



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November
2013)

Insert the name of your free school here: FINHAM PARK 2.

Contents

Application Checklist	p3
Declaration	p4
Section A- Applicant Details	see Excel spreadsheet
Section B- Outline of the school	see Excel Spreadsheet
Section C- Educational Vision	p5
Section D- Education Plan- part1	p18
Section D- Education Plan- part2	p32
Section D2	p50
Section D3	p62
Section E- Evidence of Need- part1	p69
Section E- Evidence of Need- part2	p72
Section E2	p73
Section F- Capacity & Capability	p77
F1 (a) Pre-opening skills and experience	p77
F1 (b) Skills gap in pre-preopening	p81
F2	p82
F3 (a) Proposed Governors	p88
F3 (b) Skills gap for governing body	p89
F4	p90
F5	p91
F6 (a) shared services	p95
F6 (b) shared services	p95
Section G- Budget planning and affordability	p96
Section G3- Financial resilience	p100
Section H- Premises	see Excel spreadsheet

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	
5. Have you fully completed the budget plans?	✓	
6. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below? 9am on 5 May 2014 and 12 noon on 9 May 2014.	✓	
7. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	✓	
Section I of your application		
11. Have you sent: -a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and -a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	✓	

Declaration

This must be signed by a company member on behalf of the company / trust

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE

guidance); and the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company

Print name: [REDACTED]

Date: 7th May 2014

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

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

✓

Section C: Education vision

Rationale

Our proposal is for an 11-18, co-educational Free School of 800 students with Mathematics and Computing Specialism in the South West of Coventry. It will be part of a MAT led by Finham Park School, an 'outstanding' academy of 1500 students.

Our aim is to deliver the highest quality education based on the successful model already in place at Finham Park School in terms of pedagogy, curriculum and ethos, working to secure outstanding outcomes for students in terms of both academic qualifications and life experiences. Finham Park 2 will be an extension of the demonstrably popular brand that represents some of the highest standards in our city. The local school and demographic data also show that the proposed student cohort could be at risk of educational disadvantage without high quality provision in the area.

As with Finham Park School we propose a Sixth Form, allowing our students to continue to thrive in the same atmosphere of success whilst completing their Key Stage 5 courses. All courses and options will be tailored to the needs of all students and we will guide them to ensure that they opt for the most appropriate courses creating genuine life chances for them *regardless of background*. The courses will be academic, high quality and traditional providing qualifications that have high currency with FE, HE and the wider business community at a national and international level.

The site in the South West of Coventry is in the bottom 25% of most deprived areas nationally (IMD index ranked 8167th out of 32482) and is adjacent to the bottom 2-10% of postcodes for deprivation (696th out of 32482 and 3076th out of 32482). The preferred site would take in a truly comprehensive intake with local primary schools having students with a mean FSM 'ever 6' of 40% and a range of 62.6- 9.0%. *The primary schools with the lowest progress and APS, and the highest FSM are the closest schools to the preferred site-* [REDACTED].

Need for a new secondary school

The case for a new Free School, Finham Park 2, is detailed below (and summarised in section E) and demonstrates that:

1. There is a demand for better quality educational provision in the South West of Coventry and an imperative to raise aspirations for the pupils. **(table 1, section C)**
2. There is a demand for high quality post-16 provision in the area **(table 2, section C)**
3. There is a lack of parental choice owing to the limited availability of co-educational, non-denominational places in the South West of Coventry.
4. There is a high demand for places at Finham Park demonstrating parental preference for the successful Finham model for education, ethos and outcomes achieved **(tables 1 & 3, section C)**
5. Conversely there are schools in the South West area that are regularly undersubscribed. For year 7 September 2013: **(table 1, section C)**

6. However, in 2013 112 year 7 students in the South West area of Coventry chose to go to co-educational schools outside of the LA, despite them being further away (data from Coventry LA).
7. There is high demand for a new school based on the Finham Park model in this part of the city (currently 596 from reception to year 8- with 122 in year 4 and 134 in year 5- from 7 May 2014). (**See table section E, part 1**)
8. There is a basic need for additional school places to be phased in from 2018, with all schools in the city at capacity (an additional 20 forms of entry will be needed by 2023/24) (**table 4, section C**)

Quality of Provision- Evidence of low standards

Parents in the South West of Coventry have a paucity of high quality secondary school choice when it comes to secondary education at both KS4 & 5. Table 1 and 2 (page 11 & 12) summarise the key data. The main points are as follows:

- Two schools are rated by Ofsted as 'requiring improvement': Blue Coat and Woodlands
- Two schools have KS4 progress measures or attainment levels below the national average: Woodlands & Westwood
- Very low numbers of students achieve the Ebacc in Woodlands and Westwood (Tile Hill Wood is a Language College)
- Table 2 shows that Finham Park School and Blue Coat are the only 6th forms in the SW of Coventry that currently provide outcomes above national and LA averages. (Woodlands, Westwood and Tile Hill Wood all have outcomes below national and LA averages and their staying on rates are also very low.) With the raising of the participation age, it is crucial that the South West area has high quality post-16 provision
- There are 784 pupils currently in year 6 from local primary schools.
- Of the 1181 year 7 places available each year **only 554 (47%) are co-educational, non-denominational schools** (including Finham Park School)
- 157 (28%) of those places are in a school that is **underperforming** compared to local authority and national attainment and progress measures.
- This leaves 397 co-educational, non-denominational places available for 784 year 6 pupils made up of Whitley Abbey and Finham Park School. Both of these schools are **too far** from the preferred site and **would not admit students from this area**.
- The result is parents closest to the preferred site have a choice of:
 - Tile Hill (single sex girls' School, below national averages for post-16),
 - Woodlands (single sex boys' school that requires improvement, below national averages at both KS4 & 5)
 - Westwood (co-educational, but is below national & LA averages for KS4 & 5)
- *For parents looking for a mixed comprehensive secondary school that provides excellent outcomes, there are **NO PLACES** available to them in the local area.* This will have a seriously detrimental effect on the education of the children of these families especially those that cannot move into the catchment for a good school.
- Despite there being sufficient pupil numbers to fill all of the schools in the SW of Coventry, parents are not choosing to send their children to Westwood, Tile Hill and Woodlands, as is clear from the number of students on roll and places allocated in 2013 (see table 1)

- Parental choice shows that there is demand for co-educational places in the SW of Coventry that is not satisfied by the current provision: **112 pupils** applied to co-educational secondary schools out of SW Coventry in 2013 rather than sending their children to the local schools (the numbers in 2012 were 87, and the numbers for 2014 are 84- this is before the current round of year 7 appeals are taken into account)

Table 1. Secondary Schools in South West Area (Source: DfE Performance tables)

School Name	School type	Capacity	No of students	Yr 7 places available	Applications (all)	Yr 7 allocated place	Ofsted rating	% of pupils making expected progress		% Ebacc (2013)	% achieving 5+ A*-C GCSEs inc English and Maths
								Eng	Maths		
National								70.4	70.7	23	60.6
LA								69.6	68.4	18	56.4
Bishop Ullathorne	Co-ed Catholic School	1202	879	180	329	168	2	86	79	38	67
Woodlands Academy	Boys	1199	855	210	272	123	3	59	63	9	49
Whitley Academy	Co-ed	849	794	160	290	160	1	75	69	10	61
Finham Park School	Co-ed	1484	1521	237	628	237	1	76	82	35	74
The Westwood Academy	Co-ed	805	583	157	197	94	2	53	50	6	33
Coventry Blue Coat	Co-ed CE School	1352	1424	210	599	210	3	77	86	42	76
Tile Hill Wood School	Girls	1356	1115	237	278	164	2	72	72	29	54

Table 2: 6th form data (from DfE school census & SFRs)

Red is below national average except where this is not available, then it is by city average. Green is above. (source DfE performance tables and SFR)

School	A level %		Points per entry		Points per candidate		Staying on rates
	A*-B 2012	A*-B 2013	2012	2013	2012	2013	Yr11 → 12
Finham Park	56.6	53.7	216.7	219.6	862.6	837.9	71.4
Blue Coat	55.7	50.6	225.9	246.0	769.0	681.0	79.9
Westwood	28.3	28.2	171.2	206.0	518.8	516.0	28.5
Woodlands	37.9	32.1	195.4	183.7	681.0	633.0	47.6
Tile Hill Wood	44.9	48.5	201.7	203.4	755.1	648.9	40.3
Whitley	35.0	49.1	201.2	231.2	699.5	775.3	33.1
Bishop Ullathorne	46.0	40.2	203.6	218	781.6	674.0	40.0
City	41.8	41.1	203.2	212.0	707.8	688.8	51.4
National	52.6	52.9	209.3	N/A	714.5	N/A	N/A

Finham Park School has an excellent reputation in Coventry and beyond with many families moving into the catchment area to gain a place at the school. In 2013 74% students achieved A*-C EM (76% English, 85% maths); our capacity is 1458 and have 1511 students on roll; attendance is 95.6%. Attainment and progress over the last three years has been significantly above national averages with the achievement of all groups of students being either in line with or significantly above national data.

