils to practise skills in a different context, allowing numerous repetitions in order to aid learning.
- support language development activities and offer multi-sensory ways of learning.

For pupils with **emotional and behavioural difficulties**, using ICT can:

- offer pupils a non-threatening or non-judgemental situation and allow them to engage without fear.
- allow pupils to be motivated and offer opportunities for success that need not be shared
- give pupils the opportunity to be responsible for their own learning
- allow pupils to work on tasks that are more manageable and achievable

Again we will, when necessary, seek professional support in developing these supports should any member of any of our cohorts require it. Should specialist equipment or programmes be required we will utilise staff development money (as allocated in the finance template) to ensure that our staff have been trained in their correct use.

The use of monitoring.

The SENCO will, as part of their role will be expected to give a termly analysis to all staff on the progress, attainment, attendance and behaviour records of all identified groups in relation to each other and to their peers. This analysis will also be shared with the Governors' committee for standards and achievement. It is our core belief that all can achieve and that central to progress is the removal of barriers to learning and achievement.

Working with external agencies

The school will work closely with all external providers of support for young people on the island including, but not restricted to:

Educational Welfare Services who support with attendance and absence issues.

CAHMS who support with mental health and wellbeing.

MAGS a group set up by Island Youth Support who offer young people group support in all areas of their lives.

Targeted Youth Support who offer assistance to teenagers in danger of offending.

Get Sorted a group that offer support for teenagers with drug and alcohol addiction.

Section D5

Pupil Achievement

In section C of this application we laid out both our vision for the Island Free School and the aspirations we have for our pupils.

In section D we have so far outlined how we are going deliver these visions with our staff, pupils and parents.

In this section we will explain how we will know that our aspirations have been met by our staff, pupils and parents.

If we are to meet the visions laid out in section C of this document it is important that we first reflect upon the aspirations we have attached to each vision. We must then develop each of these aspirations into a series of measurable objectives using a mix of hard targets to reflect academic/attendance expectations and soft targets to gauge our success in meeting the social and emotional needs of pupils. The following section will recap each aspiration target and will then explain the types of assessment we will utilise, the specific targets we will meet, how we will share these targets with pupils and parents and most importantly how we will intervene should any of our pupils fall behind.

A1. Every pupil will receive outstanding pastoral care and will be supported by a personal mentor throughout their time at the school.

Type of assessment

Assessment 1 - Each year the school will participate in a well-being survey which will include all pupils and staff. The Well-being survey will gather evidence of pupils' perceptions and expectations (including views about Being Healthy and Feeling Safe), how they feel about school and behaviour in school, and their attitudes to learning.

Assessment 2 - Through the daily recording of attendance both in the morning and afternoon we will monitor pupil attendance at school.

Specific targets

Assessment 1 - In all areas of the well-being survey we expect that a minimum of 90% of pupils will respond positively to each question. If an area falls below 90% a working party will be formed. (see interventions).

Assessment 2 – The whole school attendance target will be 95% minimum. There should be no noticeable difference in attendance from groups such as FSM and SEN. There should also be no difference in the attendance pattern of different year groups.

Purpose of targets

In meeting these targets the school can be assured that it is meeting the social and emotional needs of our pupils. Happy pupils who are engaged in their learning come to school. It will provide evidence to Governors and stakeholders that the school is meeting its visions. This will support the positive ethos of the school and develop a supportive and nurturing environment in which all can succeed.

Monitoring and reporting

It will be the responsibility of the Heads of Year to organise and analyse the results of

the Well-being surveys and regularly monitor attendance in their Year groups. It is expected that this data will form a picture of life in the school.

Attendance will be monitored daily and all data tracked through weekly attendance monitoring sheets. The monitoring sheets will record cumulative data at the end of each week which will allow the school to monitor attendance trends and intervene accordingly. We will also monitor the attendance patterns of groups of pupils. Special notice will be given to Free School Meals pupils given the current poor attendance and attainment of this group who, as outlined in Section C, have attainment 15-22% below their peers on the Island.

All attendance data and the results of the well-being survey will be shared with Governors via the Well-being committee. Heads of year will also share findings with parents and pupils each year. A central display will be created in the school detailing the findings of the well-being survey and any associated actions created based on our findings. Attendance data will be reported to parents at the end of each term as part of reporting and monitoring.

Interventions

Specific concerns regarding attendance will be dealt with in accordance with the school attendance policy. The daily monitoring of attendance will be the responsibility of the Year assistant. Where attendance tracking shows a downward trend the initial response will be a meeting between the tutor and pupil. Should no improvement be shown a meeting between tutor and parents will be organised. Continued poor attendance without valid reason will be dealt with by the Head of Year and eventually by the Principal Designate.

Where specific concerns are raised through the Well-being survey a working party including one senior leader, a member of teaching staff, a member of non-teaching staff, at least two pupils from our School Council and, where appropriate, a parent Governor will be formed to come up with an action plan to tackle the issue. The action plan will also include a short term assessment to ensure the issue is improving. This group will then feedback to the senior team who will in turn share this with the governing body.

Attendance targets and the benefits of good attendance will be shared with pupils, parents and staff through newsletters and assemblies Good attendance of staff and pupils will be celebrated through assemblies each week and will form part of the tutor group rewards system.

Where a member of staff's absence is becoming of concern the school will follow its staffing attendance policy. This document will lead through initial discussions and support via line management and depending on the reasons for absence the Principal.

Accountability

Attendance is the responsibility of all stakeholders. Sharing targets, celebrating

successes and challenging concerns is vital if we are to meet our attendance target, the structure for accountability will be laid out in the attendance policy.

The responsibility for the well-being of the pupils in our school falls on every member of staff. Particular concerns regarding pupil behaviour, bullying concerns etc will be handled through the pastoral line management structure outlined in section D3.

Engaging parents

Parent support in maintaining high levels of attendance is crucial to meeting our target. Where attendance has been of concern in primary school the Head of Year will meet with prospective parents prior to the commencement of Year 7 to discuss concerns. Once a pupil has begun Year 7 parents will be engaged initially by the tutor, then the Head of Year and finally by the Principal Designate. Good attendance will be shared with parents as part of termly reporting.

Pupil well-being surveys will be shared with parents through the school website and e-mails. Given the poor standard of pupil care at the current Island secondary providers we will ensure that our parents are kept informed of all strengths and weaknesses highlighted by surveys. Feedback on surveys will also form part of the parents evening meeting and tutors will share the findings of working parties.

A2. Every pupil will be rigorously prepared for the English Baccalaureate and every pupil will be supported in developing musical talents both in taught lessons and as part of our enrichment curriculum.

Specific Targets

Assessment target 1 - All key stage 3 pupils will have made expected progress by the end of KS3. In preparation for the English Baccalaureate it is expected that all pupils (barring those with a significant cognitive barrier to learning) will have achieved level 5's in English, Maths, Science, History, Geography and a Modern Foreign Language.

Assessment target 2 - 100% of pupils in key stage 4 will study for the English Baccalaureate. Our aspirational target is that every pupil with average CAT scores above 90 will achieve the 5 A*-C grades at GCSE needed for the English Baccalaureate. Those with cognitive difficulties will be expected to make progress in line with their peers. Using Island averages this would give us a GCSE 5 A* to C (inc Maths and English) of 80%. However it is important to note that the most recent CAT data available did not include data for all middle school so only offers a partial picture.

More able pupils, with CAT scores above 100, will be expected to achieve 8 Good GCSEs. It is expected that this figure will include all pupils who complete KS2 with level 4b or higher in both Maths and English.

Our most able pupils with CAT scores above 120 will achieve 10 or more GCSEs. It is

expected that all pupils achieving level 5 in both Maths and English at KS2 will achieve this.

100% of pupils will play a musical instrument, including singing, up to at least grade 4.

Purpose of targets

In setting these highly ambitious targets we highlight our intent to give every pupil the opportunity to succeed. In setting an 80% target for achieving the English Baccalaureate we are expecting good to outstanding progress from all pupils whose CAT average is 90 or higher. In setting a school target based on CAT results which are a good indication of pupils natural ability we will avoid labelling our pupils based on teaching, attitude to learning and attendance displayed in previous schools.

Setting high individual targets will also support us in getting the best out of each pupil. If we are to achieve our target we must ensure our focus is on the appointment of good to outstanding teachers, the delivery of outstanding lessons every day, the support of pupils to achieve their best and the tracking and monitoring of all pupils to ensure good progress is being made.

In ensuring all pupils have access to the English Baccalaureate we ensure all our pupils can aspire to 6th form and college places.

In setting a target for 8 GCSEs at A* –C we are improving significantly upon the KS2 results of pupils.

In expecting 10 or more GCSEs for all pupils who achieved level 5 in Maths and English we are ensuring all of our most able pupils fulfil their potential.

In setting ambitious targets for music we meet the needs of our specialism and ensure that all pupils, regardless of economic background have access to musical instruments and tuition.

Monitoring and reporting

Summative assessment data will be collected at the end of each term for all subjects to ensure good progress is being made by all pupils in all areas. In KS4 this data will be expected to reflect the examination syllabus of the subject in question. For example if following the Edexcel Maths Syllabus which has no controlled assessment it would be appropriate to have a formal end of term exam.

This information will be reported to parents at the end of each term. A full written report will be sent home yearly. Each parent will be invited to two parents meetings (one pastoral one academic) yearly. Where there is underachievement parents may be invited in to discuss any concerns and to work out an appropriate support plan for the pupil.

Formative assessments will also be expected to be entered into monitoring each half term. These will be compared with each end of term assessment and will offer

assurance that teacher assessments are in line with summative assessment data.

End of term assessments will also be reported to Governors by the Principal Designate. Information will be presented as cohort progress and attainment figures to ensure expected progress is being made in all subject areas and to highlight current attainment figures which can be compared against national averages.

Interventions

Where pupils fall behind in subjects they will be discussed by Head of Department and Head of Year to decide the appropriate intervention strategies to be employed. It is crucial to the support of pupils that all interventions are purposeful and enjoyable.

Pupils who commence studies in KS4 without having achieved level 5s in all English Baccalaureate subjects will be supported through the enrichment hour to ensure they are able to make the necessary progress.

Accountability

It is the responsibility of every member of staff to ensure that pupils make good progress. All department heads will be responsible for the creation of support packages in KS3 and 4 which will be delivered during enrichment time.

Cohort analysis sheets will be completed at the end of each term for each year group. These sheets will highlight progress, attainment and attendance by all groups including gender, FSM, SEN, CIC, LAC to ensure that all groups are making progress in line with their peers and that no specific group at the Island Free School underperforms.

These sheets will also be shared with department heads who will break cohort analysis down into classes and share this data with teachers. This information will be shared through the line management process.

Heads of Year will also share this data and reorganise it into tutor groups so that tutors are able to see the progress and attainment of individual pupils across subject areas.

Cohort analysis will be shared by the Principal Designate with the Governors achievement and standards committee.

Engaging Parents

During the first half term of each academic year parents will be invited in for a meeting with individual tutors. At these meetings individual targets will be shared. Tutors will also discuss extra-curricular activities and any early concerns to ensure a picture of the whole child is gained. Attendance targets for these events will be shared under aspiration 4.

During the spring term parents will have the opportunity to meet with subject teachers to discuss progress and attainment.

Individual progress, attainment and attendance data will be shared with parents at the end of each term and a full report will be given at the end of the school year.

A3. Every pupil will make expected or better than expected progress from KS2 to 4.

Types of assessment

All pupils will sit Cognitive Ability Tests at the start of year 7.

Any pupils who enter the school without KS2 SAT results will be assessed in Maths and English on entry to the school.

The school will use Fischer family Trust data in projecting pupil performance.

Reading age testing will be carried out and the type of test used will be decided upon by the Head of English and the senior management team.

Specific Targets

CATS will be used to ensure all pupils are meeting their potential. It is expected that all pupils will improve upon CATS predictions.

FFT data will be used to set aspirational attainment targets. It is expected that the majority of pupils will meet the projected attainment for FFT D

Prior attainment data will be used to set realistic progress targets. Minimum expectation will be 2 sub - levels progress a year unless there is a significant cognitive impairment.

These targets will ensure that all pupils are meeting their potential and therefore able to meet the expectations of Vision 2.

All pupil will be expected to have a reading age which is in line with their chronological age by the end of KS3. This will enable our pupils to access the texts and exams successfully at GCSE level.

Monitoring and Reporting

Pupils will be assessed each term using a mix of formative and summative performance data in each academic subject area. Given the wide variety of subjects and their individual development styles we recognise that this must not be too narrow so as to allow individual subject leaders to develop progress and attainment strategies which reflect their subject areas.

Core Curriculum Assessment KS3 - Teachers in the core curriculum will complete formative assessments each half term and summative assessments at the end of each term. It will also be expected that these staff conduct regular unit or topic assessments and use these to inform teacher assessments.

