

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

HOLY TRINITY INTERNATIONAL SCHOOL: FREE SCHOOL APPLICATION, 2014

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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 checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Chair, Free School Steering Group c/o Holy Trinity International School, Birmingham Road, Kidderminster, Worcestershire, DY10 2BY
3.	Email address: [REDACTED]
4.	Telephone number: 01562-822-929
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input 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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>1. Chelstoke International: advice on capacity, staffing and accommodation planning. No further involvement envisaged.</p> <p>2. International Education Systems (IES): use of the educational, financial, marketing, ICT and legal services provided by the IES International staff. It is hoped that, following tender, these services will continue to be provided to the school. The financial plan allows for this possibility.</p> <p>3. 4-day detailed survey of school buildings by [REDACTED] of [REDACTED], Kidderminster, in October 2012. No further involvement envisaged.</p>	
Details of company limited by guarantee		
13.	<p>Company name:</p> <p>Holy Trinity School Academy Trust</p>	
14.	<p>Company address:</p> <p>16 St John's Lane London, EC1M 4BS</p>	
15.	<p>Company registration number and date when company was incorporated: 7953354</p> <p>16th February 2012</p>	
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: Three
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: A Chair has not yet been proposed. He/she will be elected once the governing body has been formally constituted with a majority of members who are not connected with the Holy Trinity International School Trust or with IES.

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.	<p>If Yes, please provide the following information about each organisation:</p> <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. <p>1. Holy Trinity International School Charity Commission number: 517893 Companies House number: 02014946 Role: current school's Trust. It is proposed that the Trust continues to own the school premises, to run the Nursery, and to be a vehicle for charitable donations to support education.</p> <p>2. International Education Systems, Ltd. (IES) Companies House Number: 02657335 Role: IES is a network of eight schools of which Holy Trinity school is one. The others are in Sidmouth and Grantham, in Budapest, in South Africa (three schools in and near Cape Town), and Florida. IES is linked to a Latin American network of schools called IISEK. IES is the Sole Member of the Holy Trinity School Trust. IES is supporting the work of the school Steering Group in developing this application. It hopes (see Sections F and Financial Plan) to bid to continue to provide specialist services to the school once it is established as a Free School, following a tendering process.</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>	

Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input checked="" type="checkbox"/> Yes <input 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:	117015
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:	Age range: 4-19. 213 pupils currently in Reception-Year 13 (and an additional 69 in the Nursery). Capacity is 640 (plus Nursery capacity of 83)
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: ISI inspection in October 2010 Link: http://www.isi.net/schools/6557/	
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: Link: http://www.holytrinity.co.uk/common/uploads/docs/Exams.pdf	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



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

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

██████████
Signed:

Position: ██████████

Print name: ██████████

Date: 31st December 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:	Holy Trinity International School
2.	Proposed academic year of opening:	2014-2015
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, 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:	Site and buildings of the current school. DY10 2BY
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? The site belongs to the current Holy Trinity International School Trust
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:	Worcestershire County Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Staffordshire, Shropshire and Dudley
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

PART ONE

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

Rationale

C1.1 The existing school, Holy Trinity International School, which is applying for Free School status, is a 4-19 coeducational independent school located near the centre of Kidderminster, within the Worcestershire Local Authority. The school has a long tradition, dating back to 1903, both of helping its pupils achieve to the highest levels of their academic potential and of giving priority to their moral, spiritual and social development. It is already a non-selective non-denominational mixed ability school. As a Free School it would draw more than it does at the moment on its immediate catchment area which is mixed socio-economically and includes some areas of considerable disadvantage.

C1.2 Many local families wish to send their children to the school, but are unable to do so for financial reasons despite fees being set at a low level. Large numbers are currently supported through bursaries and scholarships, though many of these children also eventually leave for financial reasons. Many families in the immediate vicinity of the school also place their children, under the Government Early Years Funding scheme, in Holy Trinity's highly regarded Nursery, are keen to continue into the primary school, but are unable to do so because they cannot afford even discounted fees. It is the school's wish, by becoming a Free School, to extend the benefits of a Holy Trinity International School education to many of those who are currently unable to afford to take advantage of it, and thus to enhance parental choice and to benefit the local community. In doing so we hope to contribute to the Local Authority's commitment, reaffirmed in response to our Free School application, to 'support wider diversity of provision in line with the Coalition Government's policy' (letter of 10th February 2012 from the Director of Children's Services to the school's head teacher). The Local Authority has also particularly commended the school's plans to enhance diversity of provision at Sixth Form level. It considers 'that the proposed curriculum model to be offered by the Free School would add to the range and diversity of post-16 provision in Worcestershire' and 'view(s) the track record of post-16 outcomes at Holy Trinity as positive in supporting (its) drive for continued improvement' (letters of [REDACTED], [REDACTED], to the [REDACTED], 15th February and 4th December 2012).

C1.3 The new school will increase the number of maintained school places available in the area for children aged 4-19 by 640 and increase the current school's roll by 427. 110 children in the Wyre Forest area did not obtain their first choice of school for entry to Reception in 2011 (and 56 in 2012). By expanding the number of places available Holy Trinity will enhance choice at that level.

C1.4 Worcestershire Local Authority has also recently launched a public consultation on the possibility of increasing the number of primary school places due to high levels of demand and in anticipation of the consequences of new housing development within the district. A Free School at Holy Trinity would add to local provision without any capital investment by the Government in new construction, the current school's premises being large enough to allow for the addition of the projected additional 427 pupils (with the exception of some small initial costs to allow for additional Sixth Form numbers and for the addition of two new classrooms in 2017-2018 to cater for the introduction of double form entry into the primary school). These premises include facilities not commonly available in many maintained primary schools such as an indoor swimming pool and four tennis courts.

C1.5 The school will be highly distinctive as a maintained school which offers education from age 4 (and earlier) to age 19 on the same site. It sees this aspect of its provision as a key element in the rationale for its bid to be a Free School. Being an all-age school brings many advantages to pupils and parents, and in particular:

- enhances the school's family atmosphere;
- encourages long-term parental involvement;
- enables consistent support over time to pupils and their families;
- facilitates educational continuity and progression across the different phases of schooling;

and, not least,

- is of great practical convenience to parents with children of different ages.

C1.6 International research studies from the UK, USA, Australia, Canada and elsewhere, over many years, have shown that transitions from one school to another can be both psychologically and educationally unsettling for some children, with the resulting learning loss and problems of adjustment continuing in some cases for long periods after the transfer has taken place. There are great advantages therefore in having an all-age school in which children progress from one class to another and from one section of the school to another (primary to secondary, secondary to Sixth Form) but do so within the same building and within an institution that has a common ethos 4-19. Progression within an all-age school involves challenge and novelty as pupils move up the school and encounter new experiences, new people and new approaches of learning, but all this has the advantage of taking place within a familiar and secure environment.

C1.7 The school will also be distinctive as the only school in the area which is part of an international network of schools, allowing possibilities for exchanges, trips and joint curriculum projects, and which plans to offer the International Baccalaureate's Primary Years Programme (PYP) from September 2013 and, from 2014 and 2015 respectively, the IB's Diploma Programme and IB Career-Related Certificate (IBCC) for 16-19 year olds. Since the school's 2013 application the IB has succeeded in obtaining candidate status for both the PYP and the IB Diploma Programme.

C1.8 The case for the establishment of a Free School in Kidderminster is strengthened by the school's current success in national tests and examinations by comparison with other local schools. These are shown in the table below. At age 11, Key Stage 2 SATs results show 100% of pupils in 2012 obtaining English and Mathematics at Level 4 and above, against the latest available average (2011) for schools in the immediate vicinity of 70%. This is especially noteworthy given that Holy Trinity is a non-selective school with an entry broadly defined by inspectors as 'average' in its spread of abilities. At 16+ the GCSE results are equally impressive for a cohort of 'average' pupils, with an average 83% over the last four years obtaining 5 GCSEs (including English and Mathematics) at Grades A*-C, against an average in the neighbouring schools of 52%. These results indicate that the neighbouring schools are achieving results some 7% below the national average, whilst Holy Trinity is achieving results some 19% above the national average. The 2012 results for Holy Trinity also show a marked improvement over those for 2011. The school would aim to maintain and further improve these results once a Free School. Even more importantly Holy Trinity is marked by its impressive value-added results which, using the University of Durham value-added test scale, show an average value-added gain over the secondary cycle equivalent to 0.6 of a grade point, i.e. many pupils who, on national averages for

the sample, obtain a B would obtain an A at Holy Trinity as a result of the school's 'added value'. Additionally c.90% of Holy Trinity students, both those who leave the school at 16 and those who leave at 18, have gone on in recent years to higher education at 18+ compared with the overall figure for the Wyre Forest area of 50%.

Table comparing Key Stage 2 SATs and GCSE results of Holy Trinity International School with those of other local schools

Primary Schools (All Urban)	SATs Key Stage 2 (June 2011) % Level 4+
St Ambrose	74
St George's	89
St Mary's	64
Offmore	72
Comberton	71
St Oswald's	55
St John's	57
St Catherine's	77
AVERAGE	70
HTIS (2011)	93
HTIS (2012)	100
Secondary Schools (Urban and Rural)	GCSE (June 2011) 5 A*-C (Including English and Mathematics)
King Charles (Urban)	60
Baxter (Urban)	46
Wolverley (Rural)	36
Bewdley (Rural)	65
AVERAGE	52
HTIS (2011)	71
HTIS (2012)	95

- Other schools' 2012 results unavailable until January 2013

C1.9 A Free School that builds on the successes of the current school would thus provide a useful addition to provision in an area marked by indices of under-achievement. The Wyre Forest area, in which Kidderminster is situated, has a 16-24 year old unemployment level of 8.5% which is higher than both the county and the national average. It has also experienced a downward trend in the number of students embarking on Level 3 courses (currently 40.3% compared to what has been an increasing national average, which is now at 52.4%). It is an area in which out of work benefits are higher than the national average and average median household incomes are lower than the national average (with 50% of residents earning less than £30,000 per annum). The new Free School will provide high quality education and some novel career opportunities for children from these disadvantaged backgrounds (see analysis of responses to the evidence of demand questionnaire in Section E.1).

Vision

Our aspirations for the New Free School are as follows:

A small school with a family atmosphere

C1.10 The school's 2010 ISI report described 'the quality of the pupils' personal development' as 'excellent'. As a Free School Holy Trinity would continue to be a school in which all pupils are known to each other and to staff, in which there is a well-established respect for difference (in terms of individuals' different personalities, tastes and styles), and in which there are the highest levels of individual attention, pastoral care, and support for pupils' distinctive approaches to learning. Although numbers will increase significantly, the division of the school into primary, Senior and Sixth Form units, each with their own identities, will ensure the continuation of a small school atmosphere both in each part of the school and in the school as a whole. We will continue to ensure that there is as seamless a transition as possible, both academically and pastorally, between key stages in the school, and in particular at 11+ and 16+.

C1.11 Classes will not exceed 21 in Reception, Year 1 and Year 2 and will not exceed 23 in all years up to and including Year 11. Teaching groups post-16 will not exceed 18.

High expectations

C1.12 Holy Trinity International School is a school that has, and will continue to have, the highest expectations for its pupils in all aspects of attainment. In addition to academic attainments, which include but are much more than simply test and examination results, embracing also a respect for things of the mind, the Free School will have a particularly strong emphasis on pupils' moral, spiritual, cultural and social development, and on the highest standards of courtesy, dress and behaviour. This stress on nurturing each and every one of its pupils is a key factor explaining the school's outstanding value-added results. The school challenges pupils' expectations of themselves by developing their self-belief and expanding their horizons of aspiration. The school does this not just with pupils but through encouraging parents' commitment to the school and its vision.

C1.13 Pupils will be encouraged to stretch their minds to the utmost. In addition to all the traditional subjects of the curriculum primary school pupils will also be helped to develop their thinking skills through the systematic use of the Mindlab programme for schools. This will be followed at lower secondary level by the introduction of philosophy, with a view both to encouraging the development of concentrated thought and to exposing pupils to major existential issues. At 16-19 there will be a new non-externally examined course on 'Great Thinkers from Ancient Times to the Present Day', based on one used in The International School of Geneva. This will be taught alongside the IB Diploma Programme and will support and complement its Theory of Knowledge component.

C1.14 The school will aim to maintain and improve its current high level of added value and will set value-added targets for itself as indicated below and as shown in the targets for reading outlined in D5. It will judge its own effectiveness above all by such measures, rather than just by absolute results in which there is no value-added component. It nonetheless sees an important place for such targets in relation to Key Stage 2 SATs, GCSEs and IB Diploma results, as shown in the table below. The targets summarised below and outlined in detail in D5 are ambitious but are based on the school's experience of adding value (as demonstrated through Durham University tests) to its already very comprehensive intake. The current school has long experience of helping pupils to achieve way beyond their expected levels of attainment. We will have the same expectations of a Free School cohort that is likely to come from a wider socio-economic background and (it is assumed for the sake of the targets below) an even wider range of attainment at intake. The response to any shift in the school population will not be to modify the curriculum but to ensure that teaching and learning approaches allow full access to this curriculum and maximise pupils' chances of success. Other ambitious success measures relating to

attendance, exclusion, retention and feedback from the school community will also exemplify the school's high expectations both of its students and of its own performance as an institution in relation to all its 'stakeholders'. These are also described in detail in Section D5. Students' individual targets will similarly extend beyond academic attainment and will be based, as discussed below in this application, on the learner attributes of the IB Learner Profile.

	2015	2016	2017	2018	2019	2020
PIPs average total score for the Reception cohort at the end of the school year	60	61	62	63	64	65
KS2 SATs (English & Maths)						
Level 4+	92%	96%	96%	96%	96%	96%
Level 5	30%	34%	39%	43%	43%	43%
	2015	2016	2017	2018	2019	2020
GCSE 5 A*-C (incl. Eng and Maths)	75%	78%	81%	84%	87%	90%
	2015	2016	2017	2018	2019	2020
ENGLISH BAC	50%	55%	60%	65%	70%	75%
	2015	2016	2017	2018	2019	2020
14 - 16 Value Added	+0.7	+0.75	+0.8	+0.85	+0.9	+1.0
	2015	2016	2017	2018	2019	2020
IB DIPLOMA (Average points)	N/A	N/A	27	28	29	30
IB DIPLOMA ALIS Value Added		+0.15	+0.2	+0.25	+0.3	+0.35

C1.15 The school will continue to see progression to higher education, in its very diverse forms, as one of the key measures of its success.

A demanding curriculum

C1.16 The rationale for the choice of the curriculum is given, as required, in Section D1. The main objectives are to provide a curriculum which adds to the diversity of local maintained school provision, prepares pupils to be internationally-minded, provides opportunities for all to follow courses that lead to high academic standards at all levels, privileges language learning, and provides a choice of pathways post-16. The school's curriculum will be based across all years on the IB's Learner Profile, in the primary years on the IB Primary Years Programme, and post-16 on the IB Diploma and Career-Related Certificate programmes. Despite their origins in international

schools, with a population drawn from expatriate professional communities, IB programmes are now mostly followed in state schools around the world. Over 50% of these programmes are in North American state schools, many in areas of major deprivation. We believe that IB programmes offer one of the best globally available curricular approaches, at least at primary and post-16 levels, for pupils of the range of ability and background that we anticipate in the proposed Free School. There are now many longitudinal research studies, with large cohorts, some of which are mentioned in later parts of this application, to back up this belief.

C1.17 In the Primary School pupils from September 2013 will be following the International Baccalaureate's Primary Years Programme (PYP), planning for which has been going on for the last two years. The school expects to obtain authorisation for the PYP by March 2014. The PYP, taught in 976 schools in 97 countries, combines a commitment to academic rigour with a focus on child-centred, inquiry-based learning and on the development of children's attitudes and values. Recent research evidence from the *International Schools Assessment* project, based on data from a large number of schools worldwide, shows higher levels of performance in reading and mathematics in most year groups by PYP students when compared with students following other curricula. We will aim to show similar results in the case of Holy Trinity, as well as to demonstrate the other widely attested effects of a well taught Primary Years Programme on children's confidence and articulacy and on their independence and reflectiveness as learners.

C1.18 In the Senior School the curriculum in Years 7-10 will be largely based on that of the National Curriculum. In Years 10 and 11 all students will aim for the English Baccalaureate at GCSE. Within the English Baccalaureate all pupils will be required to take History at GCSE given the subject's crucial role in forming educated adults conscious of their identity and of their place in time. In Years 12 and 13 A/AS level will continue to be offered in Year 12 up to and including the school year 2013-2014. From September 2014 the school plans to offer the IB Diploma Programme and, from September 2015, the IB Career-Related Certificate (IBCC) programme (approved by Ofqual as a regulated qualification in October 2011) with a particular focus on the creative industries. Further information about these courses is provided in Section D2. The coexistence of these two courses in the Sixth Form will enable the school to offer an integrated programme embracing both academic and vocational pathways and thus to maintain a commitment to inclusiveness post-16. The particular focus of the IBCC on creative industries will build on the school's existing strengths in the visual arts, textiles (a traditional Kidderminster industry), and design. Creative industries in the UK have grown at double the rate of the economy as a whole in recent years. The IBCC will prepare students for vocational higher education courses in the creative industries, such as the Foundation and Honours degrees in related areas offered by local and national institutions, for example New College, Bromsgrove (which offers five creative industry foundation degree courses), City University, the University of Bath, etc.

C1.19 The curriculum will place a particular emphasis on languages. Pupils in the Primary School will continue to learn French and Spanish and all pupils will continue to study a second language up to and including GCSE. From September 2014 and September 2015 respectively this will also continue through the IB Diploma and the IB Career-Related Certificate. There will be support for the maintenance and development of mother tongues.

Approaches to learning and teaching that encourage pupils to be confident, reflective and independent learners

C1.20 Approaches to learning and teaching throughout the school, whether or not pupils are following an IB programme at a particular point in their education, will be based on the IB's Learner Profile. This clear and simple set of ideals and objectives, based on ten learner outcomes, will be used to give the whole school community - pupils, staff and parents - a unifying and visionary common purpose in its joint educational project. This approach will extend across all aspects of the school's educational provision. Pupils will be encouraged to contribute to the life

of the community and participate in a range of programmes such as the DoE Award scheme. We wish all our pupils to become well-rounded, socially conscious individuals and will continue to provide the opportunities to make this a reality.

C1.21 Effective differentiation, with a view to being pro-active in relation to the needs of all pupils, will be a top priority and be a continuing main focus for the professional development of teaching staff.

C1.22 We will be keen to build on the school's limited but successful experience in supporting pupils with major physical and cognitive special educational needs.

Value-added

C1.23 Collecting and using value-added data, and ensuring that a high level of value is added by the school to pupils' attainments in all areas, will be key features of the new school. While paying the closest attention to absolute results the school will judge itself, and set its targets, primarily on the basis of the levels of value that it hopes to have added.

An international school

C1.24 The school's 2010 ISI report stressed pupils' 'strong cultural awareness' and their 'natural tolerance of and interest in other cultures'. Holy Trinity will continue to be an internationally-minded school. It will follow a curriculum designed to prepare pupils for life in a globally interdependent world as well as for life and citizenship within the United Kingdom. Pupils will learn about other parts of the world, develop inter-cultural understanding, study at least one foreign language at all stages of their schooling, and, in the words of the IB mission statement, 'understand that other people, with their differences, can also be right' (though may of course also be wrong). We are keen that all our pupils develop a global outlook, alongside their local and national identities, and (again in the words of the IB mission statement) become 'internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world'.

C1.25 As a member, since 2007, of the global network of schools run by International Education Systems (IES) and its partner IISEK (with schools in other parts of England, South Africa, Hungary, the USA, Spain and Latin America), pupils at Holy Trinity will benefit from opportunities for exchanges with schools in other parts of the world, joint curricular projects, and participation in extra-curricular activities in Spain and Latin America, as well as from the presence in the school of small numbers of foreign students visiting Holy Trinity for one-term or one-year courses designed to improve their mastery of English.

C1.26 The school is situated in a district in which c.97% of residents are identified as 'White British'. The school at the moment has 7.5% of its current students identified as other than 'White British'. We expect this proportion to increase given the higher proportion of local inhabitants from this category within younger age groups and given continuing immigration into the area (including from Eastern Europe). The school is well placed, as a result of its ethos, its international-mindedness, its emphasis on languages, and its belief that bilingualism and mother tongue maintenance are assets rather than disadvantages, to provide a relevant education to local children from all of these backgrounds growing up in fast-changing contemporary Britain.

Extra-curricular activities

C1.27 We will continue to offer a wide range of extra-curricular activities, plan to increase the number of these as enrolment grows, and build on current arrangements by which the school premises are used by local groups and organisations. Where numbers allow extra-curricular

mother tongue classes will be offered, as part of the school's support for pupils' language development and, where this is accessible to them, bilingualism.

C1.28 Evening classes will be offered to parents in order to help them better to support their children's education. The school site already serves the local community seven days per week and on weekdays from approximately 6.30 am to 10.00 pm.

A reflective professional community

C1.29 We will maintain the highest standards in the recruitment, induction, professional development and appraisal of its staff. We will do our very best to ensure that teachers are able to focus on their sole raison d'être which is teaching and supporting learning and, within a tight objective-setting and appraisal system focused on results (in the broadest sense) rather than on methods, leave them considerable freedom to implement the curriculum in the ways that suit best both their talents and their pupils' needs.

C1.30 Our connection with IES, with its highly professional legal, financial and administrative backup and long experience of running schools, will also help to free the Head Teacher from much of the bureaucracy involved in running the school and enable her/him to get out of her/his study and act as an educational leader and guide rather than mainly as a manager.

Striving continually to do better than our previous best

C1.31 We are already very pleased with the impact on pupils of the education we provide and are proud of the happy atmosphere of the school on which parents and visitors so frequently remark. We are keen that this transfers to the new arrangements from September 2014. We are not, however, complacent. Part of our new mission statement will be a commitment to 'strive continually to do better than our previous best'. We will also take, and are already taking, the opportunity provided by the Free School application to reflect on our current provision and on ways in which this might be improved whether or not the Free School goes ahead. Quite a few of the proposals in the sections that follow reflect the results to date of the useful process of self-evaluation that this application has already entailed.

Ethos of the school

C1.32 The above summary of the school's vision of itself as a Free School encapsulates the key features of the school's ethos that we will wish to establish: individualised attention, a calm and orderly atmosphere, high levels of manners and courtesy, respect for difference, the highest academic expectations, reflectiveness on the part of all members of the community, and a striving, on everyone's part, always to do better than one's previous individual and corporate best.

C1.33 The school currently has its own mission statement incorporating some of these aspirations. It also adheres to a mission statement for IES schools and is beginning, as a candidate school for IB programmes, to consider the implications of the IB's mission statement. It plans, before September 2014, to develop its own mission statement which draws on all three of these statements and is inspired by the Vision outlined above. This exercise will provide a useful opportunity for the new governing body, staff, pupils and parents to come together to clarify their vision of Holy Trinity as a Free School and to encapsulate this in a new statement. This process, together with the subsequent triennial community-wide reviews of the new mission statement and its application that are envisaged, is expected to be much more useful than whatever product (in terms of an inevitably over-simplified form of words) that emerges from it.

Changes since the 2013 application

C1.34 The proposed Free School's educational vision has not changed since the previous application. The current proposal includes:

- a much higher projected enrolment, at all levels but particularly at Reception, Year 9 and Year 12, and a further analysis of the potential of the school's accommodation to absorb a two-form entry from Reception to Year 6, with minimal capital investment. Capacity has risen from 485 to 640;
- very much higher levels of demand from parents, clearly expressed on the basis of putting Holy Trinity as the school of first choice (currently for 1703 children, i.e. nearly three times the projected capacity);
- interest from a much wider section of the local community, including from disadvantaged families;
- even greater value for money;
- a resolution of the financial concerns expressed in informal feedback on the previous application (see Section G4);
- measures to ensure better staff preparedness for the move from a private (but comprehensive) school to a maintained one.

SECTION D: Education plan

PART ONE

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.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception	10	42	42	42	42	42	42	42
Year 1	14	42	42	42	42	42	42	42
Year 2	11	42	42	42	42	42	42	42
Year 3	16	23	46	46	46	46	46	46
Year 4	19	23	23	46	46	46	46	46
Year 5	18	23	23	23	46	46	46	46
Year 6	19	23	23	23	23	46	46	46
Year 7	11	46	46	46	46	46	46	46
Year 8	22	23	46	46	46	46	46	46
Year 9	15	23	23	46	46	46	46	46
Year 10	17	23	23	23	46	46	46	46
Year 11	20	23	23	23	23	46	46	46
Year 12	11	50	50	50	50	50	50	50
Year 13	10	30	50	50	50	50	50	50
Totals	213	436	502	548	594	640	640	640

Commentary on the Part One table

The plan is to move by September 2018 to two-form year groups in both primary and secondary schools (Reception-Year 11), thus achieving full capacity, with 640 pupils, at that point. The evidence of demand outlined in Section E suggests that this is a realistic target.

Class sizes are restricted to 21 in Reception, Year 1 and Year 2, given the particularly crucial importance of individual attention being given to each child at this formative stage. Classes from Year 3 to Year 11 will all be capped at 23. We are aware that some of the research about class size indicates that larger classes can also be educationally successful, but have been influenced in our decision by (a) our ability to maintain these sizes while managing the school in such a way that we are still able to generate a surplus, (b) evidence of strong parental demand for smaller classes, and (c) our feeling that smaller classes contribute significantly to the school being able to maintain its vision of being a small, friendly and intimate community in which pupils' individual needs are both identified and met to a very high level.

We plan to offer two form entry in Reception, Years 1 and 2 in September 2014, given high levels of demand and a greater willingness on the part of prospective parents to move their children to a new school at those ages. Thereafter we will add an extra class in Years 3-6 over a four year period, achieving primary school full capacity in September 2018.

We also plan to offer two-form entry in the first year of the secondary school (Year 7) from September 2014 and adding an extra class to subsequent years (Years 8-11) as this two-form year group moves up the school. We do not wish to introduce two forms into Years 8 and 9 at the point that the Free School opens, both because parents and children are likely to be more reluctant to move schools at this stage and because we wish to stagger the increase in numbers over a number of years in order to make smoother the transition from a small school to a substantially larger one.

We are assuming that there will be a substantial increase in the Sixth Form in September 2014, but that it will not reach capacity until September 2015.

The Nursery will continue to accommodate up to 83 children, but will be outside the lease and completely separate from the Free School both physically and financially.

PART TWO

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

D1.1 The rationale for the school's curriculum follows on from its Education Vision as outlined in the previous section. In outlining that Vision some of the reasons for the school's distinctive curricular emphasis, for example on IB programmes, have already been spelled out and are not repeated here. The first five objectives below should be common to all good curricula, though we are giving a particular priority to international-mindedness and to language learning. The latter emphasis stems both from a wish to build on the strengths of the current school and from a belief that it is important for all children to follow a curriculum in which these elements are stronger than they currently are in many other schools.

D1.2 There is no suggestion that the chosen curriculum is mainly a response to the anticipated pupil intake as described in Section C1. We have indeed been keen, while taking this anticipated intake firmly into account, to avoid any categorisation of groups and their supposed curricular 'needs'. We are conscious that curriculum building (as opposed to the choice of learning and teaching approaches) that starts from the perceived needs of segments of the population has a long history of keeping these segments of the population in a state of under-achievement. The curriculum that is proposed is based on a general conception of what it is to be an educated, competent and responsible adult, a conception to which we would want all pupils, whatever their background and wherever they live in this country, to aspire. The educational programme up to age 16 is a strongly academic one, providing opportunities for all young people to achieve what we feel to be an essential basis for future learning. The link with the IB Learner Profile and its associated pupil-centred pedagogy should, however, allow this educational programme to be accessible to pupils with a wide range of needs in terms of learning and teaching styles. Post-16 we plan to offer two linked pathways, one of which has a vocational focus that is geared to the traditional industries of this part of the country and that we feel to be appropriate in an area which needs both to increase the proportion of young people following Level 3 courses and to reduce levels of youth unemployment.

D1.3 The following six objectives underlie the rationale for the school's proposed curriculum.

First objective: an internationally-minded school which prepares students for a highly interconnected world (while also preparing them for life in this country).

Hence:

- the use of IB programmes (PYP, IBDP, IBCC) and of the IB Learner Profile as a common thread;
- strong curricular links with other IES schools around the world.

Second objective: a school which gives priority to foreign language learning (as a corollary of the above)

Hence:

- two languages taught throughout the primary school;
- a foreign language required to be followed for GCSE;
- IB Diploma and IBCC which both require continued study of a foreign language.

Third objective: a school which aspires to the attainment of high academic standards, in mainstream subjects, for as many of its pupils as possible

Hence:

- choice of PYP with its combination of constructivist pedagogy and high standards of literacy and numeracy (as attested by major research studies showing superior performance by PYP students), and its success with students of widely varying backgrounds;
- opportunity for all pupils to achieve the English Baccalaureate (including a requirement for all pupils to take history at GCSE);
- choice of the IB Diploma as the most demanding post-16 educational programme currently available, one whose success in stimulating students from disadvantaged backgrounds is well-attested, and one in which many research studies show superior preparation for higher studies by comparison with other programmes;
- choice of the IB Career-Related Certificate as a high status vocational qualification (including elements of the IB Diploma);
- introduction of Mindlab, a programme that develops thinking skills through strategic planning;
- additional curricular elements, including philosophy, and a Sixth Form course on Great Thinkers.