Unfortunately there are insufficient places to fulfil the demand of parents and Finham Park is regularly oversubscribed. For 237 year 7 places over the last 4 years Finham Park School has had the following number of applicants:

Table 3- applications to Finham Park School 2011-14

Year	1 st preference	2 nd preference	3 rd preference	Total
2011	303	233	129	665
2012	297	220	150	665
2013	294	213	137	644
2014	272	243	162	677

Examples of support

Support from David Kershaw, Cabinet Member for Education:

Dear [REDACTED]

Free School Application

I have pleasure in supporting your proposed application to the Department for Education to open a new mixed four form of entry secondary school in Coventry South West in September 2015.

I know from personal experience that you have consulted widely in the City, alongside professional discussions with your headteacher colleagues in the City and teaching and support colleagues in your own school. This process has been well received.

The City Council is supportive of your proposal to create another high performing, outstanding secondary school in Coventry South West. In this area I know from our Capital Programme and Strategic Planning Manager there will be significant demand for extra places from 2017/18 onwards.

Alongside my political responsibilities as Cabinet Lead for Education in Coventry I have also been, until recently, a secondary school Headteacher – twenty one years at Counton Court in Coventry and four years working on behalf of the DfE in three secondary schools enabling them to come out of Special Measures. I therefore appreciate the fact that the present Finham Park is an Outstanding School, as judged by Ofsted and that you have the capacity and commitment to replicate your achievements at Finham Park in the creation of your own Free School.

I wish you every success with your application and should you require any further information or clarification please do not hesitate to contact me.

Yours sincerely



Councillor Dr. David Kershaw CBE, JP, MA
Cabinet Member for Education

Support from the City Council: [REDACTED] Coventry City Council stated in a letter:

“..... the additional places provided at the Finham Park Free School will assist the Council in meeting its statutory responsibilities on school place provision under the 1996 Education Act.

In principle, the Local Authority is supportive of the proposal. We have confidence that such a provision will be of high quality and enable more young people to attend an outstanding school.”

Local parent support: An example of the feeling from local parents (by email):

[REDACTED],
[REDACTED]

This is the unfortunate position that many parents in the SW of Coventry wanting a good education for their children find themselves in. Furthermore, moving house is an option that is only available to the more wealthy parents in the SW Coventry area, and parents who do not have the means to move house have an even more limited choice of secondary school.

Similarly [REDACTED], another local parent wrote: [REDACTED]

Support from primary school Headteachers: The majority of the primary school headteachers from the area have expressed a similar view:

PARK HILL PRIMARY SCHOOL

LOWER EASTERN GREEN LANE - COVENTRY - CV5 7LR
TEL: 024 7646 6669 - FAX: 024 76422425 EMAIL: adminstaff@parkhill.coventry.sch.uk
School website: www.parkhill.coventry.sch.uk HT blog: www.hillparkhill.wordpress.com

8th April 2014

Dear Sir/Madam,

I am writing in support of the proposed Finham Park 2 school. As the headteacher of a primary school in the South West of Coventry I find that our children who are moving to secondary school have limited options. Currently the pupils have a choice of either a catholic secondary, a same sex school or applying for a co-ed school out of the authority.

I firmly believe that there will be huge support for the creation of Finham Park 2 and, in my meetings with [REDACTED] I have been very impressed with the philosophy and ethos the school aims to bring to the area.

I fully endorse the Finham Park 2 project and believe it to be a much needed and sustainable model. If you would like to contact me further then please email me at [REDACTED]

Yours sincerely

[REDACTED]

|

TEMPLAR'S PRIMARY SCHOOL
Templar Avenue
Coventry
CV4 9DA

Telephone Number 024 76 466337
Fax Number 024 76 421217
E.mail admin@templars.coventry.sch.uk
Website www.templars.coventry.sch.uk

Thursday 1st May 2014

Dear Sir/Madam,

I am writing in support of the proposed development of Finham Park 2 School. The development of a further secondary school in the area of Tile Hill and Canley would provide children and their parents with a greater choice of educational settings. The choice would allow parents to choose the speciality the schools offer that best suit their children's learning needs and their individual areas of strength.

[REDACTED] has been extremely pro-active in talking with me and my Primary School colleagues and has identified already a number of ways in which Finham Park 2 would be able to enhance the education of children within the Network and specifically for children at Templar's Primary School.