Foundation Curriculum Assessment KS3 - Teachers in all foundation subjects will be expected to offer a summative assessment at the end of the autumn term, a teacher

assessment at the end of the Spring term and a final Summative assessment at the end of the Summer term.

All Subjects Assessment KS4 – By KS4 all subjects studied will be expected to offer Formative assessments at the end of each term and teacher assessments at the end of each half term. Heads of department will be expected to give termly reports on pupil progress to the senior team. Formative assessments will be reported to Governor's standards and achievement committee as part of the progress and attainment analysis each term.

Intervention – Where pupil progress and attainment begins to fall behind expected levels pupils will be enrolled in the appropriate extra-curricular programme as part of the enrichment hour. Pupils with low reading ages will be supported in the same way but will also follow an accelerated reading programme. It is expected that all pupils whose reading age is below their chronological age will follow a programme prior to commencing KS4.

Accountability

The progress and attainment of pupils is the responsibility of every member of staff. Specific responsibility for progress will fall to individual teachers for their classes and planning should reflect the needs of the individual pupils being taught. Teachers are also accountable for the input of accurate current attainment data each term and for reporting to parents once a term (data) and once a year (written).

Heads of Department are responsible for the progress of cohorts and the reporting of all analysis both to teachers and senior leaders.

The Principal Designate is responsible for reporting whole school analysis to the Governing body each term.

Parent engagement

Parents will be informed about progress at the end of each term. Whilst there are specific times in the year when parents can meet with teachers to discuss concerns it will be possible for parents to meet with teachers outside of these times if progress data is causing concern.

Each teacher will complete a full written report on pupil progress and attainment each year.

A4 Parents, staff and members of the wider community will be encouraged to take an active part in school life as learners, coaches and as role models for our pupils to develop a real sense of shared responsibility.

Type of assessment

Parents evening attendance

Parent Voice Survey

Parental engagement analysis

Specific Target

It is expected that a minimum of 90% of parents will attend parent / teacher evenings.

It is expected that 95 % of the responses to each question asked in the parent voice surveys receive a positive response.

It is expected that at least 25% of parents will support the school either through joining the Governing Body, joining the Parents' Association, supporting in lessons or sharing in the enrichment activities. It is also expected that all parents will support their child in home work, reading and music practice.

Purpose of target

In setting these three targets the school places a strong emphasis on the positive role parents have to play in school life. By attending parents evening's parents will be aware of all progress and attainment. This will allow parents better understanding of their child's achievements.

In completing the parent voice survey parents will offer the school a perspective on how the school is viewed from outside the gates.

In engaging in school life parents can become an integral part of the development of the school and can also offer themselves as positive role models for their children.

Monitoring and reporting

Parents evening attendance will be reported via the school newsletter and will form part of the termly analysis shared with Governors. Heads of Year will monitor trends in attendance to ensure that every parent has the opportunity to support their child.

The results of parent voice surveys will be shared with the school via a display alongside the pupil well-being survey. This will also be reported to the Governors Well-being committee.

Intervention

Where attendance to parents evening drops below 90% it will be the responsibility of Heads of Year supported by assistants and tutors to ensure that each parent who was unable to attend a parents evening is given the opportunity to discuss their child's progress at another time. Parents who consistently miss appointments will be met with by the Principal Designate.

As with the pupil well-being survey, if parent responses to any particular question fall

below 95% positive a working party will be created including a Governor from the Well-being committee, a member of staff, at least 2 pupils from the School Council and a parent to decide an action plan for improvement.

Accountability

Attendance figures, results of parent voice surveys and figures for parent involvement will be shared with the Governors Well-being committee and the curriculum, enrichment and community committee.

Action plans to tackle issues raised will be published on the school website.

Engaging parents

The importance of attending parents' evenings and becoming active in school life has already been stressed in all of our publicity and our public meetings. This message will continue to be shared in the run up to pupils joining in Year 7. The Principal Designate will meet with groups of prospective parents throughout each academic year to discuss expectations of pupils, staff and parents prior to parents applying to join the Island Free School.

The school calendar will be published prior to the beginning of every school term and will highlight parents' evenings. In the run up to a parents evening the school will e-mail and text all relevant parents and an e-booking sheet will be created to allow parents to book meeting slots with teachers. A parent copy will also be sent home.

A5. Every member of staff will deliver consistently good to outstanding lessons and will be supported in developing new skills and making progress in their career.

Type of assessment

All staff will engage in a three tiered observation process including teaching/performance management observation, Peer observation and pupil observation.

All staff will complete a staff well-being survey each academic year.

Given the high levels of staff absence on the Isle of Wight (in the academic year 2011-12 there were 6463.5 teaching days lost due to staff absence through illness and long term sickness in our 5 secondary schools) we will also monitor staff absence including reasons for any absence and where necessary will provide appropriate support to reduce the recurrence .

Specific Targets

100% of lessons observed as part of the formal teaching/performance management structure will be good or better.

All teachers and teaching support staff will engage in peer coaching observation each

year.

All teachers will be observed teaching by pupil representatives with agreed focus targets.

It is expected that all questions in the survey will have a minimum of 95% positive feedback.

It is expected that staff attendance will reflect our pupil attendance and we would therefore expect all staff attendance to be at 95% minimum barring unforeseen illness.

Purpose of target

It is only through the high expectation of good teaching that all pupils will make the expected progress. In engaging in peer coaching assessments, colleagues will be able to share good practice in a non-threatening environment. This will also aid the school in maintaining high levels of staff morale.

The inclusion of pupil observations is an important element of pupil voice and will be undertaken by pupil leaders who have been trained in positive criticism. This target will help to build meaningful relationships between staff and pupils, will increase pupil involvement in teaching and learning discussions prior to their development into KS4, when all pupils will be expected to offer some level of coaching or teaching to younger pupils.

The staff Well-being survey, as with those for pupils and parents will allow the school to monitor the morale of the staff.

The analysis of staff attendance will also give good indication of staff well-being and morale. High levels of staff attendance (barring unforeseen illness) will indicate a positive working atmosphere.

Given the supportive framework that our staff will be working in, we anticipate that there will be low staff turn-over from year to year and this will significantly help the delivery of consistent lessons and good long-term relationships being established between pupils and staff.

Monitoring and reporting

The monitoring of lesson observation results will be the responsibility of the Principal Designate who will report findings to the Governor's teaching and learning committee. Staff will also be made aware of overall percentages of lesson grading, though not the grading of individual teachers.

The results of coaching and pupil observations will not be collected as this would undermine the qualitative nature of the feedback. However, where concerns were raised a support plan would be put in place.

The results of staff Well-being will be analysed by the senior leadership team and then shared with the Governors on the Well-being committee. The results will then be shared with the wider staff.

Staff attendance will be monitored for patterns of absence, reasons for absence and amount of absence. Staff attendance will be reported to the Governor's finance, staffing and site committee.

Intervention

Where a lesson is graded below good a second observation will take place. It is important that no further action take place at this time unless specifically requested by the member of staff. When the second observation is carried out if the grading is recorded as below good then an individual support plan would be drawn up to tackle the specific issues.

Where there are concerns regarding staff morale, highlighted in the well-being survey a working party will be formed to create an action plan to tackle the issue. The formation of the working party, depending on the nature of the concern may include, A Governor from the finance, staffing and site committee, a senior leader, a member of the teaching and non-teaching staff. Recommendation from this group will be fed back to the senior team prior to actions being agreed.

Accountability

The standard of teaching, morale and attendance of colleagues is the responsibility of the senior leadership team and the governing body.

The behaviour, progress, attainment and work rate of learners is the responsibility of the teacher.

Engaging parents

The fostering of positive parent teacher relationships is an important cog in the development of pupil progress. Where there is potential conflict an experienced senior leader will support in meetings to ensure positive outcomes can be agreed upon.

A6. Every pupil will be given the opportunity to develop into intelligent and independent individuals.

Type of assessment

Pupil participation surveys for extra-curricular enrichment activities.

Specific Targets

Every pupil will engage in a full programme of extra-curricular activities.

During their time at the school all pupils will engage in either the young leaders or the Duke of Edinburgh award.

During their time at the school every pupil will work with the School Council on at least one activity.

During their time at the school every pupil will participate in a school music, drama, dance or public speaking production at least once. This will include back stage and front of house responsibilities.

During their time at the school every pupil will be involved in organising at least one charity or community service event.

During their time at the school every pupil will take responsibility for the learning of a younger pupil either as a coach or as a learning mentor.

During their time at the school every pupil will be supported in learning a musical instrument.

Purpose of target

In ensuring the school continually records pupil involvement in extra-curricular activities we can be sure that every pupil has been given every opportunity to develop into an independent and rounded individual.

Monitoring and reporting

The monitoring of pupil participation will be the responsibility of the Head of Year supported by individual tutors who will ensure spread sheets detailing pupil involvement are kept up to date.

Pupil's achievements in these endeavours will be regularly celebrated. Certificates, letters of commendation and school colours will be awarded. Tutors will also help pupils in keeping formal records of their achievement.

We will hold yearly awards evenings where pupil achievements can be celebrated with the wider community. Governors will be invited to each of these as evidence that the school is meeting its stated vision.

Intervention

Pupils will be guided in their extra-curricular choices by their tutor who will have an over view of all the activities engaged in. When pupils are considered to be narrowing their focus by, for instance, not choosing to engage in any physical activity their tutor will support in widening their choices to adopt a healthier lifestyle.

Accountability

The accountability to ensure we produce well rounded and independent pupils falls upon

the shoulders of every adult in the school and every pupil when working with peers and younger pupils.

Engaging parents

The involvement of parents as both coaches and learners is central to the success of the extra-curricular programme. If parents engage fully in school life then so will pupils. It is the responsibility of the school to encourage all parents to participate in school life in one form or another.

This will be achieved through advertising to make parents aware of the options available, personal contact in sports clubs and societies and the use of the school website and newsletter to encourage participation.

A7. The Island Free School will become the number one school of choice for parents on the Isle of Wight.

Type of assessment

We will understand whether we have achieved this Aspiration through the analysis of parent engagement in school open evenings and by the number of parents choosing the Island Free School as their first choice school.

Specific Targets

We intend to be oversubscribed in all year groups every year.

We intend to be the first choice school on the Isle of Wight.

Purpose of target

The purpose of this target is to show that the Island Free School is wanted by parents and recognised to be delivering on the promise of outstanding education for all.

Monitoring and reporting

The number of parents choosing the Island Free School as their first choice school will be reported to the governing body and to the board of trustees each year.

The number of applications to join the school will also be shared with staff and parents.

Intervention

Were numbers not to meet our expectations we would hold general meetings and coffee mornings on site for parents to further advertise the school.

We would also offer open days where prospective parents can come and visit the school during a school day so that parents could see for themselves what is being offered at the school as well as experience the culture and the learning environment.

Accountability

The responsibility for applications to join the school falls upon every member of staff and every Governor of the school. In every action, staff must be conscious of their responsibility to colleagues and parents of the school.

Overall accountability for pupils on roll falls to the Principal Designate.

Engaging parents

The Principal Designate will, each year, meet with prospective parent groups and individuals to discuss applications to join the school. Once the school is fully open the Head of Year who will take responsibility for the incoming year 7 will spend the last half of the summer term visiting primary schools and meeting all of the children and parents who have chosen the Island Free School for the next phase of their education.

Summary

In detailing the key assessment foci and criteria for success we have highlighted the responsibility that all stakeholders have in ensuring the success of the Island Free School. We recognise that from the chair of the board of trustees to the youngest of our pupils we all have a part to play in the curricular, extra-curricular, social and emotional development of every child in our care. We believe we have laid out a clear and consistent foundation of assessment and analysis upon which we can build the structure of a highly successful school.

D6 Our admissions policy

V7. An Island school for island families that gives parents a real educational choice for their children.

Island Free School Admissions Policy

Introduction

This policy has been drawn up in accordance with the School Admissions Code 2012 which will enable us to enrol our first cohort of Year 7 pupils, successfully and fairly in September 2014. This admissions policy also complies with the School Admissions Appeals Code.

In establishing our Free School we want all parents on the island to feel as though their child has the opportunity of attending the school regardless of their position or address on the Isle of Wight. As a consequence we aspire to be the number one choice of school for parents on the Isle of Wight. We also recognise that the provision for music on the island is going through a very uncertain time at the moment due to a sharp reduction in funding. As a result we want to provide some stability for our pupils who demonstrate an aptitude for music. To this end we propose that 10% of our intake will be selected on musical ability.

Admission to Year 7 in September 2014.

The Island Free School will have an admission number of 125 pupils for entry into Year 7. The school will therefore admit up to 125 year 7 pupils in our first year and another 125 pupils each consecutive year. After five years we will have a maximum school population of 625. All applicants will be admitted if fewer than 125 apply to start in Year 7.

