

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:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input 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 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 type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A 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 type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] [REDACTED] Easton Norwich [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.	[REDACTED]
7.	How you would describe your group: <ul style="list-style-type: none"> <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
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: Phoenix Free School of Oldham
14.	Company address: Riverside Farm Ringland Road Easton Norwich

	NR9 5EP	
15.	Company registration number and date when company was incorporated: 7784863; 3 September 2011	
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: ██████████	

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:
	3. Name:
21.	Please provide the name of the proposed chair of the governing body, if known:

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 checked="" type="checkbox"/> Yes <input 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 school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <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: {Electronically Signed}

Position: Chair of company / Member of company (please delete as appropriate).

Print name: ██████████

Date:21/12/2012

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:	Phoenix Free School of Oldham
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2021
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, denomination, 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
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:	
15.	Local authority in which the proposed school would be situated:	
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <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.</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

Section C: Education vision

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

A—Set out clearly why you are seeking to establish your Free School. Please explain why you have selected the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning.

Why we want to establish the Phoenix Free School:

We believe that a free society cannot continue in the absence of schools capable of transmitting the highest moral and intellectual standards to all children, especially the least advantaged. Phoenix will offer pupils in an ethnically-divided community a grammar school standard of education designed to forge a common British identity based upon respect of other cultures. We will offer a structured curriculum in which higher-order thinking skills are built on a firm foundation of basic skills, knowledge and understanding. Our pupils will learn that ideas matter—they will understand how great thinkers have created our civilisation and culture. All of our teachers and instructors will be veterans of the armed forces with experience in moulding young men and women from diverse and often difficult backgrounds into effective teams capable of performing demanding tasks in dangerous environments. They will instil self-discipline and a strong work ethic in our pupils by setting high expectations, encouraging competition, and a sense of responsibility for themselves and others within our House system.

When pupils leave Phoenix, we want them to understand and value the ideals that underpin a free society. We want them to understand the classic notion of virtue—that satisfaction in life comes from what you put into your family, your community and your country. We want them to internalise the Army's core values of courage, discipline, respect for others, integrity, loyalty and selfless commitment. We want them to know the difference between right and wrong, and not to hide behind the doctrine of moral relativity. We want them to understand what it means to be British, and to forge a common identity with people from other cultures. We want them to excel individually and as members of teams. We want them to feel safe and secure in their House and in the school as a whole, and to understand that this security depends crucially upon mutual respect, tolerance and goodwill.

We also want to give all of our pupils—including those who are unwilling or unable to progress to university—a good grounding in core academic subjects and the intellectual curiosity characteristic of a life-long learner. We want to give them the experiences, the confidence and the attitudes that will enable them to function successfully in whatever they choose to do. We want them to understand that all work is honourable, and that everyone—even the brightest and best—will benefit from experience in menial jobs, which are an invaluable preparation for those aspiring to any career, even the most elite. We want them to understand that a healthy society is

integrated from top to bottom. Ironically, former service personnel understand this better than many civilians—all officers have to undergo the same training as any other recruit, and even the most senior officers never lose touch with other ranks. Likewise, at Phoenix we want every pupil to value everyone who is younger or less fortunate than themselves and to function as a part of a team. Although life is inevitably competitive, we want our pupils to understand that all goals in life must be achieved by working with others.

Above all we want our pupils to leave Phoenix with overwhelmingly positive feelings towards the school and life-long friendships with peers and staff. We want them to have the same feelings of loyalty that public school pupils have to their schools, and indeed that ex-servicemen and women have to their regiment or unit. We want them to take away knowledge, skills, attitudes and memories that will enrich their lives and the lives of those around them, and enable them to make wise choices in life.

Our management ethos is based on the concept of an inverted pyramid, where the needs of individual pupils and their communities form the rationale for everything we do, and where teachers and managers are individually and collectively responsible for outcomes. We want our teachers to focus on their pupils' learning needs, rather than blindly following an inflexible schedule. As one Oldham parent told us, "██████████."

Ex-service personnel can improve discipline, teaching and learning, and outcomes in areas of high need:

The Phoenix concept was developed jointly by ██████████ and ██████████, ██████████. ██████████ ██████████; ██████████ ██████████:

In February 2008, the Centre for Policy Studies published ██████████ report *Troops to Teachers: a successful programme from America for our inner-city schools*. This programme was initiated in 1994, and has been an outstanding success. Veterans of the armed forces were rated as more effective than conventionally-trained teachers—in terms of both discipline and teaching and learning—by 90% of school principals surveyed by the National Association of Secondary School Principals. Retention rates are high: 88% of those who qualified in 2002 were still teaching three years later while traditionally prepared teachers have an attrition rate of almost 50% after five years.¹

In Britain, Skill Force trains former service personnel to work in secondary schools with pupils at risk of becoming NEETs, and they have achieved

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□ [W A Owings et al, Teacher Quality and Troops to Teachers: A National Study With Implications for Principals, National Association of Secondary School Principals, 2006](#)

outstanding results. In England, only 9% of those on Free School Meals go into Further Education (FE) whereas 60% of Skill Force graduates go onto FE.² Staff at the schools involved soon realised that the 'boot camp' image portrayed in the press was very wide of the mark; in fact evaluations by the University of Glasgow and the Institute of Education stressed the positive reactions of at-risk pupils.³

This CPS report was immediately endorsed by Michael Gove, and most of the recommendations are now being implemented. Ex-forces personnel are now eligible for the Graduate Teaching Programme, receiving a salary and a tuition rebate. The University of Nottingham now offers a bespoke training course for former service personnel enrolled in this programme. In October 2011 the DfE consulted ██████████ and ██████████ in respect to the possible development of an 'Instructors' qualification' for non-graduates, as ██████████ proposed in the above report.

Unfortunately, the Phoenix concept is widely misinterpreted by civilians, whose image of the armed forces dates back over half a century to the days of National Service. We do not intend to have a CCF or to introduce any kind of military drill. For all practical intents, Phoenix will resemble a grammar school or a good independent school. Our teachers will all have degrees in the subjects they teach as well as experience in a secondary school. In the wake of the extensive publicity received by the Phoenix project, we received 46 enquiries from potential teachers, and 33 of them already have QTS. Of the remainder, all but five have experience teaching in a civilian environment. We have lost count of the queries we have had from personnel without degrees who were interested in training as an Instructor, but the of the four who have volunteered to work for Phoenix and will most likely be employed as Instructors, three are already working in the secondary sector and all have numerous qualifications. However, we will select teachers and Instructors on the basis of overall merit—and most especially on their ability to engage, enthuse and educate our pupils.

We believe that a school staffed entirely by former members of the armed forces could produce outstanding results.⁴ Not only could we reduce the number of NEETs to near zero, we could enable most (we are aiming for 75%) of our pupils to pass the English Baccalaureate and to study academic courses at good universities. Of course we recognise that the qualities that have enabled former military personnel to achieve outstanding results are not confined to veterans; our steering committee is largely composed of 'civilian' teachers who share our approach to teaching and

2

□ [Skill Force, 'Who we are', Skill Force.org](#)

3

<http://www.tes.co.uk/article.aspx?storycode=398471>

4

□ ██████████

learning and who have never performed military service. Yet for the first Phoenix school, when we are facing the challenge of starting a new and innovative school, it will be a great advantage to have a staff room where all teachers and Instructors share similar experiences in terms of ethos and practice. This was an important factor for many teachers with service backgrounds who have expressed an interest in Phoenix; as one commented, "Most of my colleagues are good teachers, but the ones who can't control a class really let the side down. It wouldn't be so bad if the SMT supported us, but once the classroom door is closed they don't really care what goes on inside."

Why have we decided to start a secondary school?

In time, we would like to start more secondary schools, and even primary schools and special schools. We already are seriously considering starting an alternative provision unit. However, this can only happen once our Oldham school is sufficiently established to serve as a training school. We realise that the Phoenix concept must evolve if it is to be scalable: there are only so many ex-service personnel with degrees in core subjects and an interest in teaching. We envision that future schools will have former service personnel in key positions and serving as Instructors, but that most teachers will be civilians who share our ethos.

Our decision to start with a mainstream secondary school was determined by the poor disciplinary standards in many urban comprehensives; hence, this is the area where we can have the greatest impact. This reader's comment from the Oldham Chronicle is representative of the concerns we have heard at the school gate:

"██████████."

The curriculum:

The Curriculum Centre, which is sponsored by DfE Director John Nash, is producing a curriculum based on the ideas of Prof E D Hirsch. Most of the work is being done by ██████████ who is a key member of our steering committee. Hirsch argues that children from disadvantaged homes lack the 'cultural capital' required to succeed academically and to function effectively in mainstream society, and that they fail to acquire higher-order skills because these skills are domain dependent and they lack adequate grounding in the knowledge and understanding that underpin each discipline. However, we will be making some alterations to the Curriculum Centre document in order to reflect our aim of creating a common culture acceptable to all ethnic groups in Oldham.

The teachers on our steering committee strongly agree with Warwick Mansell and other critics of the National Curriculum who argue that it lacks structure. Knowledge and understanding which do not relate to a coherent conceptual schemata are difficult to retain, and they do not provide a sound

basis for the development of higher-order skills. This problem is especially acute in an area such as Oldham, where many children come from homes which are not conducive to the establishment of schemata relating to academic disciplines, simply because their parents do not possess them. This is almost certainly the one of the most important factors in the strong correlation between parent's educational attainment and that of their children.

The mandatory core curriculum taught during normal school hours will be restricted to EBacc subjects, RE and Music, all of which will lead to (I)GCSE qualifications at KS4. PE will also be mandatory, but we do not plan to offer a qualification at KS4. Other qualifications will be available in our extended school programme; so far the only ones which will definitely be offered are (I)GCSEs in Art, Drama and ICT. Our rationale, which will be fully explained in D1, is that subjects become interesting in direct proportion to how much you know about them already. If we want our pupils to excel to the point where they will truly become independent learners, we cannot afford to spread our efforts too thinly. Our curriculum is more ambitious in its depth than its breadth.

However, we do not plan to specify KS4 content in detail, especially in the humanities, where the exams we will offer will depend upon what is available in 2017. In STEM subjects, pupils will work towards Cambridge IGCSE examinations, which are likely to remain reasonably stable over time. Our approach is in keeping with Michael Gove's speech of 2 March 2010:

Our aim will be to define the knowledge that each child should master at each stage in their development before they can move confidently onto the next stage of learning. We will give teachers, parents and students an appreciation of the core knowledge that is required in every year and make clear what knowledge children in other countries are mastering at the same age.⁵

Our curriculum is considered in detail in D1 and D2.

Why Oldham?

Oldham is an area of high social need; this is discussed in detail in D1. As discussed below, it is also an area with a history of racial violence. These challenges are among the most crucial faced by Britain, and we are confident that we can make a huge impact on these problems.

Approach to teaching and learning:

Although direct instruction is an indispensable tool for imparting knowledge and understanding, it is by no means appropriate for all teaching and learning.

We want all of our pupils to become independent learners, but we also understand that academic subjects have little intrinsic appeal to the uninitiated. They only become interesting as one learns enough about them to understand why they are important. Children vary enormously in their ability and motivation for independent study, and it is ultimately up to the teacher to plan lessons that will ensure optimal development and learning. We do not believe we will be able to attract the best teachers if they do not have wide latitude in planning lessons and achieving academic goals. Good teachers address their attention to their pupils' needs and the learning objectives for a given lesson rather than conforming to someone else's idea of good pedagogy.

Our approach is in tune with Michael Gove's aspirations: "The Curriculum review, however, will focus on WHAT should be taught. We will not return to detailed prescriptions of HOW things are taught."⁶

Pupil progress in meeting progression targets will be assessed with Durham's MidYIS tests, and we will also monitor learning with our own Curriculum Progression Tests (CPTs) of material that has been taught. These will both be computer adaptive tests (CATs), which will enable us to track pupil progress and teacher effectiveness on a continuous basis. As will be discussed in D5, we will be using most standard KPIs in addition to the above.

In all academic subjects, pupils will be grouped by level of achievement. Year 7 pupils will be streamed, but from Year 8 onward pupils will set according to achievement in each subject. In non-academic activities and prep, all groups (including our Houses) will be mixed-ability.

B—Identify any particular ethos you wish your school to have.

Our ethos will stress the Army's core values of moral courage, self-discipline, respect for others, integrity, and loyalty—and teachers will lead more by example than precept. These ideals are common to all societies, however imperfectly they may be realised. When they break down, as they have recently in the Middle East, the results can be catastrophic.

These virtues are all positive attributes which form a basic platform for all students and staff to work from. Above all, we recognise that true self-esteem can emerge only from honest achievement: when young people leave school with an inflated sense of self-worth and entitlement, the consequences are seldom to their advantage—or society's.

Our staff members know the importance of teamwork through their experiences in the armed forces. They inherently understand that the whole is greater than the sum of the parts and this is the general ethos we wish to instil into our students. They must understand that we live in communities, which, in turn, build societies. No person is an island and no one should be treated as such. Our programme of adventurous training, which is military in its inspiration, requires that pupils work together to arrive at solutions to practical problems, such as how to care for someone who is at risk of hypothermia whilst on a rain-swept moor. Effective communication is a core asset that will be taught to all students. Our students will also be taught the value of British citizenship and what impact it has had on global society in the modern era.

However, moral behaviour is a meaningless concept if the individual does not have choices. John Stuart Mill recognised that it is only in being fully free to make a choice that individuals become responsible beings: “The human faculties of perception, judgement, discriminative feeling, mental activity, and even moral preference, are exercised only in making a choice. The mental and moral, like the muscular powers, are improved only by being used.”⁷ And of course, we learn from making choices to the extent which our actions have consequences: at Phoenix, actions will have consequences. Any action which infringes on the rights of others will be dealt with swiftly and fairly; pupils will quickly learn that lessons which are not interrupted by low-level disturbances and attention-seeking behaviour are much more rewarding. Likewise, behaviour which reflects our values will be conspicuously rewarded whenever appropriate.

We have established a working relationship with the Royal Hospital School in Suffolk, a school which shares our values and our approach to moral, social and academic development. Exchange visits between staff and pupils will provide insights as to how these values can best be developed. These visits will also provide our pupils with an opportunity to form friendships that will give them the confidence and social skills to aspire to elite universities.

C—Identify how your vision and ethos are reflected in the education plan and the curriculum.

If we ensure that all pupils are continuously achieving learning objectives, maintaining the highest standards of discipline will not be a problem. At the same time, our House system will create a secure environment where teamwork and mutual respect will be rewarded.

We believe that knowledge and understanding should be valued for its own sake. Like Matthew Arnold, we think our pupils should learn from the best that has been thought and said. We want them to understand how learning, liberty, law, commerce, art and religion have raised mankind from a brute

7 <http://www.utilitarianism.com/ol/three.html>

savage existence to the safety and comfort that we enjoy today. Children should know how ideas from ancient Greece, India, China and the Middle East were imported to Europe, and how maths, science and the arts flourished under the Caliphate.

We want them to understand how and why Britain led the world in the industrial, scientific and commercial revolutions that have freed the bulk of mankind from hunger and doubled the human lifespan. They will learn about the great tradition of radical thought in Britain from Locke and Adams to Paine, Godwin, Wollstonecroft and Mill, and how central it was to the development of freedom and democracy.

In short, we want our pupils to understand the ideas and values that have made the world what it is today. We want them to understand why maths and the sciences matter, and to learn to think clearly and incisively. We want to give them the intellectual foundations they will need to become fully-functioning members of society. The future is, of course, unknown: the best preparation for success is a thorough understanding of what is known. As Newton famously remarked, if he could see further, it was because he was “standing on the shoulders of giants”.

Our ideals will infuse every aspect of the life of the school: because we will be monitoring progress with objective tests, we can give teachers and heads of departments unparalleled freedom to organise teaching and learning as they see fit. In the military, promotion is contingent upon the absolute mastery of the skills and knowledge relevant to one's function, and the ability use those skills to act independently in response to circumstances. Typically, authority and responsibility are much more highly devolved in the military than they are in schools. Naturally, this less restrictive regime will require careful management by staff who understand the business of secondary education. Our designated [REDACTED] has been both a [REDACTED].

Likewise, at Phoenix all Heads of Department and teachers will understand their pupil's learning objectives. Their military training will ensure that the basics—lower-order skills, essential knowledge and understanding—are firmly in place before they attempt tasks which require judgement, problem-solving and critical thinking. This will be especially important in Oldham, where the educational attainment of parents is generally well below average, and children are much less likely to have received the essential grounding for academic subjects at home.⁸ It is also important in an area where many parents were themselves educated in a different intellectual tradition, and are unlikely to be conversant with cultural knowledge that most middle-class native British take for granted.

Teachers who have served in the Armed Forces have other advantages which prepare them for teaching—especially in an area like Oldham. In

8 Willingham, D (2009) *Why Don't Students Like School?* John Wiley, San Francisco

addition to their experience and/or qualifications for working in secondary schools, all candidates we select will have extensive experience teaching in a military environment, and they will have a much higher degree of confidence than a recent graduate. A very high percentage military life involves training, both in the classroom and in the field. Most senior ranks will have been trained as instructors, and formative assessment is a crucial element of that training. In the armed forces, any gaps in learning can have catastrophic consequences: hence, instructors have the ultimate responsibility for ensuring that there are none. At Phoenix, gaps in learning will jeopardise success at IGCSE, GCSE and A-level exams.

Military training establishments contain many recent school leavers and are regularly assessed by OFSTED. The instructors within these establishments are all vetted to ensure that they are safe to work with young adults and have undergone the correct training in order to equip them to do so. We will ensure that all contact personnel we employ receive additional training specific to their role, delivered either by the University of Derby's School of Education, or by our own staff.

A high percentage of recruits—especially in the Army—come from underprivileged backgrounds and have few or no educational qualifications. Officers and senior NCOs know that this is no barrier to learning difficult skills and performing demanding jobs. They will bring these high expectations into the classroom. And just as importantly, their pupils will respect them. Many if not most of our Instructors will themselves have come from less-advantaged homes. They will have succeeded in an honourable calling, enjoying a good standard of living without recourse to any form of unearned or illegal income. They will have the physical confidence that comes from facing danger—many of them will have faced hostile fire. In an area like Oldham, where gang culture is rife, these factors will prove crucial in being perceived as positive adult role models whilst undeniably earning the respect of pupils.

At Phoenix, [REDACTED] success in the Army and as a founder of the school will demonstrate to all pupils that Asians can succeed in what are usually perceived by ethnic minorities as white-dominated institutions. This, we believe, is absolutely crucial if we are to have any hope of raising the aspirations of all pupils and engendering a firmly-engrained sense of respect for other cultures. To sum it up, our teachers will be the best possible role models for children from a diverse and disadvantaged community.

Pupils will learn the fundamentals of democracy by setting and enforcing the rules in our House system: they will understand that freedom, without self-discipline, degenerates into anarchy. Parents will be involved in the life of the school at every level: they will be central to our extended school programme, and they will be able to vote on curricular innovation.

Our House system will be crucial to the development of the 'soft skills', and to the understanding that people from every ethnic group must respect each

other, forming lasting friendships and working together to build a modern synthesis of what it means to be British. The military approach of building teamwork through competition will be vital to this aim. This is very distinct from the idea that diversity should be 'managed' by differential treatment of pupils from different communities. Although our curriculum will be rich in content which celebrates the history, culture and intellectual achievements of different ethnic groups, we strongly believe that differential treatment is an affront to the ideals of inclusion and equality.

Although we will stream (and set) pupils in academic subjects, our House system will mix children of all abilities. Inter-house competitions will award points to the houses which are most successful in raising the achievement of the least-able pupils. All teachers will teach pupils from all sets; research by Gamoran indicates this plays an important role in minimising the gap between the achievement of the top and bottom sets.⁹ We will be adopting Durham University's pupil mentoring programme and other means which will allow the most able pupils help the least able. Trials have demonstrated benefits for both the tutee and the tutor.¹⁰

We strongly believe that the individual well-being of all pupils is best supported by a strong academic programme which allows all pupils to succeed, and by a House system which provides a nurturing and supportive environment. Pupils will belong to the same House throughout their time at Phoenix, and will form stable friendships with other pupils. Our Instructors, who will be responsible for pastoral care, will be chosen for their ability to relate to children as individuals, and they will receive specific training in counselling. They will also understand child protection procedures, and how to liaise with CAMHS, social services, and other agencies that can offer support when required.

Clearly, our programme departs from conventional practices, and for those who are not accustomed to the military ethos it may be difficult to envision what the pupils' experiences will be like. This will be fully set out in D2.

D—Set out your aspirations for the achievement of individual pupils, and the school as a whole, and why these targets are appropriate:

Overview & KPIs:

Our aspirations for individual pupils cannot be determined until we actually meet them. It is our job to encourage them to think of the future and to advise and inspire them, but outside of engaging the core curriculum the choices must be theirs. We expect our pupils to succeed in everything they undertake at school, and we believe that these virtuous habits of mind will enable them to succeed in whatever occupation or calling they choose. And

9 <http://www.leeds.ac.uk/educol/documents/163446.pdf>

10 <http://www.dur.ac.uk/education/news/news-items/?itemno=12871>

we certainly intend to impress upon our pupils that true satisfaction in life depends upon what you put into society, not what you get out of it in material terms. Above all, we want Phoenix to be a place which is central to the lives of pupils and parents—one where all pupils can experience the exhilaration of having excelled individually and as a member of a team, performing in the school, in the community, and in Britain. We want them to form friendships that will last a lifetime, and to infuse our values into everything they do later in life.

Needless to say, these aspirations cannot be directly measured, but we expect they will be recognised both locally and nationally. We will use a standard range of KPIs to determine our success, such as exam results, attendance, the demand for places at Phoenix, addressing SEN issues, meeting financial targets, pupil health and safety, and reduction (if not elimination) of exclusions. Participation in extended school activities will be another important measure. We will be using our own KPIs, primarily standardised testing of literacy and numeracy; Durham University's MidYIS tests; and our own Curriculum Progression Tests. The latter will constitute a major advance in monitoring pupil progress, and will be discussed fully in D5. Although our own tests will not be directly comparable to standard CVA measures, they will allow us to objectively assess the performance of pupils and teachers.

Our headline aspiration is for 75% of our pupils to achieve EBacc standards. We believe it is appropriate because the EBacc should represent a minimum standard that everyone should aspire to: it represents an introduction the knowledge, skills and understanding which are necessary to function fully as a citizen. Achieving this standard will not, of course be easy: only 1% of our target population now reaches it. Our aim would not be feasible but for our intense focus on remediating basic skills deficits (see below); our unique staffing arrangement which frees teachers from administrative and pastoral duties; a zero-tolerance approach to discipline which allows pupils and teachers to focus on learning; the utilisation of group and individual competitions to motivate pupils; grouping pupils by ability; a supportive house system; and our own tests in each subject area, which will allow for instant identification of weaknesses in teaching and learning.

We can eliminate deficits in basic skills:

One of the greatest obstacles to raising achievement in areas of high social need is poor literacy and numeracy skills. This is certainly true in Oldham, where 30.6% of all KS4 pupils fail to make the expected progress in English, and 37% fail to make the expected standard in Maths.

Not only are basic skills crucial in terms of engaging a challenging curriculum, but they are essential to children's life chances. Prof Alison Wolf summed up the findings of the National Child Development Study:

Poor literacy and poor numeracy—especially the latter—have a devastating effect on people’s chances of well-paid and stable employment. Moreover, this is not just because people with poor skills tend to have few GCSEs or other formal qualifications. Even after controlling for these, the effects of low skill levels are major and evident.¹¹

The recent Ofsted inspection of Oasis Academy in Oldham highlights the problem. They found that “Students’ weak basic skills in literacy and numeracy are an impediment to learning”.¹²

In most secondary schools in England, relatively little is done to remediate deficits in decoding and spelling ability—indeed, deficits tend to grow. It is generally assumed that if primary schools—which presumably have the time and skills to teach these vital skills—have been unable to do anything in 7 years of full-time education, there is very little that can be done at the secondary level beyond offering in-class support.

However, at Costessey High, ██████████ family literacy programme made a dramatic difference: the results of this initiative were published in the *Dyslexia Review*.¹³ This experience at Costessey High provided the insights needed to design the *Sound Foundations* decoding and spelling programmes¹⁴, which are now used in over 1,000 UK schools. *Sound Foundations* decoding programmes have been independently evaluated by LA officials in Southampton and Gloucestershire¹⁵, and have proved to be exceptionally effective and simple to implement. The Phoenix Free School is uniquely poised to prove that even severe deficits in literacy skills can be remediated at the beginning of KS3. Our Basic Skills programme is described in detail in D4.

Phoenix can unite a diverse community:

¹¹ Although racial tensions have cooled since the 2001 Oldham riots, the Pakistani, Bengali and English communities now have very little to do with each other. Wolf, A. (2002) *Does Education Matter? myths about education and economic growth*, Penguin Books, London, p.34

¹² Letter to Sir Ian Hall from Bernard Campbell (HMIP) confirming Ofsted inspection findings

¹³ “Schools in Oldham remain among the most racially polarised in England, despite the closure of its more segregated schools in the aftermath of race riots, according to a study”¹⁶

¹⁴ Burkard, T. (Summer 1998) “Direct Instruction of Literacy Skills in a comprehensive secondary school”, *Dyslexia Review* 10:1, pp.13-15

¹⁵ It does not need to be this way. Birmingham is a melting pot where people from all over Britain and all over the Commonwealth work and socialise together, respect each other’s cultures and borrow freely from them, and in effect have found a common British identity in which they can all take pride. Using our House system—which will ensure that each House is diverse both in terms of ethnic origin and in ability—and the Army’s recognised approach to www.soundfoundationsbooks.co.uk forge a strong sense of common identity based upon our shared goals and ideals, and upon a curriculum which emphasises our shared heritage.

This message has resonated clearly in Oldham. ██████████, an Oldham ██████████ who is on our Board of Governors, put it like this:

16

□ [Vasagar J., 'Oldham schools still polarised 10 years on from race riots', Guardian.co.uk, 25th May 2011](#)

17

□ [Burkard, T., 'Overselling Higher Education, British Style', popecenter.org, 2006](#)

18

□ Wolf, A., op cit.

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		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							90	90
Year 13								90
Totals		120	240	360	480	600	690	780

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.

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

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

Basic curriculum principles:

- Deficits in basic skills must be successfully addressed to allow all pupils to fully engage the curriculum.
- The core EBacc subjects, Music, RE and PE are an essential platform for life and further study and are hence mandatory.
- All pupils, regardless of perceived ability, are capable of mastering this curriculum, and substituting vocational alternatives in 11-16 education conveys the wrong message.
- Optional subjects are offered in the extended school programme to pupils with the interest and ability to engage them.
- We favour depth over breadth—subjects become interesting in proportion to how much you know about them. We want our pupils to become life-long learners.
- Rather than diluting our academic focus by offering vocational qualifications, we view our role as preparing pupils to progress to HE, FE and apprenticeships.
- Covering subjects in depth allows for a more structured approach to the curriculum, and hence higher retention. The use of narrative in the humanities provides effective scaffolding for extending knowledge.
- Higher-order skills are domain-specific and can only be built on a firm foundation of knowledge and understanding in each subject.
- Quality-first teaching is an essential ingredient of good delivery.
- Competition is the surest means of engaging pupils' interest in academic subjects which are difficult to relate directly to their own experience.

Needs of anticipated pupil intake:

Oldham is an area of high social need, high unemployment and poverty. The areas of central Oldham where our recruitment has been concentrated (the OL4 and OL8 postcodes) contain significant pockets of severe deprivation. The vast majority of OL4 and OL8 addresses are in the 2003 CAS Wards of Alexandra, Hollinwood, Lees, St James, St Marys, St Pauls,

Waterhead and Werneth. Welfare dependency is widespread – in Alexandra 27% of the working age population receive what the DWP refer to as ‘key out-of-work benefits’, compared with 16.6% of Oldham’s working age population and 12.1% of Great Britain’s.¹⁹ All of the wards in central Oldham have welfare dependency which is higher than the average for Oldham and significantly higher than the rate for Great Britain.²⁰ Long term unemployment is also a problem in central Oldham where, in the worst areas, over one in five people receiving JSA have been doing so for over 12 months.²¹

Life expectancy at birth in the above wards is also significantly lower than the UK average. In central Oldham, male life expectancy at birth ranges from 68.8 years to 73.3 years²² – well below the average for Great Britain of 75.7 years²³. The same pattern can be seen in female life expectancy – a range of 75.1 to 79.3 years in central Oldham²⁴ and 80.4 years in Great Britain²⁵. Poor education is a problem throughout Oldham and 45.6% of the working age population are not known to have any qualifications. In Alexandra, 58.3% of the working age population fall into this category. By contrast, the average for Great Britain is 35.8%.²⁶

Oldham schools under-perform national standards on key measures by a

19

□ Nomis, Labour Market Statistics, [ONS benefit claimants - working age clients for small areas \[May 2011\]](#) Key out-of-work benefits are job seekers, ESA and incapacity benefits, lone parents and others on income related benefits. They are grouped together because all recipients cannot be in full-time employment as part of the terms of their benefits.

20

□ ibid

21

□ ibid

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□ [ONS, Life expectancy at birth in wards in England and Wales, 1999-2003 \(experimental\)](#)

23

□ Breakwell and Bajekal, (2001) *Health expectancies in the UK and its constituent countries, 2001*, ONS, London p.20

24

□ ONS, op cit

25

□ Breakwell and Bajekal, op cit

26

□ Nomis, op cit

wide margin. In 2011, only 8.7% of all Oldham pupils achieved 5 A-C grades in EBacc subjects; this compares with a national average of 15.4%.²⁷ In the areas where we are recruiting, the picture is even worse. Of Oldham's 13 secondary schools, four (Bluecoat, Saddleworth, Crompton House, North Chadderton) accounted for all but 64 of the 254 Oldham pupils to achieve the EBacc. The worst five (Hathershaw, Radclyffe, Royton & Crompton, Oasis and Waterhead) had a combined total of 10 pupils (less than 1%) who met EBacc standards.²⁸ The majority of the pupils we have recruited live in areas served by these five schools. Ethnic origins for Oldham as whole are: white English, 81.5%; Pakistani, 7%; Bangladeshi, 5.1%; Indian, 1%; black Caribbean, .5%; black African, .5%; white Irish, .8%; other white, 1.1%. The percentage of young people shows a much higher concentration of Pakistanis and Bangladeshis, and of the pupils we have recruited, about 40% are Muslim. We have yet to recruit a pupil who does not speak fluent idiomatic English.

The teachers on our steering committee and others we have consulted—all of whom have experience working in inner-city schools—agree that our target of a minimum of 75% of our pupils achieving the EBacc is realistic, given our vision and education plan. This is no more than is expected by the East London Science School (the rationale for this target is developed in D1). This represents a dramatic improvement in the life-chances of pupils who will attend Phoenix—a point which is undoubtedly a major factor in the success we have had in recruiting pupils. Equally, we have members of our steering committee – both with and without Service backgrounds - who have taught at the best schools in the UK, with enviable records of getting students to top Universities.

Oldham is one of the ten worst local authorities in England in terms of NEETs: 20% of Oldham youth age 16-24 are idle.²⁹ According to projections, there will be neither a significant shortage nor a surplus of secondary school places in 2013—although there will be a shortage in 2014 and beyond. By 2017, demand is expected to grow by 8.04%, creating the need for an additional 255 places.³⁰ Primary school rolls are rising fast,

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□ [Department of Education, KS4 2011 Results, Percentage of Pupils in Oldham achieving all English Baccalaureate subjects](#)

28

□ *ibid*—calculated from the above tables.

29

□ [Lee and Wright, Off the Map? The geography of NEETs, 2011, Private Equity Foundation, 2011](#)

30

□ [DfE, Schools, Pupils and their Characteristics, January 2011, table 9a, State-Funded Primary schools: Number of Pupils by age as at 31 August 2010, by Local Authority Area and Region](#)

and the population of Oldham is growing—it has the 20th highest fertility rate in England and Wales.³¹ However, this is beside the point: there are simply far too few secondary school places available in Oldham as a whole (and more specifically in the areas where we are recruiting) that offer pupils anything like a fair chance of progressing to a good university or finding stable and well-paid employment. Oldham’s rate of permanent exclusions from school was the second highest nationally in 2008/09.³²

Oldham parents are acutely aware of the problem, and this is reflected in the demand for places at Phoenix. For three days after Boxing Day we had a stall in Spindle's Shopping Centre in central Oldham, and we talked to five Oldham parents who enrolled their children in nearby LA maintained schools because of their belief that there are not enough places in good Oldham secondary schools. As one parent wrote, “Of course Oldham Council is against this school. It risks it's own standards being exposed as failing.” Our canvassing for the current year has revealed similarly widespread dissatisfaction with Oldham standards. After all, parents are not going to sign up their children for a school that does not even exist unless the alternatives are deeply unsatisfactory. Our successful recruitment campaign is all the more striking because—unlike most free school applicants—we had no prior contacts with local parents or teachers. Indeed, no one on our steering committee has children of school age who potentially might attend Phoenix.

This quote from a trainee mentor in an Oldham secondary school illustrates the scope of the problems with discipline, teaching and learning:

“These last few weeks have certainly opened my eyes to the education sector. With all good intentions from the backroom staff--like the behaviour team and mentors--the school is run by the learners. Teachers in most cases should be fire fighters as they are constantly trying to put out fires. The good teachers are those who communicate with the learners and show respect (the same as we do). The mobile phone is king--in all the lessons I have attended I would say that mobile phones were present about 90% of the time. The teachers ignore this to avoid confrontation--sad really as the learners know what lessons they can mess about in.

“I attended a maths lesson and for the entire lesson the teacher stood at the board doing the maths and then the answers. The class were in 4 huddles chatting about nothing and everything. Not once did the teacher interact with the class and not once did a book get opened or any maths get done, it was a joke. When the bell went the learners all went, I thanked the teacher and he told me they were well behaved today.”

We will not know the true extent of our basic skills problem until we actually

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□ [ONS, Births by area of usual residence of mother, England and Wales 2010](#)

32

http://www.oldhampartnership.org.uk/oldham_in_profile_2011_final.pdf

test our intake. Deficits are an extremely serious problem for the children who have fallen behind and for the school as a whole. As Stanovich found, “as reading develops, other cognitive processes linked to it track the level of reading skill”.³³ The National Child Development Study found that at age 30, the effects of poor literacy and numeracy skills were major and evident, even after controlling for the level of formal qualifications.³⁴ The crucial role of our basic skills programme is discussed in detail in D4.