Fourth objective: a school which offers a choice of pathways post-16 and maximises students' opportunities for higher education and employment

Hence:

- IB Diploma and IBCC offered post-16;
- IBCC focus on creative industries, an expanding part of the national economy, and in particular on those creative industries with a strong local presence;
- Joint teaching between the two courses, helping break down an academic-vocational divide.

Fifth objective: a school where the formal curriculum is closely intertwined with a rich programme of extra-curricular activities in which all pupils participate

Hence:

- requirement in all three IB programmes for community projects and service learning;
- Creativity, Action and Service (CAS) requirement in the IB Diploma and IBCC, thus creating links between taught programmes and extra-curricular activities and requiring involvement in the latter;
- a programme of visitors and speakers to the school, both in assemblies and within curriculum time, to reinforce and extend the formal curriculum;
- links with the University of Birmingham to support the science curriculum;
- links with other IES schools (both curricular and extra-curricular).

Sixth objective: a school which contributes to greater diversity of provision locally

Hence:

- continuous curricular provision 4-18 (the only maintained school in the area to do so), with all the advantages that this brings with regard to curricular transition;
- the use of the IB PYP (the only maintained school in the West Midlands currently heading for IB PYP authorisation);
- the use of the IB Diploma (the only maintained school in Worcestershire currently moving to IBDP authorisation);
- the use of the IBCC (as one of a small number of pioneer schools offering this in England);
- exceptionally strong foreign language provision.

D1.4 The unifying curricular thread throughout the school's programme will be the IB Learner Profile, which provides learner characteristics to be striven for at every stage of learning and manifested through contexts that change radically over time. Pupil attainment will be evaluated in

relation to the Learner Profile as well as to the various objectives of the educational programmes being followed at any one time.

D1.5 Insofar as transition is concerned the school will have the great advantage of permitting curricular progression on one site across the whole 4-18 age range. This will enable a good balance between the necessary changes of focus and emphasis that take place as pupils move from one programme to another and the equally necessary requirements for continuity.

Transition into Year 7

D1.6 Many new pupils' first experience of the school will have been their participation in a 'Taster Day' at which they and their parents had been helped to make up their minds whether they wished to come to this school in Year 7. It is hoped that this experience will have helped to create a positive attitude towards the school and to make the transition an easier one.

D1.7 All pupils who are entering the Senior School will take part in an Induction Day in the summer term of Year 6. This will involve information regarding the curriculum, academic expectations and organisation that will be required of them in Year 7. There will also be opportunities to allow pupils to interact socially with their new classmates. During the Induction Day students will have the opportunity to take part in team-building activities and sample Year 7 lessons. On occasions catch-up work may be suggested for pupils to complete before joining the school. This will be assessed on a case by case basis.

D1.8 Where pupils are joining the school from feeder schools other than Holy Trinity Primary School, there will be a further induction programme in the first term of Year 7 to ensure that the requisite skills are in place to access our proposed curriculum. This will take the form, following assessment, of booster classes, where necessary, in appropriate subjects. The introduction of a visual learning programme, as described elsewhere in Section D, will also enable new pupils to access the curriculum in ways appropriate to their learning styles.

D1.9 Arrangements will be put in place - for example via the use of Rosetta Stone language software - to help children who enter at age 11 with no previous experience of French and Spanish to catch up as rapidly as possible. The move to two-form entry will also allow new pupils to be placed in groups where they are most likely to benefit from those parts of the programme that involve whole class teaching. Placement in these groupings will be kept under continuous review.

D1.10 Pupils entering the school for the first time in Year 7 will not have experienced the IB Primary Years Programme followed by those who, in due course, will be continuing from the school's primary school and will also be unfamiliar with the IB Learner Profile. It will be important to evaluate the comparative strengths and weaknesses of the two cohorts at the point of entry into Year 7, both in terms of the different components of the curriculum and of pupils' attitudes towards and habits of learning, with a view to ensuring a smooth transition to the Key Stage 3 curriculum for both groups. A particular emphasis and (in the case of continuing pupils) re-emphasis on the IB Learner Profile characteristics will be needed at this stage.

Transition into the Sixth Form

D1.11 Transition to a Sixth Form IB programme for pupils previously at the school will be aided by the following:

- the use of the IB Learner Profile - the unifying thread of all three IB programmes - throughout the school;

- the introduction of philosophy and 'theory of knowledge' at earlier key stages, with a view to developing thinking skills, strengthening students' understanding of the links between subjects, and preparing for the IB Diploma Theory of Knowledge (ToK) component.

D1.12 For students entering the school for the first time the Head of Sixth Form is likely to have met most entrants at Open Days and to have established individual e-mail contact with all of these entrants. He will ensure that he also does so with any others whom he has not met. All confirmed entrants, and their parents, will be sent materials about all aspects of the school and the IB Diploma and IBCC programmes, including video materials produced by the IB to explain the key features of the IB's philosophy. There will be a full induction programme in advance of the course and close support for individual students via mentors who will maintain a continuous overview of all aspects of their students' work and activities within the school and whose role is to be alert to each individual's academic and pastoral needs.

D1.13 The integration of new and former students, and of students following the two programmes (IB Diploma and IBCC), will be helped by the relatively small size of the Sixth Form, by the excellent facilities available at the school's Sixth Form centre, by the many joint extra-curricular activities on offer, and by the existence of elements common to all students on a course (such as the Theory of Knowledge and the Learning Approaches element of the IBCC). IB Diploma and IBCC students will also have some curricular elements in common.

Transition to further study and employment

D1.14 The school will offer a well-structured careers programme that enables students to make informed choices about the next stages in their lives. The IBCC, being a vocationally orientated programme, has careers education fully integrated into the programme. As a school with a 120-year history, and strong alumni loyalty, it will be possible to make extensive use of help from former students. Careers education is described further in Section D2.

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

Sections C and D1 have outlined the curriculum that is proposed for the new Free School, its rationale, its unifying organising principles, and the ways in which continuity and progression across the various stages will be ensured. This section assumes that background and shows how each of the stages will be structured and will exemplify this rationale and these principles.

THE CURRICULUM IN THE EARLY YEARS FOUNDATION STAGE

D2.1 The Reception class will follow the principles and requirements of the Early Years Foundation Stage (EYFS), which are very much in harmony with the requirements of the IB Primary Years Programme (PYP) on which the whole primary school curriculum will be based, and in particular its stress on inquiry-based learning and the learner characteristics of the IB Learner Profile. The school will promote a strong working partnership between teachers and parents. Daily contact with parents will be encouraged and various workshops throughout the year will allow parents to understand the underlying principles of the EYFS and also how they can help their children in their development.

D2.2 There are seven areas of learning and development that shape educational programmes in the early years. All areas of learning and development are important and inter-connected. Three prime areas have been highlighted as particularly crucial for promoting children's curiosity and enthusiasm for learning, and for building their capacity to learn and form relationships. These three prime areas are communication and language; physical development; and personal, social

and emotional development.

The school will also support children in four specific areas, through which the three prime areas are strengthened and applied. These areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Communication and language development: Pupils will be given opportunities to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Activities will include show and tell, circle time and discussions about stories. The pupils will respond to what they hear with relevant comments, questions and actions. The pupils will be involved in assemblies and music productions and speak in front of a range of audiences.

Physical development. Pupils will be given several opportunities throughout the week, both within curriculum time and extra-curricular activities, to develop their coordination, control and movement. The pupils will be taught the importance of how to keep healthy through eating (for example through the school meals and fruit snacks which are provided) and through the practice of good personal hygiene. The pupils will have opportunities to use equipment to develop their control and coordination and will also have a weekly swimming lesson.

Personal, social and emotional development. Pupils will be encouraged to be caring and respectful towards others. They will be told about the importance of manners and appropriate behaviour both within and outside of the classroom. The pupils will play games which require social interaction. Pupils will be encouraged to discuss their feelings and to consider those of others. The pupils will be involved in creating class rules and identify what behaviour is acceptable within the school.

Literacy. Pupils will develop their phonic understanding and begin to read and write. They will be given access to a wide range of reading materials (books, poems, electronic texts and other written materials) and will learn how to use the school library.

Mathematics. Pupils will develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and will learn how to describe shapes, spaces, and measures. The development of mathematical understanding will also include the use of stories, songs, home table, games and imaginative play.

Understanding the world. Pupils will be encouraged to find out about and discuss the physical world and community around them. The inclination to explore, observe and inquire about people, technology and the environment will be promoted. In developing their knowledge and understanding of the world around them at this stage, children are laying the foundations that will enable them to make sense of the world in which they live and the basis for their later work in science, design and technology and social studies. The pupils will be allowed to use cameras to record their work and results, as well as to program robots.

Expressive arts and design. Pupils will be given opportunities to explore and use a wide range of media and materials. Pupils will be encouraged to present their own ideas and expand their imagination through role play, music and dance.

D2.3 EYFS pupils will use the outdoor play area for significant periods encouraging them to study nature and develop an awareness of the local area. In addition all children in Reception and Year 1 will take part in a Forest Education experience.

D2.4 Throughout the year in Reception pupils will be prepared for the transition into Year 1. They will be encouraged to have developed their independence and take care of their own personal hygiene. They will have also been supported to become independent thinkers and encouraged to reflect on their learning in order to find the next steps forward.

THE PRIMARY SCHOOL CURRICULUM

D2.5 We are already beginning to implement the International Baccalaureate's Primary Years Programme (PYP) and have been accepted as a candidate school. We expect that IB authorisation to run the programme will be granted at the beginning of 2014, in plenty of time for the proposed start of the Free School in September 2014. The growing evidence about the advantages of this curriculum in promoting children's literacy and mathematics and in making them confident, enthusiastic and independent learners makes us confident that children completing a primary school course at the school will have an extremely strong basis for their progression into the secondary curriculum.

D2.6 The curriculum will be taught through interdisciplinary themes into which the key elements of the major subject disciplines will be carefully threaded. Themes will change every half term and will enable pupils to explore them in depth from a variety of perspectives, drawing on skills, knowledge and understanding from a range of subjects. The teachers will develop the programme of inquiries and investigations, but also involving pupils, particularly older pupils in Key Stage 2, in the design process itself. Pupils are encouraged to take responsibility for their learning, thus fostering their independence, their engagement with the process of learning, and their ability to cope with a progressively more demanding curriculum at secondary level.

D2.7 The IB curriculum model has the individual at the heart of the curriculum. The ten learner characteristics of the IB Learner Profile (inquirers, thinkers, communicators, risk takers, knowledgeable, principled, open-minded, caring, balanced and reflective) are intended to inspire and guide the work of teachers and pupils alike.

D2.8 The curriculum will be broad and balanced with six core areas of learning: Mathematics, Languages (including English and two Modern Foreign Languages), Science, Social Studies, Creative Arts and Personal, Social and Physical Education. The central importance of English and Mathematics will continue to be acknowledged and the school will strive to achieve levels above the national average. The allocation of time to the different components in the curriculum in all phases is shown in Appendix 1 to this section.

D2.9 The majority of the lessons will be taught by the respective class teacher. The two Modern Foreign Languages and Physical Education will be taught by Senior School specialist teachers.

D2.10 The school will develop its own curriculum through half term trans-disciplinary themes or units of inquiry as prescribed by the PYP. The curriculum develops both skills and knowledge and fosters pupils' ability to think about increasingly complex issues and to inquire about the world around them. Pupils will explore in depth each trans-disciplinary theme and in doing so will be expected to work in a variety of ways, including on their own, in pairs and in groups, in order to allow them to learn to their best advantage.

D2.11 The curriculum will be appropriately differentiated to meet the needs of all pupils, including those with special educational needs and those who are gifted and talented. There will be support provided for all, whether these are under-achieving pupils, those in the middle band of ability and attainment, or more able pupils. The school provides literacy and mathematics booster classes as part of its commitment to bring on and encourage all pupils. More detail can be found in Section D3.

Mathematics

D2.12 The Mathematics curriculum will follow the objectives of the Primary Framework. Although Mathematics is generally taught discretely from the half-term trans-disciplinary themes, there will be various opportunities to link the work to aspects of these themes. There will also be times when the pupils will undertake special investigations and topics related to current events (e.g. work on the 2014 World Cup and on future general elections).

Pupils will be equipped with a set of tools to develop their computational skills and their ability to solve problems in a variety of contexts. There will be an emphasis on mental calculation and understanding, and the teaching of number facts, in advance of standard written methods being introduced. Pupils will be helped to use a range of strategies to enable them to apply their knowledge to solve mathematical problems. Pupils will be encouraged to follow a logical and systematic approach to problem solving. They will need to understand the problem, decide on the strategy to follow, solve the problem and reflect on their approach. Strategies that will be used include drawing the problem out, working backwards, logical reasoning and 'guess and improve'.

Calculators are used in the upper parts of Key Stage 2 to enable work on investigations when the calculation itself is not the focus. Calculators are not used as a substitute for pupils having poor written and mental arithmetic. The school also uses ICT to support the teaching of mathematics (e.g. graphs, software to aid number work). As part of the Gifted and Talented programme the school participates in the national Primary Mathematics Challenge and in other Mathematics Challenges in the local area.

Languages: (1) English

D2.13 'Languages' include the language of instruction (English) as well as the two foreign languages taught in the school (French and Spanish). English will generally follow the objectives of the Primary Framework. These objectives will be taught through the half term themes.

In order that pupils are able to communicate clearly and effectively they will need to participate in discussions, give individual oral responses, and adapt their speech to suit audience and purpose. It is important that they are able to listen, analyse and respond confidently. Most subjects will include a variety of speaking and listening opportunities that offer group work, pair work and individual activities as appropriate.

Pupils' reading will be monitored regularly. All pupils in Key Stage 1 and in Years 3 and 4 will be listened to daily by a member of staff. Pupils in Years 5 and 6 will be listened to at least twice weekly. The pupils will be encouraged to utilise the primary school library for social reading as well as for researching the half-term themes. Year 6 pupils take on the responsibility of organising and administering the library.

Pupils will interpret and comment on the structure and organisation of texts and explain and comment on writers' use of language, including vocabulary and grammatical and literary features.

Pupils will write independently and creatively for purpose, pleasure and learning. As they progress through the years, they will use and adapt a range of forms, suited to different purposes and readers. They will organise their ideas into a coherent structure including layout and sections. They will also write cohesive paragraphs linking sentences within and between them. Pupils will learn to vary and adapt sentence structure for meaning and effect. From an early age pupils will use a range of punctuation and vocabulary correctly to support meaning and emphasis. They will convey meaning through grammatically accurate and correctly punctuated sentences.

Pupils will also be taught to spell words correctly, initially using phonic knowledge and recognition of high frequency words as the prime approach. As pupils progress through the primary school, they will spell with increasing accuracy and confidence, drawing on knowledge of word structure and conventions, patterns and on their learning of medium frequency words. The school recognises the crucial importance of good spelling for progress in reading and writing.

Languages: (2) Modern Foreign Languages

D2.14 In accordance with the school's emphasis on language learning, internationalism and intercultural understanding, two modern foreign languages, French and Spanish, will be taught from Reception onwards. The aim of the primary languages curriculum is to promote appreciation for the languages and the varied cultures associated with them and to stimulate sensitivity to language generally. The four skills of listening, speaking, reading and writing are taught through play, song, drama, ICT and text. It is important that the pupils enjoy this learning process, feel positive about language learning, improve their competence in the two languages, and develop an interest in continuing to develop their foreign language skills during the remainder of their schooling.

Science

D2.15 Science will be taught throughout the primary school and be linked, as appropriate, to the trans-disciplinary themes.

It is important that pupils develop a secure understanding of basic scientific concepts at an early stage and particular emphasis will be placed on this, as a firm basis for future progression. Pupils will be able to describe processes and characteristics using appropriate terminology. As pupils progress through the school they will be introduced to key elements of scientific enquiry. These will be developed further at secondary level once pupils have built up sufficient knowledge and skills to enable this to happen.

ICT

D2.16 The use of ICT to (i) support learning and (ii) develop pupils' ICT skills will be an integral part of all elements of the curriculum. ICT will play an important role in the development of pupils' literacy and numeracy and in supporting the inquiry-based learning that is at the heart of the IB Primary Years Programme. The school wishes to move over the next three years to making even greater use of ICT, following greater investment in hardware and software, so that ICT tools can be used more extensively for research purposes, data collection, data analysis, e-mail communication with outside experts, simulations, and video and audio presentations of reports. The school will aim to use these ICT environments not only to help students acquire subject knowledge but to support the development of collaboration skills, communication skills, critical thinking skills, information management skills, technology skills and skills in solving complex problems. These aims apply also to the Senior School. It is the intention of the school to ensure that within a three year period all classrooms within the primary school will have whiteboard access and at least one per department within the Senior School. The school will keep its use of ICT in all parts of the curriculum under review, always evaluating the opportunity costs of spending time on ICT-related work by comparison with other learning approaches and always aware that, badly used, ICT can waste time and slow up learning as well as enhance it. New opportunities to use ICT to support individualised and differentiated learning (both for pupils with learning difficulties and those in need of extension work) will be explored. These are discussed in Section D3.

There will be no distinct ICT lessons in the primary school but pupils' ICT skills will be monitored and pupils' progress evaluated. The main software used is Microsoft Word, Excel, Powerpoint and

Publisher.

Within the school's literacy programme ICT will be used to support the development of phonics, progression in spelling, grammatical knowledge and understanding (through self-correction), vocabulary development, experimentation with different kinds of writing aimed at different audiences, and oral skills. Similarly in numeracy ICT will be used to help develop an understanding of the fundamental mathematical concepts, in number work, and in shape and in data work where the visual representation of key facts and subsequent manipulation help to promote a greater understanding. *Mathletics* will be used both as an interactive tool to stimulate and measure individual progress and to enable pupils' attainment to be compared with that of others.

Creative Arts

D2.17 Creative Arts includes Expressive Arts, Music, Drama and Design Technology.

The school has well-established strengths in the visual arts as any visitor to the school immediately notices. The high quality of work produced in the primary school continues throughout the Senior School and is vividly demonstrated in pupils' successes at GCSE and A/AS level. In the primary school a range of art activities are offered, including drawing, painting, ceramics, printing and textiles. Pupils will be encouraged to experiment with ideas and techniques and express their feelings in a range of media. They will regularly visit local exhibitions and local artists will be invited to participate in workshops. In addition pupils will exhibit their work at various local events and work closely with other local schools in art festivals. The school holds an annual Key Stage 2 exhibition of pupils' own art work, and this will continue. The school is keen to include the wider community in its work in the visual arts and there have been positive responses from local businesses, one firm for example agreeing to sponsor a new art event in 2013.

Music is taught throughout the primary school and covers both theory and practice. In addition to a weekly lesson there are opportunities for pupils to have individual and group instrumental and/or singing lessons, irrespective of ability. There are numerous times when pupils are able to demonstrate their skills in assemblies and concerts. Pupils are also encouraged to show initiative such as developing their own ensembles. Older primary school pupils are also encouraged to take part in the weekly Senior School orchestra and had the opportunity to play in local concerts.

The school's tradition of major musical productions each year - a Christmas production (Key Stage 1) and a summer musical (with the responsibility for the larger acting and singing parts being given to Key Stage 2 pupils) - will continue and will benefit from the school's projected growth in pupil numbers. Recently the productions have included *Beauty and the Beast*, *Alice in Wonderland* and *Pirates of Penzance*. Furthermore there are strong links with local community groups and organisations where we visit and perform, including Age UK and residential homes.

Drama will be taught to Years 4, 5 and 6. Its aim is to teach and advance performance skills and to develop pupils' self-confidence. This enhances the performance of the main production, as well as supporting public speaking and pupils' contributions to whole school assemblies.

Social Studies

D2.18 'Social Studies' is an umbrella term for that part of the curriculum that includes History, Geography and Religious Studies and provides an induction into key aspects of knowledge, understanding and skill in the three component disciplines. Pupils will develop a thorough knowledge of basic concepts involved in these disciplines and which can be applied in a wide range of situations. They must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues. Firm foundations will be

laid in historical knowledge and understanding as this will be a compulsory subject up to and including GCSE.

It is important that pupils are encouraged to be internationally minded and appreciate and respect cultural differences, locally, nationally and internationally. Pupils will study individuals, historical events and different regions and the impact they have had on the past, present and future. They will explore various points of view and evaluate historical evidence and communicate their opinions in a balanced perspective. Pupils will address themes such as peace and conflict through time. They will examine the earth's physical systems and the importance of natural resources. Pupils will also investigate how people and environments affect each other. There will be an introduction to some of the world's main religions.

Personal and Social Education

D2.19 'Personal and Social Education' includes the development of the individual and ensuring that pupils are aware of social issues that affect them and their society directly. It also focuses on children's emotional wellbeing, on developing respect for others, and on building social skills and a positive disposition to learn. The school has a strong pastoral framework and a strong focus on each child as an individual.

D2.20 Pupils will also be taught critical thinking skills from Year 1. This currently happens in Key Stage 2 but will begin in Key Stage 1 in the future. The school is working with Mindlab Ltd on a programme to develop cognitive, emotional and social skills and help pupils to learn how to apply these skills in practical settings. Developing their thinking skills will assist the pupils in achieving their goals academically and in life. The concepts, vocabulary and methodology that this will involve will enhance all subjects of the curriculum. The programme links closely with the IB Learner Profile: for example, students will be encouraged to think for themselves by questioning, reasoning and considering the consequences; communicate their ideas confidently to others; act with honesty and take responsibility for their own actions. This thread in the curriculum will be developed further in the secondary school through the provision of classes in philosophy and in the Sixth Form through the IB's Theory of Knowledge component and the planned Year 12 course on Great Thinkers.

In the primary classroom the pupils will be given many opportunities to express their views, through discussion, show & tell and circle time.

The school will encourage parents to be involved in the education of their children and invite parents, relatives and friends into school to talk about their skills and experiences in ways which will enhance the curriculum.

There is currently an assembly of primary school pupils every morning of a broadly Christian nature which reinforces the three learner profiles attributes of 'caring', 'reflective' and 'principled', and this will continue. The school has a celebration assembly that recognises success both within the classroom and outside. The weekly newsletter also recognises the success of pupils outside of school life. In the classroom the pupils are involved in establishing class rules and take responsibility for their actions.

Pupils are allocated to a 'house' and encouraged to participate in house activities. All the pupils have an opportunity to elect their house captain. It is the house captain's responsibility to organise a weekly house activity and also a termly fund raising event for a local charity. Pupils also have the opportunity to elect representatives to the School Council and the Eco-Committee.

Art therapy

D2.21 Art Therapy is a safe, easy method of working with children to help with underlying emotional difficulties which may affect their learning and behaviour and is offered to any pupil where a need has been identified. It is an opportunity for pupils to express anguish, doubt and insecurities through art, drawing and talking. It can be used with individuals or in group situations, and is widely used across social service departments and educational institutions. In time it is hoped that the programme will be also available in the secondary school. Art Therapy complements the lines of action promoted by *Every Child Matters* and has been developed through extensive research within this field. A member of staff is a qualified therapist, having passed the Basic and Advanced Knowledge courses, enabling her to practise with pupils of all ages, both individually or in groups.

Physical Education

D2.22 The aim is to provide opportunities for pupils to trial new physical activities, develop existing skills and improve their performances. The timetable will allow for more than one year group to work together. Physical Education includes a weekly swimming lesson in the school's own swimming pool and two other periods, which focus on ball games, gymnastics and athletics. In Key Stage 1 the programme includes dance. As the pupils progress through the school, there is also emphasis on the importance of health issues and the theory behind the games. The school will be offering a range of competitive sports which will include: swimming, tag rugby, football, cricket, netball, hockey and tennis which will allow all students to develop their skills on an individual or team basis. Regardless of ability all students will be able to have access to and participate in the sports curriculum. There will be opportunities for additional expert tuition for those with exceptional sporting talents.

Homework

D2.23 Homework is an important element in pupils' learning. It allows for work covered in lessons to be consolidated; it also encourages pupils to research topics and to become more independent learners. There will be an opportunity for pupils, where necessary, to complete any homework assignments during an end of day homework club.

THE SENIOR SCHOOL CURRICULUM (KEY STAGES 3 AND 4)

General principles

D2.24 Our emphasis, based on the school's Vision, will be on providing a rounded education with excellence in all areas as the prime aim. The timetabled curriculum will be enriched through a wide range of activities offered outside normal school hours.

D2.25 Although the school has chosen not to follow the IB's Middle Years Programme (MYP) in the Senior School, the whole curriculum and its learning and teaching approaches in that stage, as in many schools that combine IB and GCSE/IGCSE programmes, will continue to be based on the IB Learner Profile that will have been at the heart of the primary school curriculum. These learner characteristics will be made explicit at all stages of learning and pupils will be encouraged to reflect on their progress towards meeting these characteristics in the course of their work and life at the school. We will also at this stage increasingly incorporate elements of the core of the IB Diploma - Theory of Knowledge (TOK), Creativity, Action, Service (CAS), and work on extended projects - with a view to giving students skills and transferable tools for later life. Otherwise, at Key Stages 3 and 4, the curriculum will be based largely on the subjects of the National Curriculum together with programmes, taught by specialist and form teachers, covering religious education, citizenship, careers, sex education and preparation for the world of work. The various

curricular elements are all informed by a common understanding of the fundamental skills and competences fostered by the whole curriculum and by efforts to demonstrate to pupils the links between the different curricular elements. In addition ICT will continue to support most aspects of the curriculum and to be used both to develop knowledge and understanding of subject matter and to support the development of collaboration skills, communication skills, critical thinking skills, information management skills, technology skills and skills in solving complex problems.

D2.26 Teachers will endeavour, within and outside the curriculum, to cater for individual pupils' interests and capabilities through a range of differentiated activities. These will include business activities, musical competitions, targeted support through volunteer mentors for aspects of the timetabled curriculum, individualised projects, and one to one support where this is required.

D2.27 One way of helping pupils to progress smoothly through the Senior School is to anticipate towards the end of Year 9 the style and content of the work leading to qualifications that will be required in Key Stage 4 and in the Sixth Form. Thus Year 9 schemes of work in non-core subjects will include taster sessions for subjects such as Business Studies and Psychology offered at GCSE but not part of the KS3 curriculum.

The whole Key Stage 3 and Key Stage 4 curriculum is designed to provide a solid foundation for success in the English Baccalaureate. A course providing opportunities to obtain this qualification will be required of all pupils in Key Stage 4. This will give them a firm grounding in the key subjects that they will need for progression to the IB Diploma in the Sixth Form. It is also a natural consequence of the school's strong emphasis in Key Stage 3 on English. Mathematics, the three separate Sciences and a Modern Foreign Language. The school has also decided that, given its importance, History will continue as an obligatory subject to GCSE level. The other subjects taught within the Key Stages 3 and 4 curriculum will be: Geography, PSHE, Religious Studies, PE, Music, Drama, Art, Home Economics, Graphic Design and Textiles (see table at D2.57). There will be flexibility within the curriculum to develop links between and within subject areas through theme days, visits, field trips, residential experiences and national and local external links.

Key Stage 3

D2.28 The main features of the Key Stage 3 curriculum are those listed below. The allocation of time to the different components in the curriculum is shown in the Appendix to this section.

- **Philosophy** will be taught throughout Key Stage 3 through a series of lessons and sessions run by outside speakers within the curricula of different timetabled subjects. This is a new curriculum component and will be developed in the light of the commitment in the school's Vision to have the highest expectations of all pupils. Experience in teaching philosophy at this age suggests that, in other aspects of the curriculum, it is far too easy to underestimate the levels of conceptual thought of which young people of this age are capable.
- Classes will be taught in their registration groups, except where specified below. **Personal, social and health education** will be included within Form Period sessions, in separately timetabled **Religious Studies** lessons (which will incorporate in Year 9 for all pupils aspects of the GCSE Religious Studies specification), and in the **citizenship, careers, and sex education** components of the curriculum. Registration/Form Periods cover a set programme, including thinking skills and the setting and reviewing of targets. All students will participate in **a daily assembly** of a broadly Christian nature. All students will lead/take part in an assembly at least once a term. This will continue throughout the Senior School and Sixth Form.
- **English, separate Sciences (Biology, Chemistry, Physics) and Mathematics** will be taught in setted ability groups to enable students at all levels of ability to progress to the correct tier at GCSE and to have the level of teacher intervention that will enable them to progress at their

own pace. This will provide flexibility in allowing pupils, for example, to experience scientific experiments of varying degrees of complexity, take part in UK Maths Challenges and in events in association with Birmingham University such as the Biology Big Quiz, and be provided with targeted reading activities appropriate to their needs.