Parents can apply for a place at the Island Free School by filling out a Common Application Form (CAF) through the Isle of Wight Council and selecting the Island Free School as their first choice. Applications for a place at the school during the year, but outside the normal selection period, should be made by filling out a CAF and returning it directly to the school office.

Deadline for applying

Applications for places in Year 7 to start in September 2014 need to be received by the Isle of Wight Council or designated officer no later than midnight on 31st October 2013.

Offer of places

Parents who have applied for a place at the Island Free School for their child will be informed of the outcome by letter on the 1st March 2014. Parents to whom places are offered will be advised in their offer letter of any action they need to take to accept the place for their child.

Appeal procedure

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an independent appeal panel set up in accordance with

the statutory provisions in force at that time.

Full details of the appeals procedure will be sent to parents with the decision letter on 1st March 2014.

Waiting list

If a pupil cannot be offered a place at the school because the year group for that child is full, parents will be asked in their letter sent out on 1st March if they wish their child to go onto our waiting list. Details of the waiting list can be seen in the next section of this policy.

Statements of special educational needs

The Island Free School will admit any statemented pupil whose statement clearly names the Island Free School.

Island Free School Oversubscribed Admissions Policy

If there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:

- (a) Looked after children** or previously looked after children who were looked after, but ceased to be so because they were adopted or given a residence or special guardianship order.
- (b) Statemented Pupils** Any child whose statement of Special Educational Needs (SEN) names the Island Free School as their choice of school will be admitted prior to the oversubscription process beginning.
- (c) Siblings** Children with a sibling attending the school at the time they would be admitted. We define siblings as children who live together as brother or sister in the same residence, including natural brothers or sisters, adopted siblings, stepbrothers or stepsisters and foster brothers or sisters, but not cousins.
- (d) Musical aptitude** – 12 pupils each year will be selected on their musical aptitude and this will be determined by an assessment taken by the pupil. Details of the assessment can be obtained from the school. Assessments will be conducted in the October before the September of entry. Details of the Music Aptitude Test can be found below. If children apply for a place based on musical aptitude but are not successful in obtaining a place, their application will still be considered according to the following criteria.
- (e) Children of staff** There are two criteria we will use in admitting the children of staff to our school:
 - (i)** Where a member of staff has been working for the school for a period of two years or more they may enrol their children.

(ii) Where a member of staff fills a vacant post at the school for which there is a demonstrable shortage they may enrol their children.

(f) **Catchment Area** – Half of the remaining intake will be taken from the local area around the school. Places will be offered to those pupils who live closest to the school as measured from the school gates to the child's front door. The address for a child in the catchment area must be the address of the parent / carer with whom the child lives for the majority of the time and who has parental responsibility (we may require documentary evidence). If a child regularly lives at more than one address, the governing body reserves the right to reach a conclusion about which should be counted as the main address when allocating places. This will normally be the address where child benefit is paid and where the child is registered with a doctor.

(g) **Island Area** – The remaining places will be allocated by random selection from all other applicants who fall outside the catchment area. This will be decided using a computer program. This process will be overseen by an independent adjudicator from the local authority.

Tiebreaker

In the event of two or more applications tying when the above admission criteria is applied, the positions will be determined by random allocation.

However, if the tiebreaker for a place at our school is between two siblings living at the same address we will admit both children as we believe strongly that siblings should be kept together.

Musical Aptitude Tests

The study and undertaking of tuition on a musical instrument has become elitist and only available to those that can afford it. Rising tuition costs means that a parent can expect to pay around £28 an hour for a lesson. Currently, subsidies are no longer available until a child reaches a particular standard on an instrument which is after quite a number of years of paying full price for tuition.

At the Island Free School, we believe that money should not be a barrier to the opportunity of learning a musical instrument and, that children with a musical aptitude should have equal right to apply for a place at our school through the music specialism, regardless of whether they play an instrument already or not.

The Tests

Children can show musical aptitude through many ways. We will invite small groups of applicants to our musical test days to take part in a variety of activities that would encourage their skill / aptitude for music to become apparent.

- Sitting in a circle in an informal setting, the children discuss what music they

enjoy, listen to, sing, what they know about music / musicians, who they admire, who they aspire to be, what instruments they would like to play, what instruments they already play.

- Rhythm games – This test would identify the ability to ‘hear’ and ‘feel’ a pulse / beat and who would be able to respond instinctively to that beat by improvising rhythms over a pulse whilst keeping the beat steady. The most gifted children will be able to improvise complex patterns happily.
- Response to music – Listening to a piece of music. What does it conjure up emotionally? The children would be invited to write, draw or describe the music they are listening to. How does it make them feel? What story, mood or scene does the music evoke?
- Aural tests – simple aural tests to identify accurate recognition of pitch through singing, humming, whistling and describing features of music.
- Composition – In pairs or threes, take part in a simple composition task using ‘junk’ percussion. An observation will take place of who takes the lead giving the ideas, who understands the task instinctively and anyone that offers suggestion of improvement.
- Performance of a piece, song or a rap that the child has practiced in preparation for the test day.

Through these tests we will identify twelve pupils a year to whom we will offer a place in our school based on their musical aptitude. They will be tracked and monitored for progress as gifted and talented pupils, given opportunities to extend and perfect their skills as musicians, have access to musical enrichment activities such as concerts, workshops, master-classes and become ambassadors for the Island Free School as a music specialist school.

Catchment Area – The extent of our catchment area will vary from year to year and after the 1st March when we have made our offers of places for the following September we will make the information available for the size of our catchment area for that year’s intake.

Pupils on Waiting Lists

Pupils who are placed on our waiting list will be placed into one of three categories depending on if they are applying due to musical aptitude, catchment area or island area. Children will be allocated places based on their position in each category on these lists.

Review of Admissions Policy

This Admissions Policy will be reviewed and consulted on if the admission number changes from 125 pupils being admitted into year 7. If our admission number stays at 125 pupils then the policy will be reviewed at least once every 7 years. The consultation will consist of a period of eight weeks between November and March of the year before the arrangements are due to apply.

SECTION D7: Pupil behaviour, attendance and well being

At the Island Free School all pupils will be encouraged to be independent, self-motivated, resilient and inquisitive. We will not pay lip service to these ideals but will embed them in our every action. (v6)

Pupil Behaviour

The Island Free School will aim to promote high standards of behaviour and respect at all times, within a mutually supportive, friendly and safe environment where all member of the school community are valued for their individual contributions to the life of the school.

The school will encourage a nurturing environment through its supportive tutor programme and excellent links with parents. We propose to have two tutors per class of 25 pupils and this will ensure that tutees have consistency in their daily support. It would be a rare event that both tutors would be absent from school at the same time, but if that should arise, then the Head of Year would take over to provide support. This consistency will promote good behaviour through the relationship that tutees have with their tutor.

The admission of a pupil will include parents signing the Island Free School parent contract which will outline our expectations of the roles and responsibilities of the parent, pupil and school during the pupil's career at the school. There will be an expectation that parents are actively involved in school life, whether it is in the PTA, participating in the enrichment programme or as part of a reading programme with Key Stage 3 pupils. Close links and relationships between parents and teachers will encourage good behaviour from their children whilst at school.

The Island Free School will be a human scale school where all pupils will receive the academic and emotional support they deserve in order to achieve their full potential (V1). Early identification of any issues within school or externally will remove potential behaviour issues.

Inspection has shown that there is a strong link between stimulating teaching and good behaviour. As described in section D1, we will deliver an aspirational curriculum where pupil progress is paramount (V3). We will ensure that we address poor literacy and

numeracy skills from the outset, ensuring that pupils can access content in lessons and thereby removing motivation for bad behaviour.

We aim to provide an innovative curriculum with a longer school day that includes a full and varied extra-curricular programme for all pupils and all staff (V4) during which pupils will be supported, their skills widened and their aspirations raised. The more engaged that pupils are in the curriculum as a whole, the better behaviour will be.

We fully intend to explore all opportunities to develop cross curricular links and learning outside of the classroom. In section D1, we provided an example of A Walk in the Woods, but locating in the Shanklin/ Ventnor area within walking distance of the coast would allow many study opportunities. For example, pupils could study coastal erosion and coastal defence from a geographical and geological perspective; shoreline ecology from a scientific perspective; the development of the coast from Victorian times and its use in the D-day landings as a site for P.L.U.T.O from a historical perspective; and use the outstanding scenery as an inspiration for artwork.

In accordance with our vision (V5), we will ensure that we recruit teachers who are passionate life-long learners and have a proven track record in providing well planned, interesting and varied lessons to meet a variety of learning styles and needs. If the needs of all pupils are met and they can access the lesson content, then the most common motivation for disruption is removed. As a result, classrooms will be calm and focused and the strong bond between staff and pupils will be abundantly clear both in the attitude of respect and the collaboration in learning.

Behaviour expectations and management

In a busy school it will be essential that all pupils are clear about their various roles and responsibilities, as well as the expectations of conduct within the school community. These will be made clear to pupils on arrival at the school and will be reinforced through tutor activities and assemblies.

We will expect all pupils to show respect and courtesy towards all members of the school community, whether they be teachers, support staff, visitors or their peers. We will expect parents to encourage their children to show that respect and support the school's authority to discipline its pupils. The Principal will help to create the culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the school. Every teacher will be good at managing and improving pupil behaviour.

It will be an expectation that all pupils will behave to a high standard in well planned lessons and respond positively to instructions and advice provided by teachers, to ensure that their work is completed to the best of their ability and in the following

manner:

- All exercise books, folders and files will be neat and organised and free from pictures, slogans or graffiti
- Each piece of written work will be titled and dated and these will be underlined
- Written work will be completed using a suitable pen (poor quality pens and biro's can hinder some pupils' writing)
- Titles will be underlined and technical diagrams, sketches and artwork should be drawn with suitable pens or pencils and with the aid of a ruler / compasses / protractor as appropriate
- Use of ICT will be encouraged where appropriate and each department will highlight the development of ICT in all schemes of work. The ICT technicians will offer support in lesson time and as part of the enrichment curriculum. Correct use of spelling, punctuation and grammar appropriate to age and ability will be encouraged.

Expectations for pupil homework

Homework will be an important part of school life and used as a tool to support pupils' knowledge and understanding of topics studied and to further promote their literacy. The school will have a homework policy and timetable for all years set at an appropriate quantity and level for their age. To support some of our pupils who come from more challenging backgrounds we will make use of some of the school's enrichment time to provide time, facilities and support where needed. This will not be presented as a punishment but as a positive and supportive process.

In Key Stage 3, we propose to run a 2 week homework timetable, as shown in the table below. We feel that due to the extended school day at the Island Free School, we will expect one hour of homework per night. On the night where homework is set in their subjects, teachers may wish to provide work which extends some of the topics studied in class, or set some work to prepare pupils for forthcoming lessons. In addition to subject work, pupils will be expected to engage in music practise in preparation for recitals in tutor time or music lessons, and read for pleasure. One of our visions (V2) expresses our desire to turn our pupils into rounded individuals and so part of homework each week will be to do some independent research into a news story to share with peers in tutor time.

	Monday	Tuesday	Wednesday	Thursday	Friday
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Week 1	English Reading for pleasure	Maths Research	Geography Music practise	Science Art/ DT	Music Reading for pleasure
Week 2	English Music practise	Science Reading for pleasure	Latin Reading for pleasure	Maths Drama	History Research

As outlined in section C, the Island Free School will seek to address the situation on the Isle of Wight where increasing numbers of pupils who are not being supported in their needs are exhibiting poor behaviour. In the first academic year after reorganisation there have been 2942.5 days of fixed term exclusions in a secondary pupil population of under 10,000.

We will ensure that our learners will make more progress and achieve more in our school than they would in a larger school by ensuring that every child is known (V1) and their needs are identified from the outset and met at the earliest opportunity. We will utilise a rigorous and robust system for monitoring and tracking the progress of all pupils in all subjects to ensure that they are making good to outstanding progress in all areas (V3). As described above, we are committed to providing an interesting, varied and challenging curriculum to stimulate learning and maintain the interest of all learners at all times (V5). We will ensure that we have excellent communication with parents and encourage them to take an active role in school life. A two-way sharing of knowledge about pupils' school and home life can only serve to identify any issues which may manifest in poor behaviour in school and allow intervention before things become an issue wherever possible.

Rewards ladder

Teachers will expect pupils to display high standards of behaviour in class and around school and to produce work in class or for homework which reflects the school's expectations. Teachers will reward pupils for high quality work, good effort or model behaviour, as follows:

Reward cards will be awarded to pupils for a range of things. This includes rewarding both effort and attainment in work, presentation, punctuality, consistent politeness and courtesy, general helpfulness and co-operation, and setting a good peer group example in making the most out of school life. Reward cards will be recorded electronically on the school SIMS system, and will contribute to the award of form merit prizes on a weekly, termly and end of the year basis.