Although our intake may be expected to have a range of physical disabilities and emotional problems, there is no reason to expect that this will differ materially from other urban areas with similar demographics. In short, pupils in central Oldham have very few opportunities to succeed in the wider world, and even few resources to return to the community. Good schools can have a transformative effect on their communities: when parents discover that their children have a chance to rise above the depressing lives of dependency they lead, it changes the way they look at life. When teachers treat them with respect, they will generally do everything they can to be worthy of that respect.

Rationale for the Phoenix curriculum:

Phoenix will have little chance of addressing the needs of our expected intake unless we focus relentlessly on key areas. Inevitably, this will mean sacrificing breadth for depth, especially with our less-able pupils and those with poor basic skills. One of the problems that has beset maintained schools over the last generation is that schools have been charged with additional responsibilities without proper consideration as to whether staff have enough time to discharge them all satisfactorily. It would seem that policy makers fail to understand that teachers and pupils have a finite amount of time and attention, and that overly-ambitious goals lead to a tick-box mentality.

For example, when the National Literacy Strategy was introduced in 1998, it was recognised that secondary school pupils with poor literacy skills would also need help. The DfE was charged with producing a 'catch-up' programme which condensed the entire NLS—covering what should have been learnt in seven years of primary school—into one syllabus to be delivered in whatever time hard-pressed SEN staff could find after discharging all their other duties. Tasks requiring extended practice were merely introduced in one short lesson and then dropped. It was patently obvious that pupils who had failed to master these tasks in 7 years of primary school would not be helped by this whirlwind approach. Fortunately, the programme was quickly abandoned. Nonetheless, policy makers will always be under pressure to design curricula which might be workable in some Platonic realm, but fail to take

33 Stanovich, K (1986) quoted in Adams, M J (1994) *Beginning to Read: Thinking and Learning about Print*, MIT Press, Massachusetts, p 59.

34 Wolf, A., (2002) *Does Education Matter? myths about education and economic growth*, Penguin Books, London, p.34

in account the 'friction' of delivery. In the military, it is axiomatic that no plan survives the first contact with reality. This does not obviate the need for meticulous planning, because the more things that are actually going according to plan, the easier it is to deal with those that aren't.

For this reason only mandatory subjects will be taught during normal school hours. These will be English, Maths, Science, History/Geography, MFL (probably German or French and possibly Spanish), PE, RE, and Music. The core curriculum provides a basic foundation upon which all other subjects can be built; they provide the knowledge, understanding and intellectual tools which are central to civilisation, culture and technology. PE, which includes callisthenics during registration and morning and afternoon breaks, promotes mental alertness and well-being—and a focus for competition internally and externally. RE provides an understanding of the world's great religions and their crucial role in shaping the growth of civilisation. Lastly, we have talked to the [REDACTED] and to [REDACTED]. They have convinced us to make music a core activity at Phoenix. It is an excellent way to bring pupils out of themselves and to take pride in standing on a stage in front their friends, their community and the world at large. With the help of the Manchester School of Music and the Huddersfield Choral Society (and perhaps some local brass bands) we hope that our pupils will become our best ambassadors.

Our concept of a balanced curriculum is that pupils should have maximum opportunities to develop mentally, physically and socially. Their ability to operate in abstract realms and the world of ideas should be balanced against confronting the physical world in sport and adventurous activities. They should have opportunities to excel as individuals and as part of a team. They should be given every opportunity to compete against their peers, and to co-operate at every level. They should take pride in their culture, and at the same time understand and respect others—and finding the common ground that makes us all British. This principle, which is absolutely central to our ethos, will be a major factor in our curriculum design.

B—Explain how the curriculum and its delivery will improve pupil outcomes on a range of measures and the range of qualifications which might be offered.

Basic skills:

Considering the crucial role that mastery of basic skills plays in pupil outcomes—both in terms of success in finding stable and remunerative employment and in terms of academic achievement—we believe it must have first priority. Schools such as Mossbourne Academy have demonstrated that tackling deficits in Year 7 pays huge dividends in terms of exam results. Basic skills, as considered in the National Curriculum, consist of a combination of purely mechanical skills such as decoding, spelling and arithmetic, and higher order skills such as comprehension, composition and

mathematical reasoning. This has the unfortunate effect of conflating two quite different problems requiring radically different approaches to teaching and learning. This has been recognised by the Rose Review, which correctly identifies failures at the mechanical level as the first problem to be addressed.³⁵

The synthetic phonics approach which has effectively eradicated reading failure in Clackmannanshire, West Dunbartonshire and a number of primary schools in England has been strongly attacked by the UK Literacy Association. [REDACTED] was able to obtain reading lists for Primary English from 46 ITT providers in England, and found that almost all mention of synthetic phonics in the required texts was hostile. Some local authorities have done a good job of countering this prejudice, but unfortunately Oldham does not appear to be one of them. In the course of our canvassing we have encountered schools which have taken the Rose Review on board, and this no doubt accounts (at least in part) for the dramatic differences in the percentage of pupils identified as SEN in central Oldham. The lowest is 7.1%, and the highest is 42.6%.

The success of the synthetic phonics approach to teaching decoding skills led to the concept of quality first teaching, which emphasises sharply focused and highly-interactive lessons. Synthetic phonics utilises a multi-sensory approach for teaching the arbitrary and ultimately meaningless relationship between letters and sounds. For pupils with learning difficulties, basic correspondences must be learnt to the point where the presentation of a letter (or letter combination) produces an instant and automatic response of the appropriate sound. Since these correspondences are irregular, they must be taught in a sequence dictated by the ease with which they are learnt, rather than their utility in reading children's books or other text. This is why it is so difficult to implement synthetic phonics throughout England: the traditional belief, still current in ITT, is that 'children learn to read by reading'. Children's authors, for reasons which can be guessed, are almost invariably hostile to synthetic phonics.

However, the problem of reading failure is not just a matter of the methodology employed by the teacher. Rather, it is a matter of the amount of practice that some children need in order to develop automatic responses to arbitrary correspondences. Massed practice needs to be followed by distributed practice. Teaching must be delivered precisely at the right level, which necessitates one-to-one sessions for most SEN pupils. As will be discussed in depth in D4, problems with working memory and short-term memory are almost always indicated when pupils have more severe problems, and short daily lessons are all but essential.

[REDACTED] recognised this problem when he first started working with dyslexic children in 1990. Since teachers do not have enough time to ensure that every child with a learning difficulty receives daily lessons

35 <https://www.education.gov.uk/publications/standard/AbouttheDepartment/Page3/DCSF-00499-2009>

tailored to their needs, it was necessary to find teaching materials which could be used with minimal supervision by TAs, parents or even peers. To achieve the degree of simplicity required to make this workable, teaching materials had to rely upon modelling the correct responses, followed by imitation and practice. This is a simple and straightforward approach which is entirely consistent with the military Methods of Instruction syllabus. Most synthetic phonics programmes rely heavily upon theory—which is not only complex, but also involves contested methodology. This renders it unsuitable for use by amateurs, who are almost certain to become confused by the arcane debates surrounding reading pedagogy.

Pupils with poor decoding skills will be taught by our Instructors using our *Sound Foundations* decoding series, which has been independently evaluated by LA officials in Southampton and Gloucestershire.³⁶ *Sound Foundations* materials provide enough over-learning to ensure that pupils achieve mastery at each level before progressing to more difficult and less common spelling patterns. The decoding programmes consist of a single consumable book which is used one-on-one for 10 minutes per day with each pupil. They completely eliminate the need for lesson-planning (a major consideration in SEN), and are simple enough to be used successfully by parents and peers who have minimal supervision and training. The *Sound Foundations* writing programme (*Apples and Pears*)-- which can be used with groups of up to ten pupils—will almost certainly be used with the majority of year 7 pupils.

To address higher-order literacy skills, we will use Renaissance Learning's *Accelerated Reader*, which is designed to “assess students’ reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes”.³⁷ In the English-speaking world, it is the most widely-used software for improving vocabulary and fluency. (EAL will use their *English in a Flash* programme.) *Sound Foundations* is now developing remedial maths materials similar in structure to their literacy materials, and these will be available by late 2013. However, the higher-order literacy and numeracy skills which are now an integral part of the National Curriculum progression are best viewed as an integral element of the academic programme.

The academic curriculum:

The distinguishing feature of the Phoenix curriculum will be our structured approach to learning. Recent advances in the cognitive sciences have

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□ [Kearney et al., \(2009\) Gloucestershire Supporting Early Reading Pilot: Towards developing a layered approach to early reading, Gloucestershire County Council](#)

37

□ [Renaissance Learning, 'Accelerated Reader Overview', renlearn.com, 2012](#)

called into question some of the key beliefs around which teaching and learning which have dominated educational thinking in recent years. In short, higher order skills must be built on a firm foundation of knowledge, lower-order skills and understanding. Consider this relatively simple maths problem:

You have a round paddling pool which has an inside diameter of 3.5 meters. It is filled to a depth of .6 meters. You have a pump which can pump 1600 litres per hour. How long will it take to empty the pool?

In order to solve this problem, the pupil must be able to draw on an extensive fund of knowledge beyond simple arithmetic. First, the pupil must know the value of pi and the formula for calculating the area of a circle, and must be capable of handling decimal places. A rudimentary understanding of solid geometry is required to calculate the volume of a cylinder, and the pupil must understand that the pool is a cylinder and the simple formula for calculating its volume. Then the volume in cubic meters must be converted to litres. Next, the concept of a rate must be understood, and the pupil must be capable of making the requisite division to come up with the correct answer (which also entails understanding that the hour has only sixty minutes).

Even though each step in the problem is relatively simple, the relevant knowledge and skills must be capable of being recalled instantly and automatically, or the pupil is likely to become confused. In order to solve this problem, each of the above sub-skills must have been practised to the point of automaticity. The pupil who is still a little unsure of handling decimals will almost certainly fail. Since most primary schools no longer teach traditional algorithms, handling decimal points has become problematic—especially when pupils' parents cannot be expected to offer useful help with homework because they themselves do not understand what their children are supposed to be doing. The widespread use of calculators has exacerbated the problem, as children no long get enough practice working out problems manually. The ease with which any knowledge can be accessed is a function of how often it has been retrieved—this basic principle of psychology is not in dispute.³⁸

What we think of as 'creative' processes are in fact merely the synthesis of new information or stimuli with what is already stored in memory. Pupils who have a meagre store of knowledge will necessarily have less scope for creativity. Problem-solving depends upon our ability to extend what we already know by analogy. The notion that pupils no longer need to know facts because they are easily accessed on the internet is profoundly misguided—you can't find the answers if you don't know the questions or you don't understand the context in which they are asked. This is a crucial point if we are ever to have any hope of our pupils becoming independent

38 <http://www.purdue.edu/newsroom/research/2011/110120KarpickeScience.html>

learners.

Stimulating the desire to learn, which is often thought of as being the primary duty of a teacher, is greatly facilitated as pupils learn more. Graduate students are much more likely to direct their own learning efficiently than are undergraduates, who in turn are more motivated than secondary pupils. As students develop increasingly complex schemata of knowledge, understanding and skills in different disciplines, they have more and more points of contact with each other, and new information is much more likely to be relevant and hence interesting.

In short, it is impossible for higher-order skills to function in the absence of knowledge and understanding, and these skills are specific to each academic discipline. Learning to deconstruct Victorian poetry will not be of much use in learning to solve quadratic equations. It is true that simply amassing knowledge does not guarantee the development of higher order skills or indeed the motivation to learn, and good teachers understand that challenging assignments are an excellent means of ensuring that knowledge is retained and skills are developed. Although a good school will foster a spirit of enquiry and a thirst for knowledge, there is very little evidence that higher-order skills can be developed independently of context.³⁹

In order to ensure that our pupils develop a 'critical mass' of knowledge, understanding and skills in each subject, we believe that it is crucial to maintain an intense and focused approach to teaching and learning. This is especially true in reference to our less able pupils, who would inevitably struggle if they were trying to learn too many subjects at once. A broad curriculum may be justified for pupils whose continuation in education is not problematic, but we make no such assumptions at Phoenix. We know that the bulk of our pupils live in a popular culture which is indifferent or even hostile to learning academic subjects or extending one's mind beyond the here and now, and that we only have one chance of bringing them into the world of ideas and acquainting them with the best that has been thought and said.

These principles are consistent with those of the Core Knowledge Foundation, which is now being adapted for use in UK primary schools. The Curriculum Centre, which is sponsored by DfE Director John Nash, is adapting the same principles to the secondary curriculum. ██████████ is working full-time at the Curriculum Centre producing teaching materials which will enable schools to implement this curriculum from scratch. Phoenix will be drawing heavily on this and adapting it to the needs of our own pupils (based upon current recruitment, we expect that around 40% will be Muslim, and virtually all the rest white English); this is explained in D2. Since this curriculum is new and is not geared to any existing examinations or qualifications in the humanities, we will have to keep our plans under constant review. Fortunately, it is well-aligned to the ICGSE in Sciences

39 Willingham, *D op cit*

and Maths, which we will be offering. However much we want to ensure that our pupils master the curriculum and make good progress towards level 2 awards, we still want to foster the spirit of independent enquiry. Staff will be encouraged to honour and encourage initiative and achievement beyond the syllabus—teachers will nominate pupils who bring in material or research that enriches the curriculum for special awards.

Delivery of the curriculum:

The military Methods of Instruction syllabus has changed very little since [REDACTED]. All knowledge, theory and skills are conveyed by direct instruction, and higher order skills are developed in realistic exercises which enable the learner to develop and apply these skills in new and unexpected situations. Military Instructors are still trained to design and conduct their own training programmes according to proven principles; for instance, one should always plan the learning environment to minimise possible distractions. However, once instructors have completed their training, they are told to use their initiative: if they can think of better methods of instruction in any given situation, they are perfectly free to do so.

Direct instruction—which is essentially quality first teaching—is far more than merely lecturing. It is a highly interactive technique which relies upon continuous formative assessment. Skills are explained, demonstrated, imitated and practised. Theory and knowledge are taught in a structured lesson format which begins with a clear statement of the learning objective with an explanation of why it is relevant, a review of previous lessons, presentation of the new material with constant confirmation that it has been understood, the use of visual aids when appropriate, the use of the question technique with a pause of a few seconds before nominating someone to answer, a short oral or written quiz to confirm that all students have understood the material, and a look ahead to the next lesson. As a rule, one should never expound for more than a minute or two without asking a student a question or to demonstrate a skill.

Narrative will also play a major role in the humanities (and a minor one in STEM subjects). Narrative is an unparalleled vehicle for extending and developing an understanding of new subjects, especially when major themes are discussed in class and pupils are tested for understanding. In the military, higher order skills are mostly learnt in the field. Here, instructors must be flexible and creative. They have to assess the learning environment or the training area and determine how their trainees can be given challenging tasks requiring individual initiative and teamwork that will allow them to utilise their previous training in realistic scenarios. At Phoenix, these principles can be adapted directly to the teaching of all subjects. Our teachers and Instructors will consider what must be learnt, and use the most appropriate means available to motivate their pupils, convey the subject material, present challenges that exercise higher-order skills, and to foster a spirit of intellectual curiosity. Group and individual competition will be integral to all teaching and learning; the belief that competition demotivates the losers is only true in mixed ability classes

where the least able have no chance whatever of winning.

Activity, or time-on-task is the key to making the most of the school day. This will be greatly enhanced by a blanket ban on mobile phones—this will apply to staff as well as pupils. This ban has already transformed one Manchester school.⁴⁰ Teachers will always be asking questions, not only using closed questions to confirm that material has been mastered, but open questions to stimulate critical thinking and to allow pupils to bring their own input into the learning process. As pupils progress, they will be given increasingly challenging assignments for independent study, and they will present short class papers on the results. Even though we want our pupils to extend their intellectual horizons as far as possible and we will certainly encourage pupils who have interests which lay outside our curriculum, we cannot afford to let this intrude into the teaching of the core curriculum. Other pupils may not share their interests, and it would be unwise to force them to do so. In class we will take full advantage of the social element of learning; no one wants to be the only member of their peer group who 'doesn't get it'. And of course our house system will be one of the primary means to ensure that the social dynamic works in favour of inclusion in the community of learners.

One of the central concepts in our ethos is that teachers and Instructors should lead by example. Everyone in the school will understand this. Our Instructors will be learning and working towards academic qualifications at the same time that they are assisting in the classroom. Teachers, whose time will be largely free from administrative and pastoral responsibilities, will be expected to expand their own mental horizons either through self-study or distance learning courses; at least once a year they will write a short essay on what they have learnt, and this will be published internally and posted on the Phoenix website so that pupils will understand that learning is a life-long process.

Qualifications to be offered:

We will be offering the Cambridge IGCSEs in Music, RE, Maths, Biology, Physics, Chemistry and also the double science award. We will probably offer an IGCSE in German and French, and possibly Spanish. We will also be offering GCSEs in English and History. These subjects form our core curriculum, and everyone will sit them. We will also offer awards for optional subjects taught in our extended school programme. These will include Art, Drama, and computer programming. Others will be added as demand and capacity allow, but only to the extent that our Head of Studies determines that they will not detract from our core focus. All subjects taught at GCSE level will also be taught at A-level.

Although PE will be prominent in our curriculum, we will not be offering it as a qualification, as we believe it would distract substantially from the time

40 <http://www.telegraph.co.uk/education/secondaryeducation/9711705/Headmaster-who-banned-mobile-phones-makes-the-right-call.html>

that can be devoted to physical activity. In any case, the academic curriculum will be sufficiently demanding so that pupils will be glad of a subject where they don't have to read and write. We will not be offering vocational qualifications. As Prof Wolf reported in *Does Education Matter?*⁴¹, relatively few of these are valued by employers. She found that the needs of business and industry change so fast that most qualifications are obsolete before they are launched—the main exceptions being traditional craft apprenticeships. In Germany, the school-based element of vocational courses consists only of traditional academic studies, and work skills training is delivered entirely by participating employers. For pupils who are unwilling or unable to aim for higher education, this is the model which Phoenix will emulate. Considering the expense of obtaining a degree, we understand that even successful and able pupils may want to pursue other options. We will seek to establish good links with local and national employers who can offer apprenticeships leading to challenging careers—and we will provide our pupils with the attitudes and aptitude for learning that will stand them in good stead wherever they go. We expect that by the time our first pupils leave Phoenix, the current trend towards professional apprenticeships will be firmly established. Apprenticeships are clearly a much more reliable route to secure, well-paid employment than higher education than BTecs, NVQs or higher education.

██████████ who has spearheaded our recruitment drive, commented: “Employers know that BTecs and NVQs don't really mean very much. When a kid comes to you looking for a job, you can tell the moment they walk in the door whether they're prepared to work. That means a lot more than a few scraps of paper.”

Progression and outcomes:

All pupils will cover the same core curriculum throughout KS3, except that pupils who are learning to play a musical instrument will give up one double period of PE. At KS4 pupils will also have the option between studying a single science of their choice, or going for the double award. There will, of course, be ample opportunities to study additional subjects in the extended school programme. The curriculum will not be differentiated for the lower sets. This very well could mean that pupils will not progress at the same speed, and may not be ready to sit exams at the same time. However, we believe that the differences will not be substantial. This Leeds University paper by Gamoran suggests that a refusal to 'differentiate' the curriculum can have very substantial advantages:

“In the US, Catholic schools do not exacerbate inequality to the same degree as secular government-funded schools, apparently because they require a more rigorous academic program in lower-level sets and streams. Further research to explore this finding found two Catholic schools in which

students in lower sets made as much progress as those in higher sets. This pattern was attributed to three features: the same teachers taught both high- and low-level classes; teachers held high expectations for low-achieving students, manifested in a refusal to relinquish or dilute the academic curriculum; and teachers made extra efforts to foster oral discourse with low-achieving students.”⁴² By contrast, differentiation almost by definition creates low expectations, and a superficial understanding of subject matter which pupils rightly view as patronising and demeaning. As Gamoran observes,

“Teachers geared pedagogy and curriculum content for the lower-achieving students in mixed-ability classes. Almost none of the observed classes exhibited more than a minimal amount of thoughtfulness and depth...Two teachers acknowledged they had lowered their standards for heterogeneous classes, and one said he had given up trying to cover all the intended material.”⁴³

Pupils will sit exams in all subjects except PE, where the expected outcomes relate to good mental and physical fitness and participation in competitive sport. We are prepared to be flexible about the stage at which pupils sit exams. We will not compromise the quality of our pupils' education for the sake of our convenience or an arbitrary timetable. We want them to get the best possible grades and to have the best possible foundation for further study. Should pupils not be ready to sit (I)GCSEs in Year 11, we would encourage them to stay on in Year 12—we believe that our pupils will find their time at Phoenix so rewarding that they will not object to this.

Should pupils complete level 2 qualifications early, we can see no reason why they should not progress immediately to A-levels. Should they finish A-levels before the end of year 13, they could have the option of early entrance to university or to enrichment activities. These will include exchange activities with the Royal Hospital School in Holbrook, and quite possibly schools in Germany or France. We would certainly give full consideration to starting a community service programme for our outstanding pupils, perhaps coupled with a short period of study abroad. We have already established links with The Crescent Model Higher School in Lahore, and our pupils will be encouraged to collaborate with their on various projects, and to communicate on social media. Enrichment activities (save for adventurous training) will all take place outside normal school hours, and hence will be optional. We will do all we can to make them attractive and to encourage all pupils to participate, but we also strongly believe that young people must be able to make meaningful choices in their lives.

For pupils who are keen to go on to further study either in FE or HE, we will do everything possible to facilitate this. We will offer our brightest and best

42 <http://www.leeds.ac.uk/educol/documents/163446.pdf>

43 *ibid*

pupils encouragement to apply to Russell Group universities and Oxbridge: we have an offer from [REDACTED], a senior lecturer at Oxford, to conduct our pupils on insight days and encourage them to apply. Our exchanges with the Royal Hospital School will give our pupils a chance to make friends with peers who are very likely to go to a good university, and it hence it will give them the social skills and the confidence they need to think of this as a realistic option.

However, for pupils who are not certain that HE is a good investment (or those who simply want to get a job or see some of the world first), we will urge them to consider deferring the decision. Even a year or two out of education can make a huge difference to what students put into their studies; in undergraduate seminars, mature students almost invariably contribute proportionately far more to discussions than do students who come straight from 6th form. The Phoenix ethos is very much that of a good independent school or a grammar school: old boys and girls are always welcome back, and we will always do all we can to help them get into good universities, good apprenticeships and good jobs. It is this sense of loyalty and continuity which make the armed forces such a rewarding occupation, and we believe our teachers will be able to foster the same sense of identification in our pupils.

Although we will not be offering any vocational qualifications at Phoenix, we will work closely with Connexions, the Oldham Training Centre and local colleges that offer good programmes. For pupils who are interested in going directly into a job or an apprenticeship (professional or manual), we will have the advantage of having a high local and national profile by virtue of documentary coverage by Panorama. This will enable local and national firms to appreciate that our pupils have a good education, initiative and self-discipline—and it will facilitate our efforts to secure the very best apprenticeships and work-experience placements. The recent announcement by Skills Minister Michael Hancock that pupils will be encouraged to take up 'professional apprenticeships' such as those now offered by KPMG shows the way forward for able pupils who are decide against university. Needless to say, any pupils who are interested in joining the armed forces will have the very best advice.

As high a priority as we put on building character, we have strong reservations about the 'SEAL' agenda. We do not believe that teachers should act as amateur therapists or interject themselves unbidden into pupils' emotional and personal lives unless there are signs of abuse. As much as we want our pupils to be happy and well-adjusted, we also believe in their right to personal autonomy. We are not here to judge their inner lives—we are only here to provide a positive environment where they can flourish as sociable individuals. If they are troubled and need help, we will see that they get the very best from CAMHS or a qualified professional. But we do not believe in personal or social engineering when the rights of others or the child's well-being are not an issue—it demeans children whose emotions and lives are being manipulated to satisfy someone else's idea of what is appropriate.

The full range of KPIs which will be used to monitor progress and outcomes will be discussed in D5. However, the key measure which will enable us to allow our teachers the freedom to respond to pupils' learning needs the way they see best fit will be our Curriculum Progression Tests (CPTs). These will accurately describe a pathway leading to the level 2 qualification on offer in each subject, and they will test knowledge, understanding and higher order skills. They will consist of simple machine-scored tests that will be administered on a weekly basis, and they will be designed to take no more than ten minutes to complete. The results of these tests will be used to identify pupils who are not making satisfactory progress, and weaknesses in teaching. A longer version of this test will be sat on a termly basis, and senior management will use the results to evaluate teachers and for forward planning. Heads of Departments and teachers will play a key role in developing these tests.

A generation or two ago, all teachers integrated this kind of testing into their lessons. The practice faded out along with the notion that pupils should follow the curriculum rather than their own interests. After the introduction of the National Curriculum, it became apparent that teachers often had almost no idea as to whether pupils (especially the least able) were actually mastering it. Hence, when William and Black introduced AfL, it improved exam results markedly. Yet no one stopped to think that the personalised nature of this programme lent it a complexity which did not scale well. Hence, AfL has not lived up to expectations: it is simply far too time-consuming to do properly in real life, where teachers are faced with the normal friction that eats away at teaching time and mental energy. We believe our CPTs have an enormous potential to transform education. Not only do they make testing an integral part of teaching and learning, but they are tests of what has been taught rather than tests of ability. They restore the focus on the material that must be learnt.

And this is a crucial issue: as will be discussed at length in D4, it is now commonplace to think of educational failure in terms of 'barriers to learning'. What is seldom recognised is that all pupils are capable of learning, and that the teaching which works best for children with learning difficulties works best with all children. In other words, a good lesson will reach all children, providing that they are at the same stage of learning. And we believe that this success is the crucial element in pupils' social and emotional adjustment. The conventional view that social and emotional problems are a barrier to learning creates a dilemma: since success in learning is such a crucial element in pupils' attitude towards themselves and others, there is no way out of the bind if teachers delay effective teaching. So long as teachers are in control of their classes, all children can learn. Those who come from turbulent homes will come to regard Phoenix as a haven where they feel secure, and their success will enable them to transcend their difficulties.

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

Outline:

School year: Family size in Oldham is larger than average, and we will have many parents who also have children in Oldham primary schools. For the convenience of mothers who have to work and for planning family holidays, we will keep to the same schedule. Oldham have not yet announced their schedule for 2014-2015. However, we will maintain a full teaching schedule when school is in session.

School day: The school will open at 0830hrs every morning, and all KS3 and KS4 pupils must be present for Registration at 0845. The last class in the mandatory school day ends at 1525, and the optional extended school programme runs from 1530 to 1650. Sample timetables are included at the end of this section.

House system: All pupils in KS3 and KS4 will be assigned to Houses of approximately 24 pupils, each of which will have a similar mix in terms of ability, ethnicity, gender and age. Insofar as possible, pupils will stay together in the house system, although they will change to accommodate younger pupils for the first 5 years.

Mandatory Subjects: All pupils will study English, Maths, Science, History/Geography, an MFL, Music and RE. ICT will be embedded in each of these subjects. All pupils will participate in PE and Adventurous Training, and will have one session of Prep each day. These activities will be included in the mandatory school day. Art, Drama and ICT will be offered in the extended school day, which will also include a broad range of enrichment activities, many of which will involve the community. Additional subjects will be taught in the extended school day in response to demand.

Organisation of pupils: For all academic subjects, Year 7 pupils will be streamed on the basis of basic skills tests. From Year 8 onward, they will be set by subject on the basis of level of attainment. Non-academic subjects will be mixed ability. All pupils will meet in their Houses for Registration, Prep and breaks. Adventurous training, intra-school sports and enrichment activities will also be organised on a House basis.

Overview of the curriculum:

Our ethos stresses the need for all pupils to understand what it means to be a citizen in a free society, to understand why and how our civilisation works and to give them a good induction to the cultural artefacts that define what it means to be an educated person in the modern age. Our task is to ensure that all of our pupils acquire the knowledge, understanding and skills that will enable them to function effectively in any calling or career they choose. As E D Hirsch argues in *Cultural Literacy*, this is best supplied by a traditional academic curriculum, which defines the discourse of our civilisation.⁴⁴ We further would argue that the EBacc subjects are the

44 <http://www.guardian.co.uk/education/2012/oct/15/hirsch-core-knowledge-curriculum-review>

essential core of this curriculum. We make no apology for relegating other subjects (except Music, RE and PE, which are mandatory) to the optional extended school programme. If our pupils do not get a good grounding in EBacc subjects before they leave school, they are highly unlikely to get it elsewhere. Unlike Germany's vocational programme—where all school-based training provides traditional academic fare and practical skills are learnt in work placements—most vocational courses in England have little if any academic content, and are of dubious value to employers. As Alison Wolf argues, the needs of business and industry change so quickly that most vocational qualifications are obsolete before they are launched. Rather, we intend to work closely with local and national employers to ensure that pupils who are unwilling or unable to attend university can obtain apprenticeships (including 'professional apprenticeships' such as those now being promoted by Skills Minister Michael Hancock) or take training courses which will lead directly to employment. Although we will work closely with Connexions and the Oldham Training Centre to ensure that our pupils have access to career advice and training opportunities, we will also work with Oldham businesses which offer entry-level employment to pupils without vocational qualifications. Our ethos stresses the need to regard all legal employment as worthy of respect, and that menial jobs can lead to a rewarding and remunerative career.

All of our pupils will study the core subjects in KS3 and KS4, and we expect at least 95% will achieve at least a level 1 qualification, and at least 75% will attain EBacc standards. This is a considerable challenge, as pupils' academic achievement correlates strongly with that of their parents. As we noted in D1, in the areas of Oldham where we have recruited, up to 58.3% of adults left school with no qualifications. Only 1% of the pupils in the five secondary schools in this area achieve EBacc standards. As much as we would like all of our pupils to study of a range of options which would enrich their lives, we cannot expect the least able pupils to master the core curriculum in any depth if they also study a broad curriculum. It will be especially problematic for those who lack good literacy and numeracy skills: remediating these deficits will eat substantially into the time they will have to engage the curriculum. Hence, we will offer Art, Drama and ICT as options in our extended school programme; our long-term aim is to offer other subjects in response to demand. This subject is discussed in detail in C1, D1, D4 and D5: we believe that that our success in eliminating basic skills deficits will in itself make a dramatic difference reducing the number of NEETs, improving exam results and participation in HE. [REDACTED] has extensive experience in this area⁴⁵ and has no doubt but that deficits can be virtually eliminated in Year 7.

When our pupils master the core subjects in depth, it will give them confidence in whatever they do, and it will give them the intellectual tools to pursue other fields of knowledge and culture later in life. If our least able

45 Burkard, T. (Summer 1998) "Direct Instruction of Literacy Skills in a comprehensive secondary school", *Dyslexia Review* 10:1, pp.13-15

pupils are to develop the intellectual curiosity and habits of a life-long learner, they need the experience of having mastered crucial and difficult subjects, the ones which provide the intellectual foundation for understanding other subjects in depth. Of course, we will offer as many options as possible in our extended school programme, and we will offer a broad range of enriching activities, which are also described in D4, D5 and D7. We do not want to specify the full range of additional subjects that will eventually be offered in our extended school programme because we believe that this should be largely a matter for our pupils to decide. As we have noted in C1 and D5, we strongly believe that pupils should make choices that have real consequences in their lives. As J S Mill argued, making choices is like any other mental or physical ability: it is strengthened by exercise.

The Curriculum Centre, sponsored by [REDACTED], is currently developing a secondary school curriculum inspired by the principles of E D Hirsch. It is currently being used at the Pimlico Academy. [REDACTED]

and is responsible for designing teaching material that can be used to deliver their curriculum. Phoenix will be adapting this curriculum to the needs of our expected intake; we will be including more material in English and History that is relevant to the Commonwealth and its peoples and hence to our aim of forging a common British identity to unify the racially-divided community we intend to serve. The teaching materials they are producing will greatly simplify the task of initiating a new curriculum in a new school (a challenge we do not take lightly).

In KS3, all pupils will follow the same core curriculum during normal school hours, although pupils who want to learn to play a musical instrument will have the option of dropping one double period of PE. In KS4 pupils will continue the same core subjects. Pupils who wish to continue studying all three sciences for the Cambridge IGCSE Double Science award will have to drop 4 periods of PE. Those wishing to study an additional MFL will also have to drop 4 periods of PE (pupils will not be able to study both an additional MFL and Double Science). The Cambridge IGCSE in all science subjects, Maths and MFL will also be offered to EBacc candidates. For History and English, we will select whatever exam is on offer in 2018 that is most closely aligned with our curriculum in these subjects.

We will stream pupils according to ability in Year 7, and from there on pupils will be set in each subject according to their level of achievement. This will challenge every pupil, stretching the most able and ensuring that less-able pupils are always learning within their Zone of Proximal Development. We will not differentiate the curriculum—rather, all pupils will progress through the same well-structured curriculum, but at different rates. As was mentioned in D1, this should not produce the differentials one might expect. Research by Gamoran at Leeds found that

“In the US, Catholic schools do not exacerbate inequality to the same degree as secular government-funded schools, apparently because they

require a more rigorous academic program in lower-level sets and streams. Further research to explore this finding found two Catholic schools in which students in lower sets made as much progress as those in higher sets. This pattern was attributed to three features: the same teachers taught both high- and low-level classes; teachers held high expectations for low-achieving students, manifested in a refusal to relinquish or dilute the academic curriculum; and teachers made extra efforts to foster oral discourse with low-achieving students.”⁴⁶

This is powerful evidence that the time spent differentiating the curriculum actually has negative consequences for the least able. Nonetheless, we know that different sets will not progress in lock-step—those who have more serious basic skills deficits will inevitably start late, possibly by as much as two terms. We accept that some pupils will be ready to sit (I)GCSEs before the end of Year 11. If this happens, pupils will have the option of progressing towards level 3 qualifications early, writing an extended essay on any topic related to their plans for future study, or conducting original research. If pupils are not ready to sit level 2 exams by the end of Year 11, they will have the option of aiming for a level 1 qualification, or completing our syllabus and aiming for a level 2 qualification in Year 12. As the school-leaving age will be 18 by this point, we hope that the majority of pupils in the slowest sets will opt to stay at Phoenix and aim for level 2 qualifications.

We accept that our model implies a 'stage, not age' progression through the curriculum, and this could pose problems at the interface between KS3 and KS4—as well as between KS4 and KS5. In all subjects save Science this should not prove too difficult, as we view our curriculum as a continuous progression with exams as the endpoint. In other words, with a good overall command of the subject, there is very little need to spend KS4 cramming for topics specifically tested in exams. However, we intend to have an entire set in each subject sit exams at the same time; if pupils feel they are not ready, they will have the option of dropping back to a slower set. This will enable us to plan and organise teaching and learning more efficiently.