- **Home Economics, Textiles and Graphic Design** will be taught on a half termly carousel allowing all students to gain expertise in these important life skill areas, to gain national qualifications in Food Hygiene, and to enter national competitions.
- All students will make use of ICT as an integral part of the curriculum and will have discrete lessons in **ICT** which will include both use of software and, increasingly throughout Key Stage 3, the writing of programmes.
- **Modern Foreign Languages - French and Spanish** - will be taught in Years 7, 8 and 9 building on the basis laid for these languages in the primary school. As has been mentioned earlier, arrangements will be put in place to help children who enter at age 11 with no previous experience of these two languages to catch up. The linguistic awareness and intercultural understanding promoted by the Modern Foreign Languages curriculum is seen as a key element of the international ethos of the school.
- **Music** is a key feature of our school and permeates all year groups with students encouraged to take part in Choir, Musical Theatre or orchestra and to gain the team and social skills which these engender. This will continue. Students perform regularly, gaining in confidence and developing their talents in a variety of environments: Musical productions such as *Oliver* and *The Blues Brothers*, performing in the orchestra and choir at church services, local concerts (Youth Makes Music, The Shrubbery Nursing Home, Dudley Competitive Music Festival, with Kidderminster Male Choir, Music For Youth). Music in class will be taught at GCSE level with public examinations taken in Year 9 as part of our commitment to cater for pupils of differing needs and thus provide challenge for abler pupils.
- All pupils will have two lessons of core **PE** per week which will include competitive sports such as hockey, netball, swimming, football, tennis, cricket, basketball and athletics. The school expects that its participation in local/national competitive leagues will continue and will be extended as even more boys join the school. We acknowledge the role that PE has to play for students of all ability levels in terms of their general fitness levels and general wellbeing. The school also intends to establish provision for the widest possible range of students including those with physical disabilities and learning difficulties so that sport is fully inclusive. We will continue to work with the Wyre Forest Sports Development Team to promote disability sports for young people through extra-curricular clubs for which there is a deficit of provision within the South Worcestershire area. In promoting this opportunity for young people with disabilities the school will be working in close partnership with local secondary schools and leisure centres.

Key Stage 4

D2.29 The main features of the core curriculum in GCSE subjects, followed by all pupils in Key Stage 4, are listed below. The allocation of time to the different components in the curriculum is shown later in this section. All pupils will have to follow all these GCSE subjects, thus enabling them to aspire to achieving the requirements of the English Baccalaureate.

- English will be taught in two setted ability groups. Pupils will be entered for two GCSE subjects, i.e. English and English Literature; French or Spanish will be taught in mixed ability or setted groups depending on numbers; Mathematics and Science will be taught in two setted

ability groups Science will be taught in two setted ability groups. All students will follow separate science GCSE courses.

- Religious Studies will be taught in mixed ability groups. All candidates will be entered for the GCSE Short Course in Religious Studies at the end of Year 10 and for the Citizenship Short Course at the end of Year 11. In addition History will be taught to all pupils in mixed ability groups. In requiring all pupils to continue their study of these subjects to age 16 the school will be fulfilling the ambitions of the original national curriculum that all young people would continue to study up to the end of statutory schooling subjects crucial to their sense of identity and their appreciation of the importance of citizenship.

The rationale for decisions regarding setting and mixed ability is provided in Sections D2.51-D1.53 below.

D2.30 The remainder of the Key Stage 4 curriculum includes both optional and compulsory components, as follows:

- Pupils may choose up to three GCSE option subjects. There will be one teaching group per subject. The groups will be of mixed ability. The subjects will be Art, Music (at AS level), Drama, Geography, ICT, Business Studies, Home Economics, PE, Statistics, Psychology and Astronomy. The option subjects will be arranged in blocks generally reflecting pupils' preferences within the cohort. Pupils will choose up to one subject per block.
- All pupils will attend two non-examined Physical Education lessons per week which, as in Key Stage 3 (see above), will incorporate a choice of sports (swimming, netball, hockey, football, cricket, tennis, badminton, fitness etc.). These enable students to develop and review their physical abilities in a supportive environment and to move forwards and make choices in these areas having experienced a range of techniques and skills.
- All pupils will attend Form periods, which involve a planned programme that includes target setting and the review of pupils' work.
- All pupils will undertake a week of work experience at the end of Year 11 following completion of GCSE examinations. Students take responsibility for contacting employers, making appointments and organising their placements. This promotes independence, fosters self-confidence and allows them to take ownership of the whole experience.
- Pupils will have the opportunity to study for the AS Extended Project and to complete this in Year 11. Both this and the optional subject Music AS will allow the more able to be extended in keeping with our ethos of promoting academic rigour and catering for differing needs.

The 6th Form Curriculum

D2.31 Fostering independent learning, social responsibility, and intellectual integrity is and will continue to be an integral part of the School's Sixth Form curriculum. We will aim to produce informed young men and women with a curiosity about the world, a range of interests, and breadth as well as depth. The Sixth Form curriculum will be delivered through classroom teaching, individual learning, co-curricular activities and school trips. Sixth-formers will learn to work independently within a tightly structured framework. Classes are currently small enough for lessons to be conducted in a tutorial style and our Free School financial plan envisages that this will be able to continue after 2014.

D2.32 From September 2014 the school plans to offer the IB Diploma and from September 2015

the IB Career-Related Certificate. Both depend on prior IB authorisation, though this is expected to be obtained early enough to ensure full preparation for the introduction of these new programmes on the due dates. The last A/AS intake will be in September 2013, with the final A/AS examinations being taken in summer 2015. During the first year of the school's operation as a Free School there will therefore be a lower sixth class following the IB Diploma and a residual upper sixth following an A/AS level course. Brief information about this residual A/AS course follows.

D2.33 A comprehensive range of subjects at GCE AS and A level is currently offered. A flexible option scheme allows students to study a wide range of subject combinations from the three sciences, mathematics, English Literature, the social sciences and the arts and humanities. Within the taught curriculum:

- students choose four AS subjects in Year 12. Most students continue with three A2 subjects in Year 13.
- all students have an opportunity to take the Extended Project and Citizenship at AS and A2 levels.
- each student is taught through a weekly allocation of five periods per subject for both AS and A2.

The International Baccalaureate

D2.34 Our rationale for the change to the IB has already been outlined in Sections C1 and D1. We feel that A levels are a first-class qualification for Medicine, Veterinary Science and a number of other specialisms, but that the current structure of the A level programme does not sufficiently foster the academic breadth, independent learning, language capabilities and community involvement that are such an important preparation for employability, citizenship and adult life. The IB Diploma and IB Career-Related Certificate are whole curricula, not just the building blocks for a curriculum.

D2.35 The transition from Advanced Level to the International Baccalaureate has started and will be completed in 2014. The process itself has introduced a more collaborative style of teaching and greater emphasis on independent learning, social responsibility and creativity. As such, it is enhancing the delivery of A levels during this period.

The IB Diploma Programme (IBDP)

D2.36 The IB Diploma Programme (IBDP) was created in 1968 to provide an academically challenging programme of international education for students preparing for university.

The DP:

- provides an internationally accepted qualification for entry into higher education;
- promotes international understanding;
- educates the whole person, emphasizing intellectual, personal, emotional and social growth
- develops inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically;
- is a broad and balanced, academically rigorous programme for 16-19 year olds. It is taken over two academic years and is a qualification for entry to college and university worldwide. There is flexibility of choice within its mandatory framework and it is open to students in a wide academic range;

- requires students to take six subjects for the IB Diploma, of which three must be at ‘higher’ level or HL (where they are studied in greater depth) and the others at ‘standard level’ or SL;
- offers breadth and depth, allows for flexibility of choice and specialisation but within a mandatory framework, recognising that to be fully educated involves knowing methodology and facts in more than one area of knowledge;
- includes aspirational aims for the different subjects, asking for critical awareness in subject areas and appreciation of others’ viewpoints as well as justification of one’s own as well as subject knowledge and application of that knowledge.

The six subject areas within the IB Diploma are:

Group 1	Studies in language and literature	Mother Tongue
Group 2	Language acquisition	Usually a modern foreign language - choice of 60 at various levels - or Ancient Greek or Latin
Group 3	Individuals and societies	Including economics, geography, history, business management and others - over 10 subjects
Group 4	Experimental Sciences	‘Traditional’ sciences - chemistry, biology, physics, environmental systems and societies, design technology, sports, exercise and health science, computer science
Group 5	Mathematics	Maths HL, SL and Studies, Further Maths
Group 6	The arts	Music, visual arts, theatre, dance and film

- Students may also take up to six IB Diploma Programme courses and not the full Diploma.
- In addition to the six subject areas, an IB student must take Creativity, Action, Service (CAS), Theory of Knowledge (ToK) and an Extended Essay.

Extended essay	Independent research study up to 4,000 words	A topic of the student’s own choice, linked to the subject of study or personal interest
Theory of Knowledge	A course in critical thinking and an assessed essay and presentation	How knowledge is learned from different perspectives
Creativity, Action, Service (CAS)	Any activity involving physical (sport), creative and/or service to others; at least 3 hours/week	Participation which encourages personal growth through experiential learning

D2.37 Holy Trinity International School is currently in its second year of the authorisation process with a view to be authorised in the next academic year in preparation for delivering the IB Diploma in September 2014. During this academic year staff are taking part in various forms of INSET, both internally and externally, in preparation for their roles as IB teachers, and the newly appointed IB co-ordinator is working alongside senior management, teaching staff and IB advisers from other schools to establish the routines and ethos within Holy Trinity that are necessary in order for it to be recognised as an IB world school.

Personal Development

D2.38 Both inside and outside the classroom Sixth Form education will provide opportunities to enable students to work successfully with other people, show flair and imagination and make complex and sometimes difficult decisions.

As they progress through the Sixth Form, students will be equipped with the skills that will enable them to become well-rounded individuals. Most jobs in the twenty-first century economy require

team work, and so, in their studies and in their daily interaction in the Sixth Form Centre, students are and will be encouraged to acquire a strong team spirit.

As senior members of the school community, sixth-formers are expected to play a leading role in the life of the school as a whole. There are opportunities for helping pupils in the primary school in their learning, for taking a leadership role on the School Council, and for taking on prefect responsibilities. Students are encouraged to participate in Young Enterprise, drama, music, debating, educational trips and a range of sports.

Guidance on how to achieve a healthy lifestyle is given in tutorials. It focuses on sensible eating; the dangers of binge drinking and, more generally, alcohol awareness; and the importance of regular exercise. A number of students in Year 13 have taken up rowing at a local club in order to improve their fitness levels, and this will continue to be encouraged.

Our philosophy is clear: though academic attainment is crucial and results do make a difference, integrity, a work ethic, a range of interests and passion are just as important. We do not look at the academic curriculum in isolation. It is extended and reinforced by experiences outside the classroom.

Making a Difference

D2.39 The cliché that the world is now a global village may be an exaggeration. What is certain, however, is that the citizens of tomorrow need to be aware of the local, national and international dimensions of their lives and of the world in which they live. This awareness is fostered throughout a student's time in the Sixth Form. Through leading school assemblies and participating in English-Speaking Union debates, sixth-formers learn how to address contemporary problems logically and persuasively.

Students from Latin America have joined the Sixth Form in recent years for part of Year 12. They have helped to increase understanding amongst sixth-formers of the changes and challenges facing that continent. These opportunities will continue through the schools' continuing links with IES.

Every sixth-former is taught the inherent value of human beings, whatever their gender, race, religion and culture. Through our links with the Holocaust Educational Trust, sixth-formers have had the opportunity to visit Auschwitz in order to confront personally the depths to which humanity can sink. Through the town's local twinning association, strong links have been established with the Danske Skole, Husum, in north Germany. Locally, our sixth-formers perform concerts in support of local charities. In autumn 2013 [REDACTED]. Formal discussions within the Sixth Form took place on possible solutions to the challenges facing NEETS. Many other opportunities of these kinds will continue to be provided.

All students will participate in a daily assembly of a broadly Christian nature and will lead an assembly at least once a term. The purposes of the School's Prayer Room are discussed with students at the start of Year 12 and use of it is encouraged for reflection and prayer. Islamic students have a room in which they can pray each day and are able to attend a local mosque on Fridays. The school will review its arrangements for individual worship on a regular basis in order to ensure that it caters for students of all religious denominations.

Access to the Sixth Form and its impact on curriculum delivery

D2.40 The existing school has encouraged greater access to the Sixth Form through scholarships and fee reductions. Students from local state schools have integrated well with those who have joined the Sixth Form from our own Year 11. They have brought with them their own experience

of teaching methods, school rules, and, invariably, social diversity. Consequently, students from very different backgrounds have been able to draw on their different perspectives in academic discussions. Delivery of the Sixth Form curriculum has been enhanced as a result. We would plan to build on this with a larger and wider entry once a Free School was established.

IB Career-Related Certificate (IBCC) - from September 2015

D2.41 The IBCC will be offered from September 2015 (assuming IB authorisation by that stage), alongside the more academic IB Diploma. This is a qualification approved in November 2011 by Ofqual as a regulated qualification. It will be available to students who wish for a more vocationally-oriented post-16 programme and/or do not feel able or willing to follow the full academic curriculum of the IB Diploma. The IBCC is expected to be an increasingly popular and well-known route to vocational higher education around the world. It has been extensively piloted, including in England by the Anglo-European School in Essex, the first state school in this country to offer it, and more recently by the RSA Academy in Tipton (with which we are working in developing our plans for this qualification). It has already attracted strong support from UK universities as an entrance qualification into higher education. For some of the time students following the IBCC will be taught in the same groups as those following the IB Diploma. The key features of the IBCC are as follows:

- an IBCC core comprising community and service, an 'approaches to learning' course, a foreign language course, and a reflective project. All these elements are blended together to enhance critical thinking and intercultural understanding;
- a minimum of two IB Diploma Programme courses (these could be at Standard level, e.g. a 'Maths Studies', or an *ab initio* language, or, if accessible, any of the more demanding courses on offer);
- a major vocational course leading to a vocational qualification offered by an awarding authority recognised by the IB. The school is planning to build on its strengths in the field of visual arts, textiles and design by offering a BTEC qualification related to the creative industries. The rationale for the focus on the creative industries is outlined in Section C1.

CAREERS EDUCATION AND GUIDANCE

D2.42 As part of its commitment to prepare students for higher education and employment, particularly important in an area which has a youth unemployment rate higher than the national and county average, the school will have in place a structured careers education and guidance programme operating from Year 9 to Year 13 that is geared to pupils' needs and clearly understood by pupils, parents and teachers. The programme will permeate whole curriculum and provide independent and impartial guidance. The aims of this programme will be to:

- help students become aware of their strengths, weaknesses and personal qualities;
- assist students to more informed decisions about their future;
- increase awareness of the nature of work and how it is organised;
- foster attitudes of self-reliance, initiative, reliability and confidence in order for pupils to cope with the changes that occur at various stages in their lives;
- ensure all pupils are aware of the value of qualifications and skills, and the opportunities available to them in work, higher education and training;
- ensure equal access, opportunities and confidentiality for all pupils.

D2.43 The programme will be delivered through separate modules within the school's Personal, Social and Health Education curriculum and is supported by cross-curricular work within particular subjects, by the school's pastoral programme, and through specific career-related events which

involve the suspension of the school's normal timetable. The school will provide opportunities to attend Careers Conventions and Open Days, and to take part in activities such as Young Enterprise and Leadership Days. There will be work experience for all students in Year 11 and opportunities for pupils and their parents, from Years 9 to 13, to consult teachers and careers advisers about career plans and option choices. The school will provide a Careers Library well-stocked with relevant publications and software, including KUDOS and Course Finder (also available on the computers in the ICT suite). Pupils will be able to meet potential employers and advisers from professions in which they are interested whilst working in close liaison with outside careers organisations.

ENRICHMENT/EXTRA-CURRICULAR ACTIVITIES

D2.44 The school has a long history of providing a diverse extra-curricular activities programme for its pupils. The school will continue to offer such a programme and will expand it to meet the needs of a larger school population. The content of the programme is likely to vary over time in the light of the needs and interests of the new student body.

Extra-curricular activities will both be arranged at lunch times (the school's lunch break, longer than that of many secondary schools, is deliberately designed to permit this) and after school. Other activities, including residential experiences, are of longer duration and may involve different year groups taking part together. Some activities will be aimed at specific pupils with particular needs. Others will be available to everyone.

Pupils will increasingly be encouraged to reflect on and plan over time the activities in which they take part. The extent of pupils' involvement in these activities will be monitored.

The school's current range of activities is shown with a view to illustrating the basis on which Holy Trinity would begin to construct an even wider range of extra-curricular activities as a Free School. In addition to those shown below the school in recent years has also offered activities related to chess, Chinese language and culture, imaginative writing and Italian.

D2.45 Other enrichment activities that are and will be available include those offered as part of the school's membership of the IES network and which are designed to strengthen students' international perspective. These include: a Blue Week (involving the study of the sea and the Mediterranean on board an old sailing ship); a Green Week (with an environmental theme based at a school in Costa Rica belonging to the linked SEK network); a White Week (an annual ski week); and the Cultural and Sporting 'Inter-SEK' weeks which take place on a rotating basis in different Latin American countries in which there are SEK schools linked to IES. International exchanges with students from other IES schools are also being planned. In addition students have recently been involved in events and competitions associated with London Fashion Week, the University of Birmingham Science department, and the International Schools Association.

D2.46 There are many house activities throughout the school year, e.g. house netball competitions and the house drama festival. These would be extended as increased numbers allowed new competitive sports to be added. The school uses these events to promote the family atmosphere it tries to encourage in the school, encourage mixing across the year groups, provide opportunities for the exercise of responsibility, and develop a sense of belonging to a wider community.

Table of current extra-curricular activities (whole school)

Speech and Drama	All Years
Ballet	All Years
Hockey Team Training and Matches	Years 3 - 13
Recorders	Years 1 & 2
Gym Club	Year 3
Bollywood Dancing	All years
Netball Training	Years 5 - 6
Samba Band	All Years
Prep Choir	Years 3 - 6
Yoga	Years 1 - 13
Cross Country	Years 4 - 13
Maths Club	Years 5 - 6
Short Tennis	Years 2 & 4
Orchestra	All Years
Football	Rec - Year 6
Bobbin Lace (traditional craft activity)	All Years
Gardening Club	Rec - Year 6
Forest School	Years 1 - 6
Swimming Training	Years 2 - 13
Warhammer Club	Year 9
Gym Club	Years 7 - 8
Chamber Choir	All Years
Netball Training and match night	Years 7 - 11
Film Club	Years 7 - 13
Science Club	Years 7 - 8
Basketball Training	Years 7 -13
Sound of Music	All Years
Modern Dance	Year 7
Dungeons and Dragons	Years 7 - 13
Young Enterprise	6 th Form

Calendar and timetable: key features

D2.47 After long reflection, and the consideration of alternatives, we have decided that we would wish, as a Free School, to keep the current three-term school year, its slightly shorter term lengths, its longer school day, its longer lunchtimes, and its distinctive 55-minute periods. Current arrangements, we feel, support the school's vision in allowing for extended in-depth learning and in providing opportunities for extra-curricular activities. We are conscious of the potential advantages of other arrangements but wish initially to build on our successful use of the current calendar and timetable as a vehicle to promote learning. Given that one of the purposes of Free Schools is to enhance diversity of provision we do not see that we should automatically adopt the arrangements followed in neighbouring maintained schools. We would like to test out the arrangements proposed below, which have worked well over a number of years and which are different in a number of important respects from those of other local schools, in the context of an expanded school population. We will monitor the extent to which we are catering for families with younger children attending a number of different local schools - information we currently do not have - with a view to seeing whether the differences in calendar and timetable are resulting in difficulties. We will also offer holiday camp activities during key periods when there is a demand for them. The move to any other set of arrangements would be made, however, in the light of evidence that it would better meet the educational needs of our students rather than for any other considerations.

D2.48 The number of school days for pupils will be slightly less than in most English state schools, i.e. 180 days as opposed to 190, though the number of hours of taught time over the year will be greater than that of most state schools. The following table compares guided learning hours in Holy Trinity by comparison with some other local schools. 'Guided learning hours' includes assemblies and form/tutor meetings.

School Hours			Number of Days	No of Guided Learning Hours per Day	No of Guided Learning Hours per Year
Holy Trinity International School Primary School	Reception - Year 2	8.30am - 3.30pm	180	5.7	1026
Holy Trinity International School Primary School	Years 3 - 6	8.30am - 3.50pm	180	6	1080
Local State Primary School		9.00am - 3.15pm	190	4.75	902.5
Holy Trinity International School Senior School	Years 7 - 13	8.30am - 3.50pm	180	6	1080
Local State Senior School A		8.40am - 3.20pm	190	5.5	1045
Local State Senior School B		8.45am - 3.00pm	190	4.92	934.8

D2.49 The daily timetable will be from 8.30am to 3.50pm in the Senior School, including the Sixth Form, from 8.30am to 3.50pm in Years 3-6 in the Prep School, and from 8.30am to 3.30pm in Reception, Year 1 and Year 2.

Classes

D2.50 Class sizes will be 21 in Reception, Year 1 and Year 2, and 23 in Years 3 to 11. There will be 50 students in Year 12 and 30 in Year 13 in 2014 rising to 100 in the Sixth Form in 2015. There will, in due course, be two form entry throughout.

D2.51 At the moment, given the school's size, there are relatively few opportunities, given the financial implications, to do anything other than to teach pupils in mixed-ability classes and to practise different types of differentiated learning and teaching within that context. Given this and the school's open entry policy there is therefore long experience of teaching groups of widely varied abilities. The prospect of expanded numbers and of two form entry has stimulated thought and planning about the uses of setting where this is possible in the Senior School. The proposed setting arrangements are outlined below. Where setting is proposed the rationale relates to (i) the range of ability and attainment likely to be experienced, (ii) the degree of difficulty with which effective differentiation can be achieved in a particular subject at a particular stage of schooling, (iii) the availability of staffing, (iv) the cost of setting even if desirable (e.g. in modern foreign languages, where there is a choice, setting within each of French and Spanish would be unduly costly). All Form groups will continue to be mixed as we are keen that the school, in line with its Vision, remains a community in which pupils of different ages, abilities and attainments live and work together. The school would not wish setting to be used for all parts of the curriculum and is confident that, where it is not being used, appropriate within-class differentiation is able to take place.

D2.52 All classes in the primary school will continue to be mixed ability, though, as at present, with groupings (usually of three groups) differentiated within the class according to ability. There will be an opportunity to set students as appropriate for core subjects, should this be necessary in order to allow appropriate stretch and challenge at both ends of the ability spectrum.

D2.53 Classes in the Senior School will be as follows:

- At Key Stage 3, where there is a one form entry to a year group, all classes will be mixed ability and taught in form groups, though with ability groupings within the class in the core subjects of English, Mathematics and Science.
- At Key Stage 3, where there is a two form entry to a year group (as will happen from 2014 in Year 7, from 2015 in Year 8, and from 2016 in Year 9) English, Mathematics and Science subjects will be taught in sets and the remaining subjects will be mixed ability and taught in form groups (though with in-class ability groupings where appropriate).
- At Key Stage 4, in both one-form and two-form entry core subjects (English, Mathematics, separate Sciences, RS/Citizenship and History), pupils will be taught in sets, with the remaining subjects (options and PE) taught in mixed ability groups.
- In the Sixth Form all subjects will be taught as mixed ability groups, though, where numbers allow, students following IB Higher and Standard Grade options, and Maths Studies and *ab initio* languages, will be taught in separate groups.

D2.54 These groupings will allow for students of differing needs to be catered for effectively, i.e. support for the least able, extension for the most able and flexible support/attention for individuals in all subjects.

Detailed timetable arrangements

D2.55 The Reception class will follow the Early Years Foundation Stage model, with teaching times blocked out rather than separate lessons in different curriculum areas being specified. The only lessons at set times will be when Senior School specialist teachers are involved, such as swimming and modern foreign languages.

D2.56 The curriculum in Years 1-6 will be based on 30 x 55 minute periods per week, with 5 shortened periods needed to allow for lunch sittings to be staggered.

D2.57 The curriculum in Key Stages 3 and 4 and in the Sixth Form is also based on 30 x 55 minute periods per week.

Period allocations for the different subjects and curriculum elements, across all phases of schooling, are shown in the tables below.

Subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
English	5	5	5	5	5	5	4	4	4
Mathematics	5	5	6	5	5	5	4	4	4
Science	2	2	2	2	2	2			0
Biology							1	1	1
Chemistry							1	1	1
Physics							1	1	1
Form Period/ Critical thinking/ Philosophy	4	3	3	3	3	3	1	0	0
RS/PSHE							1	1	2
Drama				1	1	1	1	1	1
Citizenship									
ICT							1	2	1
PE/Swim/Dance	3	4	3	3	3	3	2	2	2
Social Studies	5	5	4	4	4	4			
Geography							2	2	2
History							2	2	2
French	1	1	1	1	1	1	2	2	2
Spanish	1	1	1	1	1	1	2	2	2
Music/Choir	2	2	2	2	2	2	2	2	2
Home Economic/ Textiles/Graphic Design							2	2	2
Art / DT	2	2	3	3	3	3	1	1	1
Total	30	30	30	30	30	30	30	30	30

The table that follows shows the period allocation for the final year of A levels (Year 13 in 2014-2015) and the first two years of the IB Diploma (Year 12 in 2014-2015 and Year 13 in 2015-2016). The IB Career-Related Certificate (IBCC) is not due to be introduced until 2015. Period allocations for the different components of this course (including work placements), and their distribution across the school year, will be determined in the light of our on-going study of best practice in this new programme as it emerges.

Subjects	Year 10	Year 11	Year 13 A levels) 2014-15	Year 12 (IB) 2014-15	Year 13 (IB) 2015-16
English	5	4			
Mathematics	5	4			
Science					
Biology	2	2			
Chemistry	2	2			
Physics	2	2			
Form Period/ C Thinking/ learning log			1	1	1
RE	2				
History	3	2			
Citizenship		2	1		
ICT	0	0			
PE	2	2			
3 GCSE Options Groups	3x2 = 6	3x3 = 9			
A level/IB subjects (HL)			3x5 = 15	4x3 = 12	3x3 = 15
IB subjects (SL)				3x3 = 9	2x3 = 6
Study Periods	0		9	2	3
General Studies			1		
Sports Leadership			1		
Theory of Knowledge				2	2
CAS				2	1
Extended Project/essay	1	1	2	2	2
Total	30	30	30	30	30

D2.58 Details of the school timetable follow.

Primary School	Senior School
Registration 8.30 - 8.45am	Registration/Assembly 8.30 - 9.00am
Assembly 8.45 - 9.00am	
Lesson 1 9.00 - 9.55am	Period 1 9.00 - 9.55am
Lesson 2 9.55 - 10.50am	Period 2 9.55 - 10.50am
Break 10.50 - 11.10am	Break 10.50 - 11.10am
Lesson 3 11.10 - 12.10pm Infants 11.10 - 12.05pm Juniors	Period 3 11.10 - 12.05pm
Lesson 4 12.05 - 12.45pm Juniors	Period 4 12.05 - 13.00pm
Lunch 12.10 - 13.20pm Infants 12.45 - 13.45pm Juniors	Lunch 13.00 - 13.55pm
Registration 13.20 - 13.25pm Infants 13.45 - 14.00pm Juniors	Registration 13.55 - 14.00pm
Lesson 4 13.25 - 14.30pm Infants	
Lesson 5 14.00 - 14.55pm Juniors 14.30 - 15.30pm Infants	Period 5 14.00 - 14.55pm
Lesson 6 14.55 - 15.50pm Juniors	Period 6 14.55 - 15.50pm

D2.59 A draft timetable for a whole week for both the Primary and Senior School is below.