Each reward card will outline what the pupil has done to achieve it and also suggest to parents that following this up at home with praise or a small reward would be beneficial

and appropriate.

Within each year group, the pupil with the most reward cards that week will be presented with a prize in assembly. We will also celebrate the tutor group with the best attendance each week.

Celebration assemblies will be held at the end of each half term for each year group and parents will be invited to this event. It will also be attended by all senior leaders. In this event the previous half term will be reviewed and we will celebrate attendance, achievement, attainment, contribution to school life, contribution to enrichment hour and homework.

Academic prizes will be awarded annually at Rewards/ Celebration evenings where parents will come to share in their child's success. They will include form prizes which reward achievement, progress prizes, and subject prizes. Also prizes will be given for outstanding contribution to school life and enrichment hour. Awards, Cups and Certificates for academic, sporting and other achievements will also be presented.

At the end of Key Stage 3, a special transition evening will be held which celebrates pupils moving from year 8 to year 9 and the start of Key Stage 4. This event will be attended by all staff at the school, wherever possible, along with parents. All aspects of the previous two years will be reviewed and celebrated and School Colours will be presented for outstanding achievement in Sports, Music and contribution to school life. Each pupil will receive certificates in all subjects to show the levels they have achieved to that point.

Behaviour Sanctions ladder

By signing the Island Free School parent contract, parents will understand that behavioural sanctions may be necessary in certain circumstances. If a pupil does not behave or respond appropriately, while in class or on an activity, teachers will try to resolve the problem as part of the normal process of setting standards and expectations, with reasonable adjustment for managing any behaviour which is related to a pupil's SEN needs. If, after these initial warnings to amend their behaviour, a pupil continues to interrupt the learning of others, a sanction will apply.

If there has been a failure to produce the required amount of work commensurate with a pupil's ability, then the pupil will be given a detention by the teacher to ensure that the work is done.

If a pupil fails to produce homework without a valid reason, then a teacher will offer a second submission date and should the homework still not be completed then the pupil will be required to sit a lunchtime detention with the teacher concerned.

Academic detentions for inadequate work or lack of homework will be set on the day or

at least the next day during lunch in order to try to rectify the problem as quickly and close to the event as possible. This will be set by the relevant teacher as we believe it is important pupils see the appropriate teacher following through to maintain levels of respect and behaviour. This will be recorded in SIMs.

Should a pupil incur more than 3 academic detentions within a given half term period, parents will be notified and asked to come in for a meeting to discuss reasons for the detentions, and it may result in a pupil and parent signing a behaviour contract. This may include further consequences such as after school detentions where appropriate but will also contain supportive measures including rewards for improvement.

School Detentions

School detention is reserved for relatively serious offences. Examples of appropriate offences are: persistent disobedience or serious misconduct, failure to do another punishment, persistent failure to hand in work or to keep to deadlines.

The detention is taken by a rota of the Principal, Vice Principal, Senior Staff and Heads of Year. The sanction is only available with agreement of Heads of Year and Senior Staff. Detentions will begin at 4pm, upon completion of enrichment activities. Pupils will be expected to engage in community service projects unless there is outstanding work which must be completed.

On Report System (Senior School)

A pupil may be placed on **Daily Report** to support his/her learning or to help rectify poor work by his/her form tutor.

1. Parents are informed.
2. The pupil carries a book requiring comment and signature each period.
3. The pupil should place the book on the teacher's desk at the beginning of each lesson.
4. The pupil reports to his/her form tutor at each registration and Head of Year each morning.

Exclusions

The school will seek to avoid exclusions but in serious incidents it may have to use them. The School's position on suspensions and exclusions will be explained in the parent contract.

It will only be used in certain cases where pupil behaviour is threatening and/or it seriously compromises the safety of others. Where possible the school will avoid exclusions from school. Instead we will take responsibility for the punishment of pupils and exclude internally with pupils being expected to engage in activities which in some way reflect the infraction.

When a serious incident which may merit a disciplinary sanction (which could include suspension) takes place, it will be reported to the senior leader attached to the year group, who will investigate the matter and report to the Principal. If, in the school's opinion, an incident warrants suspension, the pupil's parents will be contacted by the Principal Designate and will then be invited with their child to the school for a meeting, at which they are informed of the reason for the proposed suspension and the matter is discussed with them. Following the meeting, if the suspension is confirmed, the school's decision is communicated to the parents in writing, with a copy to the Head of Year and the Chair of Governors.

Attendance

Pupils will be registered twice daily once in morning tutor period and once at the commencement of period 4. Attendance will be analysed at the start of the day by the Year assistant and the parents of all absent pupils will be called to ascertain why they are not present. The year assistant will also monitor the overall attendance record of each pupil in the cohort. When a pupil falls below 95% the Head of Year will inform the tutor who will contact parents and meet with the pupil to discuss the concern. Should attendance fall below 90% then a meeting will be set up between the Head of Year and the parents to discuss the rising concern. If attendance continues to fall and goes below 85% then a meeting will be set up between the parents and the Vice Principal to discuss options. Where poor attendance is identified as having a negative impact on progress a catch up programme will be organised as part of enrichment hour.

Good attendance will be rewarded through the presentation of the attendance trophy to the best attending tutor group in each year group each half term. The holders of the attendance cup will be allowed to wear their own clothes to school on the last day of each half term.

The school will promote high attendance by offering outstanding learning opportunities. We fundamentally believe that if a school is an enjoyable and safe place then pupils will want to attend. The cross curricular days such as A Walk in the Woods will play an integral part in this development. Of equal importance will be the extra-curricular activities offered. If a pupil has a lead part in the school play and rehearsals are at the end of school they are unlikely to miss school. The same rationale can be used for sports clubs with upcoming matches, preparation for a speech, a music recital. Central to the ethos of the Island Free School is to create a learning environment that pupils do not want to leave.

Where there are cases of low attendance attributed to a phobia the school will meet with parents to discuss the issue. This may require a home visit. Where there is a real phobia partial timetables may be used to support a child back into school.

If a pupil refuses to come to school and, or parents are not supportive then a referral to educational welfare services will be made and formal proceedings begun as laid out in the school attendance policy.

Well-being

The well-being of pupils is the prime responsibility of all members of staff. All staff will receive regular child protection training and all Heads of Year and their assistant will be first aid trained along with other key staff. We will monitor well-being through the use of a well-being survey each academic year and an action plan will be agreed on any area which is of concern to either staff or pupils.

The Island Free School has identified key areas for developing positive well-being at the school. Central to our vision is that every child is known by every member of staff. In order to achieve this goal all staff will be tutors/mentors to small groups of pupils. We will eat together in the dining hall and learn together during our extra-curricular hour.

The curriculum, especially in PE and the Sciences, will invest time on raising pupil awareness on the importance of a healthy lifestyle. Our off timetable days investigating faith and the daily PSHEE programme will play an important role in developing pupil's spiritual well-being. The rich and varied enrichment hour will support all our pupils in developing their social and emotional well-being.

There will always be a member of staff with first aid training on duty in the school. All pupils will receive first aid training as part of their enrichment hour.

Bullying

The most effective deterrent to bullying is from within. High profile reports, especially from Australia, in the past decade have shown that bullying is most effectively dealt with when pupils are involved in the reporting and the actions developed in dealing with incidents of bullying. At the Island Free School the anti-bullying policy will be the first item on the first agenda of our first pupil leadership council meeting. In conjunction with the Head of Year 7, who will initially chair these meetings, an anti-bullying charter will be created with the involvement of the whole pupil body through PSHEE activities during tutor time. The charter will recognise what bullying is, the role everyone has in reporting bullying and the effective dealing with incidents of bullying. We will then set up a process for the reporting of possible incidents of bullying and, as the school develops, we will train older pupils in peer mediation to help combat the problem. The reporting of incidents of bullying is a key issue so we will have a dedicated mobile telephone number which pupils can call or text to report any incidents of bullying. This telephone will be kept by the child protection officer and reports of bullying will be passed to the appropriate head of year for investigation.

At every opportunity pupils will be encouraged to look after each other and to report any incident of bullying the witness to an appropriate adult. In taking these measures we will build an ethos of mutual support.

Where incidents of bullying occur they will be dealt with by the Head of Year who will initiate a three part anti-bullying strategy.

Part one - Any pupil found to be bullying other pupils will, with their parents, be invited to meet with the Island police force's anti –bullying officer.

Part two - Any pupil found to be bullying others will, along with their parents be invited to meet with the Head of Year to discuss appropriate measures depending of type of bullying

Part three – Any pupil found to be bullying will have to sign a code of conduct agreement with the school. As part of this they must apologise either verbally or in written form to the family of any pupils they have bullied. As part of the code of conduct they will also engage in community service.

All reported incidents of bullying will be kept in a log by the Year Assistant.

A healthy school

All pupils will be expected to participate in both PE and Games lessons throughout KS3. Pupils will also be expected to engage in at least one sports activity as part of their enrichment programme. We intend to have a large allotment where pupils will grow fruit and vegetables and pupils will be given the opportunity to learn baking skills.

In ensuring our pupils are supported in their mental development we will ensure, as has been previously mentioned, that they are part of a small tutor group and that they keep the same mentor throughout their time at the school. Each Year group will have a dedicated year assistant who is available at all times of the school day. We will also employ a school councillor trained in cognitive behavioural therapy who will be on hand to offer training on all elements of social and emotional growth.

The Teaching of PSHEE

Personal, Social, Health and Emotional Education will be taught as part of the tutor programme. The scheme of work for this will be developed by the Head of Year who will ensure it covers every aspect of the PSHEE programme of study. The Head of year will be best placed to ensure that the PSHEE programme marries with the school calendar, the assembly rota and any upcoming enrichment activities. Of central importance will be the observance of, and engagement in, days of local and national importance. We will proudly engage in days of remembrance and celebration both local and national and will take pride in our responsibility to develop a sense of duty and reflection in all of our pupils.

Online safety

We will have an online safety policy that will be explained to all pupils as part of initiation into each year group. This role will be taken on by the tutor though the policy will be developed by our ICT technician with the support of the Head of Year. All pupils will sign an internet safety policy as well as an internet usage agreement prior to being given access codes to the school System.

We will also run internet safety training for parents of all Year 7 pupils as part of the welcome parents evening at the start of Year 7.

Medication

Any medication which requires administration daily will be stored in the main office under lock and key. Any medication which requires training for its administration will also be kept in the school office but the Principal will ensure that appropriate training is given to the member of staff given the responsibility for administration.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	125	117		93.6%	125	109		87.2.%
Year 8					125	117		93%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

How many pupils we will have for each year group and where our school is intended to be situated.

An Island school for Island families that gives parents a real educational choice for their children. v7

Our school will provide 125 places per year group with five-year groups in total. The school will be situated in the south Wight and primarily take in the towns and villages of Ventnor, Shanklin, Sandown, Godshill, Newchurch, Niton and Wroxall. Our admissions policy allows for 45% intake from these areas, but also allows up to 45% from outside of these areas to meet our vision, which is to offer Isle of Wight parents an alternative choice for their child's education. The remaining 10% of each cohort will be allocated to pupils who show a special aptitude for music as outlined in our admissions policy. With this in mind, most of our marketing to date, including public information evenings, has concentrated on the South Wight. We have marketed Island wide to a slightly lesser degree. In order to fully meet our vision to offer a different choice to parents our second phase of marketing, which begins in January will focus on the wider Island with advertising and information evenings in Freshwater, Yarmouth and Bembridge.

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

In June/July 2012, a survey was distributed to some of the Primary schools on the Isle of Wight to hand out to parents. From the initial 1000 or so surveys that were given out by the Primary Schools, over 300 parents returned their survey indicating that a smaller free school would be the first choice for their child/children. The letter and the survey can be found below.

Dear Parents and Carers,

The Government has offered to provide funding for groups wishing to create new schools in their communities. We have formed such a group for the Island and we need to know if you would be interested in sending your child to our new 11 – 16 secondary school, due to open in 2014. The New Island Community School is supported by teachers and parents who believe that smaller secondary schools are needed to offer choice to parents who are looking for a more human scale approach to education for their child within a mainstream state funded setting.

The school will be at the heart of the community, creating strong and meaningful relationships with local groups and families. This will be a small school with approximately 500 pupils. The curriculum will be traditional; based on academic subjects, with the last period of the day set aside for extra- curricular activities to develop wider skills. In this respect we hope to address transport issues that currently affect those living in more remote locations. There will be a culture in which high expectations are the norm.

We believe that every pupil is a unique individual who has talents and gifts that should be nurtured and developed within the right environment. The journey may not always be easy, but we are prepared to work hard, alongside our pupils, so that they may realise their full potential.

You can find out more about the New Island Community School by visiting our website at: www.islandcommunityschool.org

The first stage of the process of opening a new school is to prove there is a demand within the local community. We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school. **Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.**

.....
New Island Community School Support Survey

Please complete this form and return it to your child’s primary school by Monday 9th July 2012.