The Core Knowledge model of the curriculum which guides the Curriculum Centre and hence our own curriculum stresses the need for higher-order skills to be built upon a sound foundation of knowledge and understanding. Children whose own parents are poorly educated—as most of ours will be—are far less likely to develop this foundation informally. At home, conversations will seldom, if ever, concern material related to academic discourse, and television viewing is unlikely to include the Discovery Channel. Research in the cognitive sciences has now established beyond question that higher order skills are domain specific, and that they depend critically upon the ability to tap effortlessly into a vast store of knowledge and understanding.⁴⁷ The Curriculum Centre syllabus specifically addresses this problem.

46 <http://www.leeds.ac.uk/educol/documents/163446.pdf>

47 Willingham, D (2009) *Why Don't Students Like School?* Wiley

Delivery of the curriculum also raises important issues. Discovery learning is wholly inappropriate when pupils are in the early stage of mastering a subject. It is, as Jerome Bruner stated, "... the most inefficient technique possible for regaining what has been gathered over a long period of time."⁴⁸ Virtually all training in the military and the commercial world relies heavily on direct instruction to impart basic knowledge and understanding. As discussed in C1, D1, D4 and D5, direct instruction is a highly-interactive technique which aims to keep pupils mentally and/or physically active throughout the lesson. It has much in common with quality first teaching principles. Of course, there is a lot more to education than imparting knowledge and understanding, but it is the surest way of helping children develop enough interest in a subject so that they will actually become independent learners. Efforts to stimulate interest in a subject by making it 'relevant' to pupils' interests will only take you so far—without a good 'road map' provided by teachers, pupils soon lose direction and motivation. In the History, we believe that good narratives are essential to stimulating interest, and at the same time they provide scaffolding by which enables pupils to recall events and understand their significance.

This said, higher-order skills will be developed as soon as the lower-order skills are in place, and pupils will always be encouraged to bring their own understanding to lessons. Teachers will be encouraged to use their initiative to make lessons as interesting and as effective as possible, and competitions will focus pupils' efforts to ensure that subject matter is thoroughly mastered. This is central to our ethos; we want our pupils to think of life in terms of what they put into it, rather than just in terms of what they get out of it in a material sense. Above all, we want them to value learning for its own sake, and not just as a ticket to a middle-class salary. Mastering the core curriculum will give them a sense of self-respect, and it will reflect on the wider community when Oldham citizens see pupils from their least-favoured areas achieving standards that would be the envy of England's best schools.

Our ethos also stresses our belief in a free society where people are allowed to make decisions on the basis of their judgement as to what is right and proper. Decision making in efficient organisations is devolved to the lowest possible level, and we believe that good teachers are the best judge of their pupils' needs. Hence, beyond the broad pedagogic principles outlined about and in C1, D1, D4 and D5, it would be inconsistent with our ethos to specify in detail how our teachers should teach. We will have objective measures of pupils' performance, and hence the effectiveness of our teachers, so we will be able to identify any teachers who are under-performing. The Principal, acting on the advice of the Head of Studies and the relevant Head of Department, will then either take steps to observe the teacher's lessons and suggest appropriate training, or take steps to terminate the teacher's employment.

Lastly, our House system will offer each pupil a level of support and pastoral

48 www.ed.gov/inits/mathscience/whitehurst.html

care that will be second to none. It will be run by our Instructors, all of whom will be former NCOs who will have the training and experience to work in a maintained school and to deliver the unique Phoenix model. They will be superb role models for young boys and girls who otherwise might be tempted to emulate the drug dealers and gang leaders who disfigure Oldham's street culture. Pupils will meet in their Houses for registration, morning and afternoon break and for one period of prep each day. In prep, cross-peer tutoring will give support to pupils who have any difficulty in accessing the curriculum. Each House will have a dedicated Instructor who will know all of his pupils and take a keen interest in their physical, mental and moral development. Our Instructors will be responsible for instilling a sense of solidarity within the House that transcends ethnicity, gender, ability and age. They will be responsible for ensuring that they all work together as a teams, and that they learn to respect and support each other. Instructors will also be totally responsible for sport, PE, adventurous training, and some of our enrichment activities.

All of the above measures will have a striking impact on our KPIs, and with the wealth of data we will have from our Curriculum Progression Tests and other sources we will have the tools to identify areas where performance can be improved. Our management structure, which stresses individual accountability and is based on the concept of the inverted pyramid, will mean that problems cannot be relegated to an opaque committee structure in hopes that everyone will eventually forget about them, or at least get discouraged and learn to live with them.

Curriculum content:

English:

Phoenix will follow the structure of the Curriculum Centre English syllabus closely, although our selection of texts will be varied to meet the needs of our multi-ethnic intake.

The aim of the English curriculum is twofold. Firstly, it should prepare all pupils to express themselves fluently in writing and speech, and to understand how others express themselves in writing and speech. Secondly, it should introduce pupils to their literary heritage. These two purposes are related and overlap. Each year of the English curriculum is divided into the same five categories. Broadly speaking, the first category, which is 'Writing, Grammar and Usage', deals with the first purpose. The next four categories, which are 'Sayings and Phrases', 'Non-fiction', 'Fiction and Drama', and 'Poetry', deal with the second purpose.

The 'Writing, Grammar and Usage' section of the curriculum deals with the mechanics of reading, writing, speaking and listening. In each year, this unit will be divided into five sections: writing and research; speaking and listening; grammar; spelling; vocabulary. This unit is designed to ensure that all pupils understand the rules of the English language and the process of structuring written and oral expression. In particular, the grammar unit will

work towards allowing pupils to express their ideas in logical, clear and sequenced written English. The fundamental concepts of grammar will be introduced in Year 7 and developed throughout that year and throughout Years 8 and 9. These concepts need to be taught frequently so that pupils can secure and consolidate their knowledge of these rules, and their appropriate application in writing and speech. An important part of this unit, therefore, will be the focus on the structure of sentences.

We will aim to instil pupils with knowledge of some of the great works of the English language. We will look at prose fiction, drama, poetry and non-fiction. Studying great works will not only provide great practical and cognitive benefits, but they also introduce pupils to some of the peaks of human culture. In a sense the pragmatic and the cultural reasons overlap: the reason why so much of our language is influenced by Shakespeare and his plays is because of the greatness of those plays. The Curriculum Centre has not yet developed a KS4 curriculum, as the examination structure is now under development.

Mathematics:

The aim of mathematics teaching is to prepare pupils to think logically about quantity, space, structure and change. Mathematics provides a powerful and universal intellectual tool-kit for the abstract study of these concepts. The study of mathematics stretches our minds to think logically and critically. It has its own vocabulary and patterns of thinking. As such, it is accompanied by its own language and conventions, which pupils must learn to be able to study the subject.

An automatic fluency in the fundamental mathematical facts and operations is prerequisite to achieving higher-order problem solving skills. Thus, our Key Stage 3 Mathematics Curriculum attends first and foremost to the incremental possession, review and steady practice of basic facts and operations. Repeated practice in a variety of different contexts and frequent repetition and memorisation of key facts will allow pupils to move from the concrete understanding of number, space, structure and change, to the abstract. Practice is thoughtful and varied, providing pupils with an opportunity to apply the same operations or concepts to different situations and from a variety of angles.

There are four strands within every Key Stage 3 year: number, algebra, geometry, and measure and statistics. These correspond closely to the fundamental categories of mathematics outlined above. As pupils' understanding of the basic operations and concepts strengthens, they will be able to begin to study increasingly complex related mathematical concepts. They will also be encouraged to make links between the four strands. New material will be taught in full recognition of pupils' existing mental frameworks and understanding of the four strands. Pupils will develop a mature and systematic approach to identifying and selecting the appropriate methods to solve problems effectively and efficiently.

As mathematics develops in difficulty, so too does the difficulty of relating its content to our day-to-day lives. Effective communication of problem solving requires precision in visual, verbal and written presentation. Our Key Stage 3 Mathematics Curriculum attaches great importance to presenting findings in a logical and rigorous fashion, one that economises information for the benefit of clarity and purpose.

The kinds of higher-order problems we want pupils to be able to solve are vital to the scientific, engineering and manufacturing industries that have greatly advanced the standard of living in developed countries. Involvement in these communities is an aspiration for our pupils, and this curriculum will provide them with the fundamental knowledge they need to be able to do so. However, our curriculum will be valuable for all pupils, regardless of their later destinations. Firstly, it will provide them with the mathematical knowledge and skills necessary for everyday life. Secondly, it will allow them to appreciate the subject of mathematics in its own right, as one of the great achievements of humanity. Lastly, mathematics is rightly regarded as a difficult subject, and mastering it will change their perception of themselves and their potential to learn difficult material.

Science:

The Curriculum Centre has not yet issued a Science Curriculum, but the Science teachers on our steering committee have agreed that we will split the study of science into three subjects: Physics, Biology and Chemistry. Each of these subjects has its own separate internal structure and important underpinning concepts. Physics is about forces and their interactions. It allows us to understand the rules that govern the universe we live in, from the smallest atoms to the vastness of deep space. Chemistry is about the elements and particles that make up the universe. Biology is about the study of living things and the way that living things are able to survive and reproduce.

Whilst each subject will be studied separately, they will be linked by the concept of the scientific method and the fair test. In all three subjects, pupils will perform experiments and learn about the correct way to organise and perform investigations. They will learn how to formulate a hypothesis, prepare an experiment, collect data, analyse it and evaluate their experiment. Thus, pupils will understand the concept of the scientific method through frequent practise in a variety of different contexts. The introduction and reinforcement of the techniques will be co-ordinated across the three subjects to aid memorisation whilst avoiding unnecessary repetition.

The Physics curriculum is underpinned by the ideas of forces. It begins with an introduction to the idea of forces and energy, the different types of forces, their effects and uses. The next unit will involve a closer look at two of these forces – electricity and magnetism, and will involve practical tasks such as building simple circuits. They will learn some of the basic calculations and formulae associated with such forces. Year 8 pupils will study light and sound. Sound will be introduced as a type of energy caused

by vibrations. The study of light will introduce the electromagnetic spectrum, refraction and total internal reflection. They will learn about the solar system, planets and stars, but they will also be expected to apply their understanding of forces from Years 7 to describe orbital motion and phenomena such as tides, planetary and star formation and black holes. They will also be expected to revise and apply their knowledge of light and the electromagnetic spectrum when studying optical and non-optical telescopes. In Year 9, the study of energy and forces will be consolidated and extended. In this year the focus will be on heat energy and how it moves from a hotter to a colder object. Pupils will also develop an understanding of the effect of forces on motion, the effect of friction, the concept of velocity, acceleration, force multipliers and pressure.

The Chemistry curriculum is underpinned by the concept of matter and change. In Year 7 the two topics studied will be on atoms and particles; and elements, compounds and mixtures. These introduce the fundamental concepts needed for all study of chemistry. Pupils will learn that all matter is made of particles and that the arrangement of these particles determines states of matter. They will look at how the arrangement of particles can be changed by giving the particles energy, which will provide an opportunity to link to Physics. They will learn about elements, protons, neutrons and electrons, and they will learn what the periodic table is, and how to use it to identify elements and their basic properties. In Year 8, pupils will spend the first unit looking at the matter which makes up the earth. They will study tectonic plates, the creation of earthquakes and volcanoes, the rock cycle, weathering and erosion. They will also study acids and bases, and how these cause chemical reactions. This will lead on to the second unit, which builds on a lot of the work done on elements and compounds in Year 7. This unit focuses on chemical reactions and includes such important concepts as conservation of mass and chemical synthesis. In Year 9, this work on elements, compounds and reactions will be extended and consolidated even further with a unit on chemical bonding. This will require an even more sophisticated understanding of the periodic table. Finally, pupils will study the more advanced chemical reactions of oxidation, reduction and electrolysis.

The Biology curriculum is underpinned by the concept of life and living systems. In Year 7, it begins by introducing the building block of all living organisms: cells. Pupils will study the basic structure of cells and then study more specialised cells and the way cells group together to make tissues, organs, and the organ system. The reproductive system in plants and animals will then be considered in closer detail. The next Year 7 unit, on variation and the environment, will classify living things into categories and introduce the concept of the species. In Year 8, pupils will build on their understanding of organ systems by studying energy and respiration, and learning about how cells produce energy from food. The next unit, on ecological relationships, will similarly focus on the way cells produce energy, but this time in plants. Pupils will understand how photosynthesis and respiration operate in plants. This will build on the understanding of cell structure and the interdependence of organisms from Year 7. Finally, in Year 9, pupils will extend their understanding of organ systems by looking at the

way they can be affected by disease, and the way such diseases are cured. The final unit of Year 9 will introduce DNA in detail and will also study inheritance, behaviour and breeding more widely. The important biological concepts of adaptation, natural selection and evolution will be explored in this unit.

Each separate science is organised very clearly around one underpinning concept. That concept is explored in a variety of different contexts. Data and experiments are used to develop understanding of the topic being studied, and also to develop understanding of the scientific method. The material in each subject and in each year has been carefully sequenced so that it builds logically and so that it complements what is being studied in the other sciences.

The scientific insights of the modern era are one of the greatest achievements of humanity. This curriculum will enable all pupils to understand these great insights and the methods by which they have been gained.

History:

The primary purpose of the study of history is to understand how humanity has evolved from a species of hunter-gathers to one capable of travelling to the moon. We also need to give our pupils a narrative which brings together all of the immigrants and invaders who have made Britain what it is, and Britain's crucial role in the development of the modern world.

In order to do this, it is vitally important that pupils gain a sense of historical time and chronology. For this reason our History curriculum is organised chronologically, so that pupils will study events in the order they happened. Over the three years of the curriculum this will mean that pupils gain a broad comprehensive understanding of the sweep of history.

After an introduction to geological and historical time, Year 7 will be spent studying the ancient world (3000BC – 410AD). Pupils will study the civilisations of the Near East, Egypt, Greece and Rome. A close study of Roman Britain is also taught. Year 8 covers the Middle Ages (410AD – 1485) including the development of Christianity, the Anglo-Saxons, Vikings and Normans, and Islamic civilisations and the Crusades, finishing with the Wars of the Roses. Year 9 covers the beginning of modern times, moving from the Renaissance and Reformation to the Glorious Revolution, with a final unit on the British Empire.

The advantage of studying so many elements of History, and studying them in chronological order, is that pupils will be able to trace a number of important overarching narratives, or themes, which reoccur throughout the individual units (as follows):

- The elements of civilisation and the enduring legacy of ancient civilisations

- The political, social and cultural impact of religion, including the relationship between temporal and spiritual authority
- The nature and legitimacy of political power, justice and the rule of law
- Invasion, migration, trade and empire: economic and cultural impacts
- National identities and rivalries
- The historical significance of geographic location and climate: islands, seas, rivers, deserts and mountains
- The human, financial and cultural impacts of war
- Socio-economic changes and reforms and technological developments

Chronology and the themes which create the narratives are inseparable. It is by studying each theme in a range of different, ordered and concrete chronological contexts that pupils are able to reach a conceptual understanding of that theme and, indeed, begin to understand the nature of historical enquiry. A thorough and detailed knowledge of factual evidence – dates, places, names – will allow our pupils to make insightful analyses, informed judgments, and illuminating comparisons. For our pupils historical study will be enlivened with historical biographies, narratives, monuments, artefacts and contemporary texts.

In the Curriculum Centre syllabus the teaching of British and World history are integrated. Important historical events are included regardless of whether they took place in Britain.

Within the global sequence of the Curriculum Centre History syllabus, Britain and British history will receive the more detailed consideration. Ancient Rome will be followed by an in-depth study of Roman Britain, for example. In this way we are able to teach with breadth as well as depth. The study of the Reformation will include a close study of its impact on the British Isles. At Phoenix, there will be an increased emphasis on the emergence of Britain as a world power, the industrial revolution, the growth of global trade and conquest, and the empire. This integration of British and global history will allow our pupils to understand the history of the country they live in, within the context of the wider world. It will also enable them to begin to recognise what it has meant to be British at different times in the past, and to apply their knowledge of the past to help them understand modern-day Britain and the world.

Our History curriculum will be closely integrated with our Geography curriculum and taught in parallel with it. There will be strong cross-curricular links with English (especially historical fiction), and others with seminal mathematicians and scientists from Euclid to Einstein.

Geography:

At KS3 Phoenix will not teach the full Curriculum Centre Geography curriculum, but rather adapt the elements which aid the understanding of History. Geography will be taught by our History teachers, and it will feature in one of the 5 periods allocated to History/Geography each week.

The purpose of our Geography curriculum is to prepare all pupils to understand the physical and human features of the planet they live on. The fundamental underpinning concept of Geography is place. This holistic context will frame pupils' understanding and questions of the Earth's surface: its crust, the landscape, vegetation, the atmosphere, people, human culture and activities, the built environment and political territories. Building this context will start in Year 7 and will be reinforced and expanded in subsequent years.

An understanding of place and how places fit together is fundamental to the study of geography, so the curriculum starts with an overarching study of the world's geography. This study will blend the human and the physical: for example, pupils will learn of the major oceans, mountains and rivers, and they will also learn of the major countries, cities and geopolitical associations. This study will also blend the local and the global: pupils will study the geography of the seven continents, but also the geography of Oldham, Manchester and Britain. In subsequent Year 7 units, all case studies will be based in the United Kingdom.

In addition to the importance of place, each year of the Geography curriculum will seek to introduce important aspects of procedural knowledge. As well as being able to use the spatial tools such as maps and GPS, pupils will also develop their ability to collect data, make hypotheses, analyse data and evaluate its findings. Frequent practise of these methods in different contexts will allow pupils to master these techniques, as well as deepening their understanding of the material they are studying.

After the study of place, pupils will study human settlements. This human geography unit will consolidate the knowledge of local place, and extend it by considering the different types of settlement, the difference between rural and urban settlements, the typical locations of different settlements and the conventions for marking them on maps. A number of real-world examples from the United Kingdom will be given, which will be intelligible to pupils because of their study of place. A final unit on weather and climate will introduce pupils to important principles such as seasonality, temperature, rainfall and weather patterns.

All of these elements enrich the understanding of History. Without a good knowledge of the globe, it is impossible to understand why various cultures were isolated, or how religion, culture and technology diffused. It is also crucial to understanding political alliances and rivalries and the growth and decay of empires.

Modern Foreign Languages:

Constructing the MFL curriculum at Phoenix is still under consideration, as we have only just added a MFL specialist to our steering committee. Our primary aim is to ensure that our pupils become fluent speakers of a MFL—learning about the culture and literature of another country is important, but

the former skill will have considerably more immediate impact in terms of pupils' sense of accomplishment, and their ability to use the language to communicate with other pupils from the relevant country. Phoenix will seek 'twinning' arrangements with schools in other countries to facilitate exchanges, and to give them a chance to use their language skills.

Eventually we would like to offer German, French and Spanish—and quite possibly a non-European language. In all probability we will offer German first, as it is by far the most common MFL spoken by former service personnel. However, the choice will ultimately depend upon finding a candidate who has outstanding abilities as a teacher.

In addition to developing grammar, vocabulary and written language skills, we also will be using an approach to teaching pupils to speak and understand the language similar to one observed by ██████████ in the 1960s.

Although MFL teachers invariably use a certain amount of conversational drill, it is almost always poorly structured and slowly paced. Teachers over-estimate the capabilities of monoglot pupils, and aim the questions at those who (like themselves) have a natural talent for learning language.

The strategy we will employ will, of course, be taught in parallel to conventional instruction in vocabulary and grammar, which will still comprise the bulk of instruction. However, we will develop a PowerPoint presentation which will enable the teacher to ask rapid-fire closed questions in the target language, and they will be simple enough so that all pupils should be able to answer correctly. In other words, grammatical constructions and vocabulary will be built gradually, enabling the slowest pupils to progress with confidence. By using the question technique—pausing for three or four seconds so that all pupils have a chance to silently formulate a response—and then nominating a pupil at random to provide an instant response, pupils do not have time to translate. They actually have to understand, think and respond in the target language.

We believe that this programme could change the way MFL is taught. It differs from immersion techniques (which are impractical in a maintained school setting) in that pupils are not forced to use their new language to convey what they are thinking—which actually distracts precious attention from the linguistic task. As unfashionable as this method may sound, it works extremely well.

Music:

The Curriculum Centre has not yet published a Music syllabus, and we have relied upon advice from the Royal Hospital School to develop our pupils' understanding of the music and its language. By the end of Key Stage 3 our pupils will be competent performers (as ensemble singers, and/or in individual instruments), they will be able to compose music, and they will be able to accurately assess music they listen to in oral and written

form. They will also be familiar with set pieces of music, or performers/performances, from Western and World traditions.

Musical literacy is an important component of an holistic education for developing performers, composers and evaluative listeners. Pupils are equipped to communicate and experience music in a meaningful way when they have an understanding of the elements of music. For this reason, the elements of music – pitch, rhythm, dynamics, timbre, tempo, texture and structure – form a core building block in the Music curriculum. Musical notation, which is the grammar of music, is also taught, and when combined with knowledge of the elements of music and musical traditions, ensures that pupils can access music to better perform it, compose it, and assess it through listening.

The elements of music and music notation are embedded practically through core music lessons and instrumental 'music tracks' sessions. Shared knowledge of the elements and notation will enable pupils to rehearse and perform together, which will - in turn - develop their musicianship. It will also provide the language with which pupils will record their own compositions, assess them, and access the repertoires of significant and influential composers and performers from around the world from the past and present. The Music curriculum will be aimed at developing our pupil's confidence through performance in the school and in the community, and giving them the capacity to appreciate and enjoy music from different traditions.

Physical Education:

Every school day will begin with 10 minutes of physical exercise at registration, and there will be further 15-minute breaks mid-morning and mid-afternoon, of which 5 minutes will be devoted to exercise. These will involve callisthenics, running, and other activities designed to increase pulse and breathing, but they will done in school uniform minus blazer. As much as possible, exercises will involve all pupils, including those with physical disabilities. We will have at least one Instructor who is trained to provide PE for pupils who have physical conditions which inhibit full participation.

There will be 3 double periods of PE each week in KS3 and KS4 (it will be not be offered in 6th form, but students will have access to facilities for recreation). In KS4, pupils will be able to opt out of two of the three double periods in order to concentrate on other core subjects. The primary focus will be on physical fitness and competitive team sport, although we should have ample opportunity for individual sport. The range on offer will depend to some extent on the premises we are able to obtain—for instance, our first choice, the old Breeze Hill school in Oldham, has excellent facilities, including a swimming pool. Nonetheless, we will do all we can to promote cricket, hockey and football, all of which are popular with pupils in Oldham and Greater Manchester.

Religious Education: Given our ethos, we have to be very sensitive about RE. Capt Burki, who grew up in Manchester and is a British Muslim with extensive experience in Counter-Insurgency training, is in a unique position to liaise with Christian, Muslim and secular groups to organise a syllabus which will increase mutual respect and tolerance and counter the influence of extremist groups.

Enrichment activities:

In keeping with our ethos that young people must make meaningful choices in their lives—both as individuals and as groups—we will offer a range of activities which will open new horizons for them, and then support them in their own choices of enrichment activities. For instance, we would anticipate a lively interest in martial arts courses, and we have close links with local sporting clubs that would be delighted to give lessons in our extended school programme. We would also hope that there would be sufficient interest in cookery to warrant lessons. We are especially attracted to the idea of establishing a corner of our grounds devoted to gardening—but for these activities to succeed, there must be sufficient interest in the subjects and people in the community who are willing to support and deliver them. We will make every effort to engage parents in our extended school programme., as is discussed in detail in D5 and E2. Our links with local businesses should enable us to find sponsors for many enrichment activities.

The extended school programme will be the site of most enrichment activities, although Adventurous Training will be a mandatory activity, and intra- and inter-school sporting matches will be supported in PE. With the assistance of the Manchester School of Music and the Huddersfield Choral Society, we will encourage all of our pupils to perform both in the school and in the community. We hope there will be sufficient interest to justify the establishment of a brass band, which would be immensely popular in the community and a useful tool to cement a particular sense of local identity. We have little doubt but that a brass bandsmen and women of Asian origin would give an real boost to our efforts to forge a common British identity. In the same vein, we would like to encourage Asian pupils to attend Christian worship, and white English pupils to visit a mosque.

Exchange visits with the Royal Hospital School will enable our pupils to participate in sailing, riding and other activities which are normally beyond the reach of maintained schools. They will also give our pupils a chance to form friendships with pupils from different social backgrounds who share our values and ethos. We do not want our pupils to develop resentments of those who are materially better off than they are themselves: accidents of birth have no bearing on an individual's moral worth.

One innovative enrichment activity will be 'twinning' Phoenix with schools in other countries. This project will include study projects on matters of mutual concern to be pursued jointly with our sister schools, and encouraging friendships on social media. Our first 'twin' is the Crescent Model Higher

Secondary School in Lahore—our links with them will enable our pupils to appreciate the extent to which they are all British, and at the same time give them direct evidence of what it is like to live in a country where creature comforts are not taken for granted and where families, rather than the state, provide security. We will also form links with schools in Germany—many members of our armed forces marry German partners, and it will be relatively easy to arrange sponsored exchanges as well as social media links. We will also consider forming links with a school in Poland; in 1993 [REDACTED] worked in Bydgoszcz for Polish Foreign Minister Radek Sikorsky and set up arrangements to donate books to Polish schools.

Other activities will include Debating Matters and the Kasparov Chess Club. We will also encourage volunteering in the community with local charities—every House will be expected to engage with a worthy project.

Most importantly, we will support local people who want to offer courses in our extended school programme—these will be open to all people in Oldham, not just our own pupils.

Typical Yr 7 timetable:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:45	Registration	----	----	----	----
09:00	Maths	PE	Physics	English	RE
09:40	History	PE	Physics	History	Maths
10:20	Break	----	----	----	----
10:35	Biology	Maths	History	PE	History
11:15	Biology	Prep	History	PE	MFL
11:55	Lunch	----	----	----	----
12:30	Music	English	MFL	Chemistry	English
13:10	Prep	English	Maths	Chemistry	Prep
13:50	Break	----	----	----	----
14:05	English	MFL	English	Prep	PE
14:45	RE	History	Prep	Maths	PE
15:25	Registration	----	----	----	----
15:30	Extended School	----	----	----	----

Typical Yr 10 schedule

08:45	Registration	----	----	----	----
09:00	Prep	PE	English	Option1	MFL
09:40	RE	PE	History	MFL	English
10:20	Break	----	----	----	----
10:35	Maths	Prep	Biology	Maths	Prep

11:15	Music	English	Biology	Prep	Maths
11:55	Lunch	----	----	----	----
12:30	English	Maths	MFL	History	Biology
13:10	English	Maths	Maths	English	Prep
13:50	Break	----	----	----	----
14:05	History	History	Prep	PE	History
14:45	Option1	History	Option1	PE	Option1
15:25	Registration	----	----	----	----
15:30	Extended School	----	----	----	----

Typical KS3 timetable:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:45	Registration	----	----	----	----
09:00	Maths	PE	Physics	English	RE
09:40	History	PE	Physics	History	Maths
10:20	Break	----	----	----	----
10:35	Biology	Maths	History	PE	History
11:15	Biology	Prep	History	PE	French
11:55	Lunch	----	----	----	----
12:30	French	English	French	Chemistry	English
13:10	Prep	English	Maths	Chemistry	Prep
13:50	Break	----	----	----	----
14:05	English	French	English	Prep	PE
14:45	RE	History	Prep	Maths	PE
15:25	Registration	----	----	----	----
15:30	Extended School	----	----	----	----

Possible KS4 timetable

08:45	Registration	----	----	----	----
09:00	Prep	PE	English	Spanish	French
09:40	RE	PE	History	RE	English
10:20	Break	----	----	----	----
10:35	Maths	Prep	Biology	Maths	Prep
11:15	French	English	Biology	Prep	Maths
11:55	Lunch	----	----	----	----
12:30	English	Maths	RE	History	Biology
13:10	English	Maths	Maths	English	Prep

13:50	Break	----	----	----	----
14:05	History	History	Prep	PE	History
14:45	Spanish	History	French	PE	Spanish
15:25	Registration	----	----	----	----
15:30	Extended School	----	----	----	----

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

The management structure at Phoenix will be highly devolved, and it will operate on the principle of individual responsibility. Although senior staff (and indeed all staff) will unquestionably have to work as teams, organisations which devolve responsibilities to committees inevitably have a more difficult time identifying individual weakness, and they also discourage initiative. As William H Whyte observed in his 1956 classic *The Organization Man*, "Something really bold and imaginative is by its nature divisive, and the bigger the committee, the more people are likely to be offended". The simplicity of our management structure will, we believe, render it more flexible and more responsive to the needs of our pupils and community.

Another unique feature of the Phoenix management structure is that Heads of Department and subject teachers will have access to a PA. Teachers will play only an incidental or reactive role in pastoral care. We believe that teachers should not be distracted from planning and delivering lessons. If we are to fully engage our pupils' energies, we cannot have teachers whose own energies are diverted to tasks which could be just as well performed by others who are trained specifically to address them.

As is explained in full in F5, our Members are ultimately responsible for everything that happens in the school, and they will appoint outside governors to serve with the Principal, who will supervise the election of staff and parent governors. The Phoenix Board of Governors will hire the Principal and other staff. The Board will communicate all information and instructions through the Principal, who will make his or her own decisions as to how this input is best disseminated or implemented. It will be the Principal's decision as to whether to establish formal standing committees for various purposes, rely upon *ad hoc* committees for one-off tasks, or simply to consult with relevant personnel informally. However these committees may decide, the Principal will have the ultimate decision and responsibility. The Principal will then devolve responsibility as he sees fit to the Head of Studies, the Head of Pastoral Care and Basic Skills, or members of his own staff such as the Bursar, Secretary, etc. The Head of Studies will in turn make his or her decision as to what formal management structure is most appropriate to the department, as will the Head of Pastoral Care and Basic Skills, and Heads of Departments.

To ensure accountability, Phoenix will be relentlessly data-driven.

Obviously, our computerised Curriculum Progression Tests and MidYIS will be the mainstays for tracking academic achievement. We will use Bromcom or a similar system for monitoring attendance and behaviour. Other data, such as records of pupils' physical fitness, will also be tracked. We will also have a formal appeals process by which pupils, parents and staff can lodge complaints or offer suggestions. This will give teeth to our concept of the 'inverted pyramid': everyone will have a right to continue their appeal up to the Board level if they feel they have not received a satisfactory response to their concern. This, along with data collection, will ensure that information passes up as well as down within the school.

In 2014, our embryonic management team will rely heavily upon input from Governors and outside agencies. The first teachers we employ should be of sufficient calibre to act as Heads of Department in subsequent years. Inevitably, the Principal and Secretary will have to multi-task in the first two years. Some functions, such as Human Resources, will be less problematic than at other schools: resettlement boards in the Armed Forces will be able to find all the suitable candidates we need, and the inevitable publicity we attract has brought in large numbers of people interested in working or teaching at Phoenix.

Ultimately, it will be the responsibility of the Board—working in close consultation with the Principal and senior staff—to determine staffing requirements as the school grows year by year. Because Phoenix is a bold and imaginative project, it is less easy to predict exact administrative requirements while the school is in a state of flux, and we will need the flexibility to respond effectively to the needs of our pupils and our community. If, for instance, there were sufficient community demand, we might well have to appoint full-time staff to manage and develop community sporting facilities or adult education programmes. Although these would have to be largely self-financing, it would still have a significant impact on our staffing arrangements. Nonetheless, the accompanying tables should give a reasonably accurate picture of the growth of our staffing structure as the school grows.

The role of our Instructors illustrates the problem we have in determining staff functions with any precision. As stated previously, this role is currently under development by the DfE, and we are also developing it ourselves. The primary functions of the Instructor are to teach basic skills and PE, oversee pastoral care and provide close supervision of our House system. They will have additional roles in supervising enrichment activities such as adventurous training, supervising detention, teaching excluded pupils, supporting teachers in the slower groups, and providing emergency cover. By far the greatest task for our Instructors will be teaching basic skills, and almost all of this activity will occur in Year 7. We know from experience that a substantial percentage of our pupils will require relatively brief remediation, and that significant numbers will be sufficiently literate and numerate to act effectively in our peer-tutoring programme. But exact requirements will be difficult to pin down.

An important aspect of our staff development programme will be to encourage staff to upgrade their academic qualifications. When Instructors are engaged, they will be given aptitude tests that will determine their potential to obtain A-levels and degrees. Those who have the ability and inclination will be assigned to Department Heads of the subjects they wish to study, and will provide support as required in individual classes. In time, this will enable them to provide emergency cover at KS3 and eventually KS4. Instructors will be entitled to tuition grants to pursue distance learning degrees in subjects taught at Phoenix. Teachers will also be entitled to tuition grants for post-graduate studies in our subjects.

At Phoenix, formal CPD will primarily involve improvement of subject knowledge. We do not believe in imposing initiatives from above—rather, we encourage innovation from below, from the people who are closest to their pupils and their needs, and best placed to refine their ideas into lessons that are appropriate to our pupils. For instance, in a school with a substantial percentage of Pakistani and Bangladeshi pupils, themes in English and History which explore the caliphate and the Empire are especially appropriate. Texts from *Kim* to *The Kite Runner* do so in such a way as to help our pupils understand the positive and negative points of these experiences. They will give all pupils a close experience of what it means to be between two cultures, and at a vital point in their mutual histories.