DRAFT TIMETABLE FOR PRIMARY SCHOOL

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monday	1	Maths	Maths	Maths	Maths	Science	Swimming
	2	Literacy	Art	PE	Science	English	Maths
	3	French	English	English	PE	Swimming	Music
	4	Choir	Choir	Choir	Form	Form	Form
	5	Science	Social Studies	Art	English	Science	Swimming
	6	Social studies	Music	Art	Music	Social studies	Art
Tuesday	1	Maths	French	Social Studies	Maths	Social Studies	Maths
	2	Literacy	Maths	English	English	Social Studies	Art
	3	PE	PE	Maths	Maths	Maths	Art
	4	Form	Form	Gym	Choir	Choir	Choir
	5	Social studies	English	Social Studies	Art	Music	English
	6	Music	Social Studies	Music	Art	English	Science
Wednesday	1	Spanish	Spanish	Maths	Swimming	Maths	Social Studies
	2	Literacy	Dance	English	PE	English	English
	3	Swimming	English	PE	Spanish	Spanish	Maths
	4	Form	Form	Form	Thinking skills	Art	Drama
	5	Maths	Science	Social Studies	French	PE	PE
	6	Literacy	Maths	Spanish	Maths	PE	PE
Thursday	1	Maths	Maths	Maths	Maths	Science	English
	2	Literacy	English	English	English	English	Science
	3	Dance	Swimming	French	Science	Social Studies	Social Studies
	4	Form	Form	Form	Form	Form	Form
	5	Social studies	Science	Science	Social Studies	French	English
	6	Understanding the World	Social studies	Swimming	Social Studies	Maths	Arts
Friday	1	Maths	Maths	English	English	Maths	Maths
	2	PE	English	Science	Social Studies	English	Art
	3	Literacy	Art	Maths	Maths	Art	Music
	4	Form/ Football	Thinking skills	Thinking skills	Art	Thinking skills	Maths
	5	Science	Social Studies	Social Studies	English	Art	Social studies
	6	Understanding the World	Social Studies	Social Studies	Social studies	Drama	Thinking skills

DRAFT TIMETABLE FOR SENIOR SCHOOL

		Year 7A	Year 7B	Year 8	Year 9	Year 10A	Year 10B	Year 11	Year 12	Year 13
Monday	1	PSHE	Music	English	Spanish	Option B	Option B	Biology 1 Physics 2	Group 1 HL	Form
	2	Maths	Maths	Spanish	English	Biology 1 Chem 2	Biology 1 Chem 2	Option C	Group 2 HL	Maths
	3	Chemistry	Biology	Drama	Home Ec	Maths	Maths	Chem 1 Biology 2	Group 3 HL	Art Geog Physics
	4	English	English	Biology	Home Ec	Maths	Maths	PE	Group 4 HL Group 1 SL	Art Drama French
	5	Spanish	French	Chemistry	Physics	History	PE	Maths	Group 5 HL Group 2 SL	Biology History Home Ec ICT
	6	English	English	Maths	French	RS	RS	Physics 1 Chem 2	TOK	Cit..ship Home Ec
Tuesday	1	English	English	ICT	PE	History	History	Option B	Group 6 HL Group 3 SL	Sports L
	2	Biology	Physics	French	Maths	Option C	Option C	English	Group 4 and 5 SL	Maths Chemistry
	3	Maths	Maths	Music	RS	English	English	Option C	EE	ICT Psychol.
	4	Music	ICT	History	Geog	Option B	Option B	Option A	Study Group 6 SL	ICT Drama
	5	PE	PE	Geog	Biology	Option A	Option A	Maths	Group 1 HL	Psych Physics English RS
	6	French	Spanish	English	Art	Maths	Maths	Biology 1 Chem 2	Group 2 HL	Psych Physics RS Geog
Wednesday	1	English	English	Art	History	Maths	Maths	History	Group 3 HL	PE Biology Music
	2	Art	Music	Physics	English	Maths	Maths	Cit..ship	Group 3 HL	Psych French Geog Music
	3	History	Geog	Maths	Geog	PE	History	Physics 1 Biology 2	Group 6 HL	Art History Chemistry
	4	Physics	Chemistry	Spanish	ICT	English	English	Maths	Group 6 HL Group 2 SL	Psych Biology Geog
	5	Spanish	French	English	Music	PE	History	Maths	CAS	Home Ec History Chemistry
	6	Maths	Maths	History	Spanish	Physics 1 Chem 2	Physics 1 Chem 2	English	CAS	Home Ec Biology RS

	Year 7A	Year 7B	Year 8	Year 9	Year 10A	Year 10B	Year 11	Year 12	Year 13	
Thursday	1	French	Spanish	PE	PSHE/RS	English	English	Option B	Group 1 HL	Maths
	2	Maths	Maths	French	PE	English	English	Option B	Group 2 HL	Physics ICT
	3	History	Geog	Maths	Drama	Biology 1 Physics 2	Biology 1 Physics 2	History	Group 4 HL	English Home Ec History
	4	Geog	History	ICT	History	C Thinking Ext Proj	C Thinking Ext Proj	Option A	Group 4 HL Group 1 SL	Physics Art Drama History
	5	Drama	Home Ec	Home Ec	English	Physics 1 Biology 2	Physics 1 Biology 2	Option C	Group 5 HL	PE Chemistry
	6	ICT	Home Ec	Home Ec	Maths	Option C	Option C	C Thinking Ext Proj	Group 5 HL	PE Chemistry French
Friday	1	Music	PSHE	English	French	Chem 1 Physics 2	Chem 1 Physics 2	PE	TOK	G Studies Cit..ship English
	2	PE	PE	Maths	Music	RS	RS	Chem 1 Physics 2	EE	English Geog French
	3	Home Ec	Art	PSHE	Chemistry	History	PE	English	Group 3 and 6 SL	Maths
	4	Home Ec	Drama	PE	Maths	Option A	Option A	English	Study Group 6 SL	ICT Biology Music
	5	Geog	History	Music	Maths	English	English	Cit..ship	Group 2 and 4 SL	ICT Biology
	6	Ph'sophy	Ph'sophy	Geog	English	Chem 1 Biology 2	Chem 1 Biology 2	Option A	Group 1 and 4 SL	RS Maths

Year 10	Option A	French, Spanish, Learning to learn/Thinking Skills
	Option B	Art/Textiles, ICT, Music AS, PE, Graphic Design, 2 Foreign Languages
	Option C	Art/Textiles, Drama, Geography, Business St, Statistics, Home Economics
Year 11	Option A	French, Spanish, Learning to learn/Thinking Skills
	Option B	Art/Textiles, ICT, Music AS, PE, Graphic Design, 2 Foreign Languages
	Option C	Art/Textiles, Drama, Geography, Business St, Statistics, Home Economics

The organisation of pupils in forms and house groups

D2.60 The school will use a form and house group system as a way of promoting its vision of itself as a school with an intimate atmosphere in which pupils are known and respected as individuals and in which there is a strong sense of belonging and solidarity. The form and house system will also be designed to provide a range of opportunities for pupils to exercise responsibility and to develop further some of the IB Learner Profile characteristics ('communicators', 'principled', 'caring', 'balanced', 'reflective', etc.). Throughout the school pupils will be placed under the direct care of a Form Tutor and taught in either form groups or ability sets. In the Sixth Form students will be assigned to a tutor group under the care and guidance of a Form Tutor who will be responsible for them throughout Years 12 and 13. The Form Tutor will have the prime responsibility for the academic and personal progress and welfare of each pupil in his or her form group. He or she will be the first and main point of contact between school and home.

D2.61 Pupils in all years will be given responsibility and involved in the decision-making processes of the school in a variety of ways, including:

- all classes in the Senior School will elect a Form Captain;
- all classes (from Years 5 upwards) will elect two representatives to the Student Council;
- all classes in the primary school will elect two representatives to an Eco-committee;
- pupil representatives (from Year 5 upwards) will play an active part in interviewing for new staff;
- older pupils will be trained as mentors and facilitators;
- pupils of all ages will have the opportunity to be trained as buddies;
- curriculum-based activities, some timetabled within school hours, some outside school hours, will also, as at present, involve students in taking responsibility in a variety of ways.

D2.62 Each pupil will be allocated to a House on arrival at the school and will remain in that House throughout their school career. The House system fosters participation in the extra-curricular aspects of school life and provides a valuable element of continuity and community within the pastoral system. The house system is also an important link with the history of a 100+ year old school, its house names providing a reminder of its origins. Although the school's identity is very different now from what it has been for much of its history, links with this past, and the sense of both change and continuity that this can provide, are felt to be an important part of pupils' education at the school. It is similarly in order not to break links with the past, as well as to maintain a locally well-known and well-established name, that the name 'Holy Trinity' is being maintained, while making clear in publicity materials that the school is a non-denominational one.

D2.63 The house names are as follows:

• Marian	- Yellow
• De Valois	- Red
• De Matha	- Blue
• Trinity	- White

D2.64 Each House has a member of staff as Head of House and two Sixth Form students to act as House Captain and Deputy House Captain in the Senior School and two Year 6 students to act as House Captain and House Vice-Captain in the Primary School.

House activities and House meetings happen throughout the school year and are an important part of the leadership and teambuilding we wish to promote within the school.

There are weekly house meetings in the Primary School whereby the House Captains are responsible for planning the activities. The captains are also responsible for organising at least one charity event per term, to raise money for local charities.

D3 Show how your staffing structure will deliver the planned curriculum

D3.1 The advantage of educational provision in an all-age school on a single site is the family atmosphere that is created by having children of all ages together and by the long-term parental involvement which ensues. The continuity and progression that an all-age one-site school provides is further facilitated by having members of the teaching staff who work across different phases (in Modern Foreign Languages, PE and Science) and by non-academic staff with whole school responsibilities. Even with the anticipated increase in numbers, Holy Trinity will be a relatively small school in which all pupils are known to each other and staff. Its staffing structure, as it adapts to meet a growth in numbers, will continue to reflect this expectation.

Current staffing structure

D3.2 The current staffing structure of the school is as outlined below.

5 Leadership Staff: Head Teacher, Deputy Head Teacher, Head of Prep School, Finance Manager & Head of Sixth Form.

26 Teachers: 7 primary, 19 senior, with an FTE of 20.5.

5 Education Support Staff: 4 Classroom Assistants and 1 Science technician & 1 ICT Technician

Other members of non-academic staff are as follows: Financial Assistant, Head Teacher's Personal Assistant, Office Manager, Site Manager, Site Manager's Assistant, Business Development Manager (part time), Lunchtime Supervisors.

Roles and responsibilities of leadership and teaching staff are given in a later part of this section.

Current staffing levels 2012-2013

D3.3 The school currently has 213 pupils in Reception-Year 13, based on a single form entry throughout the key stages. Within the Primary School there are seven classes, one for each year group, with a teacher assigned to each class. There are also four teaching assistants (three full-time and one part-time). The majority of lessons are taught by the class teachers, though there is some teaching by specialist teachers from Senior School in PE (including swimming) Modern Foreign Languages and, within Key Stage 2, Science, Drama, Mathematics and English. The current small size of some classes has made possible some more economical mixed year group teaching in PE (including swimming) and the creative arts. The periods taught by subject specialists, together with these mixed year groups, have enabled the Head of the Primary School, himself a class teacher, to attend to management responsibilities and plan for the introduction of the IB Primary Years Programme.

D3.4 Within the Senior School there are seven forms, three in Key Stage 3, two in Key Stage 4 and two in the Sixth Form. Forms at Key Stage 3 are currently taught in mixed ability groups, with two setted groups for Mathematics and Science in Year 8 and Mathematics in Year 9. In Key Stage 4 and in Sixth Form there are option groups in addition to setted groups for Mathematics, Science and English.

D3.5 Throughout the school teachers receive an entitlement of one release period for every six taught, with a maximum of a further two for a Head of Department.

D3.6 Further information about numbers of posts and posts of responsibility in the current structure is given below.

D3.7 In September 2012 a new Sixth Form/IB Diploma Programme Coordinator post was created. This post has been added in order to plan for an expanded Sixth Form, oversee the IB Diploma Programme authorisation process, prepare for the introduction of the IB Diploma Programme in 2014, and begin to plan for the subsequent introduction of the IB Career-Related Certificate. A full induction programme for this post is in place, involving relevant workshops, online IB training courses, conference attendance and visits to other IB schools. This post involved no new costs as it replaces a current post.

Proposed changes to staffing in the light of the growth in pupil numbers arising from Free School status

D3.8 The Primary School (Reception-Year 6) will progress from single form entry to two form entry, starting with the introduction of three new classes, (Reception, Year 1 and Year 2) in September 2014. It is envisaged that the Primary School will reach full capacity of 310 pupils by

September 2018, i.e. two form entry from Reception to Year 6, with class sizes of 21 and 23 in Key Stage 1 and Key Stage 2 respectively. In line with the increase in numbers, an additional 3 FTE Primary staff will be employed in September 2014. These new posts will incorporate within the role an IB Primary Years Programme coordinator responsibility. There will then be an appointment of 1 FTE Primary teacher in each successive year as the school progresses to two form entry throughout. In addition, from September 2014, there will be a 1 FTE SENCO post (see below) which will be combined with some primary school teaching duties.

D3.9 Within the Senior School a significant increase in numbers can be accommodated without additional teaching staff, given that most classes at the moment are running below the proposed capacity levels, in particular in Years 10, 11, 12 and 13 where teaching group numbers are currently often very small. However, there will be an introduction of two classes in each year group, starting with Year 7 in September 2014 and a large increase in Sixth Form numbers in line with the launch of the IB Diploma programme. Given current under-utilisation of staffing this large increase in numbers is estimated to be achievable with relatively modest staffing increases. Also helping this situation will be the move to requiring all pupils to follow a GCSE course which gives them a chance to obtain the English Baccalaureate, with the consequent reduction in the number of option blocks that this will entail. Our calculations are based on the work that Chelstoke International undertook for us in matching curriculum options, timetable, accommodation and staffing. These calculations are based on a great deal of detailed data which are not shown here. In total additional secondary staff, to be added during the years 2014-2018, will be 8.3 FTE plus 3.75 FTE for the expanded Sixth Form.

D3.10 Apart from the IBCC coordinator all these new teaching posts will be allocated to the school's different subject departments in order to accommodate the larger number of teaching groups arising from the move to two-form year groups in Years 7-11 as well as the growth in Sixth Form numbers. They will also be used to provide the necessary periods for the following elements of the IB Diploma and IBCC programmes: Theory of Knowledge; supervision of Extended Essays; teaching of the IBCC core; teaching of the vocational elements of the IBCC; Year 12 IB-linked course on 'Great Thinkers from Ancient Times to the Present Day'. In addition some of this time has been reserved for the additional hours that may be needed for staff involvement in running examinations and in careers education and guidance including university admissions.

Costing of the staff structure

D3.11 Staff costs are discussed in G1 in the extended commentary on the Assumptions of the Financial Plan. By 2016-2017 the percentage of the school income spent on Payroll Expenses will be 70 %, which is outside the typical range (reasons for which are stated later in Section G5.21). In September 2012 the school's average teacher salary was ██████████. This compares with an average of ██████████ for local maintained secondary schools. We feel that our staffing structure and costs provide value for money.

Responsibilities within the educational staffing structure of the school

D3.12 The key responsibilities (but not full job descriptions) pertaining to the main positions are as follows:

Head Teacher

Responsibilities include to:

- oversee the strategic development of the school, analysing and planning for its future needs, objectives and policies, advising the Governing Body accordingly;

- secure and sustain effective teaching and learning throughout the school so that pupils make good progress and achieve high standards;
- appoint, lead, motivate, support, challenge and develop staff to secure high achievements through the implementation of strategy and policy;
- evaluate academic performance both internally and by comparison with similar schools;
- develop, maintain, monitor and control financial and physical resources, and ensure that accommodation and school activities meet the Health and Safety regulations.

Deputy Head

Responsibilities include to:

- work with the Head Teacher in the strategic development of the school;
- audit, monitor and evaluate the curriculum, directing and supporting staff;
- plan, coordinate and monitor Performance Management Policy, staff induction and INSET;
- ensure administrative requirements are met in order to facilitate the smooth running of the school;
- work with the Head Teacher to promote a positive image and meaningful communications within and outside the school community.

Head of Primary School

Responsibilities include to:

- work with the Head Teacher in planning the strategic development of the school;
- audit, monitor and evaluate the curriculum within the Primary School, directing and supporting staff;
- plan, coordinate and monitor, with the Deputy Head, Performance Management Policy, staff induction and INSET;
- ensure administrative requirements are fulfilled in order to facilitate the smooth running of the school;
- work with the Head Teacher to promote a positive image and meaningful communications within and outside the school community.

IB Coordinator/Head of Sixth Form

Responsibilities include to:

- secure the effective implementation of the Sixth Form curriculum and all agreed policies and procedures;
- ensure that all students have the opportunities they need to develop their potential to the full, and are prepared for higher education and work;
- take a lead in matters relating to Form/Year ethos and character;
- ensure all administrative requirements are fulfilled effectively and efficiently;
- oversee the implementation of the IB Diploma from 2014 and the IB Career-Related Curriculum from 2015/2016, acting as the main link with the IB;
- ensure that all Sixth Form teachers are imbued with the philosophy of the IB Diploma and the IBCC and monitor and evaluate the impact of its introduction;
- ensure that the different elements of the IB and IBCC programmes are successfully articulated;
- foster clear and effective communications with others involved in the personal and academic developments of the students (including staff, Form Tutors, parents and outside agencies).

Heads of Department

The Senior School contains the following subject departments: English, Mathematics, Science, History, Geography, Art, Music, Drama, PE, ICT, Business Studies, Psychology, Modern Foreign Languages. Each of these is led by a Subject Leader/Head of Department.

Responsibilities include to:

- develop a sense of what constitutes the highest quality of learning and teaching of their subject at all stages and communicate it to others;
- lead and manage a team of colleagues, within the context of the school's aims and policies, establishing, developing and reviewing subject policies, plans, targets and practices;
- secure and sustain high quality teaching appropriate to the differing needs of the pupils;
- promote positive relationships between staff and pupils;
- lead, challenge and manage colleagues;
- monitor and evaluate department targets and achievements.

PYP Coordinator

Responsibilities include to:

- ensure that the philosophy of the PYP and its objectives are understood by all staff, pupils and parents;
- oversee curriculum development, coordinating arrangements for collaborative curriculum planning;
- ensure the articulation of all the different elements of the PYP;
- be the main link with the IB;
- lead professional development through, workshops, visits, IB Network, and new teacher and teaching assistant induction.

An **IBCC Coordinator** post will also be created, from 2015 or 2016 (depending on the length of the IB authorisation process). The responsibilities will include to:

- ensure that all students have the opportunities they need on this course to develop their potential to the full, and are prepared for higher education and work;
- act as the main link with the IB for this particular IB course, and with the partner vocational body;
- ensure that all teachers on the course are imbued with the philosophy of the IBCC;
- ensure that the different elements of the IBCC programmes are successfully articulated;
- foster clear and effective communications with others involved in the personal and academic developments of the students (including staff, Form Tutors, parents and outside agencies).

A **Special Educational Needs Coordinator (SENCO)** will be responsible for the day to day operation of the school's Special Educational Needs Policy with a view to ensuring that children with special educational needs are fully included in all aspects of the life and work of the school. The SENCO will have responsibility for ensuring that there is appropriate liaison with parents and other professionals in respect of children with special educational needs, for advising and supporting other practitioners within the school and for ensuring that Individual Education Plans are in place. The SENCO will ensure that relevant background information about individual children with special educational needs is collected, recorded and updated and that there is the appropriate contact with other professionals from outside services and external agencies e.g. Area SENCOs, Pre-school Education Team Teacher/Educational Psychologists, Occupational Therapists, Physiotherapists, Speech and Language Therapists, etc. The SENCO will arrange,

organise and review support for individual children, keep Key Workers and Learning Support Assistants up to date with SEND and inclusion issues to encourage personal development through courses and INSET, and will meet with parents regularly in order to maintain good relationships and to keep parents informed about their child's progress.

Form Tutor

Responsibilities include to:

- take every step to support and ensure the all -round development of each pupil;
- lead and direct the Form in matters relating to Form/Year ethos and character;
- ensure administrative requirements are fulfilled effectively and efficiently;
- foster clear communications with others involved in the personal and academic developments of the students (including other members of staff, parents and outside agencies).

Classroom Teacher

Responsibilities include to:

- secure high quality teaching appropriate to the differing needs and aspirations of all pupils and to foster enthusiasm for learning;
- create an environment in which pupils feel supported and challenged;
- monitor and evaluate pupils' learning, making all efforts to ensure that targets for individual pupils' attainment, are met or, where possible, surpassed;
- develop and monitor resources within their area;
- implement all school policies and ensure that all administrative requirements are met.

Teaching Assistants

The role of the teaching assistant is to support and enhance learning within both a class or group and a one on one situation as applicable, working closely with the teacher in planning and review.

Science/ICT technicians

Responsibilities include to:

- help with lesson preparation in ensuring resources / equipment are available;
- ensure continuity of learning by helping to promote the smooth running of the department.

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

D4.1 The school recognises that pupils' needs for additional or different educational provision cannot be easily categorised. It also believes that undue categorisation can lead to a failure to recognise and respond to the highly complex and varied needs of individual children. The focus will always be on the individual and not on fitting individuals into neat categories. However, it is recognised that needs are likely to relate to one or more of four broad areas:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical.

D4.2 The school already has a wide range of ability among its pupils and well-established procedures for working with pupils who require different or additional educational provision, including pupils with statements of special educational needs and those with physical disabilities. Links have already been made with agencies which are part of Worcestershire LA such as the Regency Outreach Team, and the Occupational Therapy and Physiotherapy Units. Links have also been established with the Dyslexia Institute and with Mentor Link (a charity supporting bereaved children). The school will continue to work with the Wyre Forest Sports Development Team to further broaden provision for students with physical and learning difficulties. It recognises, however, that as a Free School it is likely to be dealing with a wider range of abilities in the future. It will be putting in place enhanced SENCO staffing and has already started a comprehensive professional development programme to ensure all staff are well prepared and appropriate strategies that can be applied to a broader ability range. Within the professional development of staff, behaviour management will also be given priority as a further acknowledgment of the potentially broader cohort of students that will arrive if Free School status is granted. Both ability and behaviour issues will continue to be addressed through the implementation of the 'Footnotes' visual learning scheme (see D7.16).

D4.3 The school's Vision statement stresses that it wishes to make available its distinctive education and ethos to sections of the local community from which it does not draw at the moment. Because of this it is committed to being an inclusive school which fosters a sense of community and belonging through:

- an inclusive ethos that respects the dignity of all its members, values all pupils equally, and encourages a respect for difference;
- helping all pupils to develop a strong sense of self-worth;
- a broad and balanced curriculum that is accessible, at some level, to all its pupils and that is sufficiently flexible to meet all their learning needs;
- teaching and learning approaches that are responsive to individual learning styles;
- systems for the early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

D4.4 The school will adopt a whole school approach to policy and practice for pupils with Special Educational Needs and Disability (SEND) based on the belief that all aspects of provision within the school, and all members of staff, have a key role to play in ensuring that pupils' differing needs are met.

D4.5 Pupils identified as having SEND will be, as far as is practicable, fully integrated into mainstream classes and into all aspects of school life.

D4.6 The school condemns racism, sexism and negative attitudes towards disability, social class, race, gender, creed, sexual orientation, colour or intellectual ability and discrimination of any kind. These attitudes are both wrong in themselves and potential barriers to learning.

D4.7 Positive attitudes with regard to difference of the kinds listed above, and support for pupils of differing backgrounds, will be fostered at every appropriate opportunity through both the formal and informal curriculum. This will involve:

- valuing, publicly recognising and making educational use of pupils' differing cultural, social and ethnic backgrounds;
- encouraging both boys and girls to aim high, to challenge stereotypes and to take advantages of all the opportunities for progression within and beyond the school that are available to them;
- integrating pupils with physical disabilities into the normal life of the school (an area in which the school already has significant and successful experience);
- offering all materially disadvantaged pupils opportunities and facilities to compete equally with

peers (the proposed Fundraising Committee of the new Board will have this as one of its objectives - see Section F1).

D4.8 The school's provision will take into account forthcoming Children and Families legislation. The school will provide training or teaching and support staff to ensure identification of needs is timely and that there is prominence given for staff discussions and reviews of individual pupils.

Pupils' needs and how they are identified

D4.9 All teachers and teaching assistants are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will assist in identifying pupils requiring different or additional support at an early stage. Identification will be through evidence obtained by teacher observation/assessment, regular grade meetings and performance in internal and external examinations. NFER tests are carried out in Year 7 on any pupils new to the school. The school also has considerable experience of the Durham University PiPs, MidYis, YELLIS and ALIS tests, administered within all key stages. Contact with pupils' previous schools will also ensure the transfer of appropriate information about their needs.

D4.10 The provision offered by the school will involve some or all of the following as appropriate:

- full-time education in normal classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum;
- additional focused advice provided to teaching staff to enable them to undertake more effective strategies in relation to the particular pupil;
- the provision of alternative learning materials/special equipment. We already have a new lift, various wheelchairs and electronic chairs, specialist hoists and are planning moveable flatbed changing tables and hoist access to the swimming pool as well as stair lifts to access specific classrooms in the old section of the building;
- attendance by pupils at lunchtime sessions in the library with Sixth Form mentors;
- group support in the form of workshops;
- application for examination access arrangements, as appropriate, following Joint Council for Qualifications guidelines;
- in-class support with a learning support assistant where appropriate;
- specialist tuition. This usually will take place outside of timetabled lessons, unless the pupil is not on a full curriculum.

D4.11 The degree of progress in the curriculum is the crucial factor in determining the need for additional support. In assessing whether adequate progress is taking place consideration is given as to the extent to which intervention narrows the attainment gap between the pupil and her/his peers and prevents the attainment gap widening. Our aim is that progress is equivalent to that of peers starting from the same baseline and equals or improves upon the pupil's previous rate of progress. We want all students to have full curricular access and to see an improvement in their self-help and social or personal skills so that they can access Further Education, training, and/or employment.

D4.12 Staff training is also an essential part of ensuring appropriate provision is being made for students with SEND and professional development will continue to be led by an appropriately qualified member of staff. Regular updates will be provided for examination access arrangements and evidence across Key Stage 3 collated for the 25% extra time as stipulated by government and JCQ guidelines. The school recognises the importance of identifying neurologically based disorders that affect a student's ability to take in, understand, remember and express information. Therefore we will continue to raise staff awareness and appropriate training on the identification of cognitive processes and how these impact on learning.

Meeting pupils' needs: more able/gifted and talented pupils

D4.13 The school wishes to promote the highest achievement possible for its more able, gifted and talented pupils and to help them mature into confident well-motivated individuals who can make the most of their talents and in so doing enrich the wider community. This is very much in accordance with the school's Vision of itself as a community with high expectations that stretches pupils to the utmost. We are keen that pupils enjoy their learning, but are clear that, for lasting achievement at a high level, this is likely to involve pushing their thinking to its limits in ways that move beyond the merely 'enjoyable', spending time on aspects of learning (e.g. the French subjunctive) that are not intrinsically exciting, delaying gratification, coping with failure and even repeated failure, and working very hard sometimes at the expense of 'having fun'.

D4.14 Monitoring the more able cohort will be an on-going process by Form Teachers, Subject Teachers, Heads of Subject Departments and Year Coordinators. Discussion of individual pupils will take place at departmental, whole staff, pastoral and Leadership Group meetings. Information and training will be provided for staff to enable them to meet the needs of the more able pupils. The process of co-ordination and review of the provision for more able pupils, both inside and outside of the classroom, will be managed through the school's organisational structure - the Deputy Head working with the Head Teacher, Leadership Group, Heads of Subject Departments and Year Coordinators. Evaluation at departmental level will be carried out by Heads of Subject Departments and the Leadership Group and at whole school level by the Leadership Group, Head Teacher and Deputy Head.

D4.15 The school aims to provide for more able/gifted and talented pupils through a variety of approaches, some of which will involve separate provision but most of which can be used in mainstream mixed-ability classes. These will include differentiated learning and teaching at all phases of schooling and in all parts of the curriculum or in-class ability/attainment groups in the Primary School. The provision of stimulating extra-curricular activities, including opportunities to learn further languages and/or to develop their written competence in their mother tongue as well as setting for English, Mathematics and Science in the Senior School, as well as early entry GCSE in Religious Studies, ICT and Music where appropriate. Leading on from this will be opportunities within the IB Diploma (from September 2014) to take a larger number of Higher Level courses than required, to take an additional subject, to take two languages at the highest level, to achieve a bilingual Diploma, to tackle demanding and complex subjects for the Extended Essay, and to be stimulated by the Year 12 supplementary course in 'Great Thinkers from Ancient Times to the Present Day'. We believe that these strategies coupled with high expectations, flexibility of teaching approaches (open tasks, stepped questions, complex assignments and problem-solving work), and a range of stimulating out of school activities (for example public speaking and debating competitions and University of Birmingham science faculty outreach gifted and talented workshops), will provide, as appropriate, the necessary additional challenge required for these pupils.

D4.16 The school recognises that some more able pupils are pupils with Special Educational Needs, and that Individual Education Plans may be needed in these cases. Teachers do, and will, share good practice in teaching more able pupils, both within and across subject departments. More able students will have opportunities both to work together and with pupils who are less able. The pastoral structure will also support sensitively the more able pupils where personal problems impede their academic progress and are leading to underachievement.

Identification of more able, gifted and talented pupils

D4.17 It is recognised that the identification of more able and gifted pupils can be difficult even for the experienced teacher. Research shows how these abilities and gifts can go long unrecognised.

The available data for pupils will thus be scrutinised carefully and regularly with a view to identification. The following will be taken into account in addition to normal data from on-going class work and school examinations and reports from class and subject teachers:

- PiPs, MidYIS, YELLIS and ALIS value-added data (see Section D5). These assessments will be scrutinised for evidence that some pupils are showing levels of cognitive ability that do not match their current attainment levels;
- information from feeder schools, including Key Stage 1 and 2 national test results;
- results of Key Stage 1 and 2 national tests undertaken at the school;
- GCSE results;
- evidence of outstanding achievement and/or potential in the arts and physical education;
- parental information;
- information from outside agencies, e.g. cognitive assessments conducted by educational psychologists;
- SEN assessments which reveal that lack of challenge underlies identified behavioural and learning problems.

Meeting pupils' needs: English as an additional language (EAL)

D4.18 The term 'English as an Additional Language' (EAL) is used quite separately as, although these pupils have distinctive needs, the school does not regard them as having 'difficulties' in the same sense and is keen to ensure that such pupils are helped to benefit from the many cognitive and cultural *advantages* that they potentially have arising from their bilingualism or multilingualism.

The school sees bilingualism and multilingualism as a potential strength while recognising that it can present needs that require support. As with special educational needs and learning difficulties, meeting these needs will involve all members of the teaching staff. All teachers will be encouraged and required to see themselves as teachers of language.

Responsibility for EAL pupils lies with the SENCO. The SENCO will also organise the examination access arrangements for those pupils eligible for the use of a bilingual dictionary and extra time.

The school has a great deal of experience with students with EAL as we regularly have long term and short term exchange students within the school from partner schools in South America.

The use of ICT

D4.19 The school plans to extend its use of ICT to enhance differentiation with a view to supporting all pupils in need of additional learning support. It is well aware already of the potential in this area but has sometimes been hampered by the lack of appropriate resources. It recognises that it needs to develop further its use of Computer Assisted Teaching (CAT), Computer Assisted Learning (CAL) and Computer Assisted Teaching and Learning (CATL) for these pupils. Uses that will be explored further include:

- computerised word processor programmes that allow pupils who are challenged by problems of orthography and calligraphy to present some of their work in attractive ways, as a boost to self-esteem and stimulus to further progress;
- individualised support for pupils experiencing difficulties with numeracy;
- Wii packages to help pupils with physical impairment or poor hand/eye coordination to improve their mobility;
- complex problem-solving and simulation software as the basis for extension tasks for more able pupils.

The school recognises that greater use of these approaches will involve additional purchases of hardware and software, a shared vision among staff of the potential of CAL, professional development of staff (much of which could be online), the commitment and understanding of senior management, and the sharing of expertise and experiences with other local schools.