Parent, Guardian or carers name.....Postcode.....

Email address.....Dates of birth of child/ren.....

I would select the Island Community School as first choice for my child(ren).
Yes/No

Signed.....

Date.....

Our website went online in September 2012 advertising our vision to open a free school in September 2014. The website contained information on our vision and values, brief Biographies of the Members, Directors and Principal Designate and an online parent survey. The website also listed 7 reasons parents may wish to choose the Island Free School as their first choice of school. These were:

A caring school that is small enough for every pupil to be known by every member of staff.

A disciplined school, where pupils will be offered a grammar school style education in a truly comprehensive setting.

An aspirational school where pupil progress is paramount

An innovative school with a longer day that includes a full and varied extra-curricular enrichment program for all staff and all pupils.

An enthusiastic school, in which all teachers are passionate about learning and have a proven track record in teaching.

An ambitious school, where pupils are encouraged to think for themselves.

An Island school for Island families giving parents a real choice for their children's education.

The website was updated and re-launched in September and potential parents were then able to complete the survey online using our Survey Monkey link. Our survey online asked for the following information;

Parental support survey

1. Parent/Guardian/Carer name

2. Postcode

3. Email address

4. Dates of birth of child/children

5. I would select the Island Free School as first choice for my child/children

We also set up an email account, Facebook and Twitter accounts in the summer of 2012. At the time of the application we have over 200 followers on Facebook and Twitter.

Our next wave of marketing and data collection began in earnest in October and November 2012. This involved,

- An article and an interview in the local newspaper, the County Press.
- Posters placed in shops, leisure centres, and children's groups such as Beavers and Brownies.
- BCC news programme **Newsnight** and **The Sunday Times** showed interest in our application. Our Principal Designate was interviewed and photos of parents and children took place mid October.
- Coffee mornings were organised throughout November to allow small groups of parents of primary aged children to meet members of the group and give us their thoughts on our application. These informal meetings also aided publicity for our public meetings.
- Public meetings were organised at three venues in the South Wight for the week beginning November 19th. These meetings were led by our Principal Designate who outlined the vision and values of the proposed school. Parents were also able to sign the expression of interest forms.
- Leaflets were handed out to parents outside targeted Primary Schools. The leaflets advertised our vision, gave directions to the website and informed parents of the public meeting dates and venues.
- Business cards were given out to any parents that were engaged in conversation about the free school. Once again these directed parents to the website.
- An interview with Isle of Wight Radio advertising our vision, the website and public meeting dates and venues.
- We have attended local events such as Christmas fairs and half term activity clubs.
- We have received very positive support from the local newspaper The Isle of Wight County Press who are now running regular updates on our progress.
- Leaflets handed out outside Morrisons supermarket Lake
- Free School Banners advertising the information evenings were placed in prominent places around the Island.

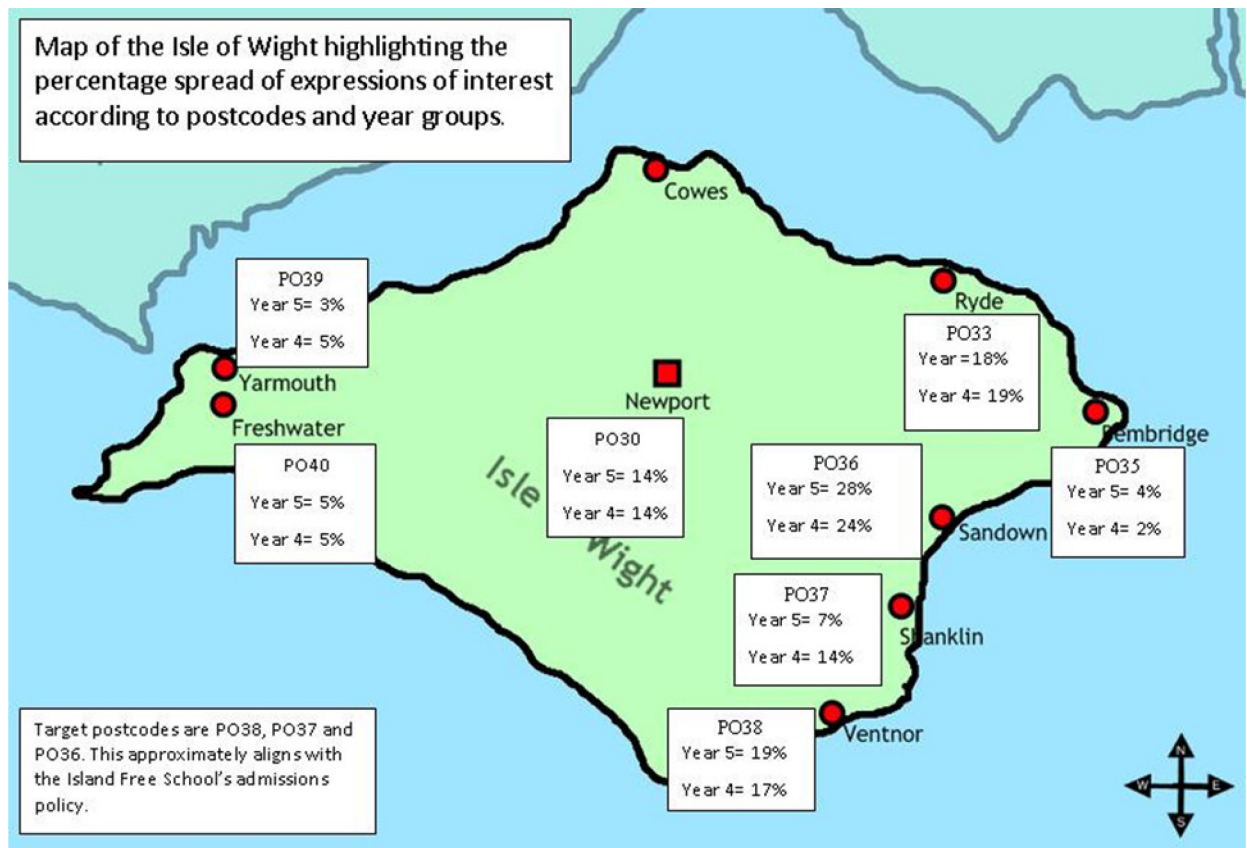
- At the time of writing we are being approached by parents from the wider community offering to host coffee afternoons and inviting members of our group to come and speak.

All of our marketing has been based on offering a real educational choice for parents and their children on the Isle of Wight.

Further evidence of demand for our school:

Current Year Group	Year 3	Year 2	Year 1	Reception	Below reception age
Total expressions of interest	107	101	105	60	89
% of PAN for Cohort	85.6%	80.8%	84%	48%	

We have also received 112 expressions of interest from parents of current year 6 pupils who are so concerned about the current state of education that they have applied in the hope that our school will open earlier.



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

An innovative school with a longer day that includes a full and varied extra-curricular programme for all staff and all pupils. v4

Our wider community will be encouraged to work with our pupils and our pupils to work with them to develop a real sense of shared responsibility. We have been fortunate in gaining the support of our Local MP Andrew Turner who is a staunch supporter of our bid. Mr. Turner has been invaluable in making introductions to companies that have offered support for our application.

School support

Reaching out to the wider community included in the application process

- Approaching several churches and asking to put up posters advertising the free school. More importantly, we want to work with churches in the local area to enhance and reinforce our moral values, without being an overtly faith based school and have met with several ministers who are willing to work closely with the school when we open. These include, [REDACTED], [REDACTED], and [REDACTED].
- Approaching Youth for Christ, a group who worked very effectively giving assemblies at middle schools. They have confirmed that they are very keen to support and work with us in the future.
- Ventnor town Councilor Steve Stubbings has promised support for the school if it is based in the local area.
- Local businesses have been approached, such as At Home with Sarah, a business based in Ventnor that offers home economics lesson for groups of children.
- We have included a letter of support from Andrew Turner, Member of Parliament for the Isle of Wight.

The wider community will be heavily involved in enhancing the educational experience of the Island Free School's pupils.

Enrichment programme/extra-curricular

We are working closely with members of the business community to set up an Isle of Wight Young Chamber of Commerce at our school

Several local sports clubs have pledged their support including:

- The Isle of Wight Cricket Academy
- The Island Youth Orchestra
- Portsmouth Football Club
- Ventnor Boxing Club
- Ventnor Tennis Club
- Ventnor Rugby Club
- Shanklin Cricket Club
- Newport Rowing Club
- Ryde Rowing Club

All of the above clubs have expressed an interest in working with the school by providing resources, facilities and expert coaching to supplement our enrichment programme and our physical education curriculum. For example, The Island Cricket Academy based at Ventnor Cricket Club, a nationally recognised centre of excellence, will provide coaches as part of the chance to shine coaching programme. These coaches will come into school to coach pupils as part of our enrichment programme. They will also provide use of their national standard facilities, such as the use of the indoor playing area and cricket pitches for inter school matches. Ventnor rugby club have also offered use of their pitches for inter school matches and training. We will affiliate with national and local sports governing bodies, such as the Hampshire Rugby Football Union and Hampshire Hockey Association, to name but a few. These links and the ones below are aimed at providing the best extra-curricular and enrichment programme for any school on the Island. By utilising the skills and expertise from these local associations, we aim to excel at everything we do as a school. It is envisioned that by forming strong links with clubs we will create a natural step from school to club involvement and would hope to see a large number of our pupils engaging in activities at club level both at the weekends and after they leave school and move into adult life.

Curriculum specialism

In order to support our music specialism, links with Island music services and musical groups are central to our plans for the school. *Platform One*, the Island's own Music College, are willing to work with us. [REDACTED], a [REDACTED] based on the Island, has also been approached and is willing to work with the school. Members of the island music services have also agreed to work with the school. Key to our music specialism will be the creation of a music collective that will offer peripatetic music tuition to pupils

at the Island Free School and we will then offer this service to all other schools. All pupils at the Island Free School will receive free music tuition in KS3, the 10% that have gained a place at the school on their musical ability will continue to receive free tuition through KS4 and will be supported in developing not only their own skills but in developing the leadership skills to support others to develop music skills. Central to this is ensuring that all pupils are able to access music tuition regardless of finance.

We will work with local primary schools, encouraging our pupils through the young leaders sports programme to organise and run sporting activities such as sports days.

Our wider community are being encouraged to work with our pupils and our pupils to work with them to develop a real sense of shared responsibility. This may take the form of charity events, involvement in summer shows including horticultural shows and participation in the Eco-Wight project which involves pupils and staff volunteering on green projects across the island.

V2 – A disciplined school where pupils will be offered a grammar school style education in a truly comprehensive setting.

By situating the Island Free School in the South Wight, our catchment area will incorporate two of the Islands most deprived wards, Ventnor and Shanklin. Primary schools in the Ventnor/Shanklin area are well above national averages for free school meals with Wroxall, Shanklin and St Francis averaging 26% FSM (2011 figures). We intend to have a truly comprehensive mix of pupils from all backgrounds. To enable us to achieve this we have intentionally chosen the South Wight to incorporate these wards. We have targeted local schools in these wards and have arranged public meetings in these wards. Ventnor is one of two towns that we hope to base our school in. Therefore through our admissions policy we will be admitting pupils from diverse backgrounds, both from the local area and island wide.

Continuing Marketing of the Island Free School

- Once our application has been submitted in January 2013, we intend to continue marketing the Island Free School.
- We will continue to have articles and interviews in the local press and radio.
- We will continue to send out regular newsletters to all parents who have supported us and to those who have completed the support surveys.
- We will continue to engage parents in decisions about the development of the school including the design of our school uniform, the development of the school site and the structuring of support from stakeholders.
- As we are not intending to offer a sixth form, as there is already adequate provision on the Island, we have begun and will continue to forge links with sixth

form providers in our area. We have already begun to establish links with the Isle of Wight College.

- We will continue to gather evidence of support, by encouraging parents to complete surveys.
- We plan to continue to hold coffee mornings and meetings to ensure that we share our vision with all interested parties in our community. We intend to arrange meetings in January 2013 in Bembridge, Sandown and Brading.
- We will continually strive to build on the support within the local community that already exists and engage with new supporters, especially those who can enhance the education we offer our pupils.
- We will be sending out further letters to all parents of primary aged pupils currently receiving music tuition in schools.
- We will also be handing out leaflets outside all the other Supermarkets on the Isle of Wight.
- We will run a radio advert on the Islands only radio station advertising the Free School.

An enthusiastic school in which all teachers are passionate about learning and have a proven track record. v5

Part of our vision is to have the best teachers working at our school, therefore after the application has been submitted we will begin the process of targeting universities and teacher training colleges that provide the best trained teachers. We intend to support the teacher training process and would look to have trainee teachers working alongside our staff each year.