There is a substantial need for Primary Schools and Secondary Schools to work more closely together and I feel that Mr Plester has many admirable plans including transition at a much early point in the children's education, which in turn will enable our children to access a greater range and variety of resources earlier in their education.

If you would like any further discussions in connection with the proposed development of Finham Park 2 please do not hesitate to contact me.

Yours faithfully,

[REDACTED]

Eastern Green Junior School

[REDACTED]



To whom it may concern,

I am writing to express my support of the application to open a new Secondary School, 'Finham Park 2' in our local area.

Each year our parents raise concerns that our 'feeder' schools are single sex. After their children have been with the same mix of boys and girls for 7 years, they are reluctant to then move them into an all-boys or all-girls establishment. Consequently most of them move out of the Coventry education system and over to Solihull - it is such a shame given that Coventry LA are losing so many talented and well-rounded children.

The proposed Secondary school would allow our children to continue to thrive in a co-educational setting, whilst keeping them within the city where they should belong. Our Parents and children deserve an outstanding education and the proposals for Finham Park 2 could well be the answer.

Regards

[REDACTED]

29th April 2014

Dear Sir / Madam,

As [redacted] Limbrick Wood Primary, I am writing in support of the proposal put forward for the Finham Park 2 Free School.

I feel it is crucial to the community I serve for my parents/carers to have a range of choices in deciding the secondary education path for their children. It is also vitally important that the school offers an outstanding education for the children. Having liaised quite closely with Finham Park Secondary Academy with regard to their bid, I know they will provide the education and provision that the children of my community so desperately need to ensure their progression from primary to secondary is as seamless as possible, be it meeting their academic, social and / or emotional needs. Equally I embrace the thought of being able to work closely on a school to school basis with Finham Park 2 to ensure the best possible outcomes for all of our children.

Yours Sincerely

[redacted]



Limbrick Wood

Evidence of Need

Evidence of a shortage of places

Citywide view

There is not a significant surplus of places from 2016/17. In 2018/19 a 3FE (1FE = 30 places) shortfall of Year 7 places is forecast rising to a 20FE shortfall in 2023/24. Table 4 below details the shortfall of places by academic year from 2016/17 and the annual number of additional places which would need to be provided between then and 2023/24. (Source: Report to the City Council's Children and Young People's Scrutiny Board on 16/01/2014)

Table 4 Shortfall of places by academic year.

Year	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
PAN	4,148	4,148	4,148	4,148	4,148	4,148	4,148	4,148
NOR	3,868	3,828	4,023	4,285	4,209	4,471	4,501	4,515
NOR+5%	4,061	4,019	4,224	4,499	4,419	4,695	4,726	4,738
Surplus/ Deficit Actual	87	129	-76	-351	-271	-547	-578	-590

The LA intends to plan for an additional 20 forms of entry over the next 10 years phased in from 2018/19 onwards. The areas most likely to be affected by a requirement for additional places are the city centre, north east and **south west**, being subject to over 100% growth.

South West of Coventry View

- The preferred site for Finham Park 2 is [REDACTED], [REDACTED] (though this is **highly confidential- EFA**)
- There are approximately **784** pupils leaving local primary schools in the SW of Coventry each year from year 6.
- There are **1181** secondary places available for year 7 students in the area, including Finham Park School.
- The secondary schools in the SW attracted 946 year 7 students (from a possible 784 year 6) in 2013 for the 1181 places available. Despite the surplus places, Finham Park, Whitley and Blue Coat- schools that are popular and high achieving - still attracted sufficient numbers to fill their PAN (Finham Park almost 3 times over!).
- The numbers of students on roll for Westwood, Tile Hill and Woodlands suggest that there are more surplus places than in reality. There is a clear lack of popularity for these local schools (and the communities and primary headteachers that we have engaged with have reiterated this), whether for the type of education they offer (single sex), their poor reputation amongst parents or their low performance measures compared to national and LA figures as stated above.
- Coventry LA's plans for expansion of current school stock is based upon: demographic demand; the capacity for expansion on a school site due to space/ PFI; and if schools show *strong parental preference*. With this in mind it is highly unlikely that Tile Hill Wood, Westwood or Woodlands Schools would be permitted to expand due to the weak parental preference for places. This would mean that in an area where the basic need for places is going to significantly increase, there would be no planned expansion of current schools and a new school would be essential.
- The LA also acknowledges that "it may not be possible to deliver 27 extra forms of entry capacity we have in the existing secondary school estate..... It may only be possible to achieve 50%..."- from Coventry City Council Increasing Pupil Demand Summary Report March 2013.