School policy on equal opportunities and respect for difference - Equality Act 2010

D4.20 The school will be committed to the policy of equal treatment of all pupils and to ensuring that they gain equal access to the full range of learning experiences and support appropriate to their needs and aspirations. We will require all members of staff to abide by and adhere to this general principle and to play their part in creating an atmosphere within the school in which those from different backgrounds will be able to work harmoniously together. The school will be committed to tackling discrimination in all its forms.

Within the school active steps will in particular be ensure that all pupils have access to the teacher's time and attention as appropriate to their needs and that all pupils have equal access to scarce resources (e.g. computers and technical equipment). We will select books, audio-visual and other resources which represent the two genders, different ethnic groups and different cultures in positive ways, ensure that written and spoken language is used in ways which do not assume stereotypes and encourage staff to value linguistic diversity, taking into account the language needs of individuals. The school will use displays and noticeboards to demonstrate that all pupils are valued, expected to participate and achieve in all aspects of life, to ensure that arrangements for guidance, counselling and tutoring encourage pupils to achieve beyond stereotyped norms, and to help all students understand and use a range of strategies for resolving conflicts. The school will use all assets at its disposal to raise general awareness of the roots of prejudice and discrimination, apply agreed procedures for dealing promptly with sexist and racist behaviour, and embed a culture where put-down remarks, bullying and intimidation, and sexist and racist jokes, will not be tolerated.

Disability Equality

D4.21 The school's Disability Equality policy indicates how the school will promote disability equality for pupils, staff and parents and also help to contribute to promoting disability equality in the wider community. In compliance with the Disability Discrimination Act the school will:

- ensure appropriate provision is made for children and adults with disabilities;
- ensure that relevant school policies promote disability equality;
- ensure equal access within the physical environment, within the limits of the school's current accommodation and its capacity to be adapted, and equal access to information;
- conduct appropriate risk assessments;
- make appropriate provision for staff training;
- review and adapt requirements of the curriculum where appropriate;
- audit and review resources, identifying any budget implications;
- involve disabled pupils and their parents in making relevant decisions;
- liaise with external agencies with a view to ensuring both educational and physical access to the school and its site.

The school will aim to ensure, wherever this is physically and financially possible, that its facilities permit access to pupils with physical disabilities. The school has recently invested a large sum in providing lift access to upper floors for the one statemented pupil it currently has on roll who has a major physical disability, thus enabling him to continue at a school where he is supported, happy and has many friends (thus adding significantly, on grounds of humanity and solidarity, to a deficit for which, in this case, criticism would be inappropriate). The school is in discussion at present with Worcestershire LA, various support groups and outside agencies with a view to providing

facilities which will allow the school to open access to the school to a much wider population. This is a much needed resource in North Worcestershire for young people with physical and learning disabilities.

Monitoring and evaluating the school's provision for pupils with differing abilities

D4.22 The school's arrangements for monitoring the progress made by its pupils individually and collectively and coming to judgments about the effectiveness of its provision are outlined in Section D5. A key element in this monitoring and evaluating will be the school's provision for pupils with differing abilities. As a mixed-ability school committed to inclusion and to the highest expectations for all its pupils, as enshrined in its Vision, nothing could be more important than constantly keeping under review the effectiveness of its differentiation strategies. This will be a prime focus of the on-going monitoring and evaluation programme. HTIS will work with the CEM centre at the University of Durham, whose tests it will continue to use, to ensure that all students are working to their ability and to locate the weaknesses and strengths of individual pupils so that personalised learning can take place.

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

Introduction

D5.1 Given its high expectations for pupils, as enshrined in its Vision statement, and its demanding curriculum, Holy Trinity International School will be committed to setting achievable targets both at whole school and individual pupil levels, with a view to continually improving the school's provision and the pupil outcomes (in the broadest possible sense of that word) that result from it.

The school is keen that pupils do not just achieve but enjoy learning and achieving, wish to continue learning and achieving, and have their achievements regularly celebrated. The celebration of achievement in all aspects of school life (where it is merited) will be reinforced through the daily marking of children's work, through weekly assemblies, letters to parents and parents' evenings.

Although the school will be setting itself some targets that relate to absolute levels of results, unconnected to value added measures, it will judge itself above all on the degree of value that it is able to add believing that this is the true measure of a school's success.

The school will be alert to the possibility that specific targets in terms of results have the capacity to distort school priorities. The school will ensure that this does not happen, will continue to give due priority to pupils' social, cultural and spiritual development (which are in themselves a key to academic success), and will not allow itself to become unhealthily obsessed with metrics in the way that this has sometimes distorted provision in English schools in recent decades.

Whole school targets

D5.2 The following whole school educational targets will be set.

- We will show progress for all students in the primary school using pupils' reading age. All students will be tested on a biannual basis from Year 1 onwards using standardised tests from GL Assessment. Our target for 2015 is that 92% of Year 6 students will show a reading age in excess of their chronological age rising to 96% by 2020. With this target we focus on a skill that is the basis of all learning.

- We will seek to maintain and to improve value added in pupils' attainment in mathematics and literacy between the start and end of the Reception year, given the crucial importance of this year for children's subsequent progress (a 'successful' Reception year experience being shown by research to continue to lead to marked differences in attainment up to and beyond Year 6). We will do this by increasing the average student score for the Reception cohort year on year (see table below) to well above the average (50), as well as aiming to increase the value added for each individual pupil.

	2015	2016	2017	2018	2019	2020
PIPs average total score for the Reception cohort at the end of the school year	60	61	62	63	64	65

- We also plan to build on our current use of the Durham CEM Centre value-added measures by introducing the PIPs assessments throughout Key Stages 1 and 2. These will enable us to set demanding targets for value-added within each of these key stages and across the primary school as a whole.
- We will also set the following targets for KS2 SATs. We may find in practice that these targets need to be adjusted, e.g. if we find that with our patterns of intake we are achieving huge value added while still falling far short of our aspirations. Targets of this kind are difficult to set in advance of knowing what our cohort's baseline is likely to be. We wish to be aspirational for each and every pupil, but also to be realistic.

	2015	2016	2017	2018	2019	2020
KS2 SATs (English & Maths)						
Level 4+	92%	96%	96%	96%	96%	96%
Level 5	30%	34%	39%	43%	43%	43%

- We will continue to show value-added 14 to 16 via the University of Durham MidYIS and YELLIS value-added tests. Our target for 14-16 value-added will be + 0.7 value added from public examination results in August 2015 rising to + 1 value added in August 2020 with all subject departments having positive value added. In addition we plan to make use of the Durham INSIGHT end of Year 9 assessments which will enable us to set demanding value-added targets 11-14.

	2015	2016	2017	2018	2019	2020
14 - 16 Value Added	+ 0.7	+ 0.75	+ 0.8	+ 0.85	+ 0.9	+ 1.0

- We will aim to increase progressively the percentage of students achieving the English Baccalaureate to 50% in 2015 and 80% in 2020. Given the importance of the subjects in the English Baccalaureate for future learning and progression into higher education we see this as a key target. Including as it does a modern foreign language and (in our case) history, it also pushes towards high achievement in two areas of the curriculum which we feel to be essential for all pupils;

	2015	2016	2017	2018	2019	2020
ENGLISH BAC	50%	55%	60%	65%	70%	80%

- We will aim to increase progressively the percentage of students achieving 5 A* to C grades at GCSE, including English and mathematics to 75% in 2015 and 90% in 2020;

	2015	2016	2017	2018	2019	2020
GCSE 5 A*-C (incl. Eng & Maths)	75%	78%	81%	84%	87%	90%

- All pupils will be expected to show a sustained participation in at least one extra-curricular activity throughout the school year;
- All pupils will be expected to show involvement in at least one community service/charitable activity in the course of each school year. This is a target that derives from the school's vision and ethos and from its emphasis on the IB Learner Profile at all stages of schooling;
- Periodical parent and pupil satisfaction surveys will show a positive response to the school's educational provision and a perception that, over time, educational issues and concerns raised in surveys are being effectively addressed.

D5.3 Precise targets will not be set for Sixth Form attainment until information about the new Sixth Form cohort becomes available and staff have learned more about the IB programmes due to be adopted. It is broadly anticipated that:

- We will aim to increase progressively the average points gained by students achieving the International Baccalaureate Diploma following its introduction in 2014 from 27 points in 2016 to 31 points in 2020. We are keen here to ensure that most students obtain IB results that will give them access to as wide a range of higher education courses as possible.

	2015	2016	2017	2018	2019	2020
I.B. DIPLOMA (Average points)	N/A	27	28	29	30	31

- For IB Diploma students we will also make use of the Durham ALIS value-added assessments which are being used with an increasingly large cohort of IB Diploma schools both in this country and abroad. This measures added value by comparing the test of 'developed ability' taken at the start of the two-year course and compares it with results two years later in the IB Diploma examinations.

	2016	2017	2018	2019	2020
IB DIPLOMA ALIS Value Added	+0.15	+0.2	+0.25	+0.3	+0.35

- 80% of students following the IB Diploma and the IB Career-Related Certificate will meet the minimum requirements for the Diploma and the Certificate respectively in 2016 rising to 90% in 2019. This is a key target designed to ensure that we strive to enable as many students as possible to achieve the full certification for these programmes as a basis for progression;
- 8% of the school's IB Diploma graduates (assuming that 12+% of the cohort has a home language other than English) will obtain a bilingual Diploma, on the basis of taking part of the examination or writing their Extended Essay in their home language. We see this as a culminating target in a school stressing the importance of language learning generally and mother tongue maintenance specifically. The bilingual Diploma is unlikely to be achievable except by students with a second language at home;

- all students following the IB Diploma and IBCC programmes will obtain a pass level, and thus certificates, in at least two IB subjects, thus gaining credit for higher education study. This, we feel, is crucial, so that even the students doing least well on these courses will have partial certification as a basis for progression into further and higher education;
- we will see progression into higher education by our Sixth Form students as a key measure of our success and expect that 90% of our students completing the IB and IBCC courses to go on to higher education.

D5.4 The school will also evaluate its success in relation to its aspirations for pupil achievement by scrutinising the following data and setting the following targets:

- attendance rates: a target of 95%;
- exclusion rates: a target of 0%;
- retention of pupils: a target of 100% of parents (remaining resident in the area) choosing to keep their children at the school at the transition from Year 6 to Year 7. Having stressed the benefits of an all-age school we are keen that all pupils will wish to continue within the school at this point;
- retention of pupils: a target of 75% of students and their parents choosing to remain at the school at the transition from Year 11 to Year 12. We accept that not all students will wish to sign up for the IB Diploma or the IBCC (with its distinctive vocational slant);
- outcomes of on-going self-review throughout the year;
- self-review, including at subject department level, following the publication of public examination results;
- the outcomes of periodic student and parent satisfaction surveys;
- the outcomes of formal and informal staff consultation
- feedback of various kinds from the wider local community, including the Local Authority.

D5.5 More important than whole school targets are the targets that will be set for individual pupils in the light of all the information that is available about their needs, abilities, attainments and aspirations. The arrangements that will be in place for this are outlined below in the remaining parts of this section.

Whole School system for the assessment of learning

D5.6 Assessment is an integral part of the curriculum at all stages throughout the school as it both enhances learning and provides opportunities for pupils to reflect on what they know, understand and can do. The school will place 'assessment for learning' at the heart of its curriculum provision. Constant feedback on their work will allow pupils to identify strengths and weaknesses and set individual targets for improvement. 'Assessment for learning' also gives teachers the formative and diagnostic data that enable them to plan their teaching, review and revise their approaches in the light of feedback, and achieve effective differentiation. The data generated are also invaluable in keeping parents informed about their children's progress and enabling them to take part more effectively in their children's formal education.

Assessment and reporting in the Primary School

D5.7 Pupils and parents will receive half term grades and also a more detailed report twice a year. The purpose of the reports will be to celebrate successes and establish targets for the pupil to aim for during the remainder of the school year.

There will be parents' evenings at different points during the year at which detailed feedback will be provided. There will also be regular and open communication between home and school, as appropriate, at other times.

SATs will be taken by pupils at Key Stage 1 and at Key Stage 2. Optional SATs will be used for the intervening years between the stages. The results will be analysed and appropriate targets set for the school and for individual pupils.

Assessment and reporting in the Senior School

Target Setting and Review Days

D5.8 Pupil assessment data are used in a formative and creative way on Target Setting and Review Days. On these Days pupils will have the opportunity of a one to one conversation with their teachers about their learning & progress. The timetable will be suspended and, in addition to individual discussions, themed activities will take place, e.g. a Careers Fair, Enterprise Day, talks from visiting speakers, etc.

The outcome of the Target Setting and Review interview will be a set of targets, including general and subject-specific learning goals. These will be recorded so that they remain accessible to pupils, parents and staff. The aim is for targets, as far as possible, to be initiated by the pupil with teacher support, and to be pitched at a level which is both realistic and challenging. The targets negotiated on Target Setting and Review days will be then subject to on-going review by pupils and their tutors as part of the tutorial programme.

Reporting to parents and pupils

D5.9 A Half Term Grade Form will be sent to parents and pupils at the end of each half term. These will consist of an effort grade (1-5) and an attainment grade (A-E). Use will be made of tracking of ability via measures organised by the CEM Centre at Durham University to ensure all students are on target and to analyse performance at all levels of the school.

Parents and pupils will receive one full and detailed academic report per year. This report will be made up of individual subject reports, a list of internal examination grades, a tutor review and comments by the Head Teacher. Each written report will be a combination of attainment/effort grades and comments. In addition parents and students in Years 11 and 13 will receive one End of Year letter at the end of the academic year which contains an overview of progress, both pastoral and academic.

Subject reports will include a subject-specific comment, expressed in clear, straightforward language, which is accessible and meaningful to parents. It will contain a target which is subject-specific. It will be based on the principle that targets should be SMART: Specific, Measurable, Achievable, Realistic and Time-Related, and will focus on helping the pupil to achieve the next National Curriculum Level or GCSE/A Level grade.

The Grade Comment Report, sent once a year, will have scope for a fuller comment than the standard half term grade report. Subject staff may wish to comment on specific areas, particularly when these indicate patterns of achievement or concern.

The Yearly Assessment Cycle

	Primary School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term Sept-Oct	Grade Comment Form	Welcome Evening Half Term Grades	Half Term Grades	Half Term Grades	Half Term Grades	Half Term Grades	Half Term Grades	Half Term Grades
Autumn Term Nov-Dec	Parental Consultation Half Term Grades	Parental Consultation Half Term Grades	Parental Consultation Half Term Grades	Parent Drop In Half Term Grades	Parent Drop In Half Term Grades	Mock Exam Week	Half Term Grades	Full Academic Report
Spring Term Jan-Feb	Half Term Grades	Grade Comment Form	Grade Comment Form	Full Academic Report	Grade Comment Form	Full Academic Report Parental Consultation	Full Academic Report	Grade Comment Form
Spring term Feb-Apr	Full Academic Report	Half Term Grades	Half Term Grades	Parental Consultation/ Options Half Term Grades	Parental Consultation Half Term Grades	Grade Comment Form	Half Term Grades	Half Term Grades
Summer Term May	Half term Grades	Parent Drop In Half Term Grades	Parent Drop In Half term Grades	Half Term Grades	Half Term Grades	End of Year Letter		
Summer Term Jun-Jul	Exam Week Tutor Letter	Exam Week Full Academic Report	Exam Week Full Academic Report	Exam Week Exam Results Grade Comment Form	Exam Week Full Academic Report		Grade Comment Form	End of Year Letter

School Monitoring and Evaluation

D5.10 The school will adopt a policy of on-going self-review to build on established best practice.

All members of the school community, including staff, pupils, parents and governors - and, where practicable, members of the wider local community - will be actively involved in the on-going cycle of self-review.

The self-review cycle will consist of observations, work sampling, interviews with students/staff and the completion of six review documents at year group/subject department level which will look at subject and staff targets: whether they have been met and any actions needed to complete targets.

A sample schedule showing the school monitoring and evaluation programme in the Senior School follows below.

September	October	November	December
<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of KS2,3,4,5 results and value-added 	<ul style="list-style-type: none"> <input type="checkbox"/> Homework monitoring in observed departments 	<ul style="list-style-type: none"> <input type="checkbox"/> Work sampling: KS4,5 <input type="checkbox"/> Planning check <input type="checkbox"/> Curriculum planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion of YELLIS, MidYis data <input type="checkbox"/> Homework monitoring <input type="checkbox"/> DIP progress check
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to raise attainment in observed departments 	<ul style="list-style-type: none"> <input type="checkbox"/> Planner sampling KS4,5 <input type="checkbox"/> Mentoring programme/ positions of responsibility evaluation 	<ul style="list-style-type: none"> <input type="checkbox"/> Planner sampling selected years 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor planning check: KS4,5
<ul style="list-style-type: none"> <input type="checkbox"/> <u>Classroom observation</u> Leadership Group observe H Economics, Humanities, Psychology, ICT departments and Form Tutors. <input type="checkbox"/> Value-added analysis coordinated <input type="checkbox"/> Staff performance management interviews 		<ul style="list-style-type: none"> <input type="checkbox"/> Student interviews: yr 10,11 <input type="checkbox"/> Work scrutiny: yr 10, 11 <input type="checkbox"/> Planner scrutiny: yr 7,8,9, 12 	

January	February	March
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to raise achievement <input type="checkbox"/> Monitoring of spending <input type="checkbox"/> Discussion of pupil progress: KS3 	<ul style="list-style-type: none"> <input type="checkbox"/> Work sampling :KS3 <input type="checkbox"/> Homework monitoring 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning check <input type="checkbox"/> Training needs review <input type="checkbox"/> Financial needs <input type="checkbox"/> DIP progress <input type="checkbox"/> Discussion of pupil progress: KS4 <input type="checkbox"/> Exam performance: Yr 11
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies to raise attainment in observed departments 	<ul style="list-style-type: none"> <input type="checkbox"/> Planner sampling selected years 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor planning check KS3 <input type="checkbox"/> Mentoring programme/ positions of responsibility evaluation <input type="checkbox"/> Training needs review
<p><u>Classroom observation</u> Leadership Group observe Maths, English, Science departments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student interviews: yr 7, 8, 9 <input type="checkbox"/> Work scrutiny: yr 7, 8, 9 <input type="checkbox"/> Planner scrutiny: yr 10,11,13 <input type="checkbox"/> Tutor Planning check 		

April	May	June	July
<input type="checkbox"/> Coursework/Controlled Assessment moderation <input type="checkbox"/> Department Improvement Plans evaluated	<input type="checkbox"/> Planning check <input type="checkbox"/> Health and safety check <input type="checkbox"/> Department Improvement Plan finalised	<input type="checkbox"/> Review of departmental Evaluation of departmental A4L	<input type="checkbox"/> CDP review
<input type="checkbox"/> Post 16 evaluation and planning <input type="checkbox"/> Strategies to raise attainment in observed departments	<input type="checkbox"/> Tutorial programme evaluation <input type="checkbox"/> Calendar 2010/11	<input type="checkbox"/> Review of mentoring programme/ positions of responsibility	<input type="checkbox"/> CDP review
<input type="checkbox"/> <u>Classroom observation</u> Leadership Group observe MFL, PE, Music, Art departments.			

The Performance Management Cycle

D5.11 Holy Trinity International School will ensure, as part of its commitment to striving continually to do better than its previous best, that all its staff are 'reflective professionals' and have the appropriate opportunities for self-review, appraisal and professional development. The school will do this by means of a yearly Performance Management Cycle.

The objectives set at performance management meetings will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher. They will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The school will be committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

In line with current OFSTED criteria and with school policy, a special (though far from sole) focus will be given to monitoring levels of progress through quantifiable targets, linking targets with the school monitoring and evaluation programme.

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

D6.1 The school's draft admissions policy is given in full below. The policy follows on from the school's vision and rationale in:

- capping the school's population at 640 in order to maintain the small school ethos that is valued by current and prospective parents, and in order to avoid significant new capital investment;
- allowing for a Sixth Form intake of 100, given the support of the Local Authority for more varied provision at this age within the local area;

- opening up the school's unique international ethos, including its IB Primary Years and Diploma programmes, to families coming from a wide geographical area;
- ensuring at the same time a strong presence within the school of children from the school's immediately surrounding area;
- maintaining the mixed and comprehensive intake that has always been a key feature of this school.

D6.2 We plan to move to capacity over the period 2014-2018, reaching capacity in the fifth school year of operation as a Free School, i.e. 2018-2019. Our proposed admissions policy is focused on the statutory admission points of Reception, Year 7 and Year 12. Moving over a four-year period to capacity, despite the high level of demand for places at the proposed Free School, has two purposes: (i) it allows the school to adapt to greatly increased numbers less rapidly, thus diminishing the difficulties inherent in what is likely to be a major process of transition; and (ii) it helps to show other local schools that we plan to complement rather than compete with existing provision. Given the particularly high demand for places in the primary school we do, however, indicate that we will move to two-form entry also in Year 1 and Year 2 in the school year 2014-2015.

HOLY TRINITY INTERNATIONAL SCHOOL DRAFT ADMISSIONS POLICY

School Ethos

Holy Trinity International School is an all-through co-educational school, welcoming pupils from all social and cultural backgrounds who will benefit from an academic education, who will become independent learners, and who will contribute fully and enthusiastically to the ethos and wider life of the school. The school plans to offer the Primary Years Programme (PYP) of the International Baccalaureate for pupils aged 4-11 with effect from September 2014. The development of the skills identified in the IB's Learner Profile will also underpin the Key Stage 3 (11-14) curriculum and help students follow courses leading to GCSE and IB Diploma qualifications. The school plans to offer the IB Diploma as of September 2014 and the IB Career-Related Certificate as of September 2015. Pupils seeking admittance to Holy Trinity International School are expected to be active participants in their own learning at all stages of the school.

The Holy Trinity admissions policy meets the requirements of the statutory codes of practice (the School Admissions Code of Practice and the School Admission Appeals Code of Practice). The school will participate in the co-ordinated admission arrangements operated by its Local Authorities (as of September 2014).

Admissions arrangements for the academic year 2014 - 2015

The agreed admission numbers for the academic year 2014 - 2015 are as follows:

- The agreed admissions for Year 12 of the secondary phase (16 - 18) will be 50 pupils. Pupils will be expected to meet criteria in relation to grades obtained at GCSE in relevant subjects and priority will be given to pupils currently attending Year 11 at the school.
- The agreed admissions for Year 7 of the secondary phase (11 - 16) will comprise two forms with 23 pupils in each, giving an overall total of 46. Priority will be given up to 23 pupils who will transfer from the school's own Year 6, with the remaining 23 places being offered to external pupils.
- The agreed admissions for the Reception class of the Primary phase (4 - 11) will be 42, which is the number of places that will be offered on an annual basis.

- For the academic year 2014 -2015 only, there will be further admissions made in Years 1 and 2 as the school converts to two form entry at Key Stage 1.

Class capacity in the remaining year groups will be 21 at Key Stage 1 (Years 1 and 2) and 23 thereafter. Any pupils wishing to join other year groups will need to apply directly to the school. Their applications will be considered in full compliance with the admissions criteria that follow.

For the academic year 2014 - 2015 all pupils currently attending the school will be entitled to continue under the new Free School status. Any external pupils will need to apply directly to the school and not through the co-ordinated admissions arrangement operated by the Local Authorities. Their applications will be considered in full compliance with the admissions criteria below.

Admissions arrangements for the academic year 2015 - 2016 and subsequent years

In the second year of Free School status (2015 - 2016) and thereafter, applicants for admissions to Reception and Year 7 will be made in accordance with the co-ordinated primary and secondary admissions arrangements. Parents* will need to apply using the Common Application Form (CAF) provided by the Local Authority. Holy Trinity will also require parents to complete a Registration Form, which needs to be submitted at the same time as the Common Application Form. This form will only request information enabling the school to ensure that these admissions criteria are fulfilled. All aspects of the school's admissions arrangements will be compliant with the Fair Access Protocol.

Admissions criteria

Pupils in receipt of a statement of Special Educational Needs who name Holy Trinity International School on their statement as being the best provider to meet their specific needs will be issued a place.

Pupils currently attending the school in Year 6 will automatically be allocated a place in Year 7 and need only submit a school Registration Form to secure a place.

***Banding:**

To ensure fair access into Year 7, the school requests all applicants to take a cognitive assessment test which will allow banding into differing ability levels. Where possible an equal proportion of pupils from each band will be selected, thus ensuring that pupils of all ability levels have equal access. The bands will be set against national levels of ability pertinent to chronological age.

***Fair banding**

Assessments will be banded A - D with 25% intake taken from each.

Timetable of Admissions Process

The following dates are a guideline and may vary from year to year.

LA = Local Authority

31 st October	All applications must be received, either at current School, on-line, or the HOME LA.
1 st November	All applications received at current schools to be sent to LA.
16 th November	Information received from neighbouring LAs concerning any Worcestershire children nominating an out-county school.
16 th November	Information supplied to neighbouring LAs concerning any Worcestershire children nominating an out-county school.
23 rd November	Information forwarded to Academies, Foundation and Voluntary Aided Schools for allocations to be considered.
14 th December	Academies, Foundation and Voluntary Aided Schools to return preferences ranked by those schools in accordance with their admission criteria.
17 th December	Further co-ordination required, to compare lists against parents' rankings (on-going)
11 th January	Worcestershire and neighbouring LAs to exchange information about results (1 st cycle.)
11 th January	Worcestershire to check nominations against parents' rankings and adjust where necessary.
24 th January	Further exchange of data between neighbouring LAs detailing potential offers.
31 st January	Last date at which Late Applications can be considered in initial allocation (see section about 'Late Applications' for limited circumstances).
7 th February	Worcestershire and neighbouring LAs to exchange further information (2 nd cycle).
10 th February	Worcestershire and neighbouring LAs to exchange final information.
1 st March	Offers of school places made to parents by Home LA.

In-Year Admissions

Pupils who wish to enter year groups other than Reception and Year 7 (not including Year 12) will need to apply directly to the school. The application will subsequently be managed according to the school admissions criteria and admission granted depending upon availability (in line with published admission numbers). In accordance with the School Admissions Code of Practice priority will not be given to children based on the date of application or the date of being added to the list, but rather on the basis of how the application meets the admissions criteria. Where a year group is over-subscribed applications will be handled in the way outlined in the sections headed 'Oversubscription procedures' below.

Published Admissions Numbers

Whilst published admission numbers have been set for classes in Key Stage 1 the number may be increased in order to admit twins and other multiple-birth children. Likewise numbers within Key Stage 1 may be increased in order to admit children of Armed Forces personnel and Looked After children.

Oversubscription procedures (primary phase)

Where there are more applicants than places, pupils wishing to enter the primary phase of Holy Trinity International School will be admitted in the following order of priority:

1. Relevant 'looked after' children. The definition of a 'looked after' child is one who is currently accommodated by a Local Authority under the terms of the Children Act 1989 and a child who has previously been accommodated by a Local Authority but, immediately after being looked after, became subject to adoption, residence or special guardianship order.
2. Pupils who on the date of admission will have an older sibling in Reception to Year 11 at Holy Trinity. Within this criterion priority will be given to pupils with a sibling in the primary phase (Reception to Year 6) ahead of pupils with siblings in years 7 - 11.

Sibling for admission purposes is defined as:

'..as well as brother and sister will include half-siblings, adopted children, step-siblings or a child of the parent/carers partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address are also considered to be siblings'

3. Children of members of school staff, part time or full time, including members of the administration team, where these members of staff have been at the school for two or more years and/or the member of staff has been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children from within the school's local catchment area, which at primary level is defined as within 1 mile of the school, will be allocated a minimum of 50% of the places.
5. The remaining places in the primary phase will be offered to pupils who live closest to the school by the deadline for admissions. The distance will be measured from the front entrance of the pupil's home to the nearest school entrance. Distance is measured in a straight line from the home address to that of the school and calculated using six-figure Ordnance Survey co-ordinates. In the event of equidistant applicants, places will be allocated by random selection conducted by a party independent of the school.

***The term 'parents' includes guardians and carers.**

If a **tie-break** is necessary in any of the above areas (2-4) of the over-subscription criteria, the place will be offered to children living closest to the school based on the measurements as outlined in point 5. If a tie-break situation remains, then random selection will occur, conducted by a party independent of the school.

Arrangements for waiting lists

Pupils who are unsuccessful in their admissions application will be entered on a waiting list. This will be supervised by the school and is open to any parent who may wish to place their child/children's names forward. Whilst on the waiting list, the criteria for over-subscription will be applied and places, when available, awarded accordingly.

Oversubscription procedures (secondary phase)

Where there are more applicants than places, pupils wishing to enter the primary phase of Holy Trinity International School will be admitted in the following order of priority:

1. Relevant 'looked after' children. The definition of a 'looked after' child is one who is currently accommodated by a Local Authority under the terms of the Children Act 1989 and a child who

has previously been accommodated by a Local Authority but immediately after being looked after, became subject to adoption, residence or special guardianship order.