One of the greatest problems we have encountered when speaking to potential parents is their lack of belief that our school will open. *Seeing is believing* is, for many people on the Island, an ingrained philosophy. Without seeing the school building, many potential parents are very sceptical and are therefore unwilling to sign up to something that they do not think will happen, even though they think it is what the Isle of Wight desperately needs. This is easy to understand as many of the parents we are talking to have themselves been through the failing education system on the Island and have low expectations of education. Recent experience of the failed attempts by groups such as standards not tiers to alter the course of education have also lower aspiration as parents often feel disempowered. To add to this they have witnessed how the New Enterprise School in Cowes has once again failed to open, with the opening now being pushed back another year. Reaching out to those families from the poorest areas on the Island has been difficult for the above reasons. Our most successful strategy has been to go to the houses of individuals in all wards and talk face to face with small

groups. Not only has this raised interest but, in an Island setting where word of mouth is the most powerful advertising, it has allowed word to spread.

Whilst we have already demonstrated the demand for our free school and know that if our school is granted permission to open in September 2014, we will be massively over-subscribed we are aware it is crucial to continue to market the Free School in the wider community. Beginning in January we will be repeating the successful process which has seen such excellent support for the School in the South Wight. Central to our action plan for the next 3 months is to hold more of these coffee mornings in the wider community and gather greater support in the West Wight and Bembridge areas. In conjunction with this we will target a leaflet campaign outside all Primary Schools in these areas and will follow this up with information evenings in February.

We also intend to continue sending out a monthly newsletter keeping parents who have already expressed interest in the Free School up to date with all developments of our bid.

Section F: Capacity and capability

Roles and responsibilities of the company members.

The founding members share a vision to set up a free school which better meets the particular needs of Island pupils whilst at the same time raises their aspirations beyond the boundaries of their coastline and develops them as independent learners. Island Free School members will ensure pupils are offered a broad curriculum whilst maintaining a focus on development of the core curriculum. They will ensure that through pastoral care, outstanding teaching and personalized intervention every individual pupil is supported in achieving their full potential.

At the Island Free School the aim of the company members is to support and hold the Governors (directors) accountable for the school delivering on its seven vision statements. In order to fulfil this the Governors in turn will hold the principal designate and senior leadership team accountable for the aspiration statements and targets that have been generated from the vision.

Key responsibilities of the company members

- Approval the annual accounts,
- Approval of any Governor appointments or re-appointments
- Reviewing the overall operation of the IFS.

Company members will meet at least twice a year to discuss the above key points and will review a six monthly governing body report on how the school is performing based on the above and how it is fulfilling its vision see points below:-

Company members will ensure and promote the vision holding the governing body and principal designate accountable for the fulfilling of The Island Free Schools vision statements V1 – V7.

Company Directors key responsibilities

The Island Free School currently has 3 directors one of whom (██████████) is also a company member. This group will be enlarged during the pre-opening phase to include 3 further directors The Directors (Governors) key responsibilities are:

- The daily running of the IFS and the management of the schools business affairs;
- Ensuring the provision of quality education at the School (V2 V5)
- Monitoring the performance of the School through the setting of

aspirational targets for progress achievement and attendance(V1 V3 V6)

- Making sure the curriculum is broad, balanced and rigorous(V2 V4)
- Appointment of new staff and reviewing staff performance and pay.(V5)
- Entering into contracts on the Schools behalf (V7)
- Ensuring that relevant statutory documents are delivered to Companies House and the statutory books are up to date
- Managing the schools finances and property(V7)
- Taking part and actively contributing in board meetings of the Governors

Company Law Responsibilities

Some Governors will be registered as directors of the Island Free School at the Registrar of Companies. In some cases these Governors may also be members of the company. However member Governors will form a minority of the full governing body once it is complete. All Governors must be aware of and work within the following:

- A duty to act within the powers granted by the Memorandum and Articles of Association and only exercise the powers for the purpose for which they are conferred
- A duty to promote the success of the Island Free School.
- A duty to exercise independent judgment
- A duty to exercise reasonable care, skill and diligence
- A duty to avoid conflicts of interest
- A duty not to accept benefits from third parties
- A duty to declare an interest in any proposed transaction or arrangement with the Island Free School

Charity Law Responsibilities

The IFS will have charitable status and it will need to comply with the regulations set by the Charities Commission. The Governors are responsible for ensuring that IFS adheres to these regulations and the individual Governors have similar duties under Charity Law as those addressed above but in addition they must:

- Accept ultimate responsibility for IFS ensuring that it is solvent and well managed and delivering the charitable outcomes for which it was set up
- Ensure compliance with Charity Law and deliver necessary reports and returns as required
- Only use assets and funds in furtherance of the IFS objectives

- Consider obtaining external professional advice, if the Governors may be in breach of their duties
- Take special care when investing the funds of IFS

Governing Body will support the visions aims of the school by ensuring and holding the Principal Designate and senior leadership team accountable for fulfilling the Island Free School's aspiration statements A1 – A7.

The senior leadership team will be associate members of the governing body and will produce a six monthly report to the Governors on the following areas

- The current financial position,
- Reviewing the overall operation of the IFS through an updated SEF . This will directly link to A1-A7 and the vision.
- The Governing bodies will use this information to form the basis of their report to the company members twice a year.

The Governing Body

The Governing body will have a chair and vice chair both of whom are directors of the company. The chair and vice chair will take responsibility for the organisation of the governing body groups.

Each group will in turn be chaired by one of the four Directors of the company. The aim of this is to ensure the fulfilling of the school vision and to ensure that the delivery and quality assurance of this is effective and manageable. Some Governors will bring skills that mean they are able to sit on more than one group.

The Groups will be as follows:-

The standards and achievement committee responsible for and the quality assurance the following areas:-

- Setting and reviewing of aspirational targets
- Teaching and learning
- Music specialism
- The performance of departments
- Interventions and mentoring.

(V3 V5)

The Curriculum, Enrichment and Community Committee, responsible

for and the quality assurance of the following areas:-

- Broad and balanced curriculum
- Enrichment curriculum
- Community links

(V2 V4 V6)

The Finance Staffing and Site committee responsible for and the quality assurance of the following areas:-

- Setting the school budget
- Leading on site development and maintenance
- School resources
- Staff appointments
- Recruitment and retention
- PM
- CPD
- Staff salaries

(V5 V7)

The Wellbeing Committee responsible for and the quality assurance of the following areas:-

- Pupil voice
- Staff voice
- Community voice
- Safeguarding
- Health and safety

(V1 V5 V6)

Each committee will meet half termly and feed into an overall termly Governors meeting. In which they will report on their individual meetings and gain overall agreement for any decisions that are needed at this level. Any individual or committee to whom a decision has been delegated must report to the Governing body in respect of any action taken or decision made. The Governing body can still perform functions it has delegated: this

enables the governing body to take decisions on matters that are discussed at meetings on functions that have been delegated. For instance, the governing body can decide to move (“vire”) money from one budget heading to another in light of changing circumstances, even if the function of approving and monitoring the budget has been delegated to a committee. Every question to be decided at a committee meeting must be determined by a majority of votes of those Governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a Governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are Governors.

Each group will contain at least one of each of the following Governors however it is important to note that the same Governor may sit on more than one group.

1. Director Governors (4) appointed by the company members
2. Parent Governors (3) elected to represent the interests of parents and pupils.
3. Community Governors (4) elected to represent community interests.
4. A local authority Governor (1) will sit on the overall governing body and on the standards committee.
5. Staff Governors (2) will each sit on one of the committees at least one of these will be a teacher.
6. Associate members:-All members of SLT and the teachers responsible for the school specialism will be associate members and sit on one of the 4 committees in line with the most relevant to their job description, they will attend on invite from the chair to report on relevant areas but will not be invited to any meetings where a conflict of interest may be apparent e.g. in the reviewing of salaries etc and could be asked to leave for sections of the meetings. The head teacher will sit on all groups.

All members of each of these committees will belong to and be expected to attend overall Governors meetings. In total there will be up to 14 Governors and 5 associate members.

Possible conflict of interest on the IFS Governing body will be dealt with in the following way:-

- Where there is a conflict between the interests of any person and the interests of the Governing body that person should withdraw from the

meeting and should not vote. In a situation where the principles of natural justice require a fair hearing, and there is any reasonable doubt as to a person's ability to act impartially, he or she should also withdraw from the meeting and not vote.

- Where a Governor or associate member has a pecuniary interest in any matter he or she should also withdraw from the meeting and not vote.
- Examples of cases where a fair hearing must be given include decisions relating to staff or pupil discipline or admission of pupils. The restrictions on persons taking part in proceedings do not stop a governing body or committee from allowing someone who can offer relevant evidence to a case from giving that evidence. If there is any dispute as to whether or not a person must withdraw from a meeting the other Governors present at the meeting must decide on this.

Role of Principal Designate

The Principal Designate will lead on the sixth monthly report to Governors in the style of a SEF that links to the schools vision statements.

He will delegate different members of SLT to the appropriate Governors committees.

He will attend all subcommittee meetings and whole school Governor meetings with the exception of anywhere there will be a conflict of interest.(For example when completing the proposed pay for the staffing structure the Founding Members of the group met without the person they are putting forward as Principal Designate to avoid conflict of interest.)

Governance Diagram

The Founding Company

- They will hold the governing body accountable in line with Governors guide to the law.
- Meet sixth monthly and reviews the following
- Approve the annual accounts,
- Approve of any Governor appointments or re-appointments
- Review the overall operation of the IFS through sixth monthly Governor reports.
- Hold the Governing body and Principal Designate accountable to the IFS vision.

The Governing Body

Will:

Hold themselves, the committees and the founding company accountable in line with Governors guide to the law. If not fulfilling their roles they may be removed or suspended in line with Governors guide to the law – see notes below. Members of the founding company may be removed for the same reasons and in the same way as Governors.

Hold the principal accountable by:

Setting SMART targets for the principal based on schools aspirations and act as a critical friend.

Reviewing these regularly through PM process.

If a concern arises set new targets and monitor more closely – use outside links e.g. SIP, CFBT, other Free schools to support and advice.

Supporting the Principal Designate in ensuring targets are met.

Committee	Core responsibility
The Standards and achievement committee, responsible for and the quality assurance of V2 V5	To hold the principal accountable for targets in these areas. Feed back to full Governors if a concern arises with regard to standards in this area, so procedure highlighted in whole school Governors can be followed.
The Curriculum, enrichment and community committee, responsible for and the quality assurance of V4 V6 V2	To hold the principal accountable for targets in these areas. Feed back to full Governors if a concern arises with regard to standards in this area, so procedure highlighted in whole school Governors can be followed.
The Finance Staffing and Site committee responsible for and the quality assurance of V7 V5	To hold the principal accountable for targets in these areas. Feed back to full Governors if a concern arises with regard to standards in this area, so procedure highlighted at whole school Governors can be followed.
The Wellbeing Committee responsible for and the quality assurance of V6 V5 V1	To hold the principal accountable for targets in these areas. Feed back to full Governors if a concern arises with regard to standards in this area, so procedure highlighted in whole school Governors can be followed.

The Principal Designate

- Will lead on the sixth monthly report to Governors in the style of a SEF that links to the schools vision statements.
- Will delegate different members of SLT to the appropriate committee and hold them accountable to lead on those sections of the SEF
- Will attend all subcommittee meetings and whole school Governor meetings with the exception of anywhere there will be a conflict of interest.

The Island Free School will be, first and foremost, responsible for its own improvement, with the governing body setting the strategic framework. We will use the self-evaluation process as part of our improvement strategy, culminating in a written self-evaluation form that will ultimately provide Ofsted inspectors with evidence that we are fulfilling our visions and aspirations for our young people.

The Governors will hold principal designate accountable for this and their performance will be measured through their PM targets and school data and there pay will be performance related. If areas are not being met and there are concerns the school is not performing to the expected standard the Governors will set clear targets that must be met and will be monitored closely over a shorter time frame. The Governors may also wish to appoint a school improvement partner and make links with other Free Schools in order to experience best practise and take advice. The Governors may also make a decision to employ an outside assessor such as CFBT to complete a review of the school and leadership within the school.

Educational Expertise F2

Alongside experience to fulfill our vision it is essential we have a wide variety of skills necessary for running a school.

Skills Audit

Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Is this a skills gap that needs addressing?
██████████	██████████	
██████████	██████████	
██████████	██████████	
██████████	██████████	
██████████	██████████	
██████████	██████████	
a) ██████████ b) ██████████		
██████████	██████████	

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██████████	██████████	
██████████	██████████	
██████████	██████████	
██████████	██████████	Y
██████████	██████████	
██████████	██████████	

In order to promote and realise our vision our group also need to have the following educational expertise and qualifications.