The lines of responsibility will flow as follows:

Level one:

The Principal will direct :

- Head of Studies/Deputy Principal
- Head of Pastoral Care and Basic Skills
- Bursar
- PA/Secretarial Supervisor

Level two:

The Head of Studies/Deputy Principal will direct:

- Heads of Departments (including 6th form from 2018)
- Senco
- IT technician
- own PA

The Head of Pastoral Care and Basic Skills will direct:

1. Senior Instructors
2. Junior Instructors

The Bursar will direct:

1. Bookkeeper/Admin

The PA/Secretarial Supervisor will direct:

2. Secretarial staff
3. Maintenance staff
4. Cleaners
5. Outside contractors such as catering and transport

Level three:

Heads of Department will direct:

- Senior teachers
- Junior teachers

- own PA

- (Table F4.1: Year-by-Year Teacher Appointments
 Table F4.2: Year-by-Year Instructor Appointments
 Table F4.3: Year One Staff Teaching Responsibilities
 Table F4.4: Year Two Staff Teaching Responsibilities
 Table F4.5: Year Three Staff Teaching Responsibilities
 Table F4.6: Year Four Staff Teaching Responsibilities
 Table F4.7: Year Five Staff Teaching Responsibilities
 Table F4.8: Year Six Staff Teaching Responsibilities
 Table F4.9: Year Seven Staff Teaching Responsibilities)

F4.1: Table Showing The Year-By-Year Teacher Appointments.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Head	Head	Head	Head	Head	Head	Head
Deputy Head/ Hd of Studies	Deputy Head/ Hd of Studies	Deputy Head/ Hd of Studies	Deputy Head/ Hd of Studies	Deputy Head/ Hd of Studies	Deputy Head/ HoSt	Deputy Head/ Hd of Studies
S.Tchr(Hist)	HoD(Humanities)	HoD(Hist/RE)	HoD(Science)	HoD(Science)	H of Sixth Form	HoSixth Form
S.Tchr(Eng)	S.Tchr(Eng)	HoD(Eng/MFL)	HoD(Hist/RE)	HoD(Hist/RE)	HoD(Science)	HoD(Science)
S.Tchr(Maths)	S.Tchr(Maths)	HoD(Maths)	HoD(Eng/MFL)	HoD(Eng)	HoD(Hist/RE)	HoD(Hist/RE)
S.Tchr(MFL) + SENCo	S.Tchr(MFL) + SENCo	S.Tchr(Hist)	HoD(Maths)	HoD(Maths)	HoD(Eng)	HoD(Eng)
	J.Tchr(Science)	S.Tchr(Science)	S.Tchr(Hist)	HoD(MFL)	HoD(Maths)	HoD(Maths)
	J.Tchr(Hist)	S.Tchr(Eng)	S.Tchr(Science)	S.Tchr(Science)	HoD(MFL)	HoD(MFL)
	J.Tchr(Eng/Hist)	S.Tchr(MFL) + SENCo	S.Tchr(Eng)	S.Tchr(Science)	S.Tchr(Science)	S.Tchr(Science)
	J.Tchr(Eng)	S.Tchr(Maths)	S.Tchr(SENCo)	S.Tchr(Hist)	S.Tchr(Science)	S.Tchr(Science)
	J.Tchr(Maths)	J.Tchr(MFL)	S.Tchr(MFL)	S.Tchr(Hist)	S.Tchr(Hist)	S.Tchr(Science)
	J.Tchr(MFL)	J.Tchr(MFL)	S.Tchr(Maths)	S.Tchr(Eng)	S.Tchr(Hist)	S.Tchr(Hist)
		J.Tchr(Maths)	J.Tchr(Eng)	S.Tchr(Eng)	S.Tchr(Eng)	S.Tchr(Hist)
		J.Tchr(Hist)	J.Tchr(Eng)	S.Tchr(Maths)	S.Tchr(Eng)	S.Tchr(Hist)
		J.Tchr(Hist)	J.Tchr(Eng)	S.Tchr(Maths)	S.Tchr(SENCo)	S.Tchr(Eng)
		J.Tchr(Eng)	J.Tchr(MFL)	S.Tchr(SENCo)	S.Tchr(Maths)	S.Tchr(Eng)
		J.Tchr(Eng)	J.Tchr(MFL)	S.Tchr(MFL)	S.Tchr(Maths)	S.Tchr(Eng)
20		J.Tchr(Science)	J.Tchr(Maths)	J.Tchr(Science)	S.Tchr(MFL)	S.Tchr(Maths)
		J.Tchr(Sci/Maths)	J.Tchr(Maths)	J.Tchr(Sci/Maths)	J.Tchr(Science)	S.Tchr(Maths)
			J.Tchr(Hist)	J.Tchr(Hist)	J.Tchr(Science)	S.Tchr(Maths)
			J.Tchr(Hist)	J.Tchr(Hist)	J.Tchr(Science)	S.Tchr(MFL)
			J.Tchr(Hist)	J.Tchr(Hist)	J.Tchr(Science)	S.Tchr(MFL)
			J.Tchr(Sci/Maths)	J.Tchr(Hist/RE)	J.Tchr(Sci/Maths)	S.Tchr(SENCo)
			J.Tchr(Science)	J.Tchr(Eng)	J.Tchr(Hist)	J.Tchr(Science)
				J.Tchr(Eng)	J.Tchr(Hist)	J.Tchr(Science)
				J.Tchr(Maths)	J.Tchr(Hist)	J.Tchr(Science)
30				J.Tchr(Maths)	J.Tchr(Eng)	J.Tchr(Science)
				J.Tchr(MFL)	J.Tchr(Eng)	J.Tchr(Science)
				J.Tchr(MFL)	J.Tchr(Eng)	J.Tchr(Sci/Maths)

	J.Tchr(Eng)	J.Tchr(Hist)
	J.Tchr(Maths)	J.Tchr(Hist)
	J.Tchr(Maths)	J.Tchr(Hist)
	J.Tchr(Maths)	J.Tchr(Hist)
	J.Tchr(MFL)	J.Tchr(Eng)
	J.Tchr(MFL)	J.Tchr(Eng)
	J.Tchr(MFL)	J.Tchr(Eng)
	J.Tchr(RE)	J.Tchr(Eng)
		J.Tchr(Maths)
		J.Tchr(Maths)
		J.Tchr(Maths)
		J.Tchr(MFL)
		J.Tchr(MFL)
		J.Tchr(MFL)
		J.Tchr(RE)

Notes: New appointments indicated in yellow.
Senior positions, filled by internal promotion whenever possible, indicated by green.
As an example, the Head of Sixth Form teaches MFL

F4.2: Table Showing The Year-By-Year Instructor Appointments.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills	Hd Past.Care/ Basic Skills
J. Instructor	J. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor
J. Instructor	J. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor
J. Instructor	J. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor
J. Instructor	J. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor
	J. Instructor	J. Instructor	S. Instructor	S. Instructor	S. Instructor	S. Instructor
	J. Instructor	J. Instructor	J. Instructor	J. Instructor	J. Instructor	J. Instructor
		J. Instructor	J. Instructor	J. Instructor	J. Instructor	J. Instructor
		J. Instructor	J. Instructor	J. Instructor	J. Instructor	J. Instructor
10		J. Instructor	J. Instructor	J. Instructor	J. Instructor	J. Instructor
			J. Instructor	J. Instructor	J. Instructor	J. Instructor
			J. Instructor	J. Instructor	J. Instructor	J. Instructor
			J. Instructor	J. Instructor	J. Instructor	J. Instructor
				J. Instructor	J. Instructor	J. Instructor
15				J. Instructor	J. Instructor	J. Instructor
				J. Instructor	J. Instructor	J. Instructor
					J. Instructor	J. Instructor
						J. Instructor

Notes: New appointments indicated in yellow.
Senior positions, filled by internal promotion, indicated by green.

F4.3: Table of Year 1 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep
Total	220	30	30	30	25	20	5	30	25	25
Principal	12			2			5		5	
Hd Past.Care/ Basic Skills	12							2	5	5
Deputy Head/ Hd of Studies	26	25							1	

S.Tchr(Hist)	32		30						2	
S.Tchr(Eng)	32			27					5	
S.Tchr(Maths)	32	5			25				2	
S.Tchr(MFL) + SENCo	25					20			5	
J. Instructor	12							7		5
J. Instructor	12							7		5
J. Instructor	12							7		5
J. Instructor	12							7		5

F4.4: Table of Year 2 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep
Total	440	60	60	60	50	40	10	60	50	50
Principal	5								5	
Deputy Head/ Hd of Studies	22	20							2	
Hd Past.Care/ Basic Skills	15								5	10
HoD(Humanities)	31		29						2	
S.Tchr(Eng)	30			25					5	
S.Tchr(Maths)	32	5			25				2	
S.Tchr(MFL) + SENCo	20					15			5	
J.Tchr(Science)	32	30							2	
J.Tchr(Hist)	31		26						5	
J.Tchr(Eng/Hist)	30		5	10			10		5	
J.Tchr(Eng)	30			25					5	
J.Tchr(Maths)	32	5			25				2	
J.Tchr(MFL)	30					25			5	
J. Instructor	17							10		7
J. Instructor	17							10		7
J. Instructor	17							10		7
J. Instructor	17							10		7
J. Instructor	16							10		6
J. Instructor	16							10		6

F4.5: Table of Year 3 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep
Total	660	90	90	90	75	60	15	90	75	75
Principal	5						5			
Deputy Head/ Hd of Studies	20	20								
Hd Past.Care/ Basic Skills	10								5	5
HoD(Hist/RE)	20		15				5			
HoD(Eng/MFL)	20			20						
HoD(Maths)	20				20					
S.Tchr(Hist)	30		25						5	
S.Tchr(Science)	30	25							5	
S.Tchr(Eng)	30			25					5	
S.Tchr(MFL) + SENCo	15					10			5	
S. Tchr(Maths)	30				25				5	
J.Tchr(MFL)	30					25			5	
J.Tchr(MFL)	30					25			5	
J.Tchr(Maths)	30				25				5	
J.Tchr(Hist)	30		25						5	
J.Tchr(Hist)	30		25						5	
J.Tchr(Eng)	30			25					5	
J.Tchr(Eng)	30			20			5		5	
J.Tchr(Science)	30	25							5	

J.Tchr(Sci/Mths)	30	20			5				5	
S. Instructor	19							10		9
S. Instructor	18							10		8
S. Instructor	18							10		8
S. Instructor	18							10		8
J. Instructor	18							10		8
J. Instructor	18							10		8
J. Instructor	17							10		7
J. Instructor	17							10		7
J. Instructor	17							10		7

F4.6: Table of Year 4 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep
Total	900	120	120	120	100	80	20	120	100	100
Principal	5						5			
Deputy Head/ Hd of Studies	15	15								
Hd Past.Care/ Basic Skills	17								5	12
HoD(Science)	20	20								
HoD(Hist/RE)	20		20							
HoD(Eng/MFL)	20			20						
HoD(Maths)	20				20					
S.Tchr(Hist)	30		25						5	
S.Tchr (Science)	30	25							5	
S.Tchr(Eng)	30			25					5	
S.Tchr SENCo	15					5	5		5	
S.Tchr(MFL)	30					25			5	
S.Tchr(Maths)	30				25				5	
J.Tchr(Eng)	30			25					5	
J.Tchr(Eng)	30			25					5	
J.Tchr(Eng)	30			25					5	
J.Tchr(MFL)	30					25			5	
J.Tchr(MFL)	30					25			5	
J.Tchr(Maths)	30					25			5	
J.Tchr(Maths)	30					25			5	
J.Tchr(Hist)	30		25						5	
J.Tchr(Hist)	30		25						5	
J.Tchr(Hist)	30		25						5	
J.Tchr(Sci/Mths)	30	15			5		5		5	
J.Tchr(Science)	30	20					5		5	
S. Instructor	20							10		10
S. Instructor	20							10		10
S. Instructor	20							10		10
S. Instructor	20							10		10
S. Instructor	20							10		10
J. Instructor	20							10		10
J. Instructor	19							10		9
J. Instructor	19							10		9
J. Instructor	19							10		9
J. Instructor	17							10		7
J. Instructor	17							10		7
J. Instructor	17							10		7

F4.7: Table of Year 5 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep
Total	1100	150	150	150	125	100	25	180	125	125

Principal	5						5				
Deputy Head/ HoS	15	15									
Hd Past.Care/B.S	15								5	10	
HoD(Science)	20	20									
HoD(Hist/RE)	20		15				5				
HoD(Eng)	20			20							
HoD(Maths)	20				20						
HoD(MFL)	20					20					
S.Tchr(Science)	30	30									
S.Tchr(Science)	30	30									
S.Tchr(Hist)	30		25						5		
S.Tchr(Hist)	30		25						5		
S.Tchr(Eng)	30			25					5		
S.Tchr(Eng)	30			25					5		
S.Tchr(Maths)	30				25				5		
S.Tchr(Maths)	30				25				5		
S.Tchr SENCo	15				5		5		5		
S.Tchr(MFL)	30						25		5		
J.Tchr(Science)	30	30									
J.Tchr(Sci/Mths)	30	25			5						
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist/RE)	30		10				15		5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Maths)	30				25				5		
J.Tchr(Maths)	30				25				5		
J.Tchr(MFL)	30					25			5		
J.Tchr(MFL)	30					25			5		
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
J. Instructor	19							10		9	
J. Instructor	19							10		9	
J. Instructor	19							10		9	
J. Instructor	19							10		9	
J. Instructor	19							10		9	
J. Instructor	17							10		7	
J. Instructor	17							10		7	
J. Instructor	17							10		7	
J. Instructor	17							10		7	
J. Instructor	17							10		7	
J. Instructor	17							10		7	

F4.8: Table of Year 6 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep	Tutorial
Total	1325	210	175	175	150	130	25	160	150	125	25
Principal	0										
Deputy Head/ HoSt	15	15									
H of Sixth Form	15					15					
Hd Past.Care/B.S	15								5	10	

HoD(Science)	20	15									5
HoD(Hist/RE)	20		15								5
HoD(Eng)	20			15							5
HoD(Maths)	20				15						5
HoD(MFL)	20					15					5
S.Tchr(Science)	30	30									
S.Tchr(Science)	30	30									
S.Tchr(Hist)	30		30								
S.Tchr(Hist)	30		30								
S.Tchr(Eng)	30			25						5	
S.Tchr(Eng)	30			25						5	
S.Tchr SENCo	15			10							
S.Tchr(Maths)	30				25					5	
S.Tchr(Maths)	30				25					5	
S.Tchr(MFL)	30					25				5	
J.Tchr(Science)	30	25								5	
J.Tchr(Science)	30	25								5	
J.Tchr(Science)	30	25								5	
J.Tchr(Science)	30	25								5	
J.Tchr(Sci/Mths)	30	20			10						
J.Tchr(Hist)	30		25							5	
J.Tchr(Hist)	30		25							5	
J.Tchr(Hist)	30		25							5	
J.Tchr(Hist)	30		25							5	
J.Tchr(Eng)	30			25						5	
J.Tchr(Eng)	30			25						5	
J.Tchr(Eng)	30			25						5	
J.Tchr(Eng)	30			25						5	
J.Tchr(Maths)	30				25					5	
J.Tchr(Maths)	30				25					5	
J.Tchr(Maths)	30				25					5	
J.Tchr(MFL)	30					25				5	
J.Tchr(MFL)	30					25				5	
J.Tchr(MFL)	30					25				5	
J.Tchr(RE)	30						25			5	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
J. Instructor	19							11		9	
J. Instructor	19							11		9	
J. Instructor	19							11		9	
J. Instructor	19							11		9	
J. Instructor	19							11		9	
J. Instructor	17							11		7	
J. Instructor	17							11		7	
J. Instructor	17							11		7	
J. Instructor	17							11		7	
J. Instructor	17							11		7	

F4.9: Table of Year 7 Staff Teaching Responsibilities. (Periods/week)

	Total	Science	History	English	Maths	MFL	R.E.	P.E.	MAD	Prep	Tutorial
Total	1550	270	200	200	175	160	25	170	175	125	50

	1550	270	200	200	175	160	25	170	175	125	50
Principal	5								5		
Deputy Head/ Hd of Studies	15	15									
HoSixth Form	15					15					
Hd Past.Care/ Basic Skills	15								5	10	
HoD(Science)	20	15									5
HoD(Hist/RE)	20		15								5
HoD(Eng)	20			15							5
HoD(Maths)	20				15						5
HoD(MFL)	20					15					5
S.Tchr(Science)	30	25									5
S.Tchr(Science)	30	25							5		
S.Tchr(Science)	30	25							5		
S.Tchr(Hist)	30		25								5
S.Tchr(Hist)	30		30								
S.Tchr(Hist)	30		30								
S.Tchr(Eng)	30			25							5
S.Tchr(Eng)	30			25					5		
S.Tchr(Eng)	30			25					5		
S. Tchr(Maths)	30				25						5
S. Tchr(Maths)	30				25				5		
S. Tchr(Maths)	30				25				5		
S.Tchr(MFL)	30					25					5
S.Tchr(MFL)	30					30					
S.Tchr SENCo	10			10							
J.Tchr(Science)	30	25							5		
J.Tchr(Science)	30	25							5		
J.Tchr(Science)	30	25							5		
J.Tchr(Science)	30	25							5		
J.Tchr(Science)	30	25							5		
J.Tchr(Science)	30	25							5		
J Tchr(Sci/Mths)	30	15			10				5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Hist)	30		25						5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Eng)	30			25					5		
J.Tchr(Maths)	30				25				5		
J.Tchr(Maths)	30				25				5		
J.Tchr(Maths)	30				25				5		
J.Tchr(MFL)	30					25			5		
J.Tchr(MFL)	30					25			5		
J.Tchr(MFL)	30					25			5		
J.Tchr(RE)	30						25		5		
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	
S. Instructor	22							10	5	7	

J. Instructor	18							10		8	
J. Instructor	19							11		8	
J. Instructor	19							11		8	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	
J. Instructor	18							11		7	

Av Pupils per class Year 10-11	20										
teaching sets Years 12-13	23										
Av Pupils per set Year 12-13	11.7										
Minutes per period	40										
Core subject teaching						Non-Core Teaching					
KS 3	Periods	Classes		Hours per week		Periods	Classes			Hours per week	
English	6	5		4.00	MAD	4	5			2.67	
Maths	5	5		3.33	Games	1	5			0.67	
Science	6	5		4.00							
History	6	5		4.00							
MFL	3	5		2.00							
Music	1	5		0.67							
RE	1	5		0.67							
PE	6	5		4.00							
prep	6	5		4.00							
Total	40			26.67							
KS 4											
English	6	6		4.00	MAD	4	6			2.67	
Maths	5	6		3.33	Games	1	6			0.67	
Science	6	6		4.00							
History	6	6		4.00							
MFL	3	6		2.00							
Music	1	6		0.67							
RE	1	6		0.67							
Option 1	4	12		2.67	(one option assumed to be a language, other MAD)						
PE	4	5		2.67							
prep	4	6		2.67							
Total	40			26.67							
KS 5	8			5.33							
English	8	3		5.33	MAD	4	2			2.67	
Maths	8	3		5.33	Games	1	2			0.67	
Human Biology	8	2		5.33							
Biology	8	1		5.33							
Chemistry	8	2		5.33							

Physics	8	1	5.33				
History	8	1	5.33				
Geography	8	1	5.33				
French	8	1	5.33				
Spanish	8	1	5.33				
Economics	8	2	5.33				
PE	8	2	5.33				
Music	8	1	5.33				
Art	8	1	5.33				
Theatre Studies	8	1	5.33				
IT (technical)		1					
3 A levels	24	24	16.00				
prep	10		(locations)				
Extra-curricular (e.g. music)	6	4					
Total	40		26.67				

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

Due to the radical nature of our approach to SEN, we have not followed the sequence set out for D5 in the application; however, we have covered all of the topics considered.

Overview:

Special Educational Needs may consist of any of a range of learning difficulties; social, behavioural and emotional problems; problems within the home environment; AEN such as EAL or looked-after children; gifted and talented; and children with medical conditions and physical disabilities. We believe strongly in employing a 'quality first' approach to teaching for all pupils, not just SEN. The characteristics of this approach are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise for effort and achievement.

In the first instance, we will assess all pupils at the point of enrolment using a systematic approach to identifying those children/groups who are exceeding, meeting or falling below or exceeding national expectations and then matching provision/intervention to those findings will be part of the modus operandi for the school. We will use the following assessments: CAT3 Cognitive Abilities Test; WRAT4 test of literacy skills; Young's Parallel Spelling Test; MaLT 11 (Mathematics Assessment for Learning and Teaching); MiDYIS; and our own assessments of

subject knowledge. We will not be using specific tests for dyslexia or other learning difficulties, as these produce so many false positives as to be of little value.⁴⁹ All of this information will be collated by the Senco, and be made available to staff on our Bromcom system and/or other data monitoring programmes.

This information will be used to identify pupils currently identified as SEN who have made sufficient progress to consider taking them off the Code, G&T pupils who will require more challenging provision, or pupils whose level of achievement is such as to cause concern for their ability to fully access the curriculum. This information will be used to group pupils for instruction and revise PLPs and plan remedial work that will enable them make rapid progress. Prior to the beginning of term, parents of pupils with more severe deficits may be shown how to use flashcards to improve phonics skills and to teach number facts. All of this information will allow us to begin the first term with a fully-developed curriculum for all pupils. The Senco will be the lead member of staff responsible for drafting PLPs, managing resource allocation, monitoring provision and progress, liaison with outside agencies and buying in expert advice, determining how ICT can be used to improve progress, keeping up to date with new legislation, and delivering CPD to ensure that all staff are kept up to date on the constantly evolving taxonomy and definitions of best practice in SEN. The Senco, who will work towards the National SENCO award, will be under the direct supervision of the Principal. Support activities will be concentrated in Prep. Each PLP will designate the pupil's House Instructor as mentor with the primary responsibility for delivery. Nonetheless, the Phoenix approach to SEN is substantially at odds with the prevailing assumptions that govern current policy. We believe that the great majority of pupils now classified as SEN have very little wrong with them other than poor literacy skills, which in turn result from schools' failure to implement the recommendations of the 2006 Rose Review. This in turn means that there are far fewer resources to deal with pupils who have more intractable problems and who need to be on the Code.

The most convincing evidence for linking the majority of SEN diagnoses to ineffective literacy instruction comes from Kobi Nazrul Primary School. In the late 1990s, they achieved spectacular results with an impoverished intake—60% qualified for FSM, and 80% came from Bengali homes where little or no English was spoken. Nonetheless, all of their children could read—and only 3% were on the special needs register. At the end of KS1, all of their pupils reached at least 2C in English, Maths and Science. In 1999, ██████████ administered the London Reading Test and Young's Parallel Spelling Test to all of their Year 4 pupils, and confirmed that these gains persisted. On average, their pupils were 22 months ahead of norms in spelling. As ██████████ wrote in the *Daily Telegraph*, "Something stands out a mile here: a negligible rate of SEN registration seems to go hand in hand with a very high rate of reading success".⁵⁰

⁴⁹ Reason, R (2002) *Dyslexia, Literacy and Psychological Assessment*, British Psychological Society

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□ *Daily Telegraph*, 17 Dec 1998

It is highly unlikely that Kobi Nazrul was magically blessed with an intake almost entirely devoid of pupils with emotional disorders, chaotic home situations, dyslexia, ADHD, ASD or any of the many presumed causes of learning failure. However, their teaching enabled them to overcome these barriers without undue difficulty and without the necessity of labelling them as SEN. The difference is attitude: Ruth Miskin was looking for solutions, rather than excuses for failure. Pupils who had difficulty learning basic decoding and spelling skills received more practice. It is crucial to note that they received the same teaching as other pupils—they merely got more of it. Ruth Miskin persisted with the synthetic phonics approach long past the point where most teachers would have tried other methods—and the results speak for themselves.

At Phoenix, we make no apology for adopting this attitude. We appreciate that the pupils who come to us at Phoenix may well have one or more of these “barriers to learning”, but we believe that in the great majority of cases these are much more effectively overcome when the child is not treated as SEN. And we believe that once basic skills deficits are remediated, there will usually be no reason to retain the pupil on the SEN register, save for the financial incentives to do so. Our target is to reduce the rate of SEN registration to no more than 5% by the end of Year 7, and to maintain or reduce this rate in subsequent years. This is modest enough: compared to Kobi Nazrul, our demographic is relatively advantaged. In the areas where we are recruiting, 25% of all primary school pupils are listed as SEN; about 2% of these have statements; and just over 25% qualify for FSM.

We will not be removing any of the safeguards in the present system, and all of our pupil contact staff will attend a course provided by the University of Derby's School of Education on meeting different learners' needs, inclusive practice and diversity. Yet our approach to dealing with differences in ability will focus on attaining common academic goals as rather than on pupils' barriers to learning. Although we will be aware of the latter, we will not let them lower our sights in terms of achieving social and academic goals. In the first instance, the swift remediation of basic skills deficits will have a profound effect on pupils' ability to engage the curriculum and their confidence and willingness to do so. We believe that this alone will enable us to get the bulk of our SEN pupils off the Code.

The kind of teaching that works best with pupils with learning difficulties works best with all children—when we have to provide in-class support, we will regard it as a temporary measure and work towards a more satisfactory solution to the pupil's problems. We regard the provision of in-class support as profoundly hostile to the principle of inclusion; the presence of a TA at a pupil's side can be deeply humiliating. In the vast majority of cases, in-class support is provided for pupils with poor literacy skills and/or behavioural problems. We believe that support should be provided prior to engaging the curriculum, so that in-class support is not indicated. This will be explained in this section and in D7. Considering the percentage of pupils who become NEETs, and the widespread concern about youthful alienation in the wake of the August 2011 urban riots, we believe that our approach to SEN provision must be given a chance.

The SEN Code of Practice:

Although we recognise that special needs are real enough, we believe that outcomes are the only thing that counts to the child. The Code, which specifies bureaucratic procedures in great detail, is strangely vague about outcomes. That is what we want to change. Every PLP we issue will specify concrete goals in terms of academic achievement as measured by the objective tests that will be used upon entry, as well as by our Curriculum Progression Tests. Indeed, our computerised system of assessment will give us a rich source of data for formative and summative assessment. Our education plan, which calls for intensive remediation of basic skills deficits and setting by ability in each academic subject, will enable our staff to focus relentlessly on ensuring that those outcomes are every bit as successful as those at Kobi Nazrul.

We believe that our learning environment and education plan will enable virtually every child to succeed academically and socially, and that this success will either eliminate these “barriers to learning” or render them irrelevant. This is not to say that these barriers will be ignored, nor that we will not have pupils who require considerable amounts of additional support. The advantages of this approach are considerable. First, pupils who are identified as having special needs may lower their own expectations. As teachers, we know that they frequently use their 'special needs' as an excuse for avoiding work they are easily capable of doing. This can become a vicious circle—teachers in turn may lower their expectations of a child who has been labelled SEN. Pupils can easily become conditioned to expect support, and this undermines their initiative and their ability to act independently. When pupils leave school, the support is no longer there. We believe these habits of dependency are an important factor in the NEET problem. Our goal is to develop all pupils' potential in such a way as to maximise their ability to lead productive, independent lives.

Secondly, our savings—in terms of assessment, in-class support, drafting PLPs and reports, meetings, finding external resources, differentiation and dealing with behavioural problems—will enable us to offer much more meaningful support to pupils whose learning difficulties are such that they do require intensive specialist help, and those with intractable special needs such as physical handicaps, Down's syndrome and severe emotional disorders. Currently, the incentives for improving outcomes are weak—indeed, schools lose money when pupils come off the Code—but the penalties for non-compliance can have serious implications for the school and the Senco. We realise that our position is highly contentious. However, what we are doing has profound implications for the SEN industry. We will ensure that everything we do is independently monitored, and that we work closely with social services and other agencies responsible for the welfare of vulnerable children. When children genuinely do need to be on the Code, our staff will have adequate time and resources to act effectively. Phoenix will have all the usual back-up systems in place to support the small minority of pupils whose needs cannot be completely met in Prep and in our mainstream classes.

When pupils are under the Code, the Senco will be responsible for drafting PLPs and disseminating them to the Instructor responsible for the pupil. The Senco will also ensure that the Instructor has access to training and resources that may be required. The Instructor will organise work as appropriate during prep and will liaise with teachers and with parents to ensure that the PLP is implemented. The PLP and all

relevant material will be on the pupil's personal file which can be accessed by all teaching staff. In drafting the PLP, the Senco will:

- Provide an outline of what they wish the child to achieve the following term (e.g. 'Reliably convert fractions to percentages'; 'Achieve a standard score of at least 85 on WRAT4'; Demonstrate ability to work effectively in a team on Adventurous Training exercise).
- Research literature in meeting the child's needs or in particular areas of development and determine what, if any, outside resources are needed to maintain academic progress. The emphasis will be on precision teaching materials that progress towards specific objectives which contribute to overarching aims defined in the PLP.
- Describe the way in which progress towards these learning goals will be supported through specific activities. This will normally involve one to one work outside the normal class routine but can involve specific strategies employed by the teacher or Instructor during class or prep, or material to be used at home by parents.
- Describe how progress will be assessed. Wherever possible objective and/or external assessments should be used.
- Consult with the child and other significant people where possible (e.g. parents, Instructors)
- Consider how the child will be supported in their learning, participation and sense of belonging in the classroom.

Remediating basic skills deficits:

At Phoenix, our early emphasis on remediating deficits in basic literacy skills will make a dramatic impact on the number of SEN pupils. Poor literacy skills are indicated in up to 90% pupils adjudged to have SEN.⁵¹ In almost all cases, their problems can be successfully overcome without specialist help—rather, the key to making dramatic progress rests in the intensive focus of instruction and the amount of curriculum time devoted to remediation. The *Sound Foundations* literacy materials will form the basis of remedial teaching of decoding and basic writing skills. They are precision teaching materials which use massed practice to confirm progress in small steps, and distributed practice to ensure long-term retention and transfer of skills. They are specifically suited to a quality first approach. Independent evaluations in 2009 by Southampton and Gloucestershire LAs have found the decoding programmes to be exceptionally effective and cost-effective. They can be used to good effect by TAs and parents with minimal training and guidance. The Gloucestershire study was a Wave 3 intervention involving 200 non-readers in 37 primary schools and 3 special schools. They found that

“Every one of the mainstream pupils made progress on the Phonic Assessment over the 18 weeks of the intervention. Many pupils made remarkable progress of well over 100 – 150 points out of a maximum score of

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⁵¹ Burkard, T. (Summer 1998) “Literacy: identification of special needs in primary school”, *British Journal of Curriculum and Assessment* 8:3, pp. 10-12

251 points on the devised assessment, and 40% (i.e. 80 pupils) had virtually caught up with their peers, even though only 7 out of the 200 children had completed the whole programme in the 18 weeks. Pupils were able to generalise from the structured phonics programme and made good progress with 'Real Books'...

"All but 2 of the Special School pupils made good progress though a little slower than their mainstream peers. The most significant progress was made by children with Communication and Interaction difficulties associated with Autistic Spectrum Disorder...

"... (40%) i.e. approximately 80 out of the 200 pupils were seen by parents and teachers as anxious and avoiding engagement with reading. At the end of the programme 80% of parents reported their children were keen and willing to read. Teachers and Teaching Assistants (TAs) reported a similar positive effect on pupils' motivation to read, write and engage with the whole literacy curriculum."⁵²

All *Sound Foundations* materials avoid babyish content, and are suitable for use with pupils of all ages. They are used in 47 secondary schools in the UK, as well as almost 1,000 primary schools.

At Phoenix, all remedial basic skills instruction will be the responsibility of our Instructors, who will be trained in the use of our materials. They will also be trained to initiate and supervise peer tutoring activities, which have recently produced outstanding results in a Durham University pilot conducted in 129 Scottish schools.⁵³ Paired reading and *Sound Foundations* are both eminently suited to use in family literacy programmes and peer tutoring.

The bulk of basic skills training will be delivered in English and Maths classes at the beginning of Year 7. As stated in D1, we cannot accurately predict the extent of the problem at Phoenix, but at a minimum it is likely that a majority of our intake will not be able to write well. Quite likely as many as one in five will need help with decoding, and at least as many will not have an adequate grasp of basic arithmetic (let alone other strands of the maths curriculum). Since mathematical reasoning—which entails understanding written text—is an important element of the maths curriculum, it is essential to remediate deficits in decoding skills before this gap can be addressed.

██████████—who has created highly-successful family literacy programmes for SEN pupils⁵⁴, will be in overall charge of programme design, assessment and staff training. He will also work closely with the Senco and the Lead Instructor to ensure

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□ [Gloucestershire Supporting Early Reading Pilot 2008-10](#)

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□ [Durham University School of Education, 'Cross-Age Peer Tutoring shown to be effective on a large scale', dur.ac.uk, 2011](#)

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□ Burkard, T. (Summer 1998) "Direct Instruction of Literacy Skills in a comprehensive secondary school", *Dyslexia Review* 10:1, pp.13-15

that pupil progress is carefully monitored, and that pupils who fail to make rapid progress receive additional help. As explained above, all pupils will take standardised tests of basic skills at the time they sign up with Phoenix. This will enable us to plan ahead and ensure that deficits are addressed from the very first day of school. In most secondary schools, testing does not begin until the second week in September at the earliest, and pupils often do not get significant help until after half term. This no doubt is a significant factor in the 'slump' between KS2 and KS3..

Parents of children with skills deficits will be usually be asked to work with their child at home prior to the start of school. They will be given flashcards for teaching grapheme-phoneme correspondences and number facts. These are extremely easy to use and surprisingly effective. After school begins, parents whose children have more severe deficits will be asked to attend a remedial session once a week so that they can use *Sound Foundations* material and paired reading at home. All pupils needing remedial work in either literacy or numeracy skills will be placed in the lower sets in English or Maths as appropriate. All work in these sets will focus on basic skills until such time as skills deficits are eliminated. Each English class will be divided into four groups according to spelling ability; an Instructor will teach the slower two groups and a teacher will teach the more advanced pupils. Half of the time will be devoted to the *Sound Foundations* writing and spelling programme, *Apples and Pears*. The other half will engage with the Renaissance Learning *Accelerated Reader* electronic library, which systematically builds vocabulary, fluency and understanding. A similar arrangement will be used in Maths, with a teacher and an Instructor working together to deliver *Sound Foundations* basic maths materials (which are focused on number), with the others working independently with Renaissance Learning *Accelerated Maths* software. During prep, cross-peer tutoring will be arranged by the tutor to give additional reinforcement where needed. The use of the Bromcom system will ensure that all parties concerned are aware of specific needs and problems, and that all information is available to the Senco and management.

'Barriers to learning'--cognition and learning needs:

There is no question but that many pupils find some aspects of the curriculum difficult, especially in reference to learning basic skills. If tested with standard tests such as the Weschler Intelligence Test for Children or the Bangor Dyslexia Test, they will most likely have a number of deficits in terms of memory, perception and/or reasoning. However, this does not really help the teacher. A British Psychological Society Report concluded that such tests produce so many false positives as to be of very little diagnostic value.⁵⁵ Reviewing the literature, both Adams and Branwhite concluded that successful remediation programmes focus on the skills to be learnt, rather than the pupil's putative learning style or disability.⁵⁶

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□ *Dyslexia, Literacy and Psychological Assessment*, The British Psychological Society (1999)

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□ see Adams, MJ (1990) *Beginning to Read: Thinking and Learning about Print*, MIT Press; and Branwhite, T (1986) *Designing Special Programmes: A handbook for teachers of children with learning difficulties*, Routledge

The term 'learning needs' is often used in the sense of learning styles or multiple intelligences. The notion that teachers should orient their teaching to match pupils' perceived 'learning styles' has been comprehensively demolished by Baroness Greenfield, Britain's most distinguished neuroscientist.⁵⁷ The elementary levels of our curriculum pathways in other core subjects will be designed to take in account low literacy levels in the beginning stages. For example, in maths the initial emphasis will be upon mastering basic algorithms, and all problem-solving activities will be done orally on a whole-class basis. In History, much of the initial input will involve videos used in conjunction with interactive whole-class discussions and oral quizzes.