2. Pupils who on the date of admission will have an older sibling in Years 7 to 11, or a younger sibling in Year 6 or below at Holy Trinity.
3. 'Sibling' for admission purposes is defined as:

'..as well as brother and sister (this) will include half-siblings, adopted children, step-siblings or a child of the parent/carer's partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address are also considered to be siblings'
4. Children of members of school staff, part time or full time, including members of the administration team, where these members of staff have been at the school for two or more years and/or the member of staff has been recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. Children from within the school's local catchment area, which at secondary level is defined as within 3 miles of the school, will be allocated a minimum of 50% of the places.
6. The remaining places in the secondary phase will be offered to pupils who live closest to the school by the deadline for admissions. The distance will be measured from the front entrance of the pupil's home to the nearest school entrance. Distance is measured in a straight line from the home address to that of the school and calculated using six-figure Ordnance Survey co-ordinates. In the event of equi-distance applicants, places will be allocated by random selection conducted by a party independent of the school.

If a **tie-break** is necessary in any of the above areas, (2-4) of the over-subscription criteria, the place will be offered to children living closest to the school based on the measurements as outlined in point 5. If a tie-break situation remains, then random selection will occur, conducted by a party independent of the school.

Arrangements for waiting lists

Pupils who are unsuccessful in their admissions application will be entered on a waiting list. This will be supervised by the school and is open to any parent who may wish to place their child/children's names forward. Whilst on the waiting list, the criteria for over-subscription will be applied and places, when available, awarded accordingly.

Late Applications

Late applications will be considered in the following cases:

- Re-location of a family within the catchment area.
- Where there is an indication from The Governing Body that individual circumstances apply and that the reason for the delay was reasonable, given the circumstances of the case.

However, if applications are not made prior to 31st January (for the secondary phase and 28th February (for the primary phase) they will be given lower priority than those received within the agreed time.

Exclusions from other schools

The school may refuse admission to applicants who have been excluded from two or more other schools where one such exclusion took place within the two preceding years. Exclusions that occurred prior to the pupil obtaining compulsory school age do not count for this purpose. The school may also refuse to admit a child (other than in the normal year of entry) in the limited circumstances as described in the statutory Admissions Code. However, the Secretary of State has the power to over-rule a refusal of admission based on the above exclusion criteria.

Appeals

If any parent is dissatisfied with an admission decision they have the right to appeal to an independent appeal panel, establishing contact through the Admissions Authority. The arrangements for the appeals will be conducted in line with the Code of Practice on Schools Admissions Appeals. The decision of the panel is made in accordance with the Appeals Code and is final.

Admission to post-16 provision

Holy Trinity International School operates a co-educational Sixth Form for 80 students (from September 2014) and 100 students (from September 2015). The Published Admission Number for internal and external students for entry in Year 12 for September 2014 will be 50. Holy Trinity International School Sixth Form welcomes applicants that meet the following entry requirement:

- a minimum of 5 B grades or above at GCSE, with a minimum of a grade B in the subject a student wishes to study at A level (Sixth Form entry).

All students who are currently on roll at Holy Trinity in Year 11 are automatically offered a place if they achieve the entry requirements for the Sixth Form. If the offer of a place to an existing Year 11 student is not accepted, but a decision is made after 1st September to accept the place, the student will join the waiting list and will only be offered a place if one becomes available based on the oversubscription criteria.

Late Applications

Applications received after the deadline which fulfil the entry requirements, will be given lower priority than applications received on time.

Meeting for post-16 applicants

A meeting may be held to discuss options and academic entry requirements, but this meeting will not form part of any decision-making process on whether or not to offer a place. Offers will be based solely on the published admissions criteria for the post-16 phase.

The offer of a place

The parents of each applicant are informed in writing within two weeks of the application. Successful applicants will be sent a provisional offer based on the expectation of the applicant attaining full entry requirements. Any unsuccessful applicants will be notified in writing.

If there are more applicants than places the oversubscription criteria, (as outlined below) will be applied.

Appeals

If any parent is dissatisfied with an admission decision they have the right to appeal to an independent appeal panel, establishing contact through the Admissions Authority. The arrangements for the appeals will be conducted in line with the Code of Practice on Schools Admissions Appeals. The decision of the panel is made in accordance with the Appeals Code and is final.

Over subscription criteria: Sixth Form

1. Relevant Looked After children
2. Students who have a sibling on roll at Holy Trinity International School at the date of admission
3. Students living closest to the school

In the event of a tie-break, places will be offered to students living nearest to the school by the shortest walking route. In the event of a tie-break regarding distance from school, random selection will occur, overseen by an independent party to the school.

If an offer of a place is made, then a reply is required within 14 days, failure to do so may result in the offer being withdrawn.

In the eventuality that a student wishes to decline the offer, they must inform the school's admissions office immediately.

Publication of admissions arrangements

Holy Trinity International School will publish confirmed admissions arrangements to Local Authorities and details will be made available to parents via the school website. Hard copies will also be available from school upon request.

Any objections to the school's admission policy can be made to the Secretary of State, who in consultation with the school will arrive at a decision. This may result in an acceptance of the policy or a direction to amend the admissions arrangements.

Changes to admissions arrangements

Whilst the Local Authority is unable to instruct the school to change the published admissions number, the Secretary of State may do so upon request and with further consultation with the school.

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

General principles

D7.1 Holy Trinity International School seeks to provide an environment within the school that helps all pupils to progress in all aspects of the learning that is planned to take place in school. For this reason, and also as an intrinsic part of its commitment to the development of pupils' character and values, the school places great emphasis on pupils' social and moral development, on encouraging good and appropriate behaviour, and on trying to ensure in all pupils that sense of individual well-being which is necessary as a basis for both self-confidence and respectful attitudes towards others. These objectives are central to the Vision that the school has set itself.

We take seriously our responsibility to promote good behaviour, positive relationships and good attitudes to learning and to secure good attendance and punctuality by all pupils. The teaching of morals and ethics will be a central tenet within the curriculum, challenging pupils to address issues of right and wrong and to communicate their response in an appropriate way.

D7.2 As a small school with a family atmosphere there is a strong tradition of respect for individual differences and an expectation that the highest standards of courtesy are maintained. Visitors to the school comment on the politeness of the pupils, on the mutual respect between pupils and staff and between pupils of different ages, and on the fact that this is a school in which one is able to 'be oneself' even if that means standing out from the crowd. Promoting high standards of behaviour, and developing the attitudes and values that underpin this behaviour, are thus priorities for a school that wishes to maintain the ethos envisaged in its Vision statement. It is not just a question of 'pupil outcomes', but of modelling within the school the kind of community and society that we wish to create in this country and to which we want pupils to contribute both while they are at the school and once they have left it.

D7.3 The existing school feels that these are areas in which it is particularly strong. The 2010 ISI inspection report commented that: 'The quality of the pupils' personal development is excellent. They develop strong self confidence in line with the school's aim to support each pupil as an individual. They reach high levels of self-awareness, stimulated by imaginative opportunities provided by the school'. It went on to state that 'the pupils' excellent social development is demonstrated in the high standards of behaviour evident throughout the school'. These are achievements and characteristics of the school that all members of staff, both teaching and non-teaching, are determined to carry over into the school's new Free School status. They are conscious that this may involve some challenges as the new school will bring with it larger numbers, bigger classes and a wider socio-economic mix. The school is convinced that it has sufficiently robust policies and procedures in place, and arrangements to keep these under continuous review, to ensure that this happens. These policies ensure that the school meets all its legal obligations in these areas, in addition to its educational and moral obligations, and are periodically checked by legal advisers to ensure compliance.

Home-School Agreement/Rewards and Sanctions

D7.4 The school will consistently reinforce these expectations to both pupils and parents/carers in a variety of ways. These will include an annually-updated Home School Agreement, which all parents/carers will be required to sign. Equally important will be conscious positive modelling by all members of the school staff of the behaviours expected of pupils.

The school makes every effort to ensure that pupils understand that:

- poor behaviour which works against the ethos of the school will always be corrected;
- the teacher's authority regarding all aspects of the conduct and organisation of the classroom must be accepted;
- teachers have the right and duty to reprimand or discipline pupils for activities which the teacher considers to be dangerous, anti-social or likely to disrupt the learning of others;
- teachers have the authority to enforce school rules, whether or not the pupil is aware of the rule;
- they should expect teachers to be supported by the Head Teacher;
- parents will be informed of serious misdemeanours.

The school defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from pupils in their relations with other pupils within and outside the school premises, with teachers and other members of school staff, and with visitors or other persons

within or outside the school premises. It defines unacceptable behaviour as including name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

The school summarises the key elements of its policy through the slogan/acronym *RESPECT*.

- R *Recognition, rewards and sanctions*
Holy Trinity International School promotes good behaviour through a system of recognition and reward.
- E *Environment*
We want to work in a school that is clean, pleasant and safe.
- S *Self-Discipline*
We should take responsibility for our behaviour, appearance, organisation and belongings.
- P *Partnership*
There is a strong partnership between home and school.
- E *Expectations*
Holy Trinity has high expectations of all its students and will provide a challenging, relevant, appropriate, and interesting curriculum.
- C *Consistency*
All students will be treated fairly. Rules and sanctions will be used clearly and consistently.
- T *Treat others as you would be treated*
Treat one another with politeness, courtesy and respect.

D7.5 The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of rewards such as praise and positive feedback, House points, and Head Teacher's commendations. The school will recognise publicly good work done by use of the 'Praise Board', 'Work of the Week' awards, and letters to parents/carers. In addition there will be the extension of school privileges and positions of responsibility where appropriate.

The school will review the support available to individual pupils, who may be at risk of disaffection or exclusion by early intervention including learning support. This will include mentoring, individual education planning, and increased curriculum and curriculum resources where needed.

Apart from these basic principles school rules are kept to a minimum. Pupils are encouraged to act, or not to act, because they have understood why some actions are right and others are wrong. In other words they are encouraged to understand what lies behind the rules and why they should be taken seriously, rather than just complying blindly with them.

If the school considers that a pupil's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, our safeguarding policy (see below) will be followed. We will also consider whether continuing disruptive behaviour might be the result of un-met educational or other needs and, if so, develop an appropriate plan of action.

D7.6 The school will implement a range of strategies to deal with inappropriate behaviour by pupils, including - for minor behaviour/academic infractions:

- Talking privately with the pupil
- Verbal reprimand
- Time out
- Referring matters to Class Teacher/Form Tutor/Year Tutor, Subject Leader, the Deputy Head Teacher and the Head Teacher (as appropriate).

- Completing a 'Yellow Card'

Following these, for more serious or sustained behaviour, the following may be appropriate:

- Instituting pupil detentions as appropriate (usually following 3 yellow cards)
- Withdrawal of school privileges
- Letters and meetings with parents/carers

And in serious cases

- Referral to external agencies
- Fixed-term or permanent exclusion

Pastoral care

D7.7 Throughout the school pupils are placed under the direct care of a Form Teacher. The Form Teacher has the prime responsibility for academic and personal progress and the welfare of each student in his or her class group. He or she is the first and main point of contact between school and home.

Each pupil is allocated to a House on arrival at the school and will remain in that House throughout their school career. The House system fosters participation in the extra-curricular aspects of school life and provides a valuable element of continuity and community within the pastoral system.

Concerns about day-to-day administration, morale, extra-curricular activities or work are addressed to the Form Teacher in the first instance. The Head of Primary and the Head Teacher, who have overall responsibility for pastoral care, are informed of any major change in family circumstances and can be approached by parents who have any concerns about pastoral or academic matters. Pupils are encouraged to take their concerns to their Form Teacher or indeed to any member of staff as appropriate. The School Council represents the pupils' voice and provides an opportunity for discussion about school-related issues. It is a group that has the capacity to initiate change to help promote an enjoyable and positive ethos and working environment.

D7.8 The school has a fully operational Every Child Matters Policy, which ensures that students operate within a secure environment which promotes their social and academic well-being. The key outcomes that are aimed for are:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a positive contribution
- Achieving economic well-being

Throughout the school year, pupils engage in activities that both promote and help to measure these key outcomes. To measure pupil progress within each key outcome, questionnaires are issued and responses collated within and across year groups and key stages. These help to shape targets which are periodically reviewed in order to ensure that needs are being addressed.

Personal, social and health education

D7.9 Personal, Social and Health Education (PSHE) at the school is designed to promote all aspects of the pupils' personal and social development and a healthy lifestyle. It aims to identify

issues and problems that individuals and society in general might face. A structured programme helps students to make considered choices when faced with problems and dilemmas, thus developing their self-confidence and enabling them to grow into responsible adults. The PSHE programme covers a wide variety of topics from such practical help as to how to settle into school to issues of fundamental principle such as attitudes to human rights. Sex and Relationships Education, Drugs Education and education against bullying are integral parts of the programme.

Sex and relationships education

D7.10 In sex and relationships education, which is taught as part of the PSHE programme (though with links with the science curriculum), the school aims to offer to all pupils a planned programme of education about human development, relationships and sexuality which is appropriate to their age and degree of maturity and which will encourage pupils to develop relationships which are based on mutual respect and responsibility. We will foster an awareness of the law as it relates to sexual behaviour to help pupils make healthy and informed choices. This is important to help pupils develop the ability to recognise peer and social pressures and to resist such pressures where appropriate; and to increase awareness of sources of help and to give pupils the confidence and skills needed to use them.

Drugs education

D7.11 In its education in relation to substance use and misuse the school aims to enable pupils to make healthy, informed choices by increasing knowledge, and by developing and practicing skills for avoiding the misuse of drugs by providing accurate information about substances and by increasing understanding about the implications and possible consequences of use and misuse.

Education against bullying

D7.12 The school believes that every pupil has the right to an education in a safe and secure environment free from intimidation, threat and harm from any other person. The school aims to:

- create awareness among pupils of what constitutes bullying and its consequences, with a view to prevention;
- work towards an ethos in which all forms of bullying are deemed to be unacceptable and where the reporting of bullying is expected and encouraged;
- reduce and eradicate wherever possible instances of bullying;
- respond effectively to all instances of reported bullying;
- ensure that all partners in the educational process fulfil their duties with regard to bullying and work together to combat it;
- meet all legal obligations;
- provide appropriate professional development for members of staff, stressing the responsibility of all teachers in this area;
- monitor and evaluate its policies and procedures.

Form meetings, PSHE lessons, anti-bullying weeks, assemblies, talks by outside speakers, will all be used to educate pupils about bullying and ways of combating it.

Attendance

D7.13 The school pays close attention to attendance data and makes every effort to reduce absence and in particular persistent absence. The attendance policy stresses that each case must be treated individually but that all cases require the closest cooperation between home and school. The school's target rate for attendance is 95%.

Attendance is fundamental to learning and is often an indication of wellbeing. Good attendance helps promote success in school and demonstrates a sense of commitment and responsibility. The school's pastoral programme, as a key element in maintaining the school ethos, involves the monitoring of attendance with a view to ensuring that every pupil has access to the full-time education to which they are entitled, is able to succeed whilst at school and to have access to the widest possible range of opportunities when they leave school.

Safeguarding children

D7.14 The school is fully compliant in terms of all its duties with regard to safeguarding children and aware of the importance of such compliance. The school is committed to ensuring safe recruitment practice in checking the suitability of staff and volunteers working with children and providing training for senior management, staff and Governors. By raising awareness of child protection issues, equipping children with the skills needed to keep them safe and implementing agreed procedures for identifying and reporting cases, of suspected cases, of abuse we will support children who have been abused, following whatever child protection plan has been agreed for individual cases. The school is committed to maintain in every respect a safe environment in which children are able to learn and develop;

Communication of the school's policies on pastoral care and behaviour

D 7.15 Pupils are made aware of these policies through assemblies, form periods, noticeboards, the home-school contract and other means. They are also encouraged to reflect on these policies and rules whenever they have to be applied. These discussions may involve the whole school, particular classes, small groups of pupils, or individuals. All these situations are seen as opportunities for pupils' learning. Wider issues of personal and social development are included within timetabled programmes of personal and social education (as outlined in the PSHE scheme of work).

Parents and carers are kept informed of these policies and rules through parents' meetings, newsletters, and letters. The school's behaviour policy is included in the school prospectus and is incorporated in the home-school agreement. Each of the Primary School and Senior School has a Pastoral Care Handbook which brings together in one place all the information and contact details necessary for parents and pupils.

Copies of the behaviour policy are given to all members of staff, whether teaching or non-teaching. This policy is kept under regular review in consultation with all staff.

Professional development of members of staff

D7.16 All members of staff take part in a behaviour management training programme. As part of that programme the designated Child Protection Officer will regularly update staff on safeguarding issues. All new members of staff will follow an induction programme in which behaviour management plays a key part.

The school has extremely few problems of discipline at the moment. It is expected, with larger numbers, that some members of staff will need support in developing their skills in this area. The school has already begun to anticipate possible needs in its professional development planning by increased CPD in the current academic year. [REDACTED] [REDACTED]

Professional development for teachers will also continue to focus, both at departmental and whole school (secondary) level, on ways of developing well planned, varied, interesting and demanding lessons, both as a key element of good teaching and as a major contribution to good discipline.

Monitoring and evaluation

D7.17 The school will monitor the impact of its behaviour and well-being policies. General monitoring and evaluation of the school's objectives in terms of pupils' personal, social and moral development, and their sense of satisfaction with the education they are receiving, are discussed in previous sections. Specific behaviour incidents will be monitored with a view to identifying issues and trends and deciding on appropriate action. Record keeping procedures will enable the school to analyse behaviour, and the impact of the school's behaviour policy, on particular groups of pupils, e.g. girls and boys, pupils from different ethnic groups, children in care, pupils with special educational needs, pupils with disabilities. These two types of monitoring combined will enable the school to begin to form judgments, which in some areas are likely to be tentative given the nature of the evidence, about the impact of its policies for behaviour management, pastoral care, and personal, moral and social development on 'pupil outcomes' in the broadest sense of that term.

SECTION E - EVIDENCE OF DEMAND

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

PART ONE

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

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.* $D = ((B+C)/A)$

	2014				2015			
	A°	B*	C	D %	A°	B*	C	D %
Reception	42	10	270	667	42	10	136	348
Year 1	42	14	31	107	42	10	270	667
Year 2	42	10	94	248	42	14	31	107
Year 3	23	14	94	470	46	10	94	226
Year 4	23	11	120	570	23	14	94	470
Year 5	23	16	115	570	23	11	120	570
Year 6	23	19	101	522	23	16	115	570
Year 7	46	18	103	263	46	19	101	261
Year 8	23	19	117	591	46	18	103	263
Year 9	23	11	163	757	23	19	117	591
Year 10	23	22	113	587	23	11	163	757
Year 11	23	15	100	500	23	22	113	587
Year 12	50	17	88	210	50	15	100	230
Year 13	30	20	86	353	50	17	88	210
Totals	436	216	1595	415	502	206	1645	369

° The numbers in column A show the capacity envisaged for each of the two years indicated. Total capacity of 640 is due to be reached in September 2018.

* The numbers in column B are the current school's numbers as of December 2012 projected forwards, e.g. the 10 children in Reception in December 2012 are assumed to have moved up Year 2 in 2014 and to Year 3 in 2015. The numbers for continuing children in Reception and Year 1 in 2014 and in Reception in 2015 are based on December 2012 numbers in these year groups.

E1.1 The school has received an overwhelming response from the local community in support of Free School status. The total number of children for whom parents/guardians would name the school as their first choice is 1703. Only 184 of these are for children currently at the school. The total number of questionnaires returned was 1024. There have also been many enquiries by telephone following local publicity, expressing an interest in a Free School place, that have not been followed up by the return of questionnaires. 47 questionnaires had negative responses and 33 were incomplete.

E1.2 The questionnaire for new parents is attached as Appendix 1. It spelled out the distinctive features of the school, its all-age status and its curriculum in order to ensure that respondents were clear what kind of school they were putting down as first choice for their children.

E1.3 There are thus very considerably more statements from parents putting the school as first choice than there would be vacancies in September 2014. On the basis of the numbers in the above table all year groups would be oversubscribed in September 2014. The primary school would be oversubscribed by 422% in September 2014 and the Senior School (including Sixth Form) by 409%. The figures for September 2015 would be 392% and 347% respectively.

E1.4 The very high level of demand, and the projected need in the area for an increased number of primary school places (C1.2), has led the Steering Group to propose that within five years the whole school will move from single form entry to two form entry. In gathering the evidence of

demand questionnaires, staff, students and parents have personally engaged with the local community, facilitating a dialogue that has given us substantial feedback with regard to both the reputation of the school and its proposed Free School status. Evidence from responses to the questionnaire, visits to the school, and discussions out in the streets of Kidderminster (into which we have taken our publicity campaign) suggest that putting the school as first choice arises from a number of factors: that it caters for all ages, has a caring atmosphere, offers a more challenging curriculum, and currently has outstanding examination results. One of the most appealing features is clearly the prospect, in an all-age school, of children being able to have the whole of their education in the same institution. Positive comments, in the questionnaire and orally, have been made about the continuity of learning and stability provided by an all-age school, as a result of which children would be able to complete their education and concentrate on their studies while retaining existing friendships and avoiding the distractions of a school change at a crucial transition point. It has also been made clear that Holy Trinity is perceived as a school that has high expectations of all students, not only academically but also behaviourally, and that its students are well mannered and have a good reputation within the local community. All these distinctive features, including the school's proposed IB programmes, were clearly indicated on the questionnaire itself.

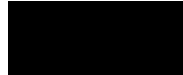
Some examples of comments on the questionnaire from (i) prospective parents and (ii) parents whose children are currently at the school and in most cases have joined recently are given in Appendix 2 at the end of Section E.

E.1.5 Holy Trinity first published its intention to apply for Free School status in January 2012 and over the course of the year has provided opportunities for engagement with the local community. Despite the setback provided by the inevitably well-publicised rejection in summer 2012 of the 2013 Free School application public response and interest has significantly increased as the year has progressed, helped by a well-structured marketing plan and by the decision to rely less on Open Days at the school (though these continued) than on providing opportunities for the public to talk outside the school to students, teachers and parents. This was particularly helpful in ensuring that we were able to make contact with a much wider socio-economic group of potential parents, including those who might otherwise have been reluctant to set foot in what is currently a private school and might thus have been deemed to have been an option that was not for them. It should also be noted that, as a school that opens its doors to a wider public via lettings of its sports facilities (and above all its swimming pool), we are also known to sections of the local population who would not contemplate sending their child to a private school. Many of these people have learned about our Free School application in this way and have indicated, via questionnaires, their wish to put this school as first choice for their children from 2014 onwards. Some of these families are also benefitting from an education at the school through our extremely generous bursary and scholarship programme (the existence of which is of course the main source of our current, if diminishing, operational deficit).

E1.6 At Sixth Form level, where the school proposes a significant expansion and where LA support has been particularly warm (see below), the school has started testing the likely level of demand should Free School status be granted, by offering a 75% reduction in fees to students entering the Sixth Form in September 2013. In autumn 2012 the Head of Sixth Form attended Open Evenings at six 11-16 secondary schools in Stourbridge and Kingswinford. A well-attended Open Evening at Holy Trinity in September was followed by a Sixth Form Acquaint Day attended by fifteen Year 11 pupils from other schools and the twenty pupils in Holy Trinity's own Year 11. Interest in joining Year 12 in September 2013 has now been expressed by over thirty pupils from eight different schools. Twelve of these pupils at present attend Lacon Childe School, Cleobury Mortimer. A significant proportion of the families with which the Head of Sixth Form has spoken have been attracted by the high academic standards that Holy Trinity offers post-16. The Sixth Form recruitment programme will be continuing in the New Year when it is confidently expected that the numbers interested in joining Year 12 will continue to rise. This initiative has made clear

that the obstacles to taking up a place at the school have been financial and not otherwise. Numbers are likely to increase considerably both from the School's own Year 11 and from other schools. The School anticipates that a larger Year 12 in September 2013 will provide a springboard for a Sixth Form that reaches capacity in September 2015.

E1.7 An analysis of the postcodes of those indicating that they would select Holy Trinity as their first choice school from September 2014 has been undertaken, using software from the company Postcode Anywhere (full data are available on request). This will be updated as further evidence of demand accumulates over the forthcoming months. We currently have valid postcodes for 1703 prospective children. In addition there were 32 children for whom we either had no post code or an inaccurately recorded one.



E1.8 Expressions of interest in sending children to the school in 2014 from new families indicate that 21% of children are from within a one-mile radius of the school, the priority area for primary school admissions, and 45% of children from within a three-mile radius. A further analysis of these data has been undertaken on the basis of the classification of postcodes by their predominant housing, family and income types. This shows that interest in the Free School has come from a very diverse range of areas and from people of very different backgrounds. The area within a 3-mile radius of the school is economically diverse with pockets of major deprivation, some of them within the 1 mile radius of the school. 92 postcodes, many with multiple children referred to in the questionnaires, come within demographic categories such as 'hard pressed', 'low income', 'high unemployment', 'struggling families', 'council flats' and 'single parents'. This accounts for 11% of the total number of respondents.

E1.9 Support for the application has also been sought from Worcestershire County Council and has been provided. The Director of Children's Services at Worcestershire County Council confirmed that 'the Cabinet of the County Council supports wider diversity of provision in Worcestershire in line with the Coalition Government's policy'. This letter is attached as Appendix 3 to Section E. The Local Authority has also particularly commended the school's plans to enhance diversity of provision at Sixth Form level. It considers 'that the proposed curriculum model to be offered by the Free School would add to the range and diversity of post-16 provision in Worcestershire' and 'view(s) the track record of post-16 outcomes at Holy Trinity as positive in supporting (its) drive for continued improvement' (letters of [REDACTED], [REDACTED], [REDACTED]). Support has also been received from the Member of Parliament for Wyre Forest, Mr Mark Garnier, who knows the school well and who has discussed the application with [REDACTED], and who wrote to the Department of Education on 14th February warmly supporting the school's application (Appendix 5). Mr Garnier is supportive of the school and has attended social events and formal assemblies at the school. Contact has also been made with Staffordshire, Shropshire and Dudley LAs informing them of our application.

E1.10 As already mentioned in Section C.1 Worcestershire Local Authority has also recently launched a public consultation on the possibility of increasing the number of primary school places due to high levels of demand and in anticipation of the consequences of new housing development within the district. Such an expansion would involve the provision of new accommodation. A new Free School, using existing school premises, would help to meet such oversubscription without additional building.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and

abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

E2.1 The local community has been informed about the school's Free School application via printed advert campaigns in targeted local newspapers and monthly periodicals, news items in the local press, radio and television, leaflet drops, Open Days at the school, invitations to attend Friday morning assemblies for current students and their parents, attending presentations at Open Days with linked schools, establishing a database of interested families who have been kept in touch via the e-mail circulation of school newsletters.

E2.2 The school has always interacted closely with the school community via its links with groups and individuals able to support the school curriculum, through the letting of school facilities, through work with local charities, participation in a wide range of local events, and joint activities with local state schools. These have included: links with local football clubs who run classes at the school; making available the school's facilities free of charge for ante-natal classes; and letting the school's facilities, for both young people and adults, to swimming clubs, dance, martial arts and ballet groups, and for slimming classes.

E2.3 It is planned to maintain all these existing links and to extend further in the future the use of the school's resources, with a view both to supporting the local community and to raising revenue for the Free School. In areas directly related to the curriculum there have already been discussions with a Kidderminster secondary maintained school [REDACTED] and with [REDACTED] on the sharing of teaching expertise. Cooperation with local primary schools, for example in offering booster classes for able mathematicians in Year 6, is also under consideration.

E2.4 Over the last year the school has been particularly active in arranging a series of meetings with local agencies and schools keen to extend provision for disadvantaged children. These have included the local Social Services department, Mentor Link (an association arranging mentors for which one of the Directors works), the local Fair Access Protocol groups, and different branches of the local Health Authority, and local state schools interested in using the school's facilities for after school activities. There have been particularly close links with the local Health Authority, including exploring ways in which the school, which already has experience in this area, might help to reduce the current deficit of provision for students with physical disabilities in South Worcestershire, and make more widely available its pool and fitness facilities for such children. Recent meetings have also taken place with the Regency Outreach Support Team and the LA's Special Educational Needs service. Contact has been made with Wyre Forest District Council and [REDACTED], and in particular in connection with developing the school's links with the Health Authority.

E2.5 The Steering Group has marketing expertise (see biography of [REDACTED] in Section F3) and has been working to a marketing plan. The school has employed a part-time marketing expert, [REDACTED], to take this forward. [REDACTED]. [REDACTED]. [REDACTED].

E2.6 All the approaches to informing the local community about the distinctive characteristics of Holy Trinity as a Free School that have been used so successfully over the last year in attracting support for the application will continue up to and beyond the opening of the Free School in September 2014. The main addition to these approaches early in the New Year will be the leasing, for a small rent, of vacant shop premises in the centre of Kidderminster as a drop-in centre at which potential parents and students will be able to learn more about the school. The arrangements for this initiative, suggested by a member of the local community, are being finalised at the time of writing (mid-December 2012). It is hoped in this way to maintain our visibility over the coming months and to provide access to sections of the local public that we may not yet have been able to touch.

E2.7 All these initiatives will be part of a continuing marketing plan supported by a detailed communications activity timeline and careful attention to branding. This plan will be subject to continuous review. The plan will be shared with all members of staff as their individual support for, and contribution to, the overall marketing initiative is recognised as being crucial.

E2.8 The marketing plan over the period between now and the projected opening of the Free School in September 2014 will focus on the following linked but separately identifiable marketing objectives:

- spreading the word about the school's potential (and we hope, from May 2013, actual) future Free School status, explaining its implications, maintaining the interest of the parents of the 1703 children for whom an interest has been registered, ensuring that the message penetrates all sections of the local community including the disadvantaged, and encouraging a positive response to the initiative;
- publicising the school's Sixth Form, explaining its distinctive IB Diploma and IBCC curriculum offer and its excellent Sixth Form centre;
- reinforcing the local community's understanding of the distinctive ethos, values and identity of the school, and in particular ensuring that communications convey key messages about academic excellence, individualised learning, respect and internationalism;
- enhancing the school's - and thus the future Free School's - reputation by disseminating information about its many current and past achievements, academically, in sport and in the arts.