Explanation of key educational skills and people needed to fulfil our vision.

members educated to a high level with an understanding of a formal education (V1 V2)

members with a secure understanding of the core curriculum in order to promote and drive up standards in these areas and support the English baccalaureate (V2 V3)

members with expertise in our area of specialism – music(V2)

members who have expertise in the wider curriculum(V2)

members who have an understanding what an outstanding school looks like(V6 V7)

members who have leadership experience and skills in school improvement and self-evaluation(V5)

Members who can prove they value extra-curricular activities in order to promote and support the enrichment hour.(V4)

Experience of our members and how they meet the skills and vision statements for our school.

Name [REDACTED]

Biography
[REDACTED]

Role in application and preopening

[REDACTED] is a member of founding group. He has been integral in reviewing all sections of the application and the writing of parts of section D. [REDACTED] has opened all of our public meetings with parents.

Role in post opening.

[REDACTED] is keen to become the Chair of Governors for the IFS

Time commitment available

2 days a week plus some evenings and sections of weekends. (approx. 16 hrs. per week.)

Name [REDACTED]

Biography

Relevant experience
[REDACTED]

Wider experience
[REDACTED]

Role in application and preopening

[REDACTED] is a member of founding group. He has led on marketing and the writing of section E. Along with organising press events and releases. [REDACTED]'s leadership has been instrumental in gaining expressions of interest from around the Island.

Role in post opening.

[REDACTED] is committed to being on the governing body and is the chair of the company.

Time commitment available

Evenings and sections of weekends (approx. 8-10hrs per week)

Name [REDACTED]

Biography

Relevant experience

[REDACTED]

Wider experience

[REDACTED]

Role in application and preopening

[REDACTED] is member of the group who has linked and met with people with site expertise to identify some possible sites and has written section H. She has strongly advised and supported the sections which focus on our music specialism and will continue to do so.

Role in post opening.

She is committed to being on the governing body

Time commitment available

Evenings and sections of weekends (approx. 8-10hrs per week)

Name [REDACTED]

Biography

Relevant experience

[REDACTED]

Wider experience

[REDACTED]

Role in application and preopening

[REDACTED] is member of the group who has linked and met with people with site expertise to identify some possible sites and has written section H alongside [REDACTED].

Role in post opening.

Advising on his area of curriculum specialism and further education.

Time commitment available

Evenings and sections of weekends (approx. 8-10 hrs. per week)

Name [REDACTED]

Biography

Relevant experience

[REDACTED]

Wider experience

██████████

Role in application and preopening

██████████ has supported members in writing of section D and F. She has supported at parents meetings.

Role in post opening.

██████████ is committed to becoming a Governor and supporting the school in her areas of expertise.

Time commitment available

One day a week plus evenings and sections of weekends (approx. 12 hrs. per week.)

Name

██████████

Biography

Relevant experience

██████████

Wider experience

██████████

Role in application and preopening

██████████ has written parts of section D.

Role in post opening.

Advising on his areas of specialism

Time commitment available

Evenings and sections of weekends (approx. 5 hrs. per week.)

Name

██████████

Biography

Relevant experience

██████████

Wider experience

██████████

Role in application and preopening

██████████ has led on the writing of section C, most areas of section D and he has supported the writing of section F. ██████████ has led in all public meetings and been the spokesperson at all media events. ██████████.

Role in post opening.

██████████ is committed to becoming the principal designate of the school

Time commitment available

Evenings and sections of weekends in pre-opening and school holidays.
(approx. 20 hrs. per week)

Name ██████████

Biography

Relevant experience

██████████

Wider experience

██████████

Role in application and preopening

██████████ has written section G with the support of ██████████.

Role in post opening.

Advising on his areas of specialism

Time commitment available

Evenings and sections of weekends (approx. 5 hrs. per week)

Name ██████████

Biography

Relevant experience

██████████

Role in application and preopening

██████████ has supported in the writing of section A B and F and has attended all public meetings.

Role in post opening.

██████████ is a member of the company and is committed to this role.

Time commitment available

Evenings and sections of weekends (approx. 5 hrs. per week)

Accessing educational expertise missing from the group

We are confident that members of the core group provide a full range of the educational expertise that is needed to develop the core curriculum and all areas of the wider curriculum as outlined in our vision for the Free School. We are confident that they offer a wide variety of leadership experience and skills and as a team offer relevant experience of having worked in outstanding schools. They also have a broad experience outside of the curriculum that will support the development and construction of our enrichment programme.

One area that was lacking was someone with specialist SENCO experience. In response to this we have recruited [REDACTED], [REDACTED] and she has supported [REDACTED] in the writing of the section D4. [REDACTED] is happy to continue to support our application through the pre-opening phase in an advisory capacity. Her involvement as a future Governor is under discussion.

We are aware that we have a significant weakness in expertise on the development of an appropriate site and the project management of either a redevelopment or new build. This has been a concern for many parents given the delays and disruption caused by the problems encountered in the building of the Cowes Enterprise College which is now over a year late and still not open. However we are now in discussion with a parent who came to one of our coffee mornings in December. He is a structural engineer and has signed an expression of interest for his children to attend the school and is keen to be involved in the project should we make it to pre-opening.

F3 Financial Expertise

Alongside experience to fulfill our vision it is essential we have a strong set of financial skills necessary for running a school.

Skills audit

Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Is this a skills gap that needs addressing?
-------------------	--	---

██████████	██████████	
██████████	██████████	Y

Members with relevant experience

Name ██████████

Biography

Relevant experience
██████████

Role in application and preopening
Supported the writing of AB F and H

Role in post opening.
██████████ is committed to being a company member and advising on her areas of specialism.

Time commitment available
Evenings and sections of weekends (approx. 5 hours per week)

Name ██████████

Biography

Relevant experience
██████████

Role in application and preopening
██████████ has written the whole of section G along with ██████████

Role in post opening.

To continue to support the school with its budget and finance plans.
Supporting the creation of an appropriate scheme of work for Mathematics.

Time commitment available

Evenings and sections of weekend (approx. 5 hrs. per week)

Name [REDACTED]

Biography

[REDACTED]

Role in application and preopening

Marketing of information events.

Role in post opening.

Committed to being on the governing body and Advising as a parent and supporting on parent voice issues

Time commitment available

Evenings and sections of weekends (approx. 6-8 hrs. per week.)

Name [REDACTED]

Biography

Relevant experience

[REDACTED]

Role in application and preopening

[REDACTED] has rigorously supported the writing of section G and has the experience to support the vision statement V7.

Role in post opening.

He is a member of the company and is committed to the training of school office staff, senior leaders and office manager in how to use schools financial programmes.

Time commitment available

Evenings and sections of weekends (approx. 6-8 hrs. per week.)

Accessing financial Expertise

We feel that with the support of [REDACTED] we have the full range of expertise that would be needed in the first two years of the school. Once the school had grown and the budget would support it we would then seek

to employ our own school bursar. We have also accessed support from experts from new schools network in this area. A member of the National Audit Office has also offered time to look over our financial plans for quality assurance purposes.

Other areas of expertise F4

Alongside experience to fulfill our vision it is essential we have a strong set of other skills necessary for running a school.

Skills Audit

Area of expertise	Level of experience: 'None, basic, moderate, extensive'	Is this a skills gap that needs addressing?
-------------------	--	---

██████████	██████████	
██████████	██████████	
Legal		Y
██████████	██████████	Y
PR & Marketing		Y
██████████	██████████	Y
██████████	██████████	

Name ██████████

Biography

Relevant experience
██████████

Role in application and preopening
██████████ has created our web site and supported in the development of our corporate image. He has tirelessly supported us in our development and has proved technical expertise in gathering parent support via the website and social media sites.

Role in post opening.
Advising on his areas of specialism

Time commitment available

Evenings and sections of weekends (approx. 5 hrs. per week.)

Name [REDACTED]

Biography

Relevant experience

[REDACTED]

Role in application and preopening

[REDACTED] has led in the marketing through the organisation of parent events, meetings and coffee mornings to raise awareness of the school. She has also led on the writing and publication of the preopening newsletter which goes to all parents who have signed an expression of interest and the wider community including local media.

Role in post opening.

Committed to being on the governing body and being actively involved in the parent voice and PTA of the school.

Time commitment available

Evenings and sections of weekends (approx. 6-8 hrs. per week.)

Accessing other expertise needed.

Central to the vision and ethos of the Island Free School is the involvement of parents in all areas of the school. With this in mind we have advertised through our monthly newsletter which is sent to all parents who have signed an expression of interest asking for volunteers who have relevant experience to get involved in our group. We have been very pleased with the response we have received and between January and March we will be meeting with individuals who have put themselves forward.

Human resources and legal expertise

As can be seen from above we have experience in human resources and legal expertise; however this is an area where we are seeking to strengthen our group and we are currently investigating avenues of interest shown by two solicitors both of whom have primary aged children and have signed our expression of interest forms.

Should none of the 3 people who have put themselves forward through the newsletter advert and website then we will advertise in the local press for volunteers to come forwards with these areas of specialism.

Marketing expertise

We have used expertise offered by the new schools network in this section and it has proven valuable and successful, shown by the high rates of interest in our school at the time of writing the application. If we were to be successful after interview this is an area we would seek to strengthen further. We have links with a number of local marketing companies and would strengthen these links and look to working with them on a formal basis if we were to be successful.

If we were successful in our bid we would use some of our budget to employ a specialist local company such as Creative Marketing Solutions based on the Island to advise us on the marketing of the school.

Site expertise

We have met with the local authority about potential site and held meetings with an ex town planner to look at the viability of some of our site ideas. We have had had interest from a current town planner on advising the group, however after further discussion it became apparent that this may become a conflict of interest due to him being responsible for the redevelopment of current school sites, but he has shown an interest in being involved at a later date if the application is successful.

The Estate agent [REDACTED] has actively worked with us in finding possible future sites and is keen to carry on advising in the role. We also have an ex estate agent ([REDACTED]) as a member of the group and someone who works in the housing department ([REDACTED]) of the local authority both of which have provided relevant ideas and support in this section.

F5 Recruiting a High Quality Principal Designate

The group set out to seek someone who could provide the IFS with the following:-

Qualifications

- Good Degree 2:1 or higher
- MA or in process of doing an MA
- Prepared to do NPQH or to have completed NPQH

Experience

- First and foremost we were looking for someone with a proven track record as a high quality teacher.
- Someone who had proven leadership abilities and experience to at least assistant head teacher level preferably in more than one

school.

- Someone who has experience of working in a music specialist education environment.(V2)
- Someone with a wealth of experience outside of education, preferably in outdoor pursuits or the arts, that would support the development of our enrichment curriculum. (V4)
- Someone who shares our belief in a formal education and has experience of either grammar schools or independent schools.(V2)
- Someone who has proven track record in ensuring pupils make good progress in their classroom and in specific areas of a school. (V3 V5)
- Someone who understands and has experience of the unique make up and situation of education on the Isle of Wight.(V1 V7)

Personal characteristics

- An outstanding practitioner as a teacher who forms excellent relationships with pupils.(V1V5)
- Someone dedicated to developing a culture of high expectations, responsibility and outstanding performance for pupils in their care.(V3)
- Someone committed to working in partnership with parents to ensure that the school is at the heart of the community.(V4 V7)
- Someone able and self-confident enough to work with a very experienced founding group to achieve the best for pupils in their care.(V6)
- Someone aware that each pupil is unique and recognizes that a focus on individual educational needs and development is vital and that a small caring community and longer school day play can an important role.(V1 V3 V4 V6)

Based on this [REDACTED] [REDACTED]

.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Curriculum Vitae

[REDACTED]

Personal Statement

[REDACTED]

Education / Qualifications

[REDACTED]

Other Qualifications

[REDACTED]

Relevant Employment History

[REDACTED]

ICT Skills

[REDACTED]

Continuing Education

[REDACTED]

[REDACTED] - role in application to date

[REDACTED]

Recruiting other staff

We will recruit all staff through adverts in the local newspaper the County Press, the TES and other relevant educational supplements as appropriate to the role.

Attracting and retaining staff

We will attract teachers to our school through a variety of measures including; ensuring a good amount of PPA making staff feel valued and

allowing them time to do their job well, our teachers will on an 80% timetable as opposed to the 90% timetable run in most Island schools, we will run excellent CPD and develop staff continually. We will aim to market the Island Free School nationally through National Press and links to other Free Schools and will work closely with teacher training establishments to ensure we play a part in the development of new teachers. Central to our marketing for all staff will be the sharing of the vision of our school and the benefits of being a member of staff at the school including a lower teaching timetable, high quality CPD and the opportunity to be fully involved in a motivated and dynamic school with the care of pupils at it's core.

Overcoming the problem of ensuring we recruit high quality staff on the Island.

When recruiting teachers we would like to run a slightly different process to the traditional one for teachers as follows:-

- On receipt of the application forms staff will be selected that show potential to meet the needs of the Island Free School. These staff will then be visited in their own schools where they can demonstrate their teaching abilities with their own classes.
- They will then be able to evidence that the pupils they teach make excellent progress.
- Books for their classes will be looked at.
- Evidence of extracurricular and intervention work will also be looked at.