Barriers to learning — behavioural, emotional and social development needs:

As teachers, we are familiar with the extent to which behavioural problems impact upon learning. We also know that the disciplinary system outlined in D6 works, and that once behavioural problems are controlled, all pupils are capable of learning. The key issue is safety: when pupils feel threatened, either by other children or by teachers they regard as hostile, learning is seriously impaired. By far the largest amount of emotional and behavioural problems encountered in schools are situational, and can be dealt with successfully by ensuring that the learning and social environments reward achievement and co-operative behaviour, and sanctions are in place to discourage anti-social behaviour.

Of course, some pupils will have intrinsic mental health problems. It is crucial that these are identified and dealt with by qualified professionals. When any pupil at Phoenix exhibits behaviour which indicates mental illness, we will work closely with parents to ensure that CAMHS respond promptly. We do not expect our teachers to act as amateur psychotherapists.

Other conditions which are widely regarded as demanding bespoke support are ADHD and ASD. At the University of Toronto, Tannock has demonstrated that ADHD is a cognitive, rather than a behavioural construct, and that a key factor is poor working memory. Working memory is the temporary storage facility the mind has for retaining various inputs for long enough for the executive function to make sense of them. Limitations in working memory can be overcome by 'chunking' input: for instance, the letters IFACIB are not easy to recall, but we can easily retain FBICIA if we are at all familiar with US Federal law enforcement.⁵⁸ As Willingham argues, the implications for teaching are that pupils need to have well-developed schemata of knowledge and understanding in order reduce new input to levels that their limitations in working memory are capable of handling. The modern emphasis on 'skills' rather than knowledge is almost certainly a significant factor in the increasing incidence of ADHD in the US and now in Britain.

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□ [Henry, J., 'Professor pans "learning style" teaching method', Telegraph.co.uk, 2007](http://www.telegraph.co.uk)

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□ Dingfelder, S., 'A workout for working memory', *American Psychological Association*, Vol. 36, No. 8, p.48

A visit to Durand Academy in Lambeth demonstrates the extent to which structured teaching of knowledge and understanding can eliminate the negative effects of ADHD. Over 95% of their pupils are of African or Afro-Caribbean origin, and half of them qualify for free school meals. Many of them arrive “unprepared for learning: unable to sit still and listen, or not toilet-trained”. Nonetheless, Durand's KS2 SATs results put it in the top 2% of English primary schools.⁵⁹ Visiting the school, one is struck by the contrast between behaviour in the classroom—where pupils work calmly and industriously under the direction of their teachers, and visitors feel impelled to talk in whispers—and the boisterous enthusiasm and shouting of their pupils on the playground. Durand has an uncompromisingly didactic approach to teaching the basic building blocks of learning—one which is so at odds with current orthodoxy that they have to train their own teachers.

Their highly structured approach to teaching makes it possible for virtually all children—including those whose parents are unable to contribute significantly to their academic progress—to make normal progress. The following description of the TEACCH system for autistic children fits closely with practices observed at Kobi Nazrul and Durand—and indeed with the military Methods of Instruction syllabus:

“Structured teaching is an important priority because of the TEACCH research and experience that structure fits the “culture of autism” more effectively than any other techniques we have observed. Organising the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials have been effective ways of developing skills and allowing people with autism to use these skills independently of direct adult prompting and cueing. These priorities are especially important for students with autism who are frequently held back by their inability to work independently in a variety of situations.”⁶⁰

Barriers to learning—communication and interaction needs:

Effective communication and interaction skills arise from using language in a meaningful context, and from positive interactions with peers and adults. Direct instruction—which entails constant oral and written feedback from pupils to confirm that teaching has been understood—is the most powerful means of increasing both receptive and expressive language skills. Every utterance is designed to carry meaning and evoke a response, and pupils get immediate feedback which enables them to refine and improve their responses.

Social interaction generally occurs spontaneously when children are together, but there is no guarantee that it will happen, or that it will be a positive experience when it does. The Phoenix House system will provide pupils with incentives and

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□ [‘A class act’, Economist.com, 29th October 2011](#)

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□ Howlin, P., (1997) “Prognosis in autism: do specialist treatments affect long-term outcome?”, *European child & adolescent psychiatry* 6 (2): 55–72

opportunities to interact in a positive way and to build lasting relationships with pupils of different ages and ethnic background and with their Instructor. The dynamics of the House system strongly discourage anti-social behaviour and bullying, both of which can damage the trust upon which sociable behaviour relies.

Barriers to learning—sensory and physical needs:

Pupils with physical handicaps should be able to participate fully in all academic pursuits: they will need little if anything in the way of in-class support other than physical assistance. The Senco will be responsible for ensuring that all teachers are aware of these needs and have the resources (and if necessary, the training) to deal with them. However, PE will have to be tailored to their individual abilities. It would be impractical for them to participate in most adventurous training, but they still could be trained to be useful members of their team by planning activities and providing support. For instance, on an orienteering exercise, they could maintain radio contact with their team, tracking their progress on a map, and ensuring that they didn't get lost.

We will aim to provide the additional resourcing required to support the school based provision at School Action and to finance any additional support that may be needed from outside agencies at School Action Plus and for Statemented Pupils. The responsibility for School Action and School Action Plus referrals fall to the SENCO. They will keep a register of pupils receiving support and in collaboration with subject teachers and the pastoral team will monitor the pupil's progress. This is in collaboration with the pupil, subject teachers, parents, relevant external agencies and the Head of the pupil's House. Progress will be reviewed at least twice a year and decisions will be made whether, for example to continue to provide support at School Action, move to School Action Plus or remove from the register. Statemented Pupils are also the responsibility of the SENCO, working in collaboration with the Instructors, relevant external agencies, the pupil, the pupil's teachers and parents. The pupil's progress is reviewed termly by the SENCO who, in collaboration with teachers and Instructors, will set new targets for the following term. Each year there will be a review of provision for that pupil and a decision made whether to maintain the support or review the statement.

All children attending Phoenix with Special Needs, whether intellectual (including Gifted and Talented), physical, sensory, emotional or social, will receive appropriate educational provision and additional support to enable them to develop their potential to the full. The Special Needs of each child will be identified prior to entry, recorded on the School's SEN register and regularly reviewed. Individual targets will be set, progress carefully monitored and, where progress is inadequate, intervention speedily put in place. Effective liaison and good communication between Phoenix and key support agencies such as the Educational Psychology Service, Education Welfare, Social Services and Connexions will ensure that the most complex needs are fully met and that all pupils are able to reach their full potential. The school will adhere to the standard SEN obligations to be contained within its Funding Agreement and will comply with all guidance and best practice on SEN as it applies to free schools.

Gifted and Talented:

Phoenix wants all of its pupils to maximize their potential - intellectual, physical, aesthetic, creative, emotional, spiritual and social. Ability alone does not guarantee success and we will ensure that our brightest have abundant opportunities to excel. 'Gifted' pupils are those who demonstrate a significantly higher level of academic ability than most pupils of the same age, background and experience in one or more curriculum areas. 'Talented' are those pupils who possess an exceptional talent or in a curriculum area such as music, art or sport or a less easily quantifiable talent such as leadership, creativity or social maturity. The more able pupil already demonstrates the skills of a successful learner. Our emphasis on competition will motivate bright but lazy pupils to attain the highest standards. Exceptional pupils need the stimulation of similarly-able peers to provide new insights, and to introduce them to new books and ideas. Our exchanges with the Royal Hospital School and our participation in Debating Matters and the Kasparov Chess Club will give them opportunities to interact with outstanding pupils from other schools. Department Heads will incorporate a variety of approaches in supporting gifted and talented pupils. These will include:

ensuring that the brightest pupils have opportunities to study and achieve outside the normal IGCSE/GCSE learning stream,
mentoring by gifted and talented adults,
opportunities to visit Oxford University,
opportunities to do original research on and off site,
curricular projects and workshops,
use of outside agencies and speakers,
formal recognition of achievement in the school, the community, the press and the media.

EAL:

We do not anticipate that we will have many (if any) EAL pupils. Oldham has had very little inward immigration in recent years, and most non-white parents who have indicated Phoenix as their first choice have an adequate if not fluent command of spoken English. All of the children we have talked to speak fluent idiomatic English. Ethnic origins for Oldham as whole are: white English, 81.5%; Pakistani, 7%; Bangladeshi, 5.1%; Indian, 1%; black Caribbean, .5%; black African, .5%; white Irish, .8%; other white, 1.1%. The percentage of young people shows a much higher concentration of Pakistanis and Bangladeshis, and of the pupils we have recruited, about 40% are Muslim. Nonetheless, we must be prepared. Our EAL policy has been developed in line with good practice published by the National Association of Language Development in the Curriculum, Ofsted and the QCDA. This will include:

- Assessment of children's progress/stage of development in conversational and academic English
- Personalised assessment and target setting based on above assessments.
- Acceleration of conversational and academic language development across the curriculum
- Bilingual teaching assistants
- Scaffolding teaching in response to analysis of language demands and language opportunities

- Community links and parental involvement
- High Expectations – consistent with all cohorts
- A recognition that EAL *is not the same* as SEND and that EAL students have much existing knowledge and understanding to build on (e.g. in terms of concepts already formed and in terms of their understanding of language).

EAL students will also be assessed in the same way as other pupils, as outlined at the beginning of D4. This is in line with the advice given by the QDCA that a common scale for pupil assessment is best. Those pupils with a reading age of below 6 or a national curriculum level of below 1 (typically new EAL learners) will be removed from the mainstream curriculum for a one week intensive programme that will equip them with some of the basics. This programme will be delivered by a specialist and will have a small pupil-teacher ratio (or more likely, on a one-to-one basis). However, after this, pupils will attend most mainstream lessons so that they can develop their English through immersion, and at the same time they will receive individualised instruction as determined in their PLP. Direct Instruction—which will be used extensively at Phoenix—and quality first teaching are highly interactive, and they will give the EAL pupil ample practice using English in a meaningful context, and receiving corrections which will continuously refine their linguistic skills. One of our designated Instructors, [REDACTED], has taught ESOL students in FE and will co-ordinate support activities under the direction of the Senco. Whenever possible, EAL pupils will be given a pupil mentor who speaks or at least understands their first language. When this happens, they will be assigned to the same House to ensure that the pupil has assistance in Prep.

Intensive instruction in reading and spelling is an extremely important factor in language acquisition. The structured approach used in *Sound Foundations* has proved very successful with EAL learners at Barnardiston Hall Preparatory School. Our pupils will receive instruction alongside other pupils with basic skills deficits. The Renaissance Learning *English in a Flash* software will enable them to develop their spoken language skills. Where necessary, we will recruit bi-lingual speakers of the pupil's native language to provide support in the first stages of learning.

These activities will provide them with the linguistic and grammatical structures that are not developed by immersion, and with the models of academic thought and language necessary for academic achievement. Together, two approaches of immersion and structured language teaching should ensure pupils quickly reach a level of proficiency in English that means they can access all lessons – typically, this would be national curriculum level 3 or reading age of at least 9. If it is deemed necessary, these pupils will have further specialist literacy teaching in the Extended Day, and if possible they will be assigned a pupil mentor who speaks their language. This will help EAL pupils address mistakes that are typical of learners from their language, and bridge the vocabulary gap.

Safeguarding:

Phoenix will be committed to providing a safe and secure environment, promoting a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others- both within and outside of school. Our safeguarding policy is discussed in detail in D7.

Staffing:

The **Principal** will have overall responsibility for SEN, pastoral care and discipline. The **Senco** will have the ultimate responsibility for all problems relating to SEN, but operationally most of these will devolve on the Lead Instructor. The Senco will be responsible for liaising with all support services and for ensuring compliance with the Code. **Teachers** will be responsible for planning and delivering lessons in academic subjects under the supervision of the relevant head of department. Their pastoral role will be incidental: they will be expected to react to problems on the spot as they see fit, but once this is entered into the Bromcom system that responsibility will rest on the Senco. **Instructors** will fill the roles normally filled by TAs and HLTAs. Phoenix will have an unusually high percentage of Instructors because they will fulfill a variety of roles. Although they will assist teachers in class in as needed, their main functions will be delivering and coordinating basic skills instruction, supervising the house system and acting as a staff mentor for all of the pupils in their house, supervising cross-peer tutoring and other support activities, teaching PE and coaching teams in various sports, supervising registration and calisthenics at break times, supervising discipline and organising adventurous activities. **Specialist teachers** will be engaged as necessary when no member of staff has the requisite skills and training to deal with a given problem. If the problem requires the constant presence of a specialist, a teacher or Instructor will be given such training as is required.

ICT:

The Bromcom system (or equivalent) will play a major role in ensuring that all staff are aware of all issues involving every pupil. It will enable them to access test scores, attendance records, behavioural records, and all data regarding SEN registration. It will have contact details for parents and for any outside agencies involved with the pupil. It will list pupil achievement and keep track of house points for competitions. This system saves an enormous amount of time and facilitates communications (no need to delegate pupils to deliver messages). Pupils know that they can't get away with saying one thing to one member of staff, and another thing to another member. But the main virtue of this kind of system is that it enables staff to identify patterns of behaviour quickly and to respond to appropriately.

Although we have identified the software we will use for basic skills training and SEN work, department heads will have the responsibility for deciding how ICT will be used in their subject. Different subjects have different problems, and different teachers have different views on the utility of educational software. Our Head of Studies and several of our Board members have extensive experience with ICT in education, we believe that teachers should be free to make their own decisions about software—and to contribute to discussions on new hardware. As outlined in D3, maintenance of our ICT system will be the responsibility of the Head of Studies, and the duties will normally be delegated to the IT technician and members of staff with the requisite skills.

We are not convinced that providing laptops or other hardware has any educational benefits for SEN pupils—results of evaluations in the US have been mixed, and

independent evaluations are much more likely to be negative.⁶¹ Insofar as they provide opportunities for cutting and pasting written assignments, their impact may well be negative. Without question, allowing pupils to take laptops home in an area like Oldham is an invitation to thieves, and if they are not used at home there is not a lot of point in having them. Although computer studies will form an important part of our extended school programme, in the core subjects ICT will be valued for its usefulness in achieving academic goals.

Other agencies:

Phoenix will liaise with CAMHS whenever pupils or their parents need help, but in view of the waiting lists to access this service we will also seek other links with qualified mental health services. We will also seek links with The CBT in the City for Schools project, which provides resources and training for teachers. The principles of Cognitive Behavioural Therapy are consistent with quality first teaching. Barnardos also provides a range of services for vulnerable children, which will be of assistance in dealing with looked-after children and those who come from homes where there is evidence of domestic violence. We already have links with the Salvation Army. Needless to say, we will work closely with Oldham Social Services and Police.

Partners:

Our partnership with the Royal Hospital School will enable our G&T pupils to make new contacts and expand their mental horizons. ██████████ has long worked with Barnardiston Hall Preparatory School, which caters to pupils with special needs and recruits a substantial number of European and overseas pupils; their experience will be extremely relevant to our SEN activities. The Oldham Training Centre will help us ensure that SEN pupils have the support they need to access training and employment opportunities. We also look forward to partnerships with the Manchester College of Music and the Huddersfield Choral Society; musical education can play a big role in improving outcomes for SEN pupils.⁶² Debating Matters and the Kasparov Chess Club will offer a wealth of enhancement activities to all pupils as well as providing challenges for our G&T pupils. ██████████, has offered a range of support for enrichment activities that will challenge pupils with a range of differing needs. We already have links with the Eden Project, and are working to establish links with local mosques and other churches.

Other local organisations which will provide us with support include Voluntary Action Oldham; Pitt Street Mosque, Oldham; Groundwork Oldham & Rochdale; The Salvation Army; Medina Islamic Centre; Women's Royal Military Service; The Royal British Legion; Oldham Cricket Club; Chadderton Football Club; and Tameside Hockey Club. Relations with these and other partners are a two-way street: in return for providing us with facilities and personnel with abilities and expertise that will be of value to our pupils, our pupils will have the opportunity to give something back to the

⁶¹ https://www.fi.ncsu.edu/assets/podcast_episodes/white-paper-series/laptop-initiatives-summary-of-research-across-six-states.pdf

⁶² <http://www.teachingexpertise.com/articles/making-music-with-sen-pupils-3276>

community in terms of voluntary service. Each House will choose a local charity and arrange for members to do voluntary work for it. We have already established strong links with local businesses such as Royston BMW.

The school environment:

Phoenix will ensure that all facilities (including school transport) can be accessed by pupils with physical disabilities, and ensure that there is appropriate equipment available for the physical education of all pupils. Heads of department will be responsible for the physical condition of their classrooms, but the overall theme of decor in the school will be one of simplicity and order. We want Phoenix to be physically welcoming and comfortable, one where all of our pupils—irrespective of personal taste, ethnic origin, religious beliefs or special needs—can feel at home.

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

A—Outline the targets that are proposed, why they are suitable to measure the delivery of your education vision, and what your strategy will be to achieve them.

Overview:

Key performance indicator or 'success measures' can only capture a portion of the aims implicit and explicit in the ethos set out in Part C. Certainly, academic success can be measured, as can post-school engagement in education, employment or training. Attendance is a very accurate measure of how enthusiastically pupils respond to our school: as we discuss in D7, efforts to cajole or coerce pupils to attend classes they don't like are generally ineffective. But honour, loyalty, civic engagement and socialisation are not so easily measured. Nor does striving towards targets necessarily work to the best interests of pupils and their community; we agree with Schools Minister David Laws (and countless critics inside the educational profession and out) that the benchmark of 5 good GCSEs unfairly concentrates schools' efforts on those just below the benchmark to the detriment of the most and least able pupils. It is also grossly unfair; for a pupil with very low ability, a level 1 qualification may represent a heroic level of effort, whereas a gifted pupil can achieve EBacc standards with a minimal effort. Hence, we will benchmark achievement in terms of effort and value added, and not just absolute level of attainment.

Areas of achievement, targets and overall aims:

Types of assessment: Much has been made of the distinction between formative and summative assessment in recent years, but most assessments have an element of both. For instance, although GCSEs and A-levels are normally considered summative assessments, they are also used broadly to determine what if any further course of study is indicated. Nonetheless, the concept is valuable in focusing educators' attention on the purpose and significance of a given assessment. At Phoenix, we strongly believe that objective measures such as our Curriculum Progression Tests and standardised tests such as MIDYIS and WRAT4 are central to performance management and monitoring. We believe that teacher assessment is

only of value for formative assessment, and that we agree with [REDACTED] that it is corrupt and corrupting when used for high-stakes tests. Any test used for performance management is inherently a high-stakes test insofar as teachers are concerned.

We are also very sceptical of self-assessment. All of the teachers on our steering committee agree that many of the best teachers are totally honest and highly critical of their own performance, whereas some of the least effective ones are all but blind to their failings. Simply writing down the areas where we know we are weak does not necessarily help us, whereas an objective measure can alert us to weaknesses we do not expect. We are also very sceptical about the use of amateur opinion surveys, as is explained below under 'Pupil well-being'.

Academic achievement: Although we will strive to obtain the best results for all pupils and we hope that benchmarks are changed to reflect an average of all pupils' results, we are now compelled to express our aspirations in terms of current headline figures. Since we will not be following the National Curriculum and we will not be using teacher assessments in KS3, we will not be able to express pupil progress in terms of CVA. However, we can monitor standard scores on MIDYIS, and we would expect that at least 90% of our pupils will register gains or at least maintain performance throughout KS3.

We will be directly comparable to other maintained schools in terms of exam results at the end of KS4. We want at least 75% of our pupils to achieve EBacc standards, and at least 95% to obtain at least a Level 1 qualification in these core academic subjects. Compared to other schools in central Oldham, this will represent an astounding result, but (as we have explained in C, D1 and D2) we believe it is entirely achievable. This will represent enormous gains in terms of progress or value added, even though there will not be an exact measure to quantify them. We also expect at least 75% of our pupils to gain additional Level 1 or 2 qualifications in subjects of their choice. Of the pupils who stay on in 6th form, we expect all pupils to achieve at least three Cs, and at least 25% to obtain AAB or better. We will also value and reward study which does not lead to a qualification: in KS4, pupils will be encouraged to complete an independent study project of their own choosing which will be assessed internally. We expect at least 95% of our pupils will present work of a standard suitable to their ability.

We believe that these targets will encourage a culture that values learning, and that our pupils' attitudes towards themselves will be transformed. At present, Oldham schools' aspirations for their pupils are reflected in the paucity of pupils achieving EBacc standards, and the high percentage of pupils who fail to achieve any qualifications at all. As we discussed in D1, pupil potential in depressed areas is underestimated. Being able to participate in the conversations that are central to our civilisation will not only raise our pupils' aspirations, but it will change the nature of those aspirations. They will understand that life is much more rewarding when it is not merely lived in the here and now, and that there are more worthwhile goals in life than celebrity or notoriety. Their academic accomplishments will be something that everyone in Oldham can be proud of, and it can change the way that people look at themselves and their community. It is a fundamental human trait to transfer our aspirations to our progeny, and when we see that they are being realised, it

transforms our lives as well. Our Curriculum Progression Tests, which are explained in D1, will be central to internal monitoring and performance management. They will serve as excellent tools for formative and summative assessment, and they have the additional benefit of consolidating learning. However, these will be unique to Phoenix and will not afford a normative measure against the performance of other schools.

Attendance: As we emphasise in D7, good attendance is a measure of how rewarding the school environment is for a pupil. Pupils who are fully engaged and achieving in all they undertake miss very little school; minor snuffles do not keep them away. We aim to reduce truancy to .2% and excused absences to 3%. Good attendance and punctuality are essential to success in almost any endeavour in life—our pupils will understand that they cannot expect to succeed in higher education or in employment if they are not reliable. Good attendance implies respect for your team and for you leader, and it is an essential ingredient of teamwork. For our part, we understand that good attendance is best achieved by creating a positive and welcoming atmosphere in the school, and ensuring that all pupils feel safe and valued. Research by O'Keeffe found that nearly all truancy resulted from the desire to avoid a class or a teacher that the pupil disliked.⁶³ Although we will uphold our teachers' authority, our data monitoring system and feedback from our Instructors (who will act as mentors for all pupils in their house) will enable us to identify teachers who do not have the total confidence of their pupils, and to take positive steps to resolve the situation. Our strategy for improving attendance is discussed in detail in D7.

Behaviour: Targets for reducing detentions, exclusions or other punishments can be counterproductive, as pupils soon realise that teachers have little choice but to tolerate disruption. Although we fully expect to have an exemplary record in terms of behaviour—after all, this is one of our headline issues—we prefer to focus on the positive. Teachers must themselves have strong moral standards—indeed this will be one of the principal criteria we will use in selecting staff. Pupils learn by example—merely articulating rules and expecting them to be obeyed is not enough. We want Phoenix to set an example of how good societies function by entering a virtuous cycle of good behaviour which begets a positive response throughout. Although we aim to reduce permanent exclusions to zero, we do not plan to make this target public for the reason stated above. Likewise, we will not publicly broadcast our target of reducing exclusions to our own internal unit to less than 1% of our enrolment. Our behaviour policies are set out in full in D7.

Pupil well-being: This is another area where targets can create perverse incentives and foster a climate of denial. We believe it is best measured indirectly through other performance indicators, such as attendance, progression to HE, FE or employment, participation in the extended school programme and voluntary activities. We agree with teachers' union officials who have questioned the utility of surveys of pupils' and parents' opinions, which are intrusive, time-consuming, expensive and highly subjective. Questionnaires and surveys tend strongly to produce the answers that respondents think are expected of them; for instance, what responsible parent would keep their child in a school they knew to be inadequate? On the other hand, pupil

⁶³ <http://www.independent.co.uk/news/education/schools/dennis-okeeffe-truancy-its-not-just-the-pupils-who-bunk-off-1707508.html>

health is relatively easy to monitor and targets can provide useful incentives. Other than the above measure, our main KPI for pupil well-being will be increasing the number of pupils whose weight is in the normal range to 90%. The links between vigorous exercise, health, happiness and achievement are no longer in question.

Ofsted grading: We will settle for nothing less than being an outstanding school—and we believe that within the current inspection framework, we will have little difficulty achieving this. We expect that at least 60% of our lessons will be judged outstanding, and we will aim for 80%. We expect that 100% of our lessons will be at least good. The crucial ingredients here are getting the teaching and learning right, group and individual competitions that enhance the desire to learn and a zero-tolerance discipline policy which pupils respect and value and which establishes a safe learning environment (as discussed in full in D7). Once again, our monitoring system will enable us to identify weaknesses before they create serious gaps in pupil learning and well-being.

Pupil and parental satisfaction: As stated above, we question the worth of opinion surveys—although we will encourage as much parental involvement as possible, and do all we can to ensure that parents attend open days. Parents will be central to our extended school programme, and we will encourage them to contribute to it in any way they can, whether it be by running a crèche, coaching athletics, providing refreshment, or teaching music, gardening, crafts or ICT functions. In other words we want Phoenix to function as a community centre for our pupils, parents and indeed all Oldham residents. However, there is one measure which says it all: how many applications are there for each place at the school? We feel a numerical target for this would not be appropriate—it would not encourage the development of positive relations with other Oldham schools—but we expect that after our first year, we will always be heavily over-subscribed. Our parental response surveys demonstrated beyond doubt that they want schools where teachers are in control of their classes and their children will be safe from other pupils.

Staff retention, morale and development: Good schools always have extremely low rates of staff turnover, and the TES appointments section is conspicuous by its absence in the staffroom. We expect that our retention rate will be at least 95%, which is very high for a school with a disadvantaged intake. We expect that at least 80% of our staff will be engaged in a formal course of study to upgrade or broaden their qualifications: staff development will be a very high priority, as we want to train cadre to staff future Phoenix schools. We also want them to demonstrate by example that learning is a life-long process.

Pupil participation in optional activities: Our extended school programme will have courses and activities to appeal to the widest possible range of interests, and we expect participation to be at least 90%. Although our core programme is mandatory—as are many of the demands of life—choice is what distinguishes us as individuals. We want our pupils to make choices that affect their lives, and our extended school programme will include a wide range of options (such as Debating Matters) which do not lead to a recognised qualification. Our vision statement included this comment by J S Mill: “The human faculties of perception, judgement, discriminative feeling, mental activity, and even moral preference, are exercised only in making a choice. The mental and moral, like the muscular powers, are improved

only by being used. ”⁶⁴ We may well encourage and advise pupils, but we must always leave scope for pupils to decide important questions for themselves.

Strategies for achieving aims:

It is not necessarily helpful to define a strategy for achieving each of the above aims, because any given strategy may be crucial in achieving many or all of them. In other words, the aims are not best viewed in isolation from each other. Nor is it necessarily the case that a policy to meet a problem will anticipate the complexity of factors involved in individual cases.

If, for instance, a pupil was addicted to video games and was not getting enough sleep, any number of factors could be involved. It might simply be a case of addiction, or it might result from too many stimulants. It might even be a displacement activity masking another problem. In any case, parents have no legal means of coercing a determinedly truculent child, and may lack the moral authority needed to take effective action. We might be able to address the problem with CBT. Outside agencies might be able to offer counselling, which might or might not be effective. It is perfectly possible that bringing social pressure to bear on the pupil through his or her house would achieve the desired result. But in the final analysis, school and parents alike will be in a much stronger position to deal with the problem effectively if it has strategies which act in concert to produce a productive and welcoming learning environment. Those described below are based upon the successful strategies used and observed by the teachers on our steering committee. The actual responsibilities for initiating action for meeting targets is outlined in part C of this section.

Once our teachers have been engaged for Phoenix, they will work with the steering committee, [REDACTED] and [REDACTED] to plan a detailed curriculum and lesson plans for the first year. They will all be familiar with this document, and they will understand how we plan to deal with a wide range of problems. All contact staff, including Instructors, will receive bespoke training from the University of Derby School of Education and from our own staff. This will enable us to fill gaps in their training and experience, and prepare them for their first contact with our pupils.

As explained in D4, before pupils set foot in Phoenix, they will be tested with CAT3 Cognitive Abilities Test; WRAT4 test of literacy skills; Young's Parallel Spelling Test; MaLT 11 (Mathematics Assessment for Learning and Teaching); MiDYIS; and our own assessments of subject knowledge. This will enable us to stream pupils (they will not be set by subject until later in the year or possibly Year 8), and ensure that plans are in train to remediate basic skills deficits. When necessary, their parents will be given flashcards to teach grapheme-phoneme correspondences and number facts, and they will be taught how to use them. Parents will understand their responsibilities, and we will ask them to work with us to ensure that their child gets to bed no later than 2300 hrs and arrives at school every morning after having a good breakfast. Parents and pupils will also be told how our zero-tolerance discipline policy works and they will be asked to sign a contract agreeing that mobile phones

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<http://www.utilitarianism.com/ol/three.html>

will be left at home.

In August pupils will attend an open day on a military training area with our staff. They will sample a range of team-building activities and a few brief classroom sessions, and get to know our staff in a relaxed and informal atmosphere. However, they will also see how zero-tolerance works—it will not be presented as a contest of wills, but rather as a positive measure to ensure that everyone can enjoy uninterrupted lessons.

From the first day of school, we will ensure that all activities are planned so that all pupils are fully engaged during class time. Expectations are set very quickly in this formative stage, and we must be prepared for any eventuality. We will have parent or community volunteers to take in hand any pupil who is upset or who is having any difficulty adjusting to the new environment. This will prevent any disruption of activities and enable us to get off to a good start.

From there, our strategies for achieving our aims will remain constant. The importance of remediating basic skills deficits cannot be underestimated. This alone, we believe, will give us an enormous edge on the vast majority of comprehensive schools in England. The inability to read well effectively limits what pupils can learn to what they can recall from oral presentations; nearly all new vocabulary learnt in secondary school is learnt from reading. Nor can pupils be expected to fully master advanced maths when they have not mastered basic arithmetic. Lastly, teachers' time is dissipated by the need to differentiate lessons for illiterate and/or innumerate pupils. We believe that the usual practice of subordinating basic skills mastery to other social and academic goals is profoundly misguided.

Our house system will facilitate social as well as academic development. Pupils will meet in their houses for registration, prep and breaks—this will enable Instructors to supervise cross-peer tutoring to deliver support to pupils who need it. Our Bromcom system will enable teachers and Instructors to communicate specific needs to management and other staff, and Instructors will have the responsibility for ensuring that those needs are actually met.

Our Curriculum Progression Tests will be an extremely valuable measure for identifying gaps in pupils' learning while there is still time to do something about it. The data will tell us whether the problem lies with the teaching or with the pupil.

Discipline and good pastoral care are mutually supportive. Zero tolerance, as will be explained fully in D7, gives teachers a tool for instantly eliminating disruption. Once authority is established and pupils understand that teachers have fair and effective strategies for dealing with it, a simple warning will almost always suffice to prevent disruption. The amount of time-on-task correlates highly with pupil achievement, and pupils understand and value this.

Competition will stimulate interest in achieving social and academic goals. For instance, a pupil who is late or who is not wearing the school uniform correctly will lose a point for him or herself, and for the house. This effectively brings social pressure on the pupil to meet agreed group norms. Points awarded for participation in the extended school programme will motivate reluctant pupils to participate, and

once they become interested in an activity it will expand their horizons and increase their confidence. Every half-term we will have an assembly to award the prizes for the best house and for the best individual performances in sport, citizenship and academic performance.

Phoenix will give pupils chances to participate in a broad range of activities which will connect them to the world at large. These will include giving concerts and musical performances, inter-school sporting fixtures, debates and chess matches, as well as enrichment activities with partner schools such as the Royal Hospital School. We are planning to pioneer twinning arrangements with a schools in other countries (we already have links with the Crescent Model Higher Secondary School in Lahore), which will encourage pupils to contact each other with social media and to collaborate on research projects that will enable all pupils to learn about the strengths and weaknesses of each country. It will also enable us to counter extremism and misunderstanding—for instance, our pupils who are of ethnic Pakistani origin will soon discover that they are really British. Pupils who use their initiative to forge or strengthen links with the community will receive special awards. Examples of this are a pupil who uses his links with his family to secure a work-experience placement at Phoenix, or finds a venue where a Phoenix band or choir can perform locally. Staff will be encouraged to honour and encourage initiative and achievement beyond the syllabus—teachers will nominate pupils who bring in material or research that enriches the curriculum for special awards.

Our policy to keep our pupils healthy will also have a strong effect on their academic performance and social adjustment. All pupils will have a termly check of height, weight, and performance of selected physical tasks (such as a 100 meter sprint or the number of sit-ups performed in 60 seconds). Performance charts will be displayed, and prizes awarded for the greatest improvement. This will motivate those on the lower end of the performance scale. We believe that this will be far more effective than merely exhorting pupils to eat healthy food or to adopt healthy lifestyles.

We will also award prizes for outstanding contributions by parents, and we will encourage local businesses to sponsor competitions. Parents will be encouraged to participate in the extended school programme—indeed, our activities, including the award of level 2 qualifications, will be open to anyone living in Oldham for a modest fee. We will encourage local residents to offer teach their skills, whether it be a craft or computer technology.

First and foremost is monitoring pupil performance, which will be explained more fully under the next heading. As stated above and in D1, we do not believe that teacher assessment is of much use to anyone besides the teacher. Although we are not following the National Curriculum, we expect our standards for achievement in English, Maths and Science will be well in advance on most measures. The MiDYIS test will be used annually to confirm our pupils' performance in relation to national norms. However, our Curriculum Progression Tests will be our principal measure of academic attainment.

B—Describe the proposed success measures for individual pupils and the whole school, including teaching.