E2.9 The communications activity timeline that we are using shows how we will support these marketing objectives through:

- a calendar of events (general Open Days, Sixth Form Open Days, Free School update evenings, an Open Morning every Friday);
- regular advertising in a wide range of local print media;
- press releases;
- online communications, including extensive use of social media (Facebook page updates, Twitter feeds, use of the online Worcester Newsgroup, etc.);
- print materials (new general prospectus, Sixth Form prospectus, parent packs, etc.);
- direct mailing to all stakeholders, including prospective parents who have returned the questionnaire, local organisations, local business leaders;
- the town centre shop mentioned above.

Appendices

Appendix 1: the Evidence of Demand questionnaire

Holy Trinity International School, situated in Birmingham Road, Kidderminster, is a school with a long tradition, originally founded in 1903. It provides an outstanding education for girls and boys aged 4 to 19, has a thriving Nursery and is renowned for academic excellence and outstanding pastoral care. The school is applying to become one of the Government's new Free Schools as from September 2014. Being a Free School will enable more local people to have access, free of charge, to its high quality educational programme and ethos. To register your support for this application we should be grateful if you would complete this Evidence of Demand Questionnaire.

The questionnaire only applies to the age ranges 4 to 19. The school's Nursery will be run separately from the Free School. Please complete all the information requested and return to the school office.

Name	
Address	
Post Code	
Email Address	

Questionnaire

1. If Holy Trinity International School becomes a Free School, would you nominate the school as your first choice school among maintained schools in the area?

Yes No

2. How many children do you have?

Boys Girls

3. What is/are the current age(s) and school year group(s) of your child(ren)?

	Year Group	Age	Male/Female
Child 1			
Child 2			
Child 3			

You will find further information overleaf. In the meantime, do you have any comments to make in support of this application?

--

Holy Trinity International School, Birmingham Road, Kidderminster, Worcestershire, DY10 2BY

If you have any questions about Holy Trinity International School as a Free School, in the first instance please contact [redacted] headteacher's PA on 01562 822929 or email [redacted]. Further information can be found at www.holytrinity.co.uk or find us on Twitter @followHTIS

Holy Trinity's plans as a Free School for 4-19 year olds

As a Free School, Holy Trinity International School will continue to have the highest expectations for all its pupils in all aspects of attainment and to follow our motto to 'aim continually to do better than our previous best'.

Key features of Holy Trinity as a Free School will be:

- A strong emphasis on pupils' moral, spiritual, cultural and social development, and on the highest standards of courtesy, dress and behaviour.
- High levels of individual attention to each and every child.
- An all-age 4-19 school which avoids having to change schools at 11 and 16 and so gives children a seamless transition between the different phases of schooling.
- A commitment to continue to develop our children's abilities to the full so that in external assessments (SATs, GCSEs, etc) they do better than they would be expected to do given their levels of attainment on entry.
- The outstanding International Baccalaureate (IB) Primary Years Programme for 4-11 year olds. Research world-wide shows higher levels of attainment in literacy and numeracy from pupils following this programme, as well as very positive attitudes towards learning.
- A curriculum in Years 7-10 based on the National Curriculum.
- All pupils to take the demanding English Baccalaureate at GCSE.
- A strong emphasis on languages, with all pupils learning French and Spanish in the primary years and everyone studying at least one second language up to GCSE.
- A strong emphasis on the visual arts and design, where the school has a long tradition of outstanding success.
- From September 2014 the IB Diploma Programme and, from September 2016, the IB Career-Related Certificate (IBCC) programme with a particular focus on the creative industries. Up to 2014 the school will continue to offer A/AS levels.

If you have any queries or would like to visit the school, please do not hesitate to contact us on 01562 822929 or email karen.roth@holytrinity.co.uk

Holy Trinity International School, Birmingham Road, Kidderminster, Worcestershire, DY10 2BY

If you have any questions about Holy Trinity International School as a Free School, in the first instance please contact [redacted] Headteacher's PA on 01562 822929 or email [redacted]. Further information can be found at www.holytrinity.co.uk or find us on Twitter @followHTIS

Appendix 2: some comments on the questionnaire from (i) prospective parents and (ii) parents of children currently at the school (and who in most cases have recently joined)

Prospective parents

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Parents of children currently at the school (and who in most cases have recently joined)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Appendix 3: letter from the Director of Children's Services, Worcestershire County Council, 10th February 2012



██████████
Director of Children's
Services

Children's Services,
County Hall,
Spetchley Road,
WORCESTER.
WR5 2NP

██████████
Holy Trinity International School
Birmingham Road
Kidderminster
Worcestershire
DY10 2BY

Our Ref: GQ/AC/JE
██████████

By e-mail: ██████████

10 February 2012

Dear ██████████

I am writing formally in response to your recent letter to Worcestershire County Council outlining the intention of the governors and trustees of Holy Trinity International School in Kidderminster to apply for Free School status.

The Cabinet of the County Council supports wider diversity of provision in Worcestershire in line with the Coalition Government's policy and it is noted the final decision is one for the Secretary of State to make.

As outlined by ██████████ when he visited the school on Friday 3 February 2012, officers within Children's Services and other Directorates in the County Council will be pleased to work with you and encourage your engagement with the other schools in the county to the benefit of the children and young people in Worcestershire.

If you require any information or assistance with your application then please contact either ██████████ who will liaise with colleagues on your behalf.

I would be grateful if you would keep me or one of my colleagues informed of the progress of your application and if successful we would like to then have another meeting to talk about the greater engagement with you and your colleagues as you prepare for Free School status.

Yours sincerely

██████████

██████████

c.c Cllr Jane Potter, Cabinet Member with Responsibility for Education and Skills
Cllr Liz Eyre, Cabinet Member with Responsibility for Children and Young People's Social Care
County Councillors in Wyre Forest

Tel: 01905 766303 • Fax: 01905 766880 • Minicom: 01905 766399
Email: ██████████ • DX 29941 Worcester 2
www.worcestershire.gov.uk

U:\U161 ChSIU263 Director of ChSIG3 Mgt & Admin\01 Directorate & Service Mgt\Director of Children's
Services\Schools\Schools G - L\2012 02 10 Holy Trinity International School Kidderminster.doc

Appendix 4: Letters from the Head of Learning and Achievement,
Worcestershire County Council, 15th February and 4th December 2012



[REDACTED]
Holy Trinity International School
Birmingham Road
Kidderminster
Worcestershire
DY10 2BY

By e-mail: [REDACTED]

[REDACTED]
Head of Learning and
Achievement

Children's Services
County Hall
Spetchley Road
WORCESTER
WR5 2NP

15 February 2012
Our Ref: JE/ ajbs

Dear [REDACTED]

I am writing further to [REDACTED] letter to you dated 10th February 2012, and my phone conversation on 14th February with [REDACTED]. This is related to the intention of the governors and trustees of Holy Trinity International School in Kidderminster to apply for Free School Status.

In our meeting on 3rd February we discussed the proposed provision of the Free School. We stated that the County Council supports wider diversity of provision in Worcestershire. This includes post-16 provision, which you clarified as a priority within your submission.

Following my telephone conversation with [REDACTED] I would like to take the opportunity to record the following points which I trust add detail to the letter from [REDACTED]

- As stated above, and in [REDACTED] letter, the Council supports diversity of provision across its schools, including negotiating post-16 provision. We consider that the proposed curriculum model to be offered by the Free School would add to the range and diversity of post-16 provision in Worcestershire.
- The Council is continually looking to improve educational performance in its schools, and we view the track record of post-16 outcomes at Holy Trinity as positive in supporting our drive for continued improvement. Post-16 performance in our schools is currently a key target for improvement.
- We do have a period of relatively low numbers in high schools at the moment, and would wish to work in collaboration with you in order to map the potential impact, both in the school and long term, of an increase in post-16 provision.

I trust that this provides you with the additional information requested. Please contact me should you require any further clarification or detail.

Yours sincerely

[REDACTED]
[REDACTED]

c.c Cllr Jane Potter, Cabinet Member with Responsibility for Education and Skills
Cllr Liz Eyre, Cabinet Member with Responsibility for children and Young People's Social Care
County Councillors in Wyre Forest

Tel: 01905 728891 • Fax: 01905 766860 • Minicom: 01905 766399
Email: [REDACTED] • DX 29941 Worcester 2
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[REDACTED]
Head of Learning and
Achievement

Children's Services
County Hall
Spetchley Road
WORCESTER
WR5 2NP

4th December 2012

Our Ref: JE/ ajbs

[REDACTED]
Holy Trinity International School
Birmingham Road
Kidderminster
DY10 2BY

Dear [REDACTED]

I am writing further to our meeting on 6th November 2012 regarding Holy Trinity International School's application for Free School status.

I met with you on 3rd February 2012 to discuss the school's intention to apply for Free School status with effect from September 2013. You confirmed when we met on 6th November that the application had been unsuccessful, and outlined reasons for this.

In our recent meeting you confirmed Holy Trinity's intention to re-apply for Free School status, with effect from September 2014. You clarified actions taken, and planned, to address the areas of concern that led to the initial bid being unsuccessful.

With regard to the initial application, [REDACTED] Worcestershire Director of Children's Services, wrote to you on 10th February 2012, and I wrote to you on 15th February. The purpose of this letter is to re-state the principles previously outlined, namely;

- The Council supports diversity of provision across its schools and we acknowledge the programmes offered (PYP and Diploma) through the curriculum, including negotiating post-16 provision. We consider that provision offered by the Free School would add to the range and diversity of post-16 provision in Worcestershire.
- The Council is continually looking to improve educational performance in its schools, and we view the track record of outcomes at Holy Trinity as positive in supporting our drive for continued improvement. Performance in our schools remains a key target to improvement.
- We still have a period of relatively low numbers in high schools at the moment, and would wish to work in collaboration with you in order to map the potential impact, both in the school and long term, of an increase in post-16 provision.

I would be grateful if you would keep me or one of my colleagues informed of the progress of your application and if successful we would like to then have another meeting to talk about the greater engagement with you and your colleagues as you prepare for Free School status.

I trust this provides you with the necessary clarity following our conversation. Please contact me should you need any further detail.

Yours sincerely

[REDACTED]
[REDACTED]
Head of Learning and Achievement

Tel: 01905 728891 • Fax: 01905 766880 • Minicom: 01905 766399

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MARK GARNIER MP
WYRE FOREST



HOUSE OF COMMONS
LONDON SW1A 0AA

Free School Application
Department of Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

14th February 2012

Dear Sir/Madam,

Holy Trinity School, Kidderminster

I am writing to offer my support to Holy Trinity School, Kidderminster, for their application for Free School Status.

This will be excellent news for Kidderminster if Holy Trinity joins the state sector as a Free School, to meet local demand and benefit the community as a whole.

The proposal seeks to maintain the school's traditional ethos, values and quality of education, but extend them to all children and young people in the local community without financial prejudice.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Mark Garnier'.

Mark Garnier

Tel: 020 7219 7198
Email: mark.garnier.mp@parliament.uk

SECTION F: Capacity and Capability

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

General

F1.1 The school will be under the responsibility of a new exempt charity, as outlined in Section A. It is intended that the new Holy Trinity Academy Trust will have some continuity with the existing Holy Trinity International School Trust (with one director being common to the two bodies), but will otherwise be a wholly new body running a new type of school. The current Holy Trinity International School Trust, of which International Education Systems (IES) is Sole Member, will continue as the owner of the land and premises, receiving rent from the new company and being responsible for the management of activities related to the non-registered pupils who will continue to be educated at the school (the Nursery children, aged 0-4, and the small numbers of fee-paying foreign students who will be admitted to the school both for Sixth Form studies and on short-term courses designed principally to develop their use of the English language). These activities will of course be kept wholly separate, financially, from the running of the Free School. Two employees of IES (██████████) will be Members and Directors of the new company, but neither will have voting rights on motions concerned with the relationship between the new company and the Holy Trinity International School Trust/IES. The current and continuing Chairman of the Holy Trinity International School Trust is acting as Chair of the Steering Group and would continue to be available to provide advice to the Holy Trinity Academy Trust, but is not being proposed at this point for membership of the new Trust.

F1.2 It is hoped that International Education Systems will continue to provide the school with the services of its international staff. This would be a contractual arrangement between the new company and IES, following a standard procurement process (and, where this is considered as an ED qualified procurement, following EU standard procurement rules). Bids will be examined by an independent external consultant appointed by a majority vote of non-connected governors. The bids, and associated report from an external consultant, will be examined by a sub-committee of the Governing Body composed of non-connected members, whose advice will be submitted to the full Board. The decision by the full Governing Body to award will be similarly taken by the majority of non-connected Governors whose final discussions and decision about this matter will take place without connected members being present.

Members of the new exempt charity

F1.3 The company Members will consist of the three founding Members (as described in F5) plus two Members (who are not connected with IES or with the Holy Trinity International School Trust) to be identified at a later date.

F1.4 The core competences that we are looking for in Members are: an appreciation of the context of the role; an understanding of the issues facing a not-for-profit organisation; the ability to challenge constructively the opinions of others and to work to achieve a shared consensus; the ability to make balanced analytical judgments; excellent communication skills with the ability to express him/herself clearly and succinctly; and experience of working with disparate groups.

F1.5 The role of Members will be to review the overall performance of the school's management. This will be a monitoring role rather than one that implies any involvement in the day-to-day management of the school. Members will need to seek assurance from the Board of Governors that the necessary governance processes are in place and are being implemented. They will need to review carefully the contents of the Annual Report and Accounts to see if the Board is

performing its role on key issues. Members' role will also be to promote the objects of the Free School as stated in the Articles of Association.

F1.6 Members will have the right to attend annual general meetings and speak on the matters considered and to vote on a number of important business matters, including the Annual Report and Accounts, the appointment or re-appointment of Governors and changes to the Articles of Association.

F1.7 All Members shall comply with the conflict of interest rules stated in the Articles of Association and in the relevant Acts regulating Members' conflict of interest rules.

The Governing Body

F1.8 The composition of the Governing Body will be as described in F5. Its powers and procedures are as defined in the Articles of Association.

F1.9 Subject to the provisions of the Companies Act 2006, the Company's Articles of Association and to any directions given by special resolution, the business of the Free School shall be managed by the Governors who may exercise all the powers of the Free School.

F1.10 The Governing Body's main role shall be as follows.

- To set the strategic direction of the school by:
 - setting the values, aims and objectives for the school;
 - agreeing the policy framework for achieving those aims and objectives;
 - setting statutory targets;
 - agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure.
- To challenge and support the school by monitoring, reviewing and evaluating:
 - the implementation and effectiveness of the policy framework;
 - progress towards targets;
 - the implementation and effectiveness of the school improvement strategy;
 - the budget and the staffing structure.
- To ensure accountability by:
 - signing off the Self Evaluation Form;
 - responding to Ofsted reports when necessary;
 - holding the Head Teacher to account for the performance of the school;
 - ensuring parents and pupils are involved, consulted and informed as appropriate;
 - making available information to the community.

The Governing Body will appoint the Head Teacher who will be responsible for the implementation of the school's aims and strategic plan and who will report regularly to the governing body.

F1.11 There will be clear lines of accountability between the executive and governance functions, but also clear distinctions between these two functions. There will be no micro-management of the school by the Governing Body or individual Governors. In order to avoid conflicting messages and the blurring of governance-executive boundaries, while ensuring Governor contact with the Head Teacher and other members of staff, clear rules of communication and clear understandings about the individual governor role in particular situations will be needed. Where action is required the main point of contact with the Head Teacher will normally be the Chairman of Governors. The two key factors in ensuring that governance-executive relations work well will be a full induction programme for new Governors and the careful selection of the Chairman. Where a Chairman is

new to the governance function an informal link with an experienced Chairman of a similar body will be established.

F1.12 There will be a Code of Conduct for Governing Body members, a conflict of interest policy, and annual professional development for Governors focused on exploring the nature of their role. The Code of Conduct for the Governing Body shall clearly state that the Governing Body is a corporate body, which means that no governor can act on her/his own without proper authority from the full governing body, that all governors carry equal responsibility for decisions made, and although appointed through different routes the overriding concern of all governors has to be the welfare of the school as a whole.

F1.13 Governors will be asked to identify potential conflicts of interest annually and at the start of every meeting. Where there is a declared conflict of interest Governors will refrain from voting on all related motions. In order to avoid and to keep under control any potential conflict of interest situations, the Board will record any pecuniary or other business interest that Governors may have in connection with the governing body's business in its Register of Business Interests.

F1.14 The Governing Body will put in place measures for its own evaluation. These will involve: (i) an annual individual self-evaluation by Members and Governors, focused on individual performance, with the results being analysed and discussed; (ii) an annual collective self-evaluation, in which Members and Governors complete a questionnaire in which they give their perceptions of the Trust, and in particular the Board's, overall performance, with the results being analysed and discussed, as a contribution to an action plan; and (iii) a periodic external evaluation (after one year initially, and every three years subsequently) by an external consultant, on the lines, suitably adapted, of that provided in the USA by the Association of Governing Boards (AGB).

F1.15 Subject to the Company's Articles of Association, the Governors will be free to establish any committees they feel to be appropriate. The membership of committees may include people who are not Governors, provided that a majority of members are Governors. It is envisaged at the moment that the Board will establish three permanent committees: a Fundraising Committee, a Human Resources Committee and a Budget and Finance Committee.

F1.16 The role of the Human Resources Committee will be to oversee the Free School's compensation and benefits policies generally, approve Human Resource norms and policies, set rules related to the employees' recruitment process and to approve employment contract templates.

F1.17 The Budget & Finance Committee will be a standing committee composed of members of the Board, charged with advising the Board of Governors concerning the financial affairs of the Free School. The Budget & Finance Committee will recommend an annual budget and an outside auditor to the Board of Directors, recommend financial and other policies, assess the financial impact of all policies and activities on the Free School, monitor the Free School's investments, and undertake other appropriate projects as requested.

F1.18 The Fundraising Committee's main roles will be to ensure that there is a specific fundraising target; to ensure prospect research occurs to identify how much money might be raised for the Free School from different types of resources; to identify specific, potential sources of funds from a diverse mix of sources; to develop an action plan about who is going to approach what source, how and by when; to compile the results of items listed previously into a Fundraising Plan that is approved by the Board and finally to ensure effective administrative systems to track grants and donations

F1.19 It is envisaged that the Board and its committees will meet termly and, at other times, should this exceptionally be needed.

The Head Teacher

F1.20 The Governors will appoint and delegate to the Head Teacher such powers and functions as they consider are required by the Head Teacher for the internal organisation, management and control of the Free School (including the implementation of all policies approved by the Governors and for the direction of the teaching and curriculum at the Free School). Thus, The Head Teacher will use his/her utmost endeavours to promote the interests and reputation of the School. In accordance with the Free School Articles of Association the Head Teacher will be appointed as Governor. The Head Teacher will advise and assist the Governors of the School in the exercise of their functions.

F1.21 Within the general policy and the financial limits from time to time approved or laid down by the Governors and in accordance with the Articles of Association of the School and relevant legislation, the Head Teacher shall be responsible to the Governors for the overall management of the School, the maintenance of good discipline, the setting of the curriculum and the direction of the teaching. The Head Teacher will need to keep in mind at all times the school's Vision, mission and ethos, ensure that these are the basis on which all educational and non-educational decisions are made, and advise the Governing Body on ways of monitoring as concretely as possible that these fundamental objectives of the school are being achieved and are being promoted as fully as possible.

F1.22 The Head Teacher shall have the duty to keep the Governors informed of the state of the school, its present and projected numbers, the academic successes and failures of pupils, sporting activities, the qualities and deficiencies of the staff (in general terms) to perform their duties to the satisfaction of the Governors (while avoiding any discussion of individuals at Board level), and of any other matters on which the Governors may require or seek information or ought to know.

F1.23 At all times the Head Teacher shall have the right of access to the Chairman of Governors. The Head Teacher shall have the right to attend and speak at all Governors meetings and meetings of committees and sub-committees of the Board at which the Head Teacher shall have the right to submit matters for inclusion in the agenda.

F1.24 The Head Teacher shall be responsible to the Governors for the sound financial management of the School. To assist the Head Teacher in this, he/she will have the assistance of the School's Finance Manager with whom the he/she will maintain a close liaison.

F1.25 Through the School's Finance Manager, and the Governors' Budget Committee, the Head Teacher will arrange for the preparation of budgets for all departments within the School; control departmental expenditure within these budgets and expenditure on maintenance and capital projects.

F1.26 In close liaison with the Board's Human Resources Committee, the Head appoints, within the financial limits set by the Governors and subject to the prior approval of the Governors, to the different positions of the school teaching and non-teaching staff.

F1.27 The Head Teacher shall have a wide role of functions related to the management of staff by deploying and managing all teaching staff and non-teaching staff of the school and allocating particular duties to them (including such duties of the Head Teacher as may properly be delegated to the Deputy Head or other members of the Staff) in a manner consistent with their conditions of employment.

F1.28 The Head Teacher shall organize, supervise and participate in suitable arrangements for the appraisal of the performance of teachers and other staff in the school and shall ensure that all

staff in the school have access to advice and training appropriate to their needs in accordance with the policies set by the Governors' Human Resources Committee of for the development of staff. Furthermore, the Head Teacher, when necessary shall take reasonable measures to discipline individual members of staff in accordance with the Lack of Capability & Disciplinary Procedures laid down by the Governors' Human Resources Committees from time to time.

F1.29 The Head Teacher shall evaluate the standards of teaching and learning in the School and shall ensure that proper standards of professional performance are established and maintained;

F1.30 The Head Teacher's role related to the curriculum shall be related to determining, organising and implementing an appropriate curriculum for the School, having regard to the needs, experience, interests, aptitudes and stages of development of the pupils and the resources available to the school and ensuring that the progress of the pupils of the school is monitored and recorded.

F1.31 The Head Teacher shall determine and ensure the implementation of a policy for the pastoral care of pupils.

F1.32 The Head Teacher's role related to student discipline shall be in accordance with any written statement of general principles provided by the Governors concerning measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable and otherwise regulating the conduct of the pupils; making such measures generally known within the school and ensuring that they are implemented.

F1.33 The Head Teacher will be appraised annually on the basis of a 360 degree appraisal scheme involving Governors, members of staff and parents. Any action plan, or professional development plan, arising from this will be discussed with and agreed by the Governing Body following a meeting with the Head Teacher in which the Chairman of the Board and two other Governors (only one of whom may be connected with any organisation providing management services to the school) are present. Periodically another Head Teacher or former Head Teacher will be invited by the Governing Body to spend time at the school to provide a wholly external view of how the Head Teacher is performing his or her role. The purpose of this will be largely to support but also, where necessary, to challenge.

Conflicts of interest and conflicts

F1.34 Ways of dealing with conflicts of interest on the part of individual Members or Governors have been described above and follow standard procedures for governing bodies.

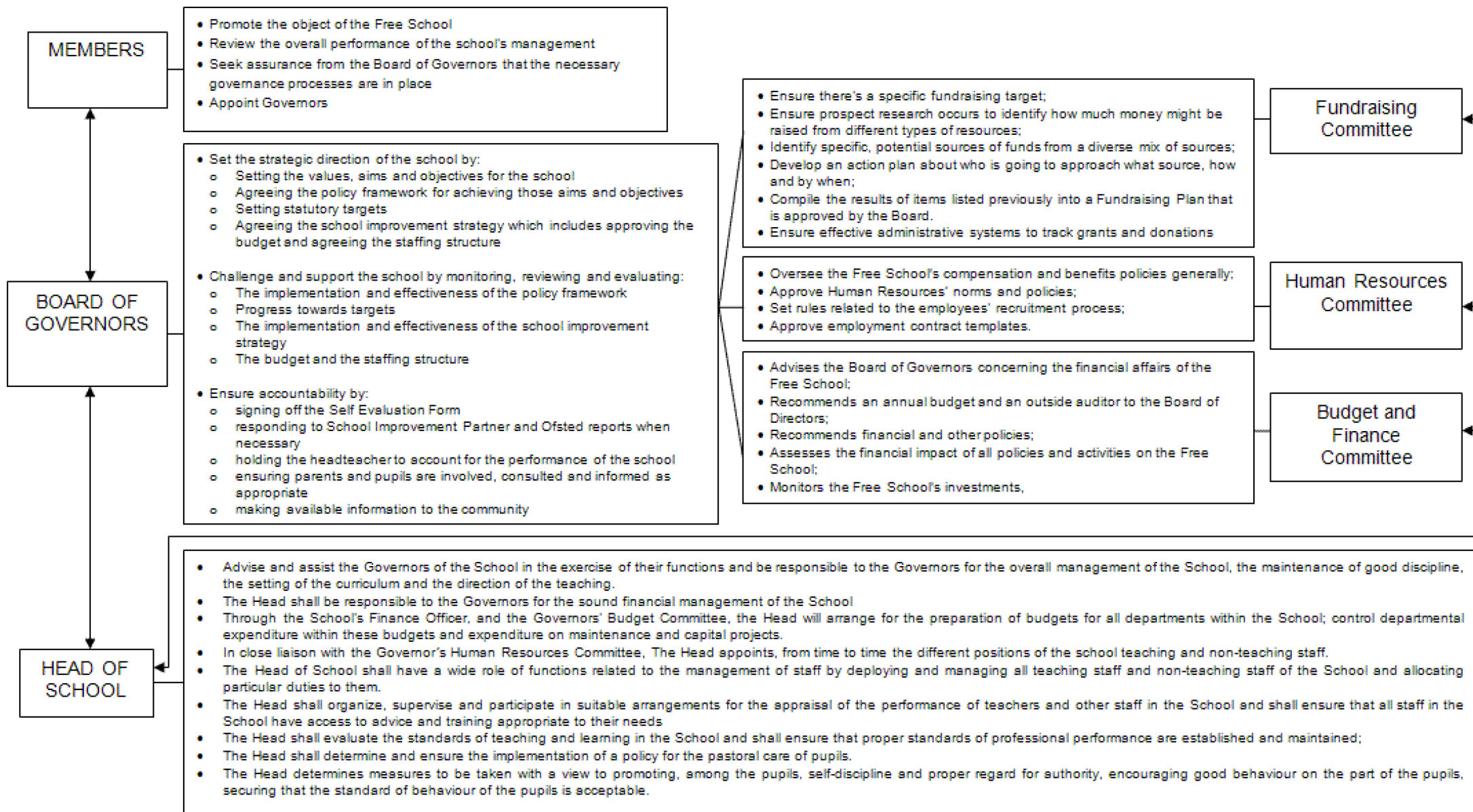
Conflicts, as opposed to conflicts of interest, cannot be avoided by any systems known to humankind but, where their effects are negative, can be minimised by having in place rules and procedures that are kept under regular review, appropriate induction of heads and governors, regular professional development, and opportunities for self and external evaluation. Above all, however, there will need to be a shared commitment on the part of all those involved to a common vision, mission and ethos. There is already a very strong basis for this in the current school which careful management, and the selection of the right people, should ensure will be carried forward into the future Free School.

Organizational chart

F1.35 A diagram illustrating the respective roles of the company members, governing body and head teacher is given below:

Holy Trinity Academy Trust

Diagram Illustrating the Respective Roles of the Company Members, Governing Body and Principal



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

Introduction

F2.1 This section identifies educational capacity and capability (i) in the Steering Group for the project, (ii) in the current staff of Holy Trinity International School, and (iii) that is being added in preparation for the conversion of the school to a Free School. Much of the 'non-educational' expertise identified in F3 and F4 consists of professional expertise and experience - financial, legal, architectural, marketing, ICT - that lies mainly or wholly within an educational context. For the purposes of this application it is reported separately. Similarly this section also only reports the professional educational expertise of parent members of the Steering Group. The school takes it as axiomatic that parents, as the recipients of educational provision, also have valuable educational expertise. Information about the two groups of people who will be supporting this project is provided separately as the application form requires. In practice there is no such clear-cut distinction.

The Steering Group

F2.2 The full membership of the Steering Group is given in F3. The Group has met regularly since January 2012 to discuss strategic issues concerning the application and the type of school that is being proposed. A great deal of work has taken place between meetings with members being responsible for preparing initial drafts of sections of the application, assisting with marketing and publicity plans, and making use of their contacts in the local community to spread the word about the application. There have been a series of two-day meetings involving the key educational and financial experts within the Group. The final compilation of the submission has been in the hands of members of the current school staff, of IES staff and of the Trustees of the Holy Trinity International School Trust. Project management has been provided by [REDACTED], [REDACTED], IES.

F2.3 It is envisaged that the Steering Group will continue to meet monthly between the submission of the application and the opening of the Free School (should the application be successful). Its role has been both advisory and executive, with particular parental involvement, as people living locally, in efforts to establish the extent to which there were sufficiently high levels of demand for the proposed new Free School.

F2.4 Information about the educational expertise and experience, and current and future roles, of Steering Group members in relation to the Free School application follow. Full CVs have been removed from this application because of the word limit. These are available on request. Members of the current teaching staff will continue to work, as they have done successfully throughout the Free School application process, alongside their current duties. Members of the school's teaching staff have shown themselves fully committed to the Free School application and willing to work long additional hours in order to ensure the success of the project. There are many teachers, not named below because they are not currently members of the Steering Group, who will also have important roles in the implementation process. These include in particular the PYP and IB Diploma coordinators.