For Newly Qualified Teachers (NQTs) we would run a similar programme and would look to visit them during their teaching practice. This process should make evident the teachers passion for learning teaching abilities and the relationship they develop with pupils ensuring we only employ staff with proven track records.(V5)

Teachers, including NQTs, successful at this level will then be invited to interview. During their day at the school teachers will be asked to become learners and will take part in a team work activity based around music which will involve a performance. Individual interviews, including a meeting with pupil leadership will be organised around the learning activity. It is central to the implementation of our vision that all teachers are also learners. It is also crucial that teachers are able to function in teams and outside of their comfort zones.

All teachers and staff appointed at the school will be asked what they can bring to enrichment hour and made aware that taking part in this hour is an

expectation of the role before potentially being offered the job. (V4)

Qualifications that are expected

All staff must share the school vision. All teaching staff should have a good degree and have a post graduate certificate in education. We will be especially interested in appointing staff who have experience outside of education. Given the importance of extra-curricular activities to the ethos of the school we will also look to recruit staff with relevant qualifications which would enhance our extra-curricular programme

Timeline for staffing

2013

August to December 2013	Governing body formed. Principal's PA advertised and appointed
September	Principal Designate begins
January – March	Senior positions advertised and appointed. Head of yr. 7 Head of English Head of Maths Head of Science Head of specialism Principal's PA begins
April to June 2013	All other posts advertised and recruited using staffing structure outlined in section D

As has been highlighted in sections C and E of our application, education on the Island has had a turbulent recent past. Feedback from prospective parents has highlighted their need for a face to our application. Indeed the most successful advertising tool has been the small group coffee mornings where parents have the opportunity to discuss our plans more fully than the information evenings allow. This is understandable given how let down parents feel by the local authority and current secondary providers.

It is crucial that we continue to be a presence during pre-opening, especially during September and October 2013 when all Island secondary schools hold their open evenings in the run up to school admissions deadlines. In order to maintain the confidence we have built amongst local parents during the admissions process, especially if we do not have an available site by this time, it is important that we maintain a strong presence. However as a mainly teacher led group there is the potential for a conflict of interest as members cannot effectively promote two separate schools in the same area.

In order to ensure our admissions process, including the music aptitude tests, is well run and fully meets v7 we intend to appoint the Principal Designate to begin in September 2013.

We will appoint the Principal's PA in January of 2014 to support in the administration of all advertising and interview processes as well as to support in the delivery of admissions letters alongside the Island admissions dates.

In order to fully meet v1 we intend to interview for, and appoint, the Head of Year 7 in January 2014. We intend for this person will begin work after summer half term 2014. The Head of Year will spend most of the next half term visiting feeder primary schools in order to get to know pupils and will support the Principal Designate in organising transition activities for the first cohort which, if the School buildings are not ready, will be held at a local activities centre. The Head of Year 7 will also organise the summer catch up programme for the first cohort, sort appropriate tutor groups and plan the first half terms enrichment activities to ensure that the school gets off to a good start.

Recruitment of Governors

As can be seen in sections F2 and F3 we have already identified a number of people keen and committed to be to be Governors of the school. Their skills and experiences will enable them to oversee key areas.

The following have leadership experience in schools

██████████ and ██████████

The Following has financial expertise

██████████

The Following has HR and Legal experience

██████████

The following have experience of Education, Curriculum organisation of learning, staffing and school improvement.

██████████, ██████████ and ██████████

The Following have experience of Strategic planning

██████████ ██████████ and ██████████

The Following have experience of safeguarding

██████████, ██████████ and ██████████.

The following has knowledge of the school specialism

██████████

All of the above staff also have a wide knowledge of a broad range of subjects that the school will offer – see biographies in section F2

Parent Governors – these will be elected.

██████████ and ██████████ whom are prospective parents would offer a wealth of experience on or well being a parent voice committee.

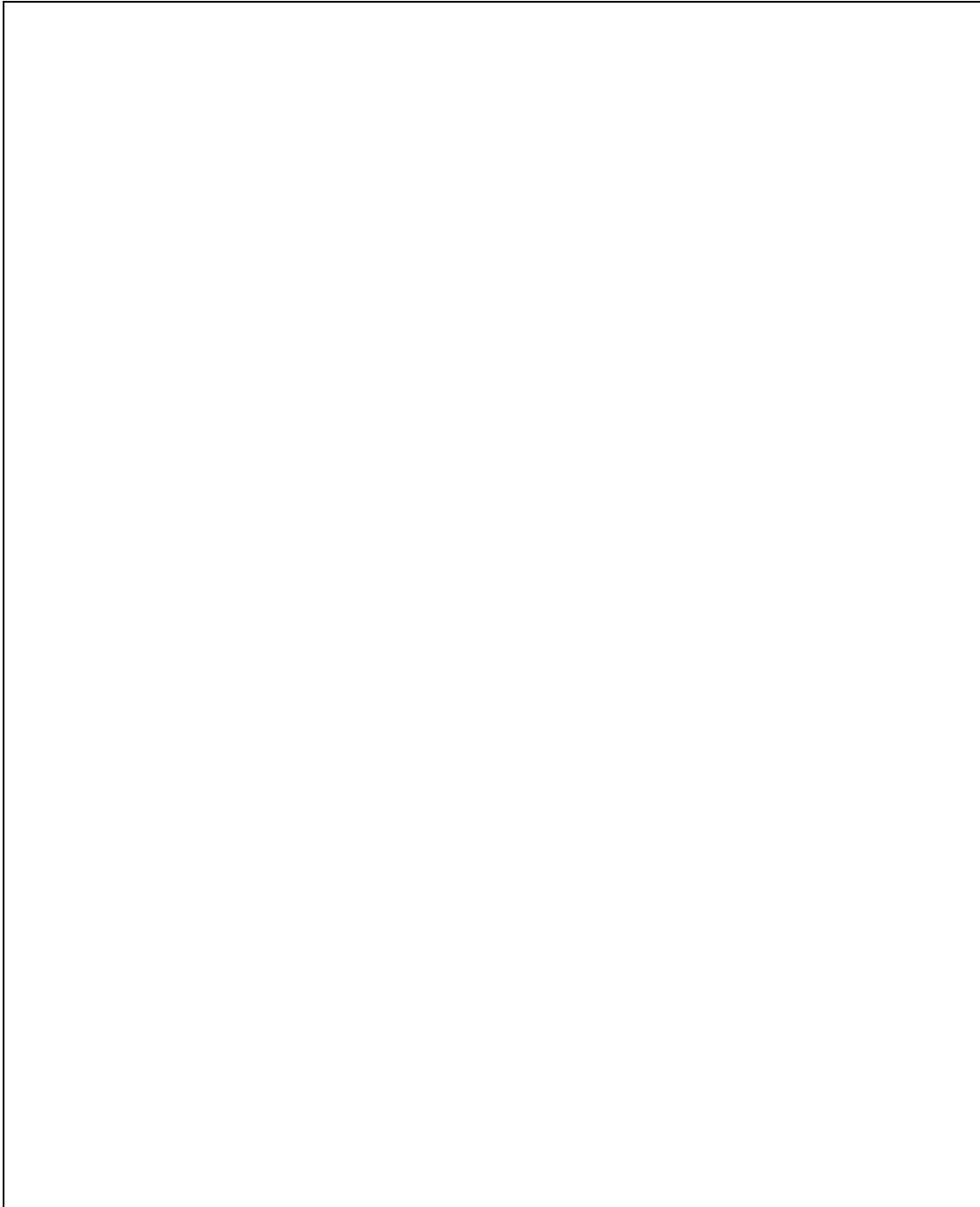
We will seek to recruit Governors from the local community through our local press, radio and business links. Areas we are keen to have expertise in are marketing, local authority, further /higher education and community links.

We have met with the ██████████ who has shown an interest in developing links with us and has shown an interest in sitting on our governing body as one of our community Governors.

The mayor of Ventnor who is also local councillor has also expressed an interest in becoming one of our community or local councillor Governors and is extremely supportive of our project and vision.

We would ensure that all Governors shared our vision for improving standards on the Island and also could perhaps offer things towards the schools enrichment programme.

We would like the governing body to be complete no later than mid-August if we are successful in our bid in May so that we may begin an effective recruitment and staffing campaign



Section G: Initial costs and financial viability

Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

[REDACTED]

Section H: Premises

Objectives

- To find a site that will allow us to meet our visions and aspirations.
- To find a site in the South East area of the Isle of Wight where there is the greatest demand for a new secondary school
- To find a site big enough for up to 625 pupils at full capacity, with suitable land for sporting and extra-curricular purposes.

Outcomes


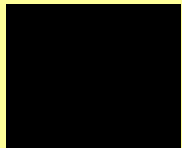
- Many sites have been visited and considered. Hotels, council buildings, and primary schools due to be closed because of local school re-organisation, farms, development opportunities and land with current planning permission.
- Meetings have been held with local chartered surveyors and the Isle of Wight council's deputy planning officer, [REDACTED] and [REDACTED], [REDACTED].
- An ideal site has not been located yet due to issues of suitability, size, access and location
- The surveyor and the council planning officer have discounted Ventnor as a suitable area as there is not a big enough 'footprint' available for a school of our size.
- A couple of sites have been identified that may be suitable for a new build and a possibility of using an old primary school as an interim site whilst the new school is being built

Currently we have no capital funds available to us.

On the next page is a table listing the sites visited which were considered to fully or partially meet the needs of the Island Free School. Sites of most interest as long term solutions are shaded in yellow.

Location	Positives	Negatives	Conclusion
<p>██████████, Shanklin, ██████████ PO37 Currently for sale at around ██████████</p>	<ul style="list-style-type: none"> • Fantastic character and views • good access • possibility of creating extra buildings • Grounds for sports use and a swimming pool. 	<ul style="list-style-type: none"> • Not big enough as a stand-alone school for 650 pupils. 	<ul style="list-style-type: none"> • Would need to acquire Gatten and Lake Primary School, soon to become available as a vacant council asset, situated in the same road in addition.
<p>██████████, Bonchurch, Ventnor, ██████████ PO38 Currently for sale at around ██████████</p>	<ul style="list-style-type: none"> • Big enough • Has the character of a grammar school (four floors, towers etc.) • Amazing grounds with tennis court, swimming pool and plenty of land for sports pitches • Full ground surveys have been done that we could 'buy' off the owner <p>Architect plans have been drawn up that show the possible re-modernisation of existing extension which could easily be adjusted for our purposes to include a gym, assembly hall, parking and extra classroom space</p>	<ul style="list-style-type: none"> • Access is limited due to narrow road, possible residential protest due to increase of traffic • Buses could drop off at Trinity Church and children could walk easily to the site but would need staffing 	<ul style="list-style-type: none"> • Restricted access would mean careful planning for start and end of day needs planning.

<p>██████████, Seaview, PO33</p> <p>Currently for sale for ██████████</p>	<ul style="list-style-type: none"> • Amazing character • Large grounds and possibility of purchasing more 	<ul style="list-style-type: none"> • Too small • Existing property would not be of a sufficient size and on consultation development would almost certainly be rejected. 	<ul style="list-style-type: none"> • Not worth considering
<p>██████████, East Cowes, ██████████ PO32</p>	<ul style="list-style-type: none"> • Character • Potential for added buildings • Grounds suitable • Meets the ethos of the school • Site available in 2013 	<ul style="list-style-type: none"> • Not in our target area but possible interim site • Poor access but not an impossible hurdle 	<ul style="list-style-type: none"> • As interim site - may cause transport problems for parents
<p>Land at ██████████, Shanklin ██████████ PO37 Council owned</p>	<ul style="list-style-type: none"> • Land cleared for a primary school site • Development planning for a school site already carried out 	<ul style="list-style-type: none"> • Contentious locally • New build needed • Poor access 	<ul style="list-style-type: none"> • Worth a closer look if access can be sorted out • May not be big enough
<p>Fields adjacent to 'Spithead Industrial Estate', off ██████████, Shanklin PO37</p>	<ul style="list-style-type: none"> • Good access being created due to re-development of site to include a large supermarket 	<ul style="list-style-type: none"> • New build needed 	<ul style="list-style-type: none"> • Definitely worth a closer look

<p>  currently undergoing massive re-development The fields are owned by a private individual who would be open to selling. </p>	<ul style="list-style-type: none"> • Owner willing to sell • Could piggy back on the development work being carried out already 		
<p> , Shanklin PO37 Soon to be vacant as a council asset. </p>	<ul style="list-style-type: none"> • Soon to become vacant as a council asset • Already a school • A characterful building 	<ul style="list-style-type: none"> • Not big enough at full capacity • Not enough capacity for development to accommodate 5 cohorts. • Not enough land for sport 	<ul style="list-style-type: none"> • Could serve as an interim school site until new school built

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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