Curriculum Progression Tests (CPTs):

In each academic subject, we will be devising tests which accurately assess the knowledge, understanding and skills required to attain a level 2 qualification. They will describe a pathway through KS3 and KS4 which will enable pupils to build well-integrated schemata relevant to the subject. In time, this will be extended to level 3 qualifications. This is a major undertaking, but it will pay huge dividends in assessing pupil progress and teacher effectiveness. Pupils who are not making adequate progress can be identified, given additional support in prep, and if necessary placed in a slower set. The practice of regular testing will acclimatise pupils to taking tests, and the recall of knowledge and skills reinforces neural pathways and secures learning in memory. Recent research at Purdue University has highlighted the key role played by testing in successful retention and revising.⁶⁵

These tests will be used on a weekly basis by teachers for formative assessment and self-evaluation of the effectiveness of their lessons. They will be short machine-scored tests which will take no more than 10 minutes to administer. Multiple choice tests can be used to test quite complex skills, and they are by far the most efficient means of assessment. Longer tests will be administered on a termly basis by heads of department, and these will be used for formative and summative purposes. This will be especially important as we will be developing a new curriculum aligned to the Curriculum Centre project, and we will need to be able to assess how well it is bedding in and coming together as a whole.

WRAT4 and MaLT11:

All pupils with basic skills deficits will be tested with these tests of literacy and numeracy skills until their standard scores are consistently above 85. These tests must be administered individually, but they are reliable and valid on a range of measures, making them useful for both formative and summative assessment.

MiDYIS:

MiDYIS is used in over 1,000 secondary schools in England. We will use it upon entry and at the end of each academic year. It will enable us to cross-check the results of our CPTs and determine how they relate to norms. We will use the Computer Adaptive version to save time and facilitate record-keeping and analysis. As noted in D1, we are strongly opposed to using teacher assessment to monitor pupil progress: we believe that it is corrupt and corrupting to ask teachers to make subjective judgements which reflect their own performance. With MiDYIS and our CPTs, we believe that we will have an extremely accurate picture of pupil progress.

Formal qualifications:

The formal awards are the headline measure which no school can ignore. The distorting effects of this system are almost inevitable, but we believe that the IGCSE is actually quite a good exam, and the EBacc is well-conceived. This is discussed in

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<http://www.guardian.co.uk/education/mortarboard/2012/nov/06/how-your-brain-likes-to-revise>

D1. However, the examination system will no doubt change by 2017, when we must make a final decision as to which exams to use. As a general principle, we will avoid any exam which involves coursework. These almost invariably place a heavy demand on staff time, and the extent of involvement of staff and parents has rendered suspect the utility of this kind of assessment.

Attendance register:

Taking register is a fairly straightforward matter, but post-registration truancy is seldom reported. A study conducted by O'Keeffe and Stoll for the DfE in 1994 found that post-registration truancy was much more common than absence at registration. Hence, teachers will note absences in every class. Since we will use assigned seating (as recommended by Sir Alan Steer, Gordon Brown's 'discipline czar'), and electronic reporting on the Bromcom system, this will not take any appreciable amount of time or effort. This will enable us to identify pupils who truant after registration and take appropriate steps to resolve the problem. This is discussed in detail in D7.

Health and Physical fitness:

Tracking pupils' body mass index through KS3 and KS4 will give us a very accurate measure of our success in inducing our pupils to improve their fitness. We will also use a range of exercises which will enable pupils to track their own progress and how well they are doing in relation to their peers. For pupils with physical disabilities or medical conditions, we will seek expert advice as to the most appropriate measures.

Applications to attend Phoenix:

As we stated above, we will not actually set a target, even though we expect to be oversubscribed from 2015 onward.

Staff performance:

As discussed below, our CPTs will enable us to assess teacher effectiveness. This will be a fair measure, as all teachers will teach the top, bottom and middle sets. Data on basic skills, attendance and behaviour—as well as the results of inter-house competitions—will allow us to assess the effectiveness of our Instructors.

Staff turnover:

The Phoenix project differs from most maintained schools in that it is conceived as a dynamic entity with an eye towards growth. Although we will think of Phoenix as a training school, it is inevitable that we will want outstanding personnel to assist in the development of new provision. Even though we anticipate staff retention will be at least 95%, this figure will include those who move to another Phoenix project. The importance of this measure cannot be underestimated; a happy and harmonious staff room is one of the surest indicators of a successful school.

Participation in extended school activities:

The quality of participation is far more significant than the actual numbers involved, and our target of getting 90% of our pupils involved is a secondary consideration. As with most targets, it can lead to distortion. For instance, the extent to which our extended school programme involves the wider community is at least as important as the number of our own pupils who participate, yet that is something which would be almost impossible to quantify.

C—Explain how these success measures will be monitored, reviewed and reported, including your plans to develop pupil assessment and tracking systems.

The Bromcom system (we have ample ICT expertise on board to develop quite sophisticated tracking systems to supplement this) will enable us to monitor all data. It is a flexible system which will display data to suit any given purpose. For instance, a teacher can enter the code for a given lesson, and all of the pupils registered for it will appear. Absences can then be entered. If the pupil has been flagged up recently for any reason (for instance, not having completed an assignment in another class, or having problems at home) this will appear.

The pupil's record can then be accessed, and this will give the teacher a clear picture of the pupil's overall progress. If any disciplinary action is needed, it can be entered and the pupil's Instructor will then pick it up and deal with it. The teacher will also enter the pupil's weekly score on the CPT, and any other data relevant to social or academic development.

The Instructor will be able to flag up the data for his or her house at will, and find out if any of the pupils require attention. If, for instance, a pupil was receiving medication, it would be the Instructor's job to ensure that the pupil went to the designated dispenser at the right time. The Instructor—who will be responsible for all pastoral care—will enter all relevant information on individual pupil files. For instance, the Instructor will have the primary responsibility for contacting parents, and the outcome of such contacts would be entered on the pupil's file. If a pupil's performance on any given measure were to deteriorate, the Instructor would first consult with the pupil and then the teacher and the parents. This would be flagged up for the lead Instructor and the principal, who will decide whether outside agencies should be consulted.

Senior management will each have their own protocol for monitoring data and reporting. They will be able to track the performance of the school against national norms with MiDYIS; the relative performance of teachers, instructors and individual pupils on the measures listed above; and this will enable them to build on success and honour staff and pupils who are performing well, and identify weaknesses and take appropriate action. For instance, all teachers will teach a similar mix of top and bottom sets, so relative performance of those in a given department can be assessed from their pupil's performance data in the subject. If a teacher's pupils were under-performing others by a significant margin, the relevant head of department would talk to the teacher and observe several lessons to make suggestions for improving the lessons or their delivery. If this did not answer the problem, the head of department would refer the matter to the head of studies, who would in turn inform the principal if he or she deemed it necessary. With problems involving pastoral care or behaviour,

the Instructor will consult with teachers and other staff involved, but report to the lead Instructor—who in turn reports directly to the principal. If outside agencies are involved, it will be the Principal's responsibility to channel this back down the chain of command, and to ensure that the relevant parties are fully informed and are party to the intervention.

In F4 and F5 we demonstrate that Phoenix has a wealth of talent with experience managing training, teaching and learning, ICT and school start-ups. Our [REDACTED], has been a Standards Officer in training programmes as well as Head of Science. They will be responsible for choosing or designing a bespoke system of data control for performance management that will supplement the Bromcom system of classroom management and tracking pupil data.

The principal will be ultimately responsible for collating and summarising data and writing a report for the benefit of the governors and the company members, although most of the actual work will be done by secretarial staff. When problems cannot be speedily resolved at lower levels, the principal will be responsible for initiating action in consultation with relevant members of staff.

D—Explain how pupil progress will be reported to parents/carers, how their views will be gathered and how parents/carers will play an active role in improving their child's progress.

All parents will receive a termly report on their child's progress in each subject as measured by our CPTs. They will know how well their child is doing in relation to norms and to criterion-referenced goals. They will receive an attendance summary and a fitness report. This is objective data which is seldom available to parents of children in maintained schools, and it will paint an unvarnished picture of what is happening, rather than what we wish were happening.

The Instructor in charge of the pupil's house will be the first point of contact with parents, and will be expected to contact them whenever there is a cause for concern, or when there are opportunities to become involved in school activities. As related earlier in this section, parents may be asked to become involved in the remediation of basic skills deficits, and they will always be consulted on problems involving behaviour, attendance or social and emotional problems (the latter does not hold if child protection issues are involved). Instructors, who will almost always be retired NCOs, will be perceived by parents in our demographic as 'one of us', and they will not feel threatened by them as they might with a person who is perceived as belonging to the professional classes. We believe that this will make a significant difference—parents who are often perceived as lacking in parenting skills are usually more than willing to work with schools when they feel that they are being treated as partners rather than as inadequate parents. This, coupled with our active recruitment of parents into our extended school programme, should create a dynamic favourable to the achievement of all of our aims.

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

Phoenix will admit 120 pupils in each year group from 7 to 11, and 90 in Years 12

and 13. We will abide by the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. We are committed to accepting children with statements of SEN, regardless of whether the school is oversubscribed and we are committed to giving priority to looked-after children, and children whose parents are serving in the armed forces. Next in priority will be siblings, then half-siblings, and finally step-siblings.

In the event of being oversubscribed, we will admit pupils according to a fair banding lottery system. After the priority admissions have been allocated, remaining places will be awarded by lottery. All pupils who have applied will be divided into the five standard bands according to ability as determined by the non-verbal reasoning section of the Cognitive Abilities Test. These tests will be independently marked. We will then select equal numbers of pupils by lottery from each category.

We have decided against using proximity to determine priority because it would have the effect of destabilising the nearest maintained secondary schools.

There will eventually be an independent appeals panel set up according to any statutory provisions in force at the time that will consider any appeals. We hope that the Local Authority might discuss the possibility of acting on behalf of the Governing Body of Phoenix in processing applications to the school and in the operation of any appeals panel.

The reason we want banding and lottery is because we believe in comprehensive education. We want our intake to be balanced, allowing Oxbridge candidates to mix with children who will struggle to get 5 GCSEs. Although mixing pupils of differing abilities does not, on its own, ensure the development of mutual respect, we believe that our House system will enable all children to understand that diverse individuals can be moulded into mutually-supportive communities.

D7: Describe how your approach to behaviour management, pupil well-being and attendance will improve pupil outcomes.

Overview:

Good discipline is based upon consent and mutual respect. This is well understood in the military, but unfortunately this is not always the case in schools. Books like *It's Your Time You're Wasting* by Frank Chalk and numerous statements by educators and teachers in the media are scathing about children and parents who do not conform to middle-class expectations. This kind of an attitude would be a disaster at a school like Phoenix, where very few pupils are likely to come from professional families. At Phoenix, discipline and pastoral care will be the responsibility of our Instructors, who will be ex-NCOs. Most of them will have come from modest, if not disadvantaged, homes. They will have extensive experience working with young men and women from the kind of families held in contempt by Frank Chalk and training them to do difficult and frequently dangerous jobs under stressful conditions. They understand the realities of life on difficult estates and will treat these pupils and their parents with respect.

We strongly disagree with those who argue that poor parenting is an adequate

explanation for poor behaviour in school. Indeed, schools should never blame parents: there are many schools like Durand Academy in Lambeth and Mossbourne Academy in Hackney that serve areas of high social need, yet still maintain outstanding standards of behaviour and pupil achievement. Like Phoenix, they do not believe that good behaviour in the classroom should be a matter for negotiation. Our ethos stresses the need to base human societies on firm moral standards; right and wrong does not depend upon your origins, and it is demeaning to suggest that any pupil should be treated by different standards because of 'disadvantage'.

The Phoenix ethos places the highest priority on maintaining a free society, and these are ultimately based upon a social contract. If we expect our pupils to show respect to their peers and their teachers, we must fulfil our obligation to give them the very best education and a safe environment. This depends crucially upon our ability to command the respect and regard of all pupils. This will not be won by rewarding attention-seeking behaviour. Freedom is impossible without law and order—anarchy inevitably degenerates into tyranny. At Phoenix, pupils and parents will enter a formal contract with the school which will clearly set out the code of behaviour, and the right of parents to be heard and of pupils to be treated fairly.

We understand our part of the contract. It is our job to ensure that pupils are always succeeding at the tasks they are set, and that learning is a positive experience. We cannot possibly expect our pupils to become life-long learners unless they find our classes at Phoenix rewarding. As we explained in C1, D4 and D5, it is essential to ensure that all pupils are fully engaged during classes. Our teachers will not give pupils the responsibility for directing their own learning before they are psychologically and academically equipped to do so—this is one of the main causes of disengagement. This is not to say that we will not strive to instil the intellectual habits of independent learners—we will reward pupils who use their initiative to pursue academic interests of their own.

We are adults, and if our lessons do not result in learning, we do not blame children for the inadequacy of our lessons. By the same token, we expect children to accept adult authority in the classroom without argument. This is an attitude which is essential for success when pupils leave school. We expect pupils and parents to uphold that authority whenever another pupil abuses the right of others to learn in a calm and orderly environment. Our ethos stresses the need for mutual respect and working as teams. From our canvassing, we know that Oldham parents will support us in this aim.

Our pro-active policies that will support good behaviour have been discussed in detail in C1, D1, D3, D4 and D5. They include:

- Prior to the start of school, all new pupils will undertake a range of tests to ensure that teaching and learning is well-focused from the first day of classes.
- In August all pupils will attend an open day on a military training area with good facilities where they can meet staff in an informal and friendly atmosphere and learn how our behaviour code works.
- Mobile phones will be banned.
- Where indicated, parents will be invited to work with their child to improve basic skills. This will help build relationships with parents of pupils who are the

most likely to have behavioural problems.

- All pupils with basic skills deficits will receive intensive remediation before engaging the normal curriculum. We have the skills and expertise to do this.
- Our House system will give every pupil a stable environment. Our Instructors will be responsible for pastoral care, and we will establish cross-peer tutoring and pupil mentoring programmes to ensure that every pupil can turn to someone they trust.
- Competition between houses will build a strong team spirit and build team-working skills. Each term, honours will be given to the House which has the best record in terms of behaviour and attendance, and each House meeting our standards will receive recognition.
- A wide range of non-academic activities—such as music, sport and debating—will ensure that all pupils have a chance to excel inside the school and in the community.
- Pupils will receive special awards for initiatives that forge links with the community.
- Zero-tolerance puts teachers back in control of their school. The way this will work at Phoenix is outlined below.

Behaviour management, pupil well-being and attendance are all closely related. If you get behaviour right, the other problems largely take care of themselves. Indeed, three of the five ECM outcomes relate directly to behaviour. The biggest threat to “staying safe” is other children: according to one study, more than a quarter of pupils received threats of violence whilst at school, and half of these threats were carried out.⁶⁶ Poor behaviour also impacts strongly on attendance: according to figures published by Brighton & Hove, 10% of children have missed school because of this violence.⁶⁷

Although good behaviour and good teaching have a reciprocal relationship, it is difficult if not impossible to get good learning if behaviour is poor.

Behaviour management:

The phenomenal media interest in the Phoenix project indicates an acute lack of confidence in current behaviour management strategies. ██████████, understands the crucial issue of respect. A large percentage of military personnel come from disadvantaged homes, and all officers and NCOs know that this is no barrier to attaining the highest standards of performance and conduct.

However, media claims that Phoenix will enforce 'military-style' discipline are little more than lurid fantasy. National Service ended half a century ago, and with it went glasshouse discipline. Today's military forces are sophisticated organisations that train volunteers to use high-tech equipment in difficult and dangerous situations.

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□ [Brighton and Hove Local Authority, 'Statistics on Bullying', coastkid.org](https://www.coastkid.org/Statistics-on-Bullying/)

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□ *ibid*

Discipline is maintained by consent: one of the most severe punishments is to be discharged from the service. Formal sanctions, such as putting someone on a charge, are very seldom employed. To gain promotion, you must prove that you can command the respect of your comrades, and inspire them to work under your leadership as a well-integrated team—and you must be able to do so with little or no reference to the authority vested in you by virtue of your rank. A corporal who points to the stripes on his sleeve won't long keep them.

The military does unquestionably employ a zero-tolerance policy to discipline—and this will work in schools, too. In 1999, ██████████ inspected Framingham Earl High School in Norwich for the *Telegraph Good Schools Guide*, where pupils could expect to be sent to time-out for offences as trivial as dropping a pencil on the floor. Every class he observed was enthusiastic but calm and orderly—all pupils were completely focused on their work. At the end of the inspection, he was left alone in the school library with all of their Year 11 pupils. They were all enthusiastic about zero-tolerance—as one pupil said, it was a shock coming from primary schools where you could get away with almost anything, but very quickly you realised that lessons were far more interesting when they weren't continuously disrupted by challenging behaviour. Another volunteered that because teachers weren't stressed out, you could rely on them for help during their free periods, lunch, or after school. All pupils agreed that bullying simply didn't happen.

The key to an effective zero-tolerance policy is to ensure that initial sanctions for low-level disruption are mild enough so that they will not be seen as harsh by the teacher, the class and especially the miscreant. Sanctions should never humiliate, and they should always be administered with good humour: shouting conveys the message that the teacher is losing control. The key is moral authority: in the military, it is understood that failure to obey orders has negative consequences for all; there is no place for moral relativism. No one gets promoted if they have any qualms about assuming the authority vested in them by virtue of their rank or position. Our staff will bring these attitudes to Phoenix, and they will be shared by everyone in the staff room, where everyone knows that you must lead by example. If teachers are not perceived as competent and dedicated, they will not command the respect of their pupils. At Phoenix, we will only employ teachers who have proved their ability in this respect, and we will confirm that this has transferred to teaching in a secondary school by observation of lessons and analysis of their pupils' performance and behaviour.

Low-level disruptions include tardiness, failure to promptly sit down and be prepared to learn, not bringing pencils, books or other essentials to class, failure to wear the school uniform properly, chatting or arguing with other pupils, shouting out, swearing, failure to comply promptly with instructions, inattention or dozing off, arguing with the teacher and creating unnecessary distractions. In the first instance, the offending pupil will be given a verbal warning—which, in the vast majority of cases, is all that will be required. If the pupil is guilty of any other offence during that period, the teacher will detract a House point from the pupil. Although the punishment is symbolic, it counts against the House's score and hence will bring peer pressure to bear. It will avoid the disruption that is caused by sending a pupil out of the classroom, and it will show that the case is closed. Here, as at every stage of our disciplinary procedures, the objective is to ensure that the sanction does not alienate

the pupil or create a sense of grievance. This will count as a level 1 procedure, and will require no further action.

We will ban mobile phones and all personal digital equipment from the school—these are by far the most common source of distraction and low-level disruption. Teaching and learning are seriously impacted when pupils' attention is diverted by the gossip grapevine of texting—this is discussed in C1. A Manchester school which banned the use of mobile phones has reported a surge in academic results.⁶⁸ At Phoenix, parents and pupils will have to sign an agreement allowing confiscated phones to be retained by the school for up to 48 hours, after which they may be collected by the parent or carer. Providing pupils with lockers is another practical measure which simplifies classroom management. When pupils have to bring coats and other impediments to class, this creates abundant opportunities for wasting time and arguing.

Although further sanctions will seldom be necessary, it is vitally important that they swing into effect swiftly and effectively. When pupils can get away with arguing with a teacher, a minor offence quickly becomes a serious challenge to the teacher's authority. Serious offences will include refusal to comply with a teacher's instructions, using ICT equipment improperly, negative comments about staff or other pupils on social media, and disrespectful or threatening behaviour. Offences of this nature will normally be dealt with inside the school.

Criminal offences—such as assault, theft, systematic bullying (irrespective as to whether it is racist, homophobic or otherwise), bringing drugs, weapons or other contraband into school will involve outside agencies, including social services and police. Obviously, there are grey areas—when does bullying become criminal? When this kind of judgement is called for, the ultimate decision will be made by the Principal after consulting with all parties involved, including the offender's parents.

Here we will use a hypothetical example to demonstrate the 'ladder' of sanctions that will apply in the case of a serious—but not criminal—offence. Let us say that upon coming into the classroom, Jason called Ahmed a “gay Paki bastard”. This will invoke a level 2 procedure—although the incident has racist and homophobic overtones, it is quite different from systematic bullying. The teacher immediately notes the incident in his Bromcom and sends Jason to time out, which is the Duty Instructor's office. Jason will have to sit in this office for the balance of the period while the Duty Instructor gets on with his work: we want to convey the message that attention-seeking behaviour will not be rewarded, and whatever Ahmed might have done to provoke this outburst is not the issue at this stage. We do not want Jason and Ahmed dwelling upon the matter—we want them to cool off. If Jason agrees to apologise to Ahmed for the insult and to the teacher for the disruption, the matter will be considered closed as soon as he has done so. As a result of this incident, the teacher may decide to change the seating so that Jason and Ahmed are on opposite sides of the classroom—but this will only be done if there is a history of an aggravated relationship between the two boys.

⁶⁸ <http://www.telegraph.co.uk/education/secondaryeducation/9711705/Headmaster-who-banned-mobile-phones-makes-the-right-call.html>

If Jason does not want to apologise, this immediately invokes a level 3 procedure. This will entail staying in time out for the balance of the school day, the notification of Jason's parents or carers, and the referral of the matter to Jason's and Ahmed's House Instructors. At the end of the school day both boys will meet with their Instructors, and Jason will have another chance to apologise. If he does, the incident will be closed, but Jason's instructor will contact his parents or carers to find out if there are any problems at home that might be relevant, and if there appears to be any cause for concern, the matter will be referred to the Lead Instructor and the Principal.

If Jason refuses to apologise, this will automatically invoke a level 4 procedure. Both Jason and Ahmed will have to write their version of the incident and submit it to a panel consisting of the Lead Instructor and the Instructors and Prefects from Jason's and Houses. If there is clear evidence that Ahmed provoked Jason, both boys will be subject to disciplinary action. These could include a lunch-time detention in the Lead Instructor's office, picking up litter from the school grounds, or writing an essay of at least 200 words explaining the incident from the other pupil's point of view. If he does not accept a sanction, this will invoke a level 5 procedure. This will entail an internal suspension, where the pupil will be taught in isolation while the Principal leads an investigation involving outside agencies and parents. Beyond this point, circumstances will dictate the appropriate course of action—but the Principal will retain the responsibility for ensuring that all legal requirements are met, and that the case is resolved as swiftly as possible. Exclusions create as many problems as they solve, and we seriously doubt that we will ever have to permanently exclude a pupil.

Criminal offences will immediately invoke a level 4 procedure, and it will automatically progress to level 5. Temporary exclusions may be used if a cooling-off period is deemed desirable, or if the nature of the offence is serious enough to warrant it. Restorative justice will be considered where appropriate. However, we always want to leave the door open, and every effort will be made to understand why the offence was committed, and to take steps to resolve any situation or problems that may be indicated. All proceedings will be recorded and reported to the head, who will be responsible for deciding which outside agencies should be consulted. Police and social services will always be informed—we do not want pupils to think that Phoenix is a place where criminal acts can be committed without consequences. Permanent exclusions will be used only as a last resort: we have applicants for Instructor's posts who have experience and training in dealing with SEBD pupils, and we will have the option of opening our own internal alternative provision unit.

Zero-tolerance may be the key to regaining control of the classroom, but there is a lot more to good discipline than having effective sanctions. Without effective teaching and learning, formal discipline is a hollow shell. As explained in C1, D1, D4 and D5 setting by subject will enable us to ensure all pupils make optimal progress through a carefully-designed syllabus. In D1, we explained how learning tasks will be sequenced logically in accordance with the progression described by Bloom's taxonomy. We believe it is our responsibility—not the parent's nor the pupil's—to create a learning environment where learning is valued, and to provide the pupil with learning tasks sequenced to ensure mastery. When pupils are succeeding, they very seldom have behaviour issues, and their sense of well-being is virtually assured.

Schools should be honest—there is nothing that can be done to ameliorate past traumas, which are most easily forgotten in a positive learning community where all pupils are supported and treated with respect by teachers and peers. At Phoenix, all pupils will be making a positive contribution, enjoying and achieving in a safe environment, and gaining the personal qualities of perseverance, application and respect for others necessary for success in FE, HE and employment. Robust physical activity will be a part of every school day, and pupils can be expected to have healthy appetites. Although our pupils will be offered a healthy diet, we will rely upon education rather than coercion. There is no place for lunch-box inspections in a free and liberal society. If children do not make choices for themselves, what they are told to do is not likely to take firm root.

Attendance:

We do not expect attendance to be a problem. There is a very high correlation between academic success and low rates of absence—and there can be little question as to which is the independent variable. Truancy studies have consistently shown that pupils truant to avoid classes they don't like, or to avoid bullying.⁶⁹ We strongly oppose measures to coerce parents whose children truant—imprisoning parents who have no legal means of coercing a truculent teenager is an affront to reason and justice. Rather, we will encourage every parent to become involved in the life of the school—see E2. Upon enrolment of their child, every parent will sign a contract setting out their obligation to take all reasonable measures to ensure regular attendance.

The best possible policy for maintaining good attendance is to make all pupils want to come to school. ██████████ appeared on ██████████ in January 2012 along with ██████████, and his insistence on the crucial issue of respect was borne out by pre-recorded statements by truants. In every case, the pupils were seething with resentment at the disrespect with which they had been treated. There are still far too many teachers who, like 'Frank Chalk', attribute all of their problems to the failure of parents from council estates to instil a proper sense of respect in their children—when by saying this, they demonstrate their own lack of understanding and respect. At Phoenix, we know that high expectations coupled with respect and good discipline will almost invariably produce an enthusiastic response from parents.

Another important factor will be our basic skills programme. According to Michael Gove, “We know persistent absenteeism is linked with low levels of literacy”.⁷⁰ The consequences of poor literacy skills can scarcely be imagined by those who have had no direct experience of the problem. Two factors conspire to prevent a wider understanding: in the first instance, anyone who has had trouble learning to read will have such a negative view of school that teaching would be the last occupation they

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O’Keeffe and Stoll (ed.), (1995), *Issues in School Attendance and Truancy: Understanding and Managing the Problem*, Pitman Publishing, London; [Tobin, L., ‘How to solve the problem of truancy?’, Guardian.co.uk, 3rd November 2009](#)

70 <http://www.dailymail.co.uk/news/article-1184602/At-half-students-play-truant-Britains-worst-schools-GCSE-pupils-worst-offenders.html>

would consider—even if they finally overcame their problem and obtained a degree. Secondly, children who cannot read are taunted unmercifully by their peers. They must devise strategies for concealing and denying the problem—even from their teachers. Looking at this from the perspective of the child, school becomes an unending round of colouring in worksheets and pretending to 'engage the curriculum'. Boredom is leavened only by the fear that someone will call your bluff and expose your poor reading skills. Considering that at least one in four pupils in England leave secondary school with poor literacy skills (and the figure is much higher for boys from disadvantaged backgrounds), we reckon that our basic skills programme will in itself improve attendance by a substantial margin over the national average of around 93%. It should be noted that the phenomenon of post-registration truancy renders even that figure highly suspect: O'Keeffe and Stoll estimated that it was two to three times more common than being absent at registration.⁷¹ Lastly, it is undeniable that pupils who are active and learning have a much more positive attitude about towards school. Simply cajoling pupils and parents into going to school will never have lasting effects—the drive sponsored under the last government was a dismal failure.⁷² Even when schools were under pressure to improve attendance, it actually went down.

This said, Phoenix will keep meticulous records of attendance. Post-registration truancy—which is a fairly accurate indicator that a pupil is having problems with a class—will be countered by taking the register in every class. This will be easily accomplished as all pupils will be in assigned seats (as recommended by Sir Alan Steer⁷³) and the Bromcom system will allow absences to be reported in seconds. When a pattern appears, the Head of Studies will be responsible for determining what steps the teacher should take to engage the pupil's interest in the subject. Awards will be given for the House with the best attendance record, and to pupils who have perfect attendance records. Nonetheless, there will be a few cases where pupils have problems which affect attendance, either situational or emotional. Whenever this happens, the Principal will take advice from the relevant House Instructor and the Lead Instructor, and decide whether it can be addressed internally, such as by using CBT, and whether it is appropriate to involve parents, CAMHS, social services, or any other agency. When pupils are absent for unavoidable reasons, Instructors will liaise with teachers and parents to ensure that lessons are completed at home.

Well-being:

Bullying

Respect for others is a core Army value, and it is central to the Phoenix ethos. Our staff will understand this, but we will still undertake to ensure that they have training in our approach to dealing with bullying. Our curriculum—see C1, D1 and D2—stresses the nature of liberal democracies, which aim to resolve conflicts peacefully. Many of our staff will have combat experience, and they will understand the horrific consequences that befall any society which where people feel they must resort to

⁷¹ O'Keeffe and Stoll, op cit

⁷² <http://news.bbc.co.uk/1/hi/education/7839838.stm>

⁷³ <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-0281-2006>

force to achieve security. Even soldiers who have not experienced combat receive training that leaves them in no doubt that combat is far from the glamorous and heroic activity portrayed in comic books. Our history curriculum will stress that most of human history has been characterised by the search for a social order that is capable of resolving conflict peacefully. Our pupils will learn that anarchy and tyranny are merely opposite sides of the same coin.

Phoenix has a special mission to combat racism and extremist propaganda, and to forge a common British identity of which we can all be proud. Since all Houses will have a roughly similar mix of pupils from different ethnic groups, different abilities and different ages, our success in bonding them into an effective team will ensure that all pupils learn to like, respect and work effectively with pupils who are 'different'. Needless to say, any racial bullying will be taken extremely seriously. One bad incident can put a blight on a dozen positive friendships between children of different ethnicities. Although we will take a pro-active stance on bullying, we do not expect it to be a serious problem. Bullying thrives in schools where teachers' authority is seen as weak by pupils, and where sanctions are applied erratically if at all. It also thrives in schools where pupils are not treated with respect—and of course ensuring that pupils are treated with respect is absolutely central to our ethos. After all, children absorb the values of the adults around them, and if we do not treat our pupils with respect we can hardly expect them to do the same with children they perceive as less powerful than they are.

Victims of bullying are almost always pupils who are shy or who stand out as 'different', and hence are viewed as vulnerable. Our ethos emphasises teamwork, and our competitions liberally reward the Houses which are most successful in improving the performance of their weakest members. Cross-peer tutoring gives weaker pupils an automatic protector, and our team-building exercises give all children a benign 'gang' that offers security. It will be the House Instructor's duty to ensure that potentially vulnerable pupils have friends and are included in the time-honoured techniques the military uses to ensure bonding within units: they are given common tasks to achieve as teams, and a strong identity as a team. However, one of the most useful tactics is to ensure that pupils have very few opportunities to bully. Our pupils will have relatively little time to themselves at breaks or between classes, and this is when a lot of bullying occurs. During breaks, all common areas will be carefully monitored by staff.

When we have concrete evidence of bullying—say cyber-bullying, or an incident observed by a member of staff—our normal disciplinary procedure will be invoked at level 4 and carried to level 5. In addition, the House Instructor of bully will ask the bully to justify their behaviour to the house (which will lose points). This will convey the Phoenix ethos strongly to all pupils, including the bully and the victim. However, in many if not most cases of bullying, there is no evidence unless the victim is willing to come forward. Since this potentially puts the pupil at risk of further bullying—and quite likely of ostracism for violating the 'code' against snitchers—we will have a pro-active policy to ensure that all pupils feel safe confiding to a member of staff or a pupil mentor.

Any pupil suspected of bullying will be asked to join an anti-bullying squad, ostensibly to guard against bullying, but in effect a re-education programme that will employ

role-playing and other proven techniques (we will have an Instructor who has been trained in cognitive behavioural therapy) that will help them understand their own behaviour and its consequences to others. Bullies will be given every opportunity to assume leadership roles (such as the captain of a sports team or as a mentor) where they will be acting under close supervision or in a situation where their performance can be monitored. Parents of bullies will be brought into the process. In some (but by no means all) case the parents of bullies are bullies themselves. We will train an Instructor to deal with these situations. Compared to a social worker, our Instructors—who will be perceived by our parents as no-nonsense individuals who talk the same language as they do—will be much better placed to help such parents understand that you can't stop bullying by bullying. Rather, they can help parents understand why their child is acting the way he or she is, and what they can do help transform these negative impulses into positive ones. Once again, the principles and techniques of CBT can play a key role in resolving the problem.

In terms of management, the chain of command is the same as it is for all issues involving pastoral care, basic skills, PE, sport and enrichment activities: House Instructors have operational responsibility, the Lead Instructor must coordinate policy, and the Principal has ultimate responsibility and will make decisions as to employing outside agencies.

Safeguarding

Phoenix will be committed to providing a safe and secure environment, promoting a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others- both within and outside of school.

Our objective will be to help keep our pupils safe by:

- Providing a safe environment in which they can thrive and achieve in school
- Identifying those pupils who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at school
- Supporting pupils in accordance with their statutory Child Protection Plan
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work in the school.

All adults (including visiting staff, volunteers and students on placement) will be required to report instances of actual or suspected child abuse or neglect to the Designated Senior Instructor with responsibility for Safeguarding. The Safeguarding Officer will be the focus person and local 'expert' for school staff, and others, who have concerns about an individual pupil's safety or well-being and will be the first point of contact for external agencies that are pursuing Safeguarding investigations. Where it is suspected that a child may be at risk of significant harm, nothing will be said to the child's family without the approval of the Safeguarding Officer. The involvement of the family will depend upon any joint professional decision made. These decisions will usually be made at a Strategy Meeting which will involve external agencies e.g. the police and the referrer if the referrer is a professional.

Brief and accurate written notes will be kept of all incidents or Safeguarding concerns relating to individual pupils. Safeguarding records will not be available to pupils or

families. Only one set of Safeguarding records will be kept by the Safeguarding Officer, separately from educational records and will only be accessed by the Head or the Safeguarding Officer.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a pupil, this will be appropriately recorded and reported to the Head and families.

Physical and mental health

In C, D1 and D2 we emphasised the role that callisthenics and PE will have in maintaining good physical health, and of course regular exercise also has strong positive effects on mental well-being. In D5 we outlined our plans for monitoring pupils' height and weight to identify those who are obese or in danger of becoming so. All pupils will have a termly check of height, weight, and performance of selected physical tasks (such as a 100 meter sprint or the number of sit-ups performed in 60 seconds). Performance charts will be displayed, and prizes awarded for the greatest improvement. This will motivate those on the lower end of the performance scale. Instructors will lead all exercises and will themselves be required to maintain a high state of fitness. We believe that this will be far more effective than merely exhorting pupils to eat healthy food or to adopt healthy lifestyles—and it is in keeping with our ethos of leading by example rather lecturing pupils. Pupils who have physical disabilities or medical conditions will of course have PLPs which will take in consideration the implications for physical well-being. Our PE Instructors will be trained specifically to provide bespoke fitness programmes for them.