Name	Post	Expertise	Time commitment/role
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Other educational expertise

F2.5 Members of the Steering Group have also benefitted in their preparations from the following:

- a visit to one of the existing private schools that has changed to Free School status (Batley Grammar School);
- the advice of Chelstoke International, a company with long experience of working with schools on development projects and in particular in helping them to manipulate the inter-related variables of pupil numbers, staff hours and salaries, curriculum, timetabling and accommodation. The work undertaken by this company underpins the proposals for primary school and Sixth Form expansion;
- the advice of the following state school [REDACTED]: [REDACTED], Martley Primary School; [REDACTED], Franche Primary School; [REDACTED], King Edwards (Five Ways); [REDACTED], RSA Academy, Tipton.
- advice from Worcestershire Health Authority on the development of plans for pupils with physical disabilities;
- links with the Worcestershire Safeguarding Board;
- work with [REDACTED], [REDACTED]

F2.6 Should Free school status be granted the Steering Group will continue to work with the above advisers. In addition further visits to schools that have made the transition from private to Free School status will be arranged. There will also be a year's programme of further professional development for teachers focusing on differentiation, the uses of educational data, behaviour management, and pupils with learning difficulties. This will be accompanied by visits to schools identified for best practice in these areas.

F2.7 The school has also appreciated the support of the New Schools Network which has advised the Steering Group's project leader on some key issues.

The current school's teaching staff

F2.8 The key expertise on which the school will draw in its preparation for Free School status will be that of its current staff. The school already has a well-qualified and experienced teaching staff, many of whom have long experience of teaching in the maintained sector. Teachers are used to arrangements for performance management and to benefitting from on-going professional development suited to their various needs. This professional development will need to focus in particular during the school year 2013-2014 on preparing for the new arrangements which will be

in place following Free School status and will involve an emphasis on both differentiation and the general and subject-specific preparation that will be needed for the introduction of IB programmes in the Sixth Form. Members of the teaching staff also play a key role in the monitoring and evaluation of the curriculum and the annual rolling programme of school self-review (see Section D5).

F2.9 Teachers attend courses run by examination boards, to ensure that they are familiar with the new course specifications and learn from chief examiners' feedback on the strengths and weaknesses of pupil performance in examinations. Several are markers or moderators for GCSE and A level examinations. Those preparing for the introduction of IB programmes are undergoing the required IB training (both online and face to face). It is planned to have all such teachers trained in advance of the start of teaching of the programmes. In preparing for the IB Career-Related Certificate the school, via its new IB Diploma Coordinator, is in close contact with the RSA Academy, situated nearby in the West Midlands, one of the few schools to be currently piloting the IBCC in England.

F2.10 Within the primary school teachers are currently undergoing training for the introduction of the International Baccalaureate Primary Years Programme (PYP), in the expectation of the school receiving authorisation as an IB world school with effect from March 2014. Simultaneously a particular focus is being given in the school's professional development programme to differentiation in teaching and learning, with a view to supporting an even more diverse intake in the future (although its current diversity should not be under-estimated). In connection with this a link has been established (as mentioned above) with [REDACTED], [REDACTED]

F2.11 All members of staff on appointment receive a detailed job description and staff handbook. New members of staff have been involved in a rigorous interview and lesson observation in advance of appointment and benefit from an effective system of mentoring during the first year of their appointment.

F2.12 As part of a professional development programme, a system of peer observation is in place. Teachers are also encouraged to liaise with staff in other educational establishments in order to share good practice.

F2.13 Under the new arrangements, following TUPE and the transfer of current staff from the Holy Trinity School Trust to the new exempt charity, consideration will be given to appointing initially all new members of staff on fixed term contracts.

F2.14 The school also benefits from some excellent non-teaching members of staff who play a key role in the school and in the maintenance of the intimate family atmosphere that we are keen to encourage and maintain. These members of staff will be offered membership of the Local Government Pensions Scheme (LGPS) at the point when the school acquires Free School status.

F2.15 Details of staff structure and staff qualifications follow:

Senior Management Team

Head Teacher - [REDACTED]
Deputy Head - [REDACTED]
Head of Primary School - [REDACTED]
Head of Sixth Form - [REDACTED]

Senior School Teaching Staff

English - [REDACTED]; [REDACTED]; [REDACTED]
Mathematics - [REDACTED]; [REDACTED]; [REDACTED]

Science - [REDACTED]; [REDACTED]; [REDACTED]
Head of Art/Textiles - [REDACTED]
Head of Drama/ Religious Studies/ Citizenship - [REDACTED]
Head of Geography - [REDACTED]
History - [REDACTED]; [REDACTED]
Business Studies - [REDACTED]
Home Economics - [REDACTED]
Head of ICT - [REDACTED]
Modern Foreign Languages - [REDACTED]; [REDACTED]; [REDACTED]
Physical Education - [REDACTED]; [REDACTED]; [REDACTED]
Music - [REDACTED]

Primary School Teaching Staff

Reception - [REDACTED]
Year 1 - [REDACTED]
Year 2 - [REDACTED]
Year 3 - [REDACTED]
Year 4 - [REDACTED]
Year 5 - [REDACTED]
Year 6 - [REDACTED]; [REDACTED]

Primary School - Classroom Assistants:

[REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]

F2.16 The school also employs peripatetic staff and other professionals (sport, humanities, science) to help enrich and extend the curriculum.

Additional educational expertise within the school's teaching staff

F2.17 Our audit of the future educational expertise that will be needed once the school acquires Free School status and implements the major curricular changes that are envisaged, has led to the following new roles being identified:

- a SENCO (see the duties for this post listed in D3);
- an IB Diploma Coordinator (a post that will be combined with that of Head of Sixth Form). The IB Diploma Coordinator is post is already occupied and the postholder will take over the head of Sixth Form role in due course.
- an IB Career-Related Certificate (IBCC) programme coordinator.

F1.27 In addition a number of new teaching appointments will be needed to enable the school to cope with the large expansion of numbers that is envisaged for the period 2014-2018. It will be useful if some of the successful candidates for these posts have experience and expertise in (i) IB programmes, (ii) vocational education related to the IBCC, and (ii) special educational needs.

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

Financial expertise from IES

F3.1 As an existing independent school Holy Trinity belongs to the IES network which provides the school with the financial expertise of the IES Finance Director [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED].

F3.2 [REDACTED]. [REDACTED].

F3.3 The school would hope to continue with IES's financial supervision once it becomes a Free School, following tender for the provision of these services under EU rules. We see many advantages in this external involvement in the school's finances on the part of a highly experienced financial expert who has spent a large part of her career working in and with schools. Many schools are dependent on a finance manager supervised by one or more independent governors with a financial background (but often without direct experience of running schools). Having financial governance and management in the hands of a full-time local finance manager, an external employed supervisor readily available at all times, and an independent governor or governors with a financial background, would, in our opinion, have major advantages.

F3.4 Holy Trinity's finance department includes an additional Finance Officer and Financial Assistant who report to the Head of School and to IES Finance Director. The current school Finance Officer does not have any relevant qualifications and we plan to employ a full-time Finance Manager with financial experience and a recognized qualification to head the school finance office starting in 2013. As the school expands the responsibilities of the school finance office will become more extensive, for example in areas such as HR, Health and Safety, estates, catering and contract/lettings management. The current Finance Assistant position will remain in place.

F3.5 [REDACTED] [REDACTED] has been a member of the Steering Group during the preparation of the application. She has taken the lead in preparing the financial plans, sensitivity analysis and corresponding assumptions and comments, following consultation with other members of the Group. Her role will also be especially significant in the pre-opening stage given the need for further financial plans, detailed budgets, cash-flows and projected balance sheets. [REDACTED] will also play a major role in the recruitment and training of the proposed new Finance Manager.

F3.6 [REDACTED] [REDACTED] Following the change to Free School status, if the IES tender is accepted by the Board of Governors, her exact time allocation will be a matter for contractual agreement. It is expected that she would continue to be available at all times and to visit the school for a few days once a term.

F3.7 The school also benefits greatly from the fact that [REDACTED] and [REDACTED].

Financial expertise on the Board of Governors

F3.8 It will be important to have at least two Governors who have the financial expertise and experience necessary for them to understand budgeting and to interrogate knowledgeably the school's accounts. The current Steering Group already has a number of members with high level financial experience in the business sector. Section F5 discusses how the Board of the new charity will seek to ensure that it has the requisite financial expertise.

Conclusion

F3.9 We are confident that through a combination of strengthened financial management at school level and the continued external assistance of IES the management of the school's finances, under the scrutiny also of the school's new Board of Governors, would be second to none.

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

F4.1 We have conducted an audit of the non-educational expertise that will be needed following the acquisition of Free School status. The following key areas of expertise have been identified:

- financial;
- legal;
- ICT;
- marketing;
- architectural/buildings.

F4.2 It is felt that most of these areas require both (i) members of staff based at the school and possessed of relevant aspects of this expertise and (ii) external professional support that it would not be practicable, or within the school's budget, to provide internally. For this reason a mixture of internal staffing and external support and advice is proposed in most of the above areas.

F4.3 The school's audit of the skills needed among Governors is discussed in section F5. Given the Board's strategic and supervisory role Governors will not have any executive responsibilities in these areas. Despite this some expertise in some of the areas listed above would be most valuable. This is discussed in section F5.

Financial expertise

This has been discussed in F3

Legal, HR, ICT, marketing and architectural expertise

F4.4 A table showing the availability of legal, HR, ICT, marketing and architectural expertise follows.

	Name	Expertise	Time commitment/role
Legal			
ICT			
ICT	new IES ICT Director	This is a new post which will be in place by the time the school knows whether it has been granted Free School status. The postholder will advise on, and implement, an overall ICT development strategy for the school	As needed and flexible. Priority would be given to Holy Trinity during the lead up to its establishment as a Free School
Marketing			
Marketing			
Marketing			
Architectural support		In addition to the school's site manager the school is also able to draw on the architectural support provided by IES to its schools: supervision of local architects, the drawing up of contracts,	Not as yet needed, but available as required.

		the thorough checking of budgets and careful control of expenditure	
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Steering Group

F4.5 During the planning of the application there has been a Steering Group with the following membership (biographies of all non-parent members and of [REDACTED], parent member, have already been provided above, and in F2 and F3):

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

F4.6 Summary information about the areas of expertise of members of the Group follows. This includes the members of the Steering Group whose expertise has already been summarised either above in this section or in F2 and F3. Given that the school already has most of the expertise that it requires, and would require as a Free School, either among its own staff or within the international staff of IES, current and prospective parents were invited to put their names forward not because of specific expertise in most cases but because they were committed to the idea of a Free School, open to the major changes that this would bring to the school, willing to come regularly to meetings, sensible, thoughtful, free of personal agendas, and representative of the different phases of schooling. A very useful range of experience and expertise has, however, emerged, including in the following areas: management and management mentoring; business and finance; marketing; mentoring of children in need; links with local organisations tackling deprivation; ICT; law; health. All members of the Steering Group are willing to continue to help in planning the move to a Free School during the period 2013-2014. Those aspects of this expertise which need to be transferred to the new Academy Trust are discussed in F5.

Name	Expertise	Legal	IT	Education	Marketing	Management & project management	Governance	Health	Children & Families in need	Finance
[REDACTED]	[REDACTED]					X				X

which would involve the participation of an experienced head teacher of a successful state school, in addition to all the usual rigorous interviews and exercises that constitute good practice for such an appointment and which are well-known to those members of the Steering Group with long experience of headship appointments in different parts of the world.

Curriculum vitae of [REDACTED], [REDACTED]

Personal Profile: [REDACTED]

Address: [REDACTED], [REDACTED]

Telephone: [REDACTED] **Email:** [REDACTED]

[REDACTED].

CAREER HISTORY

[REDACTED]: [REDACTED].

[REDACTED].

[REDACTED].

Listed below are the key areas of responsibility undertaken as a Head Teacher (January 2011 -)

Key Responsibilities within the Head Teacher role

- To oversee the strategic development of the school, analysing and planning for its future needs, objectives and policies, advising the Governing Body accordingly;
- To work in partnership with pupils, staff, parents, governors and the local community to develop a rich and creative curriculum which meets the learning needs of all children.
- To maintain an up to date knowledge and understanding of national developments and initiatives for the whole school age range.
- To secure and sustain effective teaching and learning throughout the school so that pupils make good progress and achieve high standards;
- To appoint, lead, motivate, support, challenge and develop staff to secure high achievements through the implementation of strategy and policy; clearly articulating the vision of the school so that it is understood and acted upon effectively by all.
- To evaluate academic performance both internally and by comparison with similar schools; Setting appropriate targets for the improvement of school performance.
- To develop, maintain, monitor and control financial and physical resources, and ensure that accommodation and school activities meet the needs of Health and Safety regulations.
- To uphold the School's values and ethos by leading on the implementation of positive discipline and a clear set of behaviour guidelines.
- To safeguard and promote the welfare of pupils.

- To implement, monitor and evaluate the strategic and annual School plans.

Previous Career History:

██████████: ██████████

██████████: ██████████

██████████: ██████████

Education

██████████ ██████████.

██████████ ██████████.

Interests

██████████.

Referees

Available upon request

Other members of staff

F5.2 Details of the additional staffing that will be required as the Free School builds up its numbers between 2014 and 2018 are provided in Section D3.

F5.3 The school's procedures for recruiting high quality members of staff will be as follows:

- identification of the job description and person specification for each post. The person specification will be based on an assessment of the current skills mix of the teaching staff and be used as an opportunity to strengthen any skills areas that need developing, in addition to those areas specifically required by the particular post in question. For all posts, both teaching and administrative, every effort will be made to ensure that successful candidates understand, are committed to, and have the skills to further the school's distinctive vision and ethos. The selection process, through questioning and activities, will be designed with this in mind. All candidates for teaching posts will be expected to commit themselves to taking part in the extra-curricular activities offered by the school, and efforts will be made to add to the range of these through appropriate appointments;
- the placing of advertisements in relevant newspapers and associated websites. This will include international websites for posts where IB teaching experience is being specifically sought. Although it is common for non-IB teachers to join IB schools and to cope well with the transition to IB programmes following intensive induction, a 'leaven' of already experienced IB PYP and Diploma teachers will be desirable. To ensure a wider field for such appointments some of the new teacher posts will be advertised on international websites, such as www.cois.org, visited by large numbers of teachers in IB schools.
- short listing for interview, taking into account the person specification and job description;
- interview by the Senior Management Team, an observed lesson, a pupil panel interview;
- collection of references and review of CRB and qualification documentation;

- job offer and appointment;
- a structured induction programme during the first year of appointment;
- all stages of the process will be compliant with the best HR practice and with the school's equal opportunities and anti-discrimination policies.

F5.8 As the school moves to authorisation for the IB PYP, Diploma and Career-Related Certificate, it will become increasingly important to ensure the compatibility of new staff to the philosophy and ethos of the IB. Prior IB experience on the part of some staff will be very helpful, as mentioned above, and it should be possible to find this among some newly appointed teachers given the numbers of schools now offering either the PYP or the Diploma, both in the UK and globally. However, an understanding of and commitment to the IB philosophy will be the most important and this will be built on during the compulsory training that the IB requires of all teachers participating in its programmes. Given that many IB professional development courses are now offered online this further training will be possible at reasonable cost. Teachers will be encouraged to develop their understanding of the potential of the IB programmes through participating in online and other training beyond what is mandatory. An assessment of each individual's training needs will be undertaken as part of annual teacher appraisal. For all teachers, whether or not principally involved in IB programmes, continuing professional development, both individual and whole school, will be shaped by needs which are identified annually and incorporated in a continually updated two-year school professional development plan. Given the shift from a private school to a maintained school it is anticipated that, in advance of and immediately after the move to Free School status, priority areas for development are likely to be differentiation, learning difficulties, analysis and use of attainment data, and behaviour management. One of the new posts that is envisaged is that of a SENCO. We see this as a particularly crucial post and will aim to ensure that we recruit a person for this role who has the skills to play an important part in the professional training of her/his colleagues.

F5.9 As mentioned in F.1 the school is planning to move to appoint all new members of teaching staff on short-term contracts as from September 2014.

F5.10 One of the posts that will be key to the success of the Free School will be that of the new Finance Manager (as mentioned in F3). This post will be filled in advance of the decision on Free School status being made, but the criteria for appointment will include the ability (under expert external supervision) to exercise all the roles involved in holding this post in a maintained school.

The Board of Governors

F5.11 The main qualifications to be a Governor will be wisdom, integrity, maturity, an equable temperament, the absence of personal agendas, an incisive and analytical mind, a willingness to give time to the role, and a commitment to being the school's *friend* even if this sometimes has to be a *critical friend*. Given the problems of many Boards arising from the absence of some of these qualities in some members, top priority will be given to gathering evidence that potential Governors have as many of these qualities as possible. The role of existing Governors and of the head teacher in this process will be crucial. The statutory two parent Governors will be elected and, even though democratic processes may throw up candidates who lack the desired qualities it is hoped that the parental body, through being kept well-informed and aware of the school's objectives, will exercise sound judgment in these situations. It will also be crucial to ensure, before either election or co-option, all candidates for Governor posts are fully informed about the Governor role, both what it should be and what it is not. The focus on the above qualities of a Board member is further emphasised by the fact that the Board's role is largely strategic, supervisory and non-executive.

F5.12 Despite this emphasis on general qualities, an audit of the skills that would be useful for a Board given the annual round of issues on its agenda, suggests the advantages of having Members with the following expertise, experience and links:

- financial (at least two experienced and well-informed members, given the Board's central responsibility for financial oversight of the school's operations);
- educational - (for example a head teacher of another school or someone working in higher education);
- strong local knowledge and connections - business and/or voluntary sector;
- alumni/alumnae - a Member with strong links to the school's alumni community;
- Local Authority. The new Board will need to decide whether it wishes to invite the school's main Local Authority to nominate a representative.

F5.13 Other experience, such as marketing and legal, is not essential as the school already has strong executive expertise in these areas, as indicated in F3.

F5.14 It will also be important to aim to promote a good balance of men and women on the Board, of current and new Holy Trinity parents, and of parents from different social and cultural backgrounds within the school's catchment area. It is also felt to be important that there is at least one Trustee of the continuing Holy Trinity School Trust on the new Board of Governors and at least one member of the IES international staff, to ensure that firm links between the new Holy Trinity School Academy Trust, the current Trust and IES are established at governance level and that decisions about the relationships between these three entities are made following discussions involving all three parties in the same forum.

F5.15 Initially the Members of the new company limited by guarantee will be: [REDACTED], [REDACTED], and [REDACTED]. All three are also founding [REDACTED]. There will also be a fourth founding [REDACTED], [REDACTED]. Biographies of these four people are to be found in F2 ([REDACTED]), F3 ([REDACTED]) and F4 ([REDACTED] and [REDACTED]). Additional Members and Directors will be added in due course in accordance with the regulations and requirements with relation to 'connected' persons. (see Section F1). We are very clear that 'connected persons', i.e. governors with links with either the Holy Trinity International School Trust or IES must be in a minority in the new governing body. Given the importance of financial expertise on the Board it will be important to ensure that at least one, and probably two, of these additional un-connected Governors, should have substantial financial experience. In the first instance this will be important to ensure that the procurement process for management services is handled with due efficiency and propriety (for additional safeguards with regard to this see F1.2).

F5.16 In addition to the four founding directors/governors it is currently the Group's view that the Governing Body of the new charity should include the Head Teacher (as required), and three other Governors un-connected with IES or the continuing Holy Trinity School Trust. This would give a majority of un-connected directors/governors.

F5.17 The parental community, as well as any other potential new Governors identified through the school's wide connections with the local community, will be given a booklet informing them of the role of a Governor and inviting them to a 'Governor Information' evening at which potential new Governors will have an opportunity to hear more about the role of a Governor and to ask questions. Following this meeting there will be (i) an election, in the case of the two parent governors who have to be elected, and (ii) consideration of any other potential candidates for the

Governor role by the Steering Group in the first instance and, subsequently, when Governors need to be replaced, by the Board of Governors as a whole.

F5.18 The new Board of Governors will be characterised by:

- an induction programme for new Governors, including (in due course) mentoring by existing Governors;
- annual professional development for the Board in relation to its functions;
- clear rules and procedures for the conduct of its business, as laid down in its Articles of Association;
- a conflict of interest policy;
- a code of conduct for Board members;
- annual self-evaluation of (i) the Board as a whole, (ii) Board Officers and chairs of committees, in relation to their roles, and (iii) individual Governors.

SECTION G: Initial costs and financial viability

STEP ONE

The two financial plans are attached separately. Fuller explanations of the assumptions behind the two plans can be found below in G1 (100% Recruitment) and G3 (80% Recruitment).

STEP TWO

██████████ G1: Provide accurate financial plans that are consistent with the rest of your application and bases on realistic assumptions about income and expenditure.

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M) [REDACTED]

Location and key features

H.1 Holy Trinity International School is situated in Kidderminster within the county of Worcestershire and is located at the following address: Holy Trinity International School, Birmingham Road, Kidderminster, Worcestershire, DY10 2BY. The site consists of a large Edwardian school building, small sports field, four tennis courts and generous car parking facilities (dimensions are given below). The Nursery is located in a wing of the school building with separate entrances. The site is close to the centre of Kidderminster and adjacent to parts of the town in which there is a wide socio-economic mix. It is very well situated for public transport (bus and train).

H.2 The school buildings are well-suited for an all-age school, allowing both interaction between the different age groups where appropriate (all are in the same building and use the same facilities including an assembly hall, cafeteria and swimming pool) but also separate spaces within the building, e.g. for the Primary School and Sixth Form, so that these groups are able to feel that they have a distinctive identity within the wider whole. It is central to our vision for the school that it should feel and act like a community which covers the whole range of children of school age, and not just a narrow part of that range, that there should be opportunities for older pupils to take part in helping younger ones, and that younger pupils should be able to have access to role models among the older part of the school population (witnessing, for example, the celebration of their achievements in assemblies and in sporting, dramatic and musical functions). A common site also facilitates the sharing of specialist teachers, for example in physical education and foreign languages, giving younger pupils access to teacher expertise that is not always readily available in primary schools.

H.3 The school and grounds are owned by the Holy Trinity International School Trust which currently runs the school. It is envisaged that this Trust will continue to own the premises, charging rent to the new Holy Trinity School Academy Trust (but see below and also Section G4) and operating the Nursery wholly separately from the Free School. The Nursery wing of the building will be excluded from the proposed lease and all costs associated with the running of the Nursery (staffing, maintenance, utilities, etc.) will be carefully separated from the costs of running the Free School. All these costs have been deducted in our estimations in the two financial plans.

H.4 There has been a school on the existing site since 1903, when the then Elderslie House was converted from residential use to that of a school. Holy Trinity was established by a French Trinitarian Order of nuns and was initially a provider of secondary education, offering boarding facilities. During the 1960s extensive developments were carried out on the site in order to increase secondary capacity and extend provision to pupils of primary age. As part of the building programme, in 1969, the swimming pool was opened and is still in use today. The conversion to an Independent day school occurred in 1986 when the Order of nuns withdrew from the school. At this time the school was established as a Charitable Trust by existing parents who established a Board of Trustees. In 1997 the school extended provision further to include a Nursery, establishing a through school from three months to 19 years of age that exists to date. In 2007 the school became part of a wider network of schools as part of International Education Systems (IES) and is now one of eight schools located in England, the USA, South Africa and Hungary.

H.5 The school is a very visible and well-known part of the local community to which it has always made available its facilities.

Dimensions

H.6



H.7 Details of spaces and their capacity follow:

Nursery (due to be excluded from the lease of the premises)

Ground Floor			Capacity
Manager's office	1		
Cloakroom	1		
Kitchen and dining room	1		
Sleep room	1		
Kitchenette	1		
Washing room	1		
Kindergarten rooms	2	K'garten 1	16
		K'garten 2	24
Storage rooms	2		
Craft rooms	2		
Toilet blocks plus an additional changing area	2		
Nursery rooms	4	N1 (babies)	12
		N2 (toddlers)	16
		N3 (toddlers)	9
		N4 (toddlers)	9
N2 and N3 are through flow		N2 + N3	18
First Floor			
Sensory room	1		
Staff room	1		
Toilets, including changing facilities		6	

Primary School

Senior School

Primary School			Senior School		
Ground Floor		Capacity	Ground Floor		Capacity
Pre-school and crafts room	1	30	Swimming pool	1	20 (1 supervisor) 25 (2 supervisors)
Classrooms	3	21 in each	Male changing rooms	1	49
Peripatetic room	1	2	Female changing rooms	1	64
Foyer	1		Toilet blocks	2	20
Hall	1		Home Economics room	1	100
First Floor			Dining room	1	
Library	1	28	Kitchen	1	
ICT suite	1	12	Medical room	1	
Art room	1	22	Store rooms	2	
Music room	1	18	Gymnasium	1	23
Cloakroom	1		Fitness room and office	1	
Office	1		Staff room		
Classrooms	4	23 in each			
Total capacity		148			
Toilets					
Girls		11 toilets			
Boys		5 toilets, 4 urinals			

Senior School			Senior School		
First floor			Second Floor		
Offices	3		Classrooms	5	24 in each
Classrooms	4	24 in each	Laboratory	1	24
Laboratories	2	24 in each	ICT suite	1	24
First Floor Annex			Second Floor Annex		
Toilet block	1		Chapel	1	
Laboratory	1	20	Textiles room	1	20
Learning support room	1	6	Office	1	
Office	1		Store room	1	
Library	1	20	Toilet block	1	
Music rooms	2	M1 - 24 M2 - 15	Art room	1	24
Classroom	1	15	Print room	1	6
Senior Toilets			Total capacity		
Girls		19 toilets			
Boys		9 toilets	Staff toilets		6 toilets
Swimming pool		2 toilets			
First Aid		1 toilet			

Sixth Form

First floor			The capacity for the existing accommodation is 40 - 60 students. Most students are taught within the main school building with some lessons taking place in Sixth Form. There is further capacity on the second floor immediately above Sixth Form, which if refurbished could hold 6 small classrooms and a conference / lounge area, taking capacity to 100.
Private study room	1	20	
Large conference room	1	16	
Small conference room	1	6	
Lounges	2		
Bistro	1		
Office	1		
Toilet block	1		
Second floor			
ICT suite	1	10	
Art room	1	10	
Toilets			
Girls	2		
Boys	1	capacity for more in the room	

Laboratories

All four laboratories are fully equipped, though the general science lab on the first floor will require new furniture, as the existing laboratory largely accommodates Primary School pupils. It is expected that future upgrades of the laboratories would be funded via capital funding.

Swimming Pool

All pool maintenance (unless indicated otherwise) is carried out by site management team: water checks: x 3 per day; microbiological testing once per month (outside agency); filters/sand changed every 5 years (outside agency); pool pump baskets changed every 2 weeks; air heating filters checked weekly; skimmer baskets cleaned weekly. Some refurbishment of the changing rooms is required, which will be carried out by site manager. There are sufficient swimming pool

toilets in place though these are in need of refurbishment.

Capacity of site and changes needed arising from increase in pupil numbers

H.8 Our work with Chelstoke International, which has done an evaluation of our proposals for curriculum, timetable and accommodation, confirms that the current site should be able to accommodate the increased numbers that are proposed while continuing (outside the lease of the premises and grounds to the new exempt charity) to run a separate Nursery of up to 83 children. This will involve many changes of use and some loss of existing facilities. None of this, however, will have educationally damaging consequences (e.g. the primary and senior schools will have to share an assembly hall rather than having separate ones). To accommodate up to 640 students, however, there will need to be investment in the following:

- conversion and refurbishment of existing spaces for Sixth Form use;
- additional toilets for Sixth Form student use;
- changes to one of the laboratories (see below);
- additional furniture provided to turn the school into double form entry throughout;
- the division of the current primary school hall into two classrooms;
- the addition of two new classrooms. These will be needed during the years 2016-2018 as two-form entry expands up the primary school. Without this additional investment two-form entry to the primary school - for which there is huge local demand - would not be possible.

H.9 The first three of the above investments, needed for September 2014, would cost [REDACTED]. The division of the primary school hall, which should preferably take place in advance of the opening of the Free School in 2014, would cost [REDACTED].

H.10 The additional classrooms could involve one of the following: (i) the renting of portacabins; (ii) the purchase of portacabins; (iii) the building of part of a new floor on top of the existing school. These demands are mentioned in the bids for funding described in the Financial Plan in Section G. The maximum cost for these two additional classrooms would be [REDACTED].

Maintenance

H.11 The current Trustees have engaged a RICS Surveyor to undertake a comprehensive evaluation of the fabric of the buildings and state of the installations. This evaluation was conducted in late October 2012 and the resulting Schedule of Conditions has been costed. A number of the advised repairs will be undertaken prior to September 2014. The repairs identified as being necessary or likely to be necessary after this date have been included in the five-year budget.

Rental

H.12 The estimated annual rent to be charged to the Free School is [REDACTED]. This figure is based on recent valuations and on advice about rental value from a local estate agent. The proposed amount takes into account both (i) the exclusion of the Nursery wing from the lease and (ii) the fact that the new exempt charity will be able to sub-let the premises. The current annual income from sub-lettings is [REDACTED] and has the potential to grow further. As mentioned in Section G4 it is proposed that the Holy Trinity International School Trust ceases to charge rent to the Free School once the liabilities of the Trust have been fully discharged.

H.13 The current Trust will continue to employ the Nursery staff. All other staff involved in 4-19 education and administration related to it will be employed by the Holy Trinity School Academy Trust.