At Phoenix, we regard mental well-being as integral to the maintenance of high moral standards and success in academic and sporting activities. The elimination of bullying and the promotion of strong social cohesion within the school and within the pupil's Houses will create an environment in which all pupils can feel secure. Of course mental stress can have its origins outside the school, and it can result from pathological conditions. When this is the case, we will not expect our staff to perform as amateur therapists or social workers; rather we will liaise with CAMHS, social services and other professionals who are trained and equipped to deal with these problems. As high a priority as we put on building character, we have strong reservations about the 'SEAL' agenda. We do not believe that teachers should interject themselves unbidden into pupils' emotional and personal lives unless there are signs of abuse or distress. As much as we want our pupils to be happy and well-adjusted, we also believe in their right to personal autonomy. We are not here to judge their inner lives—we are only here to provide a positive environment where they can flourish as sociable individuals.

Online safety

Like it or not, the internet is full of things we'd rather our children didn't see. And there isn't a lot we can do to stop them from accessing them at home. Any attempts to do so will be regarded as a challenge by the most computer-savvy pupils, who will normally be only too happy to boost their status by sharing their discoveries on how to get around filters. The biggest dangers we need to worry about are grooming and

bullying on social networking sites, viruses and malware, and sites which attempt to recruit young people to extremist ideologies. We don't have to worry too much about our pupils while they are in school, if for no other reason than our ban on personal digital equipment. Pupils will not have laptops, and their access to the internet will be strictly monitored. In any case, our policy is to keep pupils busy at all times, so they simply won't have the opportunities to get on dangerous sites.

However much we counsel parents on the matter of internet safety, it is unrealistic to expect that all parents will have the time and moral authority to act as internet guardians. Merely making a big fuss about certain kinds of sites is unlikely to accomplish much beyond drawing pupils' attention to them. The best we can do is to alert them to obvious dangers such as viruses, malware and the profile and tactics of groomers and internet bullies. Insofar as terrorist and extremist sites are concerned, they appeal mostly to young people who are alienated—and of course, creating a sense of cultural identity and pride is central to the Phoenix ethos. We will ask all pupils to report any activity on social networking sites which they regard as suspicious or offensive. Pupils will be guaranteed complete anonymity, and such action as we take will regard their safety as the first consideration.

Medication

A high percentage of military personnel have medical training and qualifications, and nearly all receive intensive first-aid training. We will designate and train a member of staff (and an alternate to cover absence) to dispense medications and treatments at appropriate times, and to update schedules to ensure that any member of staff can determine when treatment is due and whether it has been given. All medications will be kept in a locked cabinet in the staffroom.

PSCHE

Most aspects of PSCHE are embedded in our curriculum and pastoral care system. Some aspects, especially those pertaining to relationship and sex education, would be strongly opposed by many parents, especially Muslims; hence it would violate the Phoenix ethos of creating a common culture acceptable to all ethnicities to impose this on our pupils. PSCHE will not form a discrete part of our curriculum.

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	120	108		90%	120	101		84%
Year 8					120	108		90%
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.

Outreach Activities were conducted throughout 2011/12 in Oldham and surrounding areas by the founders of the Phoenix Free School project and volunteers following extensive local, national and international media coverage. This built on the success of the previous year's outreach and recruitment activities, despite the Phoenix Free School application being rejected in 2012. Desire for the proposed school was demonstrably still high.

The main aim of the outreach activities was to inform local residents about the Phoenix Free School and to recruit parents of potential students. Outreach activities were conducted in shopping malls, private businesses, outside Primary Schools, places of worship (Churches, Mosques, Hindu temples), sports and social clubs, and private housing estates, amongst others. The school's website (www.phoenixfreeschool.org.uk) was also a useful tool employed for information and recruitment. Meetings were arranged with local parents who were interested and wanted more information about the curriculum and ethos of the school. Oldham LA's Children's Services were also consulted about the proposed Free School.

Below is a template of the double-sided information and survey form used to recruit volunteers and parents of potential students at the Phoenix Free School. Page 1 informs the reader and Page 2 is the survey form:

Phoenix Free School (Page 1)

*A new high school for all Oldham children--
--now scheduled to open September 2014*

Discipline—all teachers will be armed forces veterans
Grammar schools standards
No Fees—Phoenix is completely free

*Pupils who are behind in reading, writing or maths
will get intensive help until they catch up*

Phoenix is not a military school—but our teachers understand that good discipline is built on mutual respect. Children are always happiest when adults are in control, and lessons are free from disruption by bored pupils. Our pupils will always be learning the knowledge, skills and attitudes they will need to succeed in the adult world.

Our house system will ensure that all pupils get the help and support they need. We will help your child prepare for the best universities, or for skilled apprenticeships. Our job is to open up the world to your child. And most importantly, parents will have a real voice—we want you to be a part of our school.

Phoenix will feature:

*Rigorous IGCSE science exams * Core Knowledge Curriculum
* Competitive sport * Adventure training * ICT club * Debating club * Chess club *
House system * Extensive after-school activities* 6th form *

Visit www.phoenixfreeschool.org.uk to find out more about us.

Phoenix Free School (Page 2)

To get funding from the Department of Education, we must show demand for a school like Phoenix. This is the only way we will use the information you provide.

- It will not be shared with anyone else.
- It will not affect any other high school application you make.

Do you think Oldham needs a school like Phoenix? Yes ___ No ___

Would you be interested in sending your child to Phoenix?

Yes—I would make Phoenix my first choice. ___

Maybe—I would need more information. ___

How many children do you have who are now in Year 5? ___

How many children do you have who are now in Year 4? ___

Are you interested in volunteering to help Phoenix? Yes ___ No ___

Your name: _____ Post code: _____

Phone: _____ E-mail _____

In your own words, why do you think Phoenix Free School will be the right choice for your child?

Which subjects do you think are most important?

English ___ Maths ___ Science ___ History ___ Geography ___ ICT ___
Foreign Language ___ Music ___ Art ___ Drama ___ Other _____

Below is a table of respondents who completed the above form by declaring that the Phoenix Free School is their first choice of secondary school for their children and that Oldham needs a school like the Phoenix Free School. It shows the name of the parent, how many children they currently have in year 4 or Year 5 (academic year 2012/13), and why they think that Phoenix Free School would be their choice of secondary school for their child. Comments have been condensed for the purposes of this application.

Surname	First Name	Postcode	Ye a r		Why do you think Phoenix will be the right choice for your child?
			5	4	
██████████	██████████	OL4 ██████████		1	██████████
██████████	██████████	OL1 ██████████		1	██████████
██████████	██████████	OL4 ██████████		1	██████████
██████████	██████████	OL8 ██████████	1		██████████
██████████	██████████	OL9 ██████████		1	██████████

		OL8		1		
		OL4		1		
		OL8		2		
		OL4	1	1		
		OL4		1		
		OL8	1			
		M17	1	1		
		OL4		1		
		OL4	1			
		OL8		1		
		OL1		1		
		OL4	1			
		OL3	1			
		OL8	1			
		OL4	1			
		M23		1		
		OL4		1		
		OL8	1	1		
		OL4	1	1		
		M17	1			
		OL1		1		
		OL4		1		
		OL4	1			
		OL8	1	1		
		OL9	1			
		M25	1			
		OL9	1			
		OL1	1			
		OI1		1		
		OL1	1			
		OL4	1			
		OL2	1			
		OL1		1		
		M9		1		
		OL2		1		
		OL8		1		
		OL1	1			
		OL1		1		
		OL4	1			
		OL1		1		
		OL4		1		
		M40	1			
		OL8		1		
		OL2		1		
		OL4		1		
		M6	1			
		OL8	1			
		OL4		1		
		OI4	1			
		OL4		1		
		OL4	1			
		OL8		1		

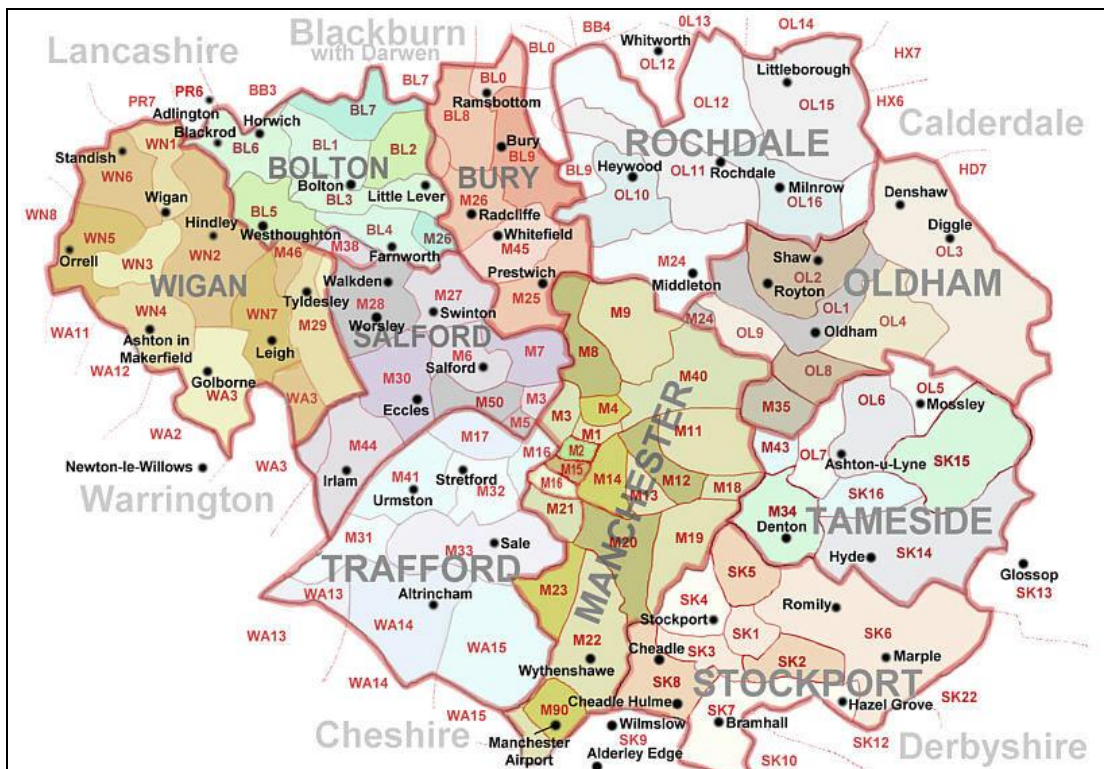
		OL4		1	
		OL4	1		
		OL8	1		
		OL2		1	
		SK8	1		
		M17		2	
		M6		1	
		OL1	1		
		OL2		1	
		OL9	1		
		OL8	1	1	
		M19		1	
		OL1	1		
		OL4		1	
		OL8	1		
		OL4	1		
		OL9		1	
		M18		1	
		OL4	1		
		OL4	1		
		OL3		1	
		OL4	1		
		OL4	1	1	
		OL4	1	1	
		OL8	1		
		OL4	1		
		OL4		1	
		OL4	1		
		OL8		1	
		M8		1	
		OL8	1		
		OL8		1	
		OL4	1		
		OL4	1		
		OL4	1		
		OL4	1		
		WA13		1	
		OL8	1		
		OL9	1		
		OL8		1	
		OL4	1		
		OL9		1	
		OL4		1	
		OL4	1		
		OL4		1	
		OL9	1		
		OL9		2	
		OL4	1		
		OL4	1		
		OL4	1		
		OL9		1	

		OL4		1	
		OL16		1	
		OL 9		1	
		OL2		1	
		OL1		1	
		OL4		2	
		OL1		1	
		OL4		1	
		OL8		1	
		OL2		1	
		SK1		2	
		OL2		1	
		OL9		1	1
		OL4		1	
		M17		1	
		OL4		1	
		OL8		1	
		OL9		1	
		OL1		1	
		OL1		1	
		OL4		1	
		OL4		1	
		OL2		2	
		OL9		2	
		OL9		1	
		OL4		1	
		OL9		1	
		OL4		1	
		OL4		1	
		OL8		1	
		OL9		1	
		OL4		1	
		OL4		1	
		OL4		1	
		OL1		1	
		OL1		1	
		BB10		1	
		OL4		1	
		OL8		1	
		OL4		1	
		OL8		1	
		OL8		1	
		OL8		1	
		OL4		1	
		M17		1	
		OL1		1	

[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL2 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL8 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	LL57 [REDACTED]	2		[REDACTED]
[REDACTED]	[REDACTED]	OL2 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL8 [REDACTED]	2		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	M17 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]		1		[REDACTED]
[REDACTED]	[REDACTED]				[REDACTED]
[REDACTED]	[REDACTED]	SK5 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL1 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]				[REDACTED]
[REDACTED]	[REDACTED]	OL1 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL10 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]				[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	3		[REDACTED]
[REDACTED]	[REDACTED]	OL8 [REDACTED]		1	[REDACTED]
[REDACTED]	[REDACTED]	OL2 [REDACTED]	1		[REDACTED]
[REDACTED]	[REDACTED]	OL4 [REDACTED]	2		[REDACTED]

Throughout all outreach activities it was made very clear to parents that the Phoenix Free School does not yet exist and is subject to approval by the DfE. The earliest it would open would be September 2104. As shown in the column, 'why do you think Phoenix will be the right choice for your child?' most parents agreed that they share the ethos and vision of the school and that Oldham needs a school like Phoenix. Others described in greater detail why the Phoenix Free School would be their first choice of secondary school.

In total, **188** parents responded that the Phoenix Free School would be first choice of secondary school for their children: **108** children are currently in Year 5 and **101** children are currently in year 4 (academic year 2012/13). Some parents had more than one child in each year group.



The map above illustrates the postcode layout of Greater Manchester, including Oldham (East of the map). The postcode for the proposed site for the Phoenix Free School, [REDACTED]

. The table below is a breakdown of respondents according to their postcode. Most respondents reside in the OL4 catchment area and environs. Even though outreach activities were focussed in the Oldham area there were some respondents who lived further afield but were willing to travel a longer distance in order to send their children to the Phoenix Free School.

Postcode	OL1	OL2	OL3	OL4	OL8	OL9	M	Other
Total	21	12	2	81	32	17	15	8

In order to demonstrate the unique curriculum model, free remedial literacy lessons were offered to prospective students. Many parents of potential pupils were very keen to learn more about the Sound Foundations phonics programme to remediate their children's literacy. [REDACTED] trained one of the volunteers to teach the phonics programme to these children for free outside normal school hours in order to demonstrate the value that the Phoenix Free School had to offer. The response was overwhelmingly positive. Parents who took up the offer of remedial literacy lessons for their children quickly became enthusiastic supporters of the Phoenix Free School after observing the improvement in literacy in their children. There was also great demand from adults who wanted to take remedial literacy lessons but this was not possible due to a shortage of resources.

Below is a sample of the comments received from some of the parents who participated in the free remedial literacy lessons:

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

Many people, including parents of potential pupils, were very keen on volunteering their services in promoting the Phoenix Free School project. They believed wholeheartedly in the ethos and vision of the proposed Free School and wished to offer their services to the project. Below is a list of some of the volunteers who aided the outreach activities and recruitment, and will continue to do so pending approval of the application. Comments have been condensed for the purposes of this application

Surname	First Name	Postcode	Remarks
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	M8 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL [REDACTED]	
[REDACTED]	[REDACTED]	8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] works with the Troubled Teen Therapy Program providing sustainable solutions to families struggling to manage young people with behavioural problems. TTTP can be effective with both male and female young people (and their families) of different ages, economic status and cultural backgrounds. Mission The goal of TTTP is to enable parents with the skills and resources needed to independently address the difficulties that arise in raising teenagers and to empower the young people to cope with family, peer, school, and neighbourhood problems by equipping them with an "emotional toolbox".
[REDACTED]	[REDACTED]	BL1 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	M24 [REDACTED]	Will design a website for the school when it opens
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED].
[REDACTED]	[REDACTED]	BL7 [REDACTED]	
[REDACTED]	[REDACTED]	OL1 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	[REDACTED].
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	

[REDACTED]	[REDACTED]	OL1 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	Would like reading/spelling tuition
[REDACTED]	[REDACTED]	OL5 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	EX-COUNCILLOR
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	AB39 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	WOULD LIKE READING TUITION
[REDACTED]	[REDACTED]		[REDACTED]
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	PO4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	Would like reading/spelling tuition
[REDACTED]	[REDACTED]	OI2 [REDACTED]	
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL11 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	OL8 [REDACTED]	[REDACTED] is an [REDACTED].
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL7 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	OL3 [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED] is an [REDACTED]. Interested in helping/teaching
[REDACTED]	[REDACTED]	OL4 [REDACTED]	music.
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	Interested in Literacy lessons.
[REDACTED]	[REDACTED]		[REDACTED] is a qualified [REDACTED] with mainly male pupils who have
[REDACTED]	[REDACTED]		been excluded from mainstream education.
[REDACTED]	[REDACTED]		They were introduced to this programme from Yr10 level
[REDACTED]	[REDACTED]		and worked through levels in core subjects such as Maths
[REDACTED]	[REDACTED]		and English as well as linking to vocational qualifications
[REDACTED]	[REDACTED]		within the college. She has always rated the military style
[REDACTED]	[REDACTED]		approach in dealing with young people and have also
[REDACTED]	[REDACTED]		been a part of the [REDACTED].
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	SK14 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		Supported Learning Solutions –
[REDACTED]	[REDACTED]		[REDACTED]
[REDACTED]	[REDACTED]	M8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	Would like reading/spelling tuition.

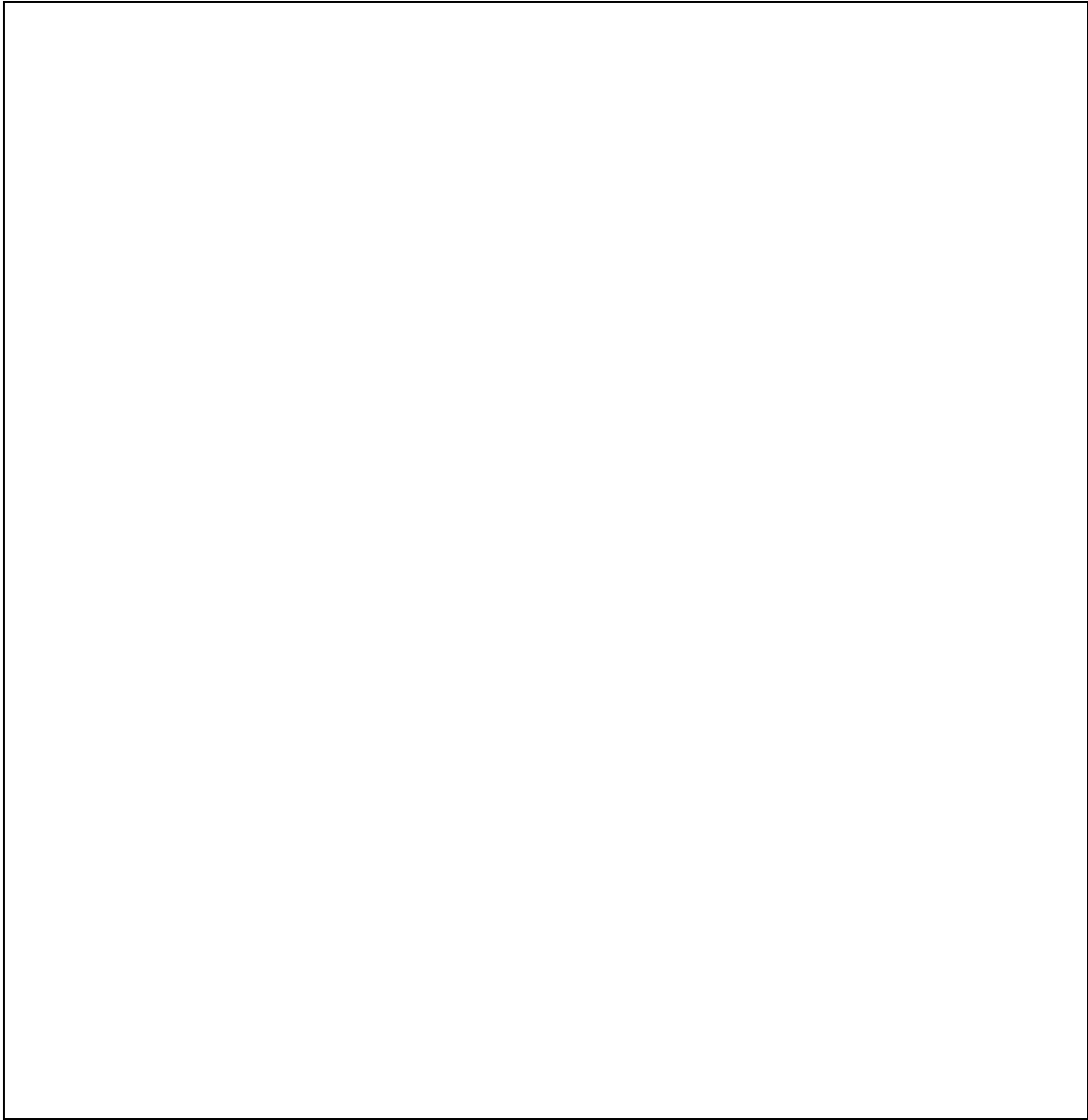
[REDACTED]	[REDACTED]	BB10 [REDACTED]	
[REDACTED]	[REDACTED]	DN3 [REDACTED]	
[REDACTED]	[REDACTED]	SK2 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL1 [REDACTED]	Would like reading/spelling tuition
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	Would like reading/spelling tuition
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	LL57 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	SK5 [REDACTED]	
[REDACTED]	[REDACTED]	OL16 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]	OL1 [REDACTED]	Ex-Parachute Regiment.
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] is interested in becoming our SENCO, has the
[REDACTED]	[REDACTED]	BB1 [REDACTED]	Necessary qualifications.
[REDACTED]	[REDACTED]	CO2 [REDACTED]	[REDACTED] to work for the school. [REDACTED]
[REDACTED]	[REDACTED]	OL9 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] is due to [REDACTED].
[REDACTED]	[REDACTED]	TA18 [REDACTED]	Wants to be a DT teacher
[REDACTED]	[REDACTED]		[REDACTED] is a [REDACTED]. Wants to help, is looking
[REDACTED]	[REDACTED]		for an advisory role.
[REDACTED]	[REDACTED]	PR9 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] wants to work for the school. Wants to be a teacher.
[REDACTED]	[REDACTED]	CW5 [REDACTED]	Currently [REDACTED]
[REDACTED]	[REDACTED]		[REDACTED] would like to teach at the school. [REDACTED] D
[REDACTED]	[REDACTED]	GU12 [REDACTED]	and has a PGCE.
[REDACTED]	[REDACTED]		[REDACTED] wishes Phoenix well. Fully supports the idea and
[REDACTED]	[REDACTED]	CR3 [REDACTED]	wishes she had this kind of education.
[REDACTED]	[REDACTED]		[REDACTED] is a qualified TA but finding it hard to get work.
[REDACTED]	[REDACTED]	PR9 [REDACTED]	Would happily volunteer. Very supportive of the idea
[REDACTED]	[REDACTED]	CT1 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] wants to work for Phoenix. Works for a [REDACTED].
[REDACTED]	[REDACTED]	OL8 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] wants to write an article on Phoenix for Civvy Street
[REDACTED]	[REDACTED]	DD10 [REDACTED]	Magazine
[REDACTED]	[REDACTED]	LE18 [REDACTED]	
[REDACTED]	[REDACTED]	OL4 [REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED] is a [REDACTED]
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	N4 [REDACTED]	
[REDACTED]	[REDACTED]	OL10 [REDACTED]	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	OL2 [REDACTED]	
[REDACTED]	[REDACTED]	OL2 [REDACTED]	

Most of the above volunteers live in Oldham. Others travelled to Oldham from various parts of the country to help during the various outreach activities as they are keen supporters of the Phoenix Free School project. In the list above, it can be seen that 78 volunteers are from the Oldham area

while 25 are from outside of Oldham and all of the volunteers bring a vast spectrum of expertise and experiences to the Phoenix project. The Phoenix Free School project is an extremely popular concept with widespread appeal and this is why so many people have generously volunteered their energy and time to the project, thus far. This demonstrates that parents who were not previously familiar with the curriculum model were so impressed upon exploring the Phoenix Free School concept that they subsequently became keen proponents in helping to establish demand for the school. The diverse backgrounds of the volunteers will continue to allow the school to establish deeper networks within the local community in order to ensure enhanced community cohesion, therefore attracting more pupils from all parts of the local community.

As stated at the beginning of this Section, outreach activities were staged in various locations throughout Oldham. The aim of the activities was to inform local residents and parents about the Phoenix Free School project and to explain the aims, ethos and vision of the proposed school. Both secular and religious groups were consulted throughout the outreach activities demonstrating a fair and balanced approach to the project. A fair balance of ethnicities and religious backgrounds living in Oldham is essential to achieving the ethos and vision for the school. There was also liaison between the school's volunteers and local sports and social clubs, and charities to ensure that potential pupils from deprived and disadvantaged families could be reached.

Credible networks have already been established between members of the Phoenix Free School and local organisations to ensure that the requirements of the local community are at the heart of the school. This includes pupils participating in proposed sporting events with local schools and sports clubs; fundraising activities; apprenticeships with local businesses; support from local organisations and businesses for enrichment activities and participation in our extended school programme; and voluntary work with local charities.



Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1: Demonstrate a clear understanding of, and describe, the respective role of the company members, governing body and principal in running your school.

The members of the company (which becomes an Academy Trust—legally a charity under the aegis of the DfE—upon approval of the application) are responsible for appointing members of the governing body, and determining the mechanism for electing or appointing staff and parent governors. They must determine the school's constitution in line with the School Governance (Constitution) (England) Regulations 2003. These regulations cover the number and type (category) of governors that make up the governing body. The members determine the ethos of the school and overall aims and objectives. They have oversight of the Board of Governors, and must ensure that there are no conflicts of interest and that the Board has adequate expertise to govern the school effectively.

The Board of Governors will not be involved with the day-to-day running of the school but rather will be concerned with the overall strategic direction. Its responsibilities include ensuring statutory duties are met; setting targets for pupil achievement and raising standards; holding the Principal to account for teaching, achievement, behaviour and safety; challenging and strengthening leadership; ensuring financial solvency and probity with effective management of financial resources including the Pupil Premium ; ensuring that the curriculum meets the needs of pupils; appointing the principal and other staff; contributing to school self-evaluation; and reviewing staff performance and pay. It will monitor, evaluate and determine policies, and will communicate directly with the Principal.

It will ask questions like: is the Principal delivering the policies of the school?; are the pupils developing as we would like?; are we delivering value for taxpayers' money?; how can we raise additional funds for the school?; how should our school engage with other schools and the wider community?; are we fulfilling our legal obligations (health and safety, safeguarding, etc)?.

The Principal will be accountable to the Governing Body. Being legally attached to the Academy Trust, the Governing Body is thus the vital connection between the management of the school (via the Principal) and the strategic aims and ethos initially agreed upon by the members to direct the school. The Governing Body, through its connection with the Academy Trust, holds ultimate legal responsibility and liability for all the actions of the school. It therefore has an important vested interest in ensuring that the agreed aims and objectives are implemented.

The members of the Governing Body at Phoenix will be acutely aware of the particular issues facing the school, particularly the fact that it will be located in an area with a history of racial violence, and where there are a

high proportion of children on free school meals. The members of the governing body will deal sensitively with these issues.

After opening, the Governing Body will grow to provide additional scope and depth. It will develop sub-committees responsible for different aspects of school governance, such as Curriculum, Finance, HR and Recruitment, Admissions, ICT; Health and Safety, Premises, Transportation, SEN, Community relations, Compliance, etc. This will allow Governors the time to focus in on an area with more targeted expertise. The exact number and composition of sub-committees will change as the school grows and reacts to challenges we face. These sub-committees will report to the Board, which will take their findings into consideration in reaching decisions. Although we expect the Board will be fully up to strength by 2016 at the latest, we are aware that we will have to respond to changing circumstances, and this could affect the number of Directors and the composition of the Board.

In keeping with our management concept of an 'inverted pyramid', one of the primary duties of Members, Directors, the Principal, senior managers and staff is to ensure that information is transmitted upwards and laterally. This entails promoting a culture of listening and responding to the needs of pupils and subordinates. We will have the systems to ensure that information can be transmitted and disseminated efficiently; this is discussed in C, D2, D4 and D6.

As was explained in D3, within the school accountability will be vested in individuals rather than committees. Managers will be free to form standing or ad hoc committees as they deem necessary, but will remain individually responsible for decisions. This reflects our military ethos, which emphasises teamwork but retains a clear command structure to ensure that managers have a precise understanding of their duties.

We believe that conflicts of interest are best avoided by ensuring that company members do not serve on the Board of Governors, and by the full publication of accounts, and by mandatory declarations of interests by all Members and Governors. Since [REDACTED] and [REDACTED] will in fact have interests in the pre-opening phase and in the first year of the school's operation, they will be stepping down as Members upon approval of this application, as will be the other members who are related to them. [REDACTED], [REDACTED] and [REDACTED] have agreed to assume their roles as Members. Their experience and qualifications will be elucidated in F2 and F4.

We will be adopting a protocol similar to the one used by Ofsted in relation to its ISPs: <http://www.ofsted.gov.uk/resources/inspection-service-providers-protocol-for-managing-conflicts-of-interest>

Lines of accountability:

The Academy Trust

Board of Governors

Sub-committees

Board of Governors

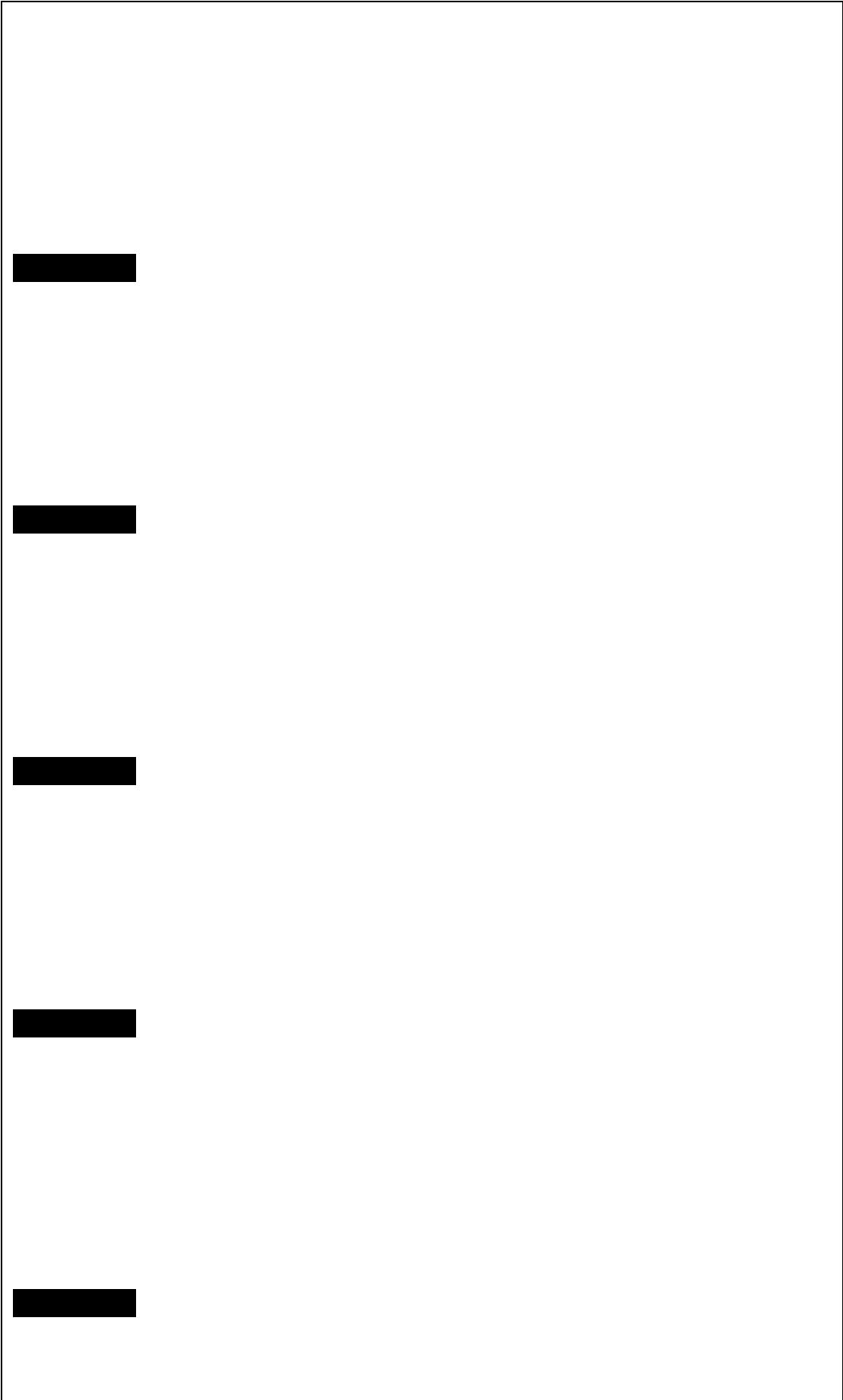
Principal

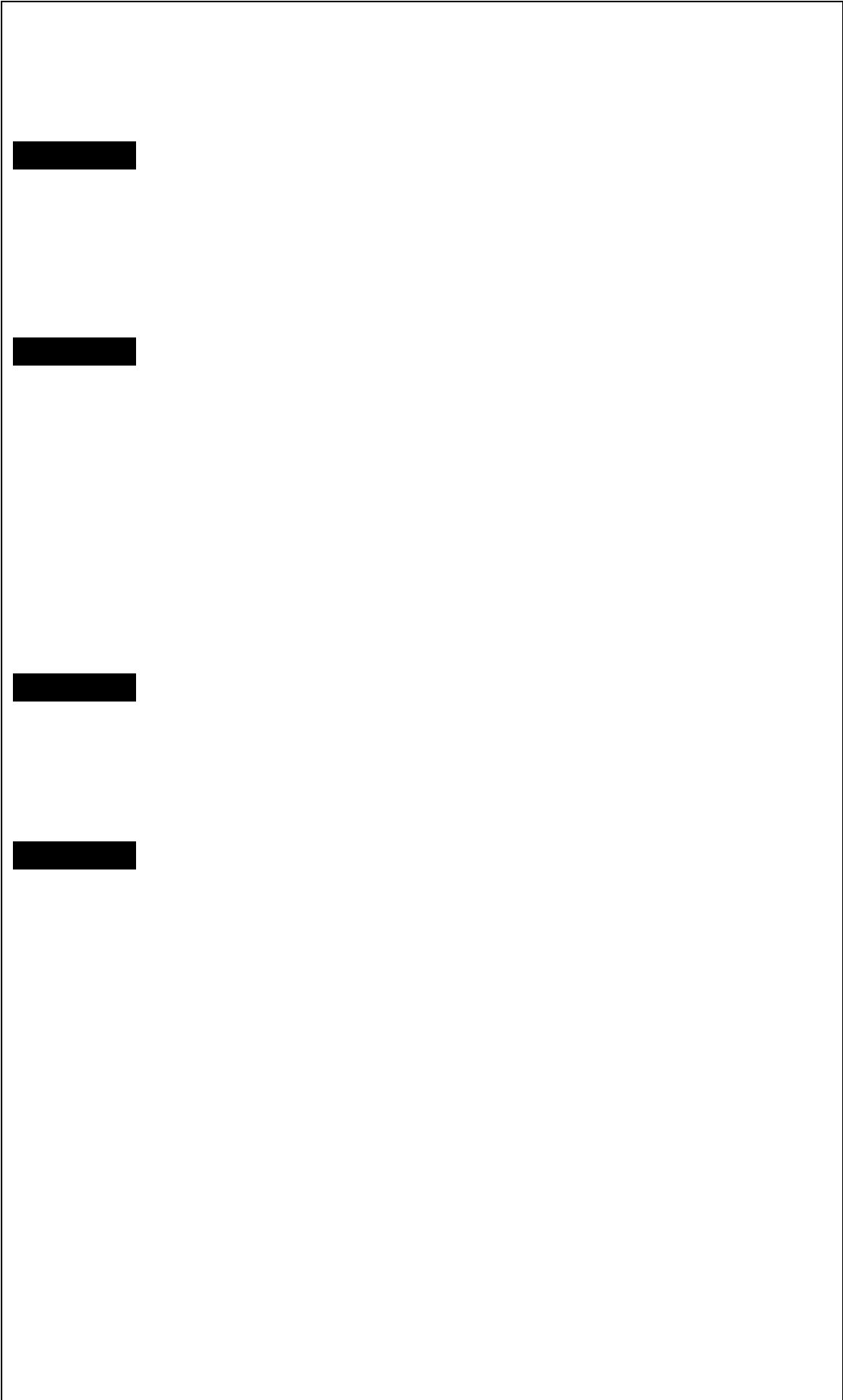
F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision:

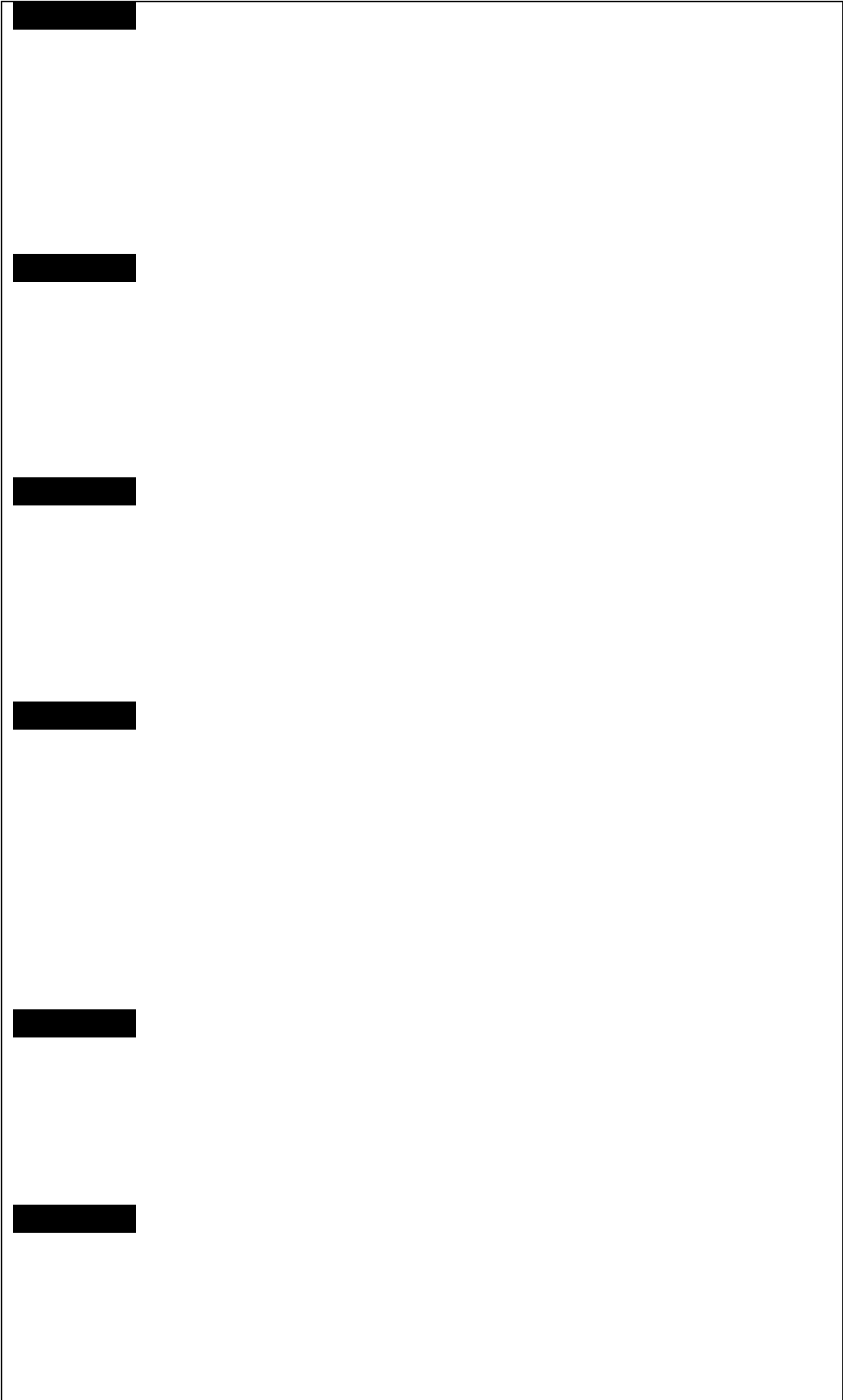
We believe we have a first-rate team capable of putting our innovative educational programme into action. The following persons are have experience in education relevant to developing and delivering the curriculum, and share our ethos:

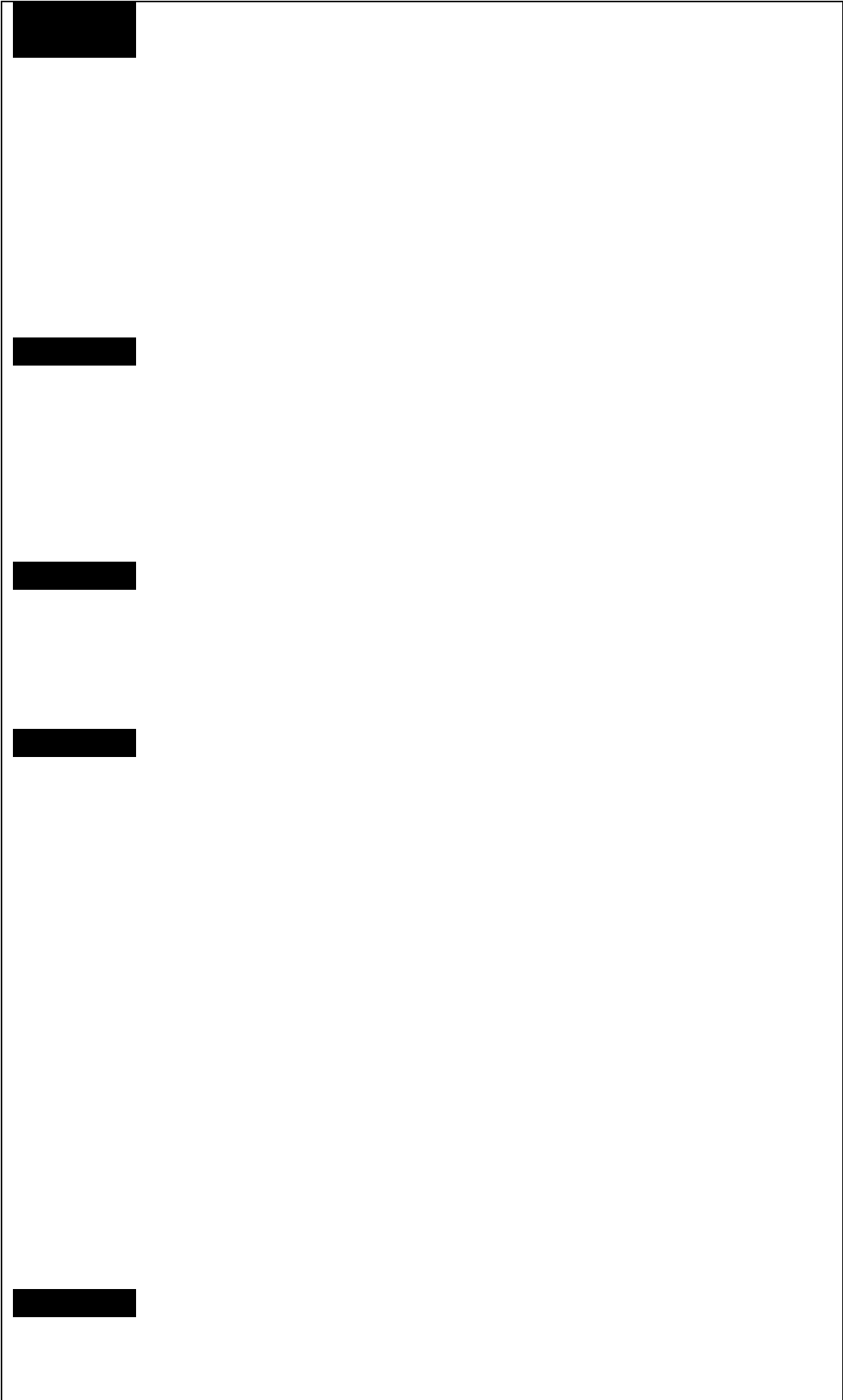
██████████

██████████









[Redacted]

[Redacted]

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

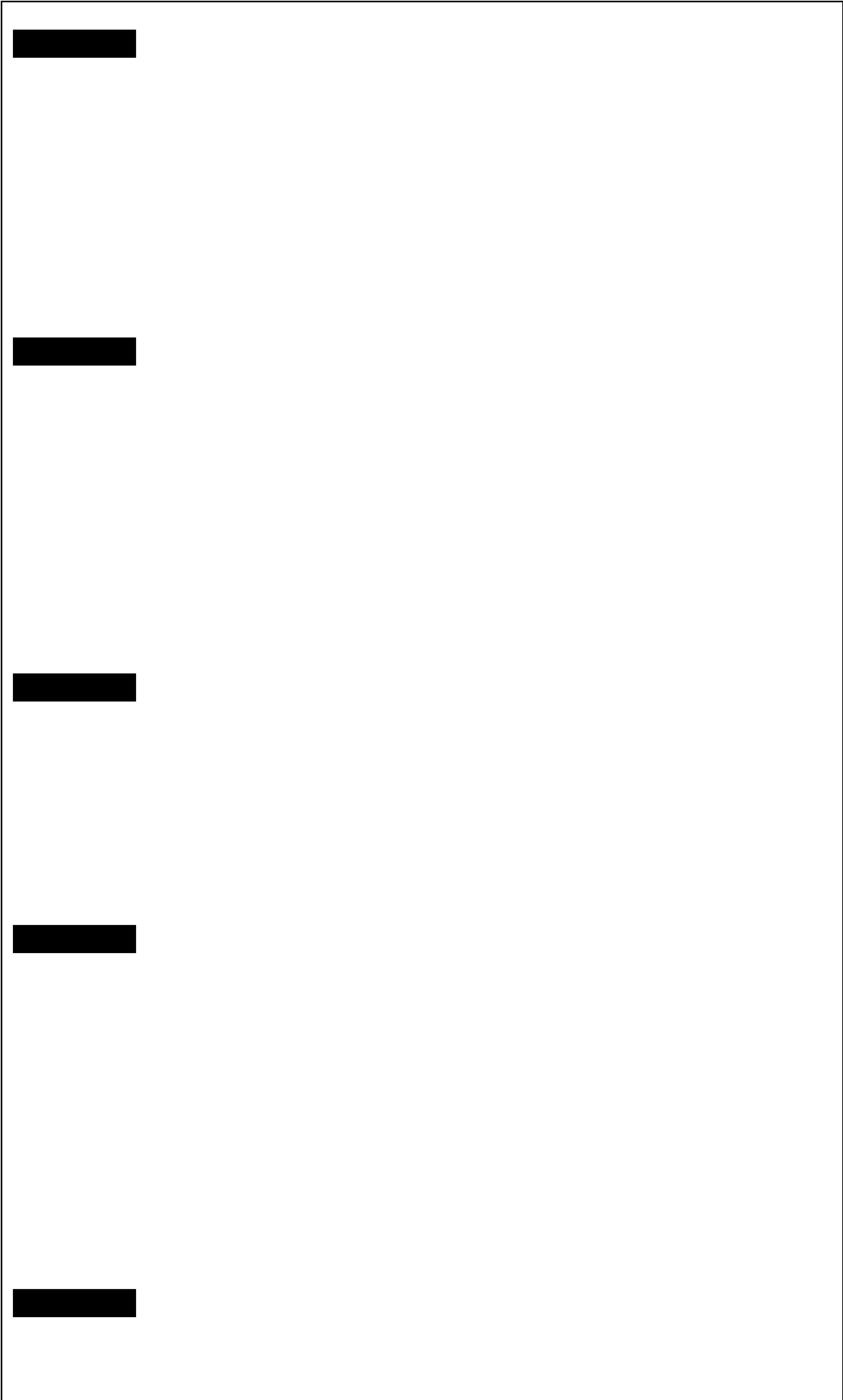
[REDACTED]

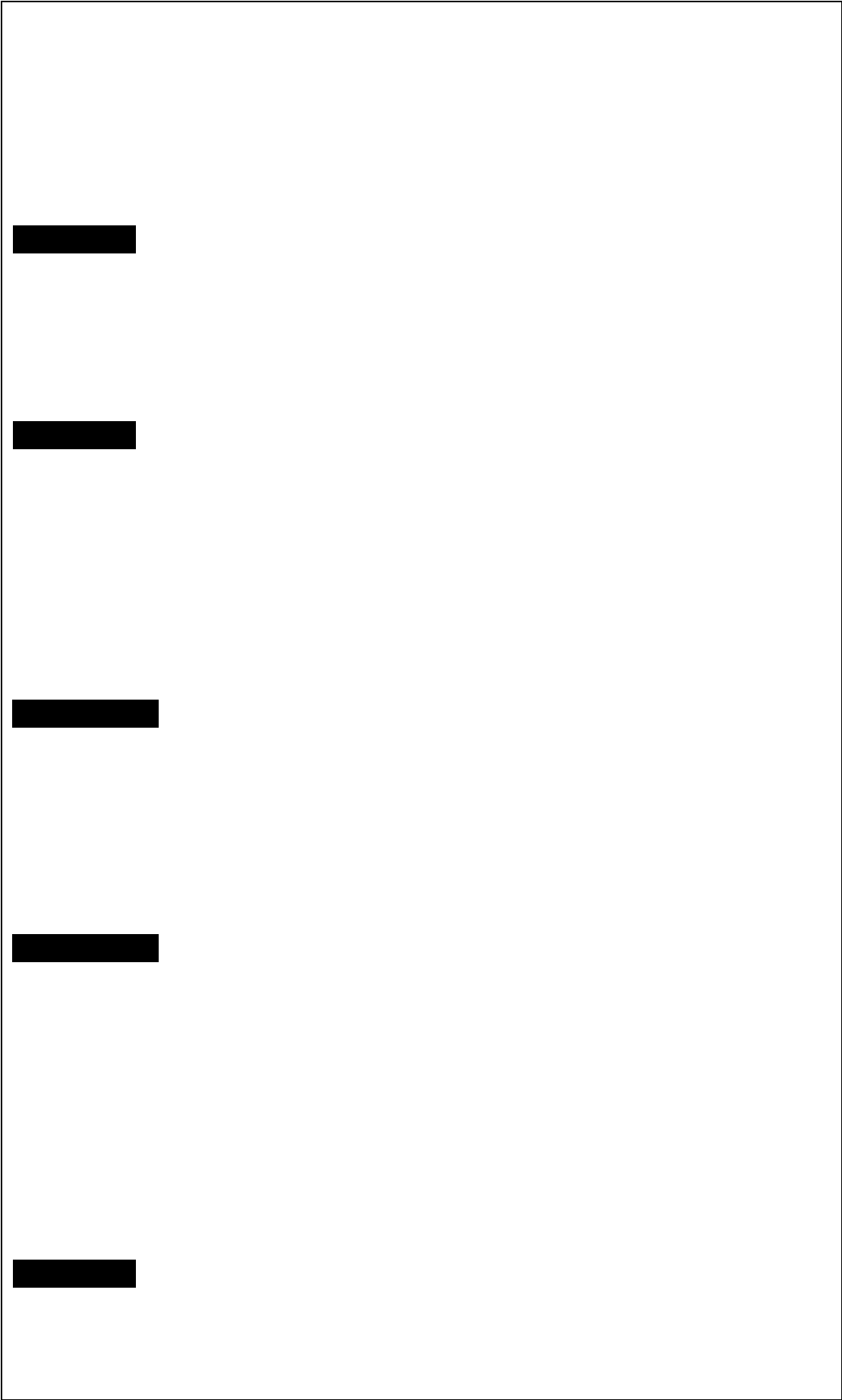
[REDACTED]

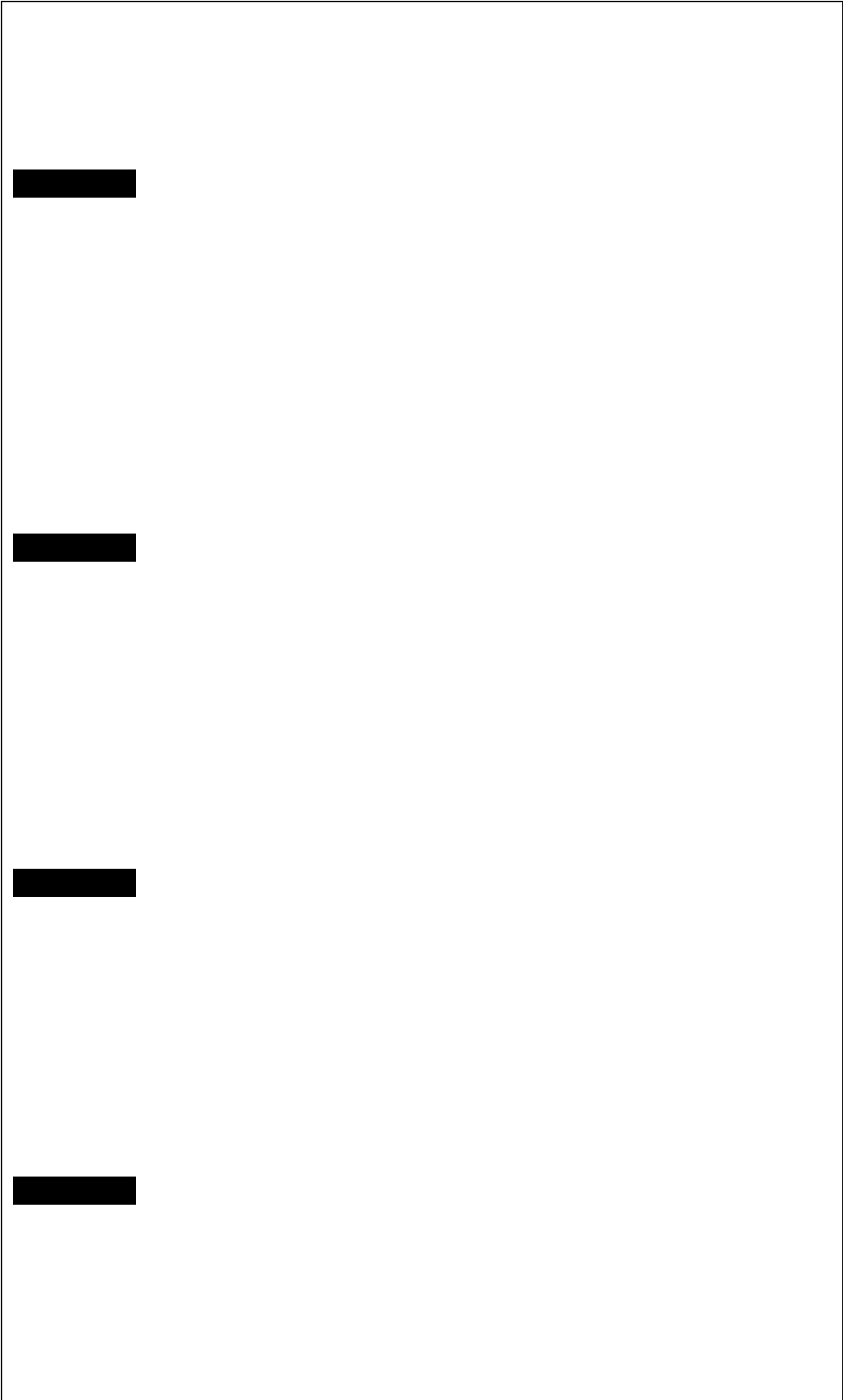
[REDACTED]

[REDACTED]

[REDACTED]







██████████

Recruitment is a vital area which has caused a lot of difficulties for many new school start-ups. Convincing parents to commit their children to a school which does not yet exist is always problematic, but the success of our recruiters in the initial recruiting phase indicates that there is clearly a strong demand in both the Asian and white communities for our distinctive ethos and academic aims.

██████████ and ██████████ have been instrumental in the initial recruitment phase, and under the supervision of ██████████ they will lead our parent volunteers listed in E2.

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

Overview: Because of the intense media interest in the Phoenix project, we already have a backlog of former and serving military personnel with an interest in working as teachers or Instructors at Phoenix. To date, we have received 46 enquiries from potential teachers with a forces background, and 33 of them already have QTS. Of the remainder, all but five have experience teaching in a civilian environment. We have lost count of the queries we have had from personnel without degrees who were interested in training as an Instructor, but the of the four who have volunteered to work for Phoenix and will most likely be employed as Instructors, three are already working in the secondary sector and all have numerous qualifications. We have also had a huge response from the community and from educators who understand the need for a new approach to behaviour, teaching and learning—people who have offered to lend their expertise to the Phoenix project. We have very good relations with the Oldham Chronicle, which regularly contacts us to publish updates on our progress. This will enable us to recruit more local people to participate in the governance and operation of the school without having to advertise. We also have a wide range of contacts with educational and professional expertise through our links with the University of Derby School of Education, the University of Buckingham, the Institute of Ideas Education Forum, Teach First, the Centre for Policy Studies and ██████████.

Other factors which will ensure a continuing level of interest in becoming a part of the Phoenix project:

- The latest round of redundancies in the armed forces will throw a lot of talented men and women into a depressed job market.
- Military resettlement boards will be eager to post our vacancies at no cost to the school.
- The Army's ETS (Education and Training Service) will refer likely candidates—most of whom will have PGCEs—who are about to leave the armed forces. Two of our Directors—
[REDACTED] [REDACTED]—have extensive experience in the ETS.
- Publications such as *Soldier* and *Equipped* carry career information for retiring personnel. The latter has already published one article about Phoenix.
- Once our application is approved, there will almost certainly be another round of media interest in Phoenix.
- Once appointed, our staff will be keen to alert former colleagues of any suitable vacancies.
- [REDACTED].

All of these factors will ensure that we can choose the very best applicants for all posts—without incurring the expense of extensive advertising or employing recruitment agencies. [REDACTED], who has spent [REDACTED], is joining our Board to ensure that our recruitment procedures comply with all legal requirements.

Recruiting a principal: It is absolutely essential that our Principal shares our ethos and understands our aims and strategies. However, this is unlikely to be a serious problem, as these largely derive from the Army's core values and the military Methods of Instruction syllabus and hence will be shared by most, if not all, applicants.

Our main criteria will be proven leadership ability. We want a Principal with exceptional ability to relate to others and inspire them—one who knows the importance of team-working yet understands the need for individual accountability. All applicants will be asked to develop a detailed plan for implementing our management plans for the first year of operation, and this will be a major factor in short-listing candidates. Next, our Principal must be a good teacher—as with all short-listed candidates for teaching posts, a potential principal will be required to deliver a lesson on a subject of his or her choice. Candidates will be judged by their ability to engage the interview panel in an interactive experience which leads to new understandings and enthusiasm to follow the path set out in the lesson. It is important to understand that our Principal will always teach; even though our Head of Studies will be responsible for teaching and learning, the military ethos insists that all senior ranks must stay closely in touch with what is happening on the ground.

The successful candidate will also have a track record of managing complex operations, responding to unexpected developments and learning new skills. Our Principal will need extensive experience managing education and training programmes in a variety of environments, including secondary education, and demonstrate a clear awareness of the duties of this role. Candidates will need to be fully committed to our aim of forging a common British identity that can be embraced by people of all ethnic groups; preference will be given to those who have worked in a multi-ethnic environment and who understand the sensitivities and needs of parents and pupils in Oldham or a similar community.

Our Principal must also be committed to our ethos as set out in C, D1, D2, D4 and D6, including our view of education as an induction to the world's great intellectual and cultural traditions and the role of a citizen in a free and democratic society. At the same time, candidates must be aware of how ICT can be used (and misused) in education, and be able to take full advantage of its potential for tracking and improving outcomes. Above all, our Principal must demonstrate an understanding that disadvantage is not a barrier to achieving the highest academic standards.

The duties of the Principal during the pre-opening phase would depend on how early the appointment was made. The successful candidate will work closely with the Board of Governors, the Project Manager and the Head of Studies to ensure a smooth transition to operational status. One of the Principal's main duties would be to short-list candidates for other positions and to mould the successful ones into an effective team.

Recruiting teachers: All of our teachers, including Heads of Departments and even the Head of Studies, will teach. Their role in pastoral care will be incidental rather than integral, and they will have access to PAs to assist with administrative duties. In other words, we want them to focus on teaching and learning with as few distractions as possible.

All teachers will have a degree in the main subject they teach. They will have extensive experience teaching in a variety of environments, including secondary education, and a record of getting the best out of all pupils, irrespective of ability. We will expect candidates to understand the challenges of working in a school serving an area of high social need—and to understand that their needs cannot be met by lowering expectations. We will specifically look for evidence that candidates are maintaining an interest in their field and are themselves 'lifelong learners'.

All applicants will be given our curriculum outline, along with the Curriculum Progression Tests for the first term of their subject, and will be required to write lesson plans for the first week of school. They will need two sets of lesson plans—one to accommodate pupils without basic skill deficits, and another to teach the lowest set aimed at pupils as low as level 2 in English and/or Maths. This will be a major consideration in drawing up a short-list of candidates; like candidates for the Principal, they will be required to deliver

a lesson to the panel and they will be judged by their ability to engage their audience in an interactive experience which leads to new understandings and enthusiasm to follow the path set out in the lesson. This ability is more important than formal qualifications—if these are needed, Phoenix will ensure that the successful candidates receive the requisite training.

Recruiting Instructors: The Instructor's role was first proposed by Prof Burkard in 2008, <http://www.cps.org.uk/publications/reports/troops-to-teachers-a-successful-programme-from-america-for-our-inner-city-schools/>, and is described in D2, D3, D4 and D6.

Instructors will be in charge of our House system, pastoral care, teaching basic skills, pupil mentoring, PE and adventurous training. Normally they will be former NCOs with excellent annual reviews from their last posting and a the ability to react flexibly in new and challenging circumstances. Phoenix has been overwhelmed with applications from potential Instructors—most of whom already are working with young people in schools or elsewhere—and we should have little trouble selecting exceptional candidates,.

Instructors will be selected on the basis of their ability to command respect, to perform complex tasks and to learn new skills. They will need to demonstrate the ability to manage data-driven systems and to liaise effectively with colleagues, parents and outside agencies. We will also expect them to improve their educational attainment in a core academic subject, working towards level 3 and higher qualifications. Applicants will be assessed for their success in improving their knowledge and skills since leaving the armed forces. Since this is a new role, we will be providing training specific to the functions Instructors must perform and to ensure that they meet legal requirements.

Recruiting ancillary staff: A school cannot function effectively without high-quality ancillary staff who work with smoothly with managers and contact staff. Consequently, we will not advertise these positions until the latter have been engaged and can play a role in short-listing candidates and determining precisely what their duties will be.

Recruiting Directors:

For present purposes, we have an adequate range of volunteers who will be appointed as Directors by the time we reach the pre-opening phase. Their skills will be backed up by those of our Members [REDACTED], [REDACTED] and [REDACTED], as well as people on our steering committee who will not be serving as Directors. Their decisions will always be informed by timely feedback from our Project Manager, [REDACTED].

The Phoenix talent pool:

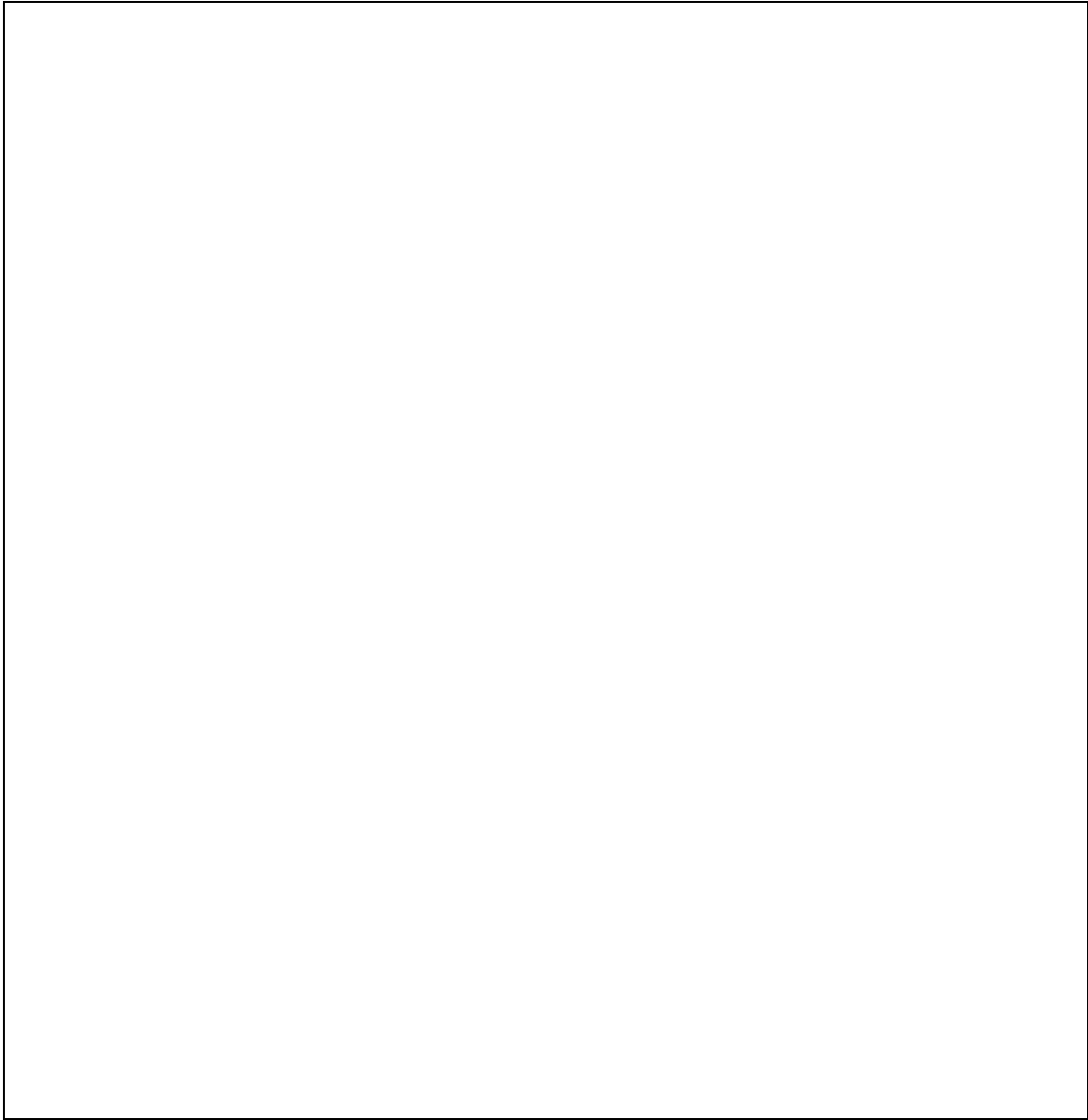
The following list includes members of our steering committee who are not committed to joining our Board of Governors. Prospective Members are

marked # and actual or prospective Directors are marked *.

Leadership— [REDACTED]
Education/Curriculum— [REDACTED]
Recruitment and Marketing— [REDACTED]
Finance— [REDACTED]
ICT— [REDACTED]
Staff Development— [REDACTED]
Legal— [REDACTED]
Strategic planning— [REDACTED]
Safeguarding and SEN— [REDACTED]
HR— [REDACTED]
Health & Safety— [REDACTED]
Estates/Building— [REDACTED]
PR— [REDACTED]

We will, of course, be looking for more Directors to ensure a greater depth of expertise, to share the workload and to provide a degree of internal oversight. As Phoenix grows there will inevitably be times when we engage in activities which will require additional expertise. For instance, we hope that our enrichment activities and links with the community and the outside world will grow will expand in response to the energies and enterprise of our staff, our pupils and our parents. This may very well require additional expertise at the Board level, especially if significant amounts of funding are involved. Although we would expect our Board to be fully up to strength by 2016 at the latest, we are aware that we will have to respond to changing circumstances, and this could affect the number of Directors and the composition of the Board.

There is a strong element of self-selection in terms of recruiting Directors for Phoenix, in that most of those who have already been identified have heard about us from the media or from friends, and have volunteered their services. Others have been suggested by people in our Steering Committee. Invariably, they have a strong commitment to the Phoenix ethos, which is of course essential if one is to volunteer a significant amount of one's time with no possibility of remuneration.



Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Section G1: Provide accurate financial plans that are consistent with the rest of your application and based upon realistic assumptions about income and expenditure.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year.

[Redacted]

[Redacted]

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

[Redacted]

G3: Show how the school will be financially resilient to reductions in income.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

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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