Our Vision

Finham Park 2 will be a mainstream, non-selective, co-educational, comprehensive school for students aged 11-18 with a Mathematics and Computing Specialism; it will become a 'World Class' academy; a place where all students develop a love for 'Learning for Life'. Finham Park 2 will, like its sister school, Finham Park, be a high achieving academy with an outstanding Ofsted rating and achieve the highest national outcomes at both KS4 and post-16. Students will be part of a learning community that leads to both high outcomes in academic examinations and in personal qualities. Pride, respect and responsibility will be encouraged and leadership and teamwork highly valued.

Finham Park 2 will provide the opportunity for more students to benefit from the Finham Park experience and ethos and provide them with a 'better deal' in terms of the quality of education, for a population where there are high levels of deprivation and a lack of quality choice in terms of secondary education.

World Class Learning for ALL will deliver:

- A transformational life experience for students, many of whom will come from areas of the city where poverty, low educational outcomes, and low aspirations are a constant barrier to increasing social mobility.
- The highest expectations in terms of academic standards with particular regard to outstanding achievement for all students whatever their academic start point.

High Quality Personalised and Responsive Curriculum Model

- Through the formation of our Multi- Academy Trust, we will engage all of our primary partners in a dialogue about learning and student achievement. Through this, learners will experience a ‘World Class’ curriculum where the barriers of transition are removed leading to a seamless, consistent high quality education for all.
- A commitment to lifelong learning (‘Learning for Life’) for all stakeholders. The aspiration of learning and success will be all encompassing for our students. It will be the norm that learning is seen as essential, not only at school, but throughout your adult life.
- A broad, balanced curriculum will allow students to successfully work towards appropriate, high quality, qualifications. Learners will be offered a guarantee of experiences beyond the classroom through residential visits and field trips. We will work with local businesses and universities to enrich our curriculum incorporating themes of enterprise and citizenship.
- The curriculum will: have personalised pathways for options to ensure the best possible outcomes, with high levels of students achieving the Ebacc; include Mandarin Chinese and Computing Science to stretch the most able and to develop a skilled workforce for local, national and international careers; incorporate outstanding advice and guidance; and be based on 5 cross curricular strands- ‘The 5 Pillars of Finham’, reflecting components of the IB Middle Years Programme, to broaden and deepen students’ experiences.
- Provide an ‘accelerated learning group’ that will help students who are not making sufficient progress to catch up with other students ready for KS4 learning.

Outstanding Pastoral Care:

- We want all of our learners to enjoy school- to have the ‘*time of their lives*’- and be highly engaged in their learning.
- We will provide students with a safe and secure environment in which to learn and flourish with students being closely supported by a mentor and College Leader in a vertical college system.
- We will establish strong and effective partnerships with parents through the home-school agreement, and regular dialogue with home, valuing each child as an individual.
- There will be the highest expectations in terms of behaviour and a business-like approach in the way that students present themselves in terms of school uniform, being in school every day and on time.
- We will be built on traditional values. Pivotal to this will be an ethos and culture of learning and success for all. Pride, respect and responsibility will be the cornerstones to the pastoral system, supported by restorative justice so the young people learn from their mistakes and reoffending will be rare.

Leadership & Teamwork

- We will develop a team ethos from the very first day and provide regular opportunities to develop this throughout the student's life in school.
- We will seek to develop students' leadership skills using the highly successful student leadership model already in place at Finham Park School, allowing all students to take on leadership responsibilities. The development of student leadership roles will be key to developing young people who are confident, articulate and have a willingness to embrace new challenges.
- Strategic leadership of the school will be based upon the SSAT 'Deeps'; this will focus school improvement, responsibilities, accountability, and performance management. The Deeps are: support, learning, outcomes, experience and leadership (see section D2 for more information).

Community

- We will be a place in which parents, governors, primary schools and the local community are valued partners working alongside the school. They will all have a role in contributing to and supporting the culture and ethos of the school.
- We will further develop relationships with local organisations. There will be an expectation of learning on all staff and that continued learning will be extended to other stakeholders. The Free School, as part of the Finham Park MAT, will further develop its relationship with key organisations such as School Direct, The National College for Teaching & Leadership; Universities of Warwick, Coventry & Birmingham; Coventry and Warwickshire Chamber of Commerce; Coventry and Warwickshire LEP; the City Council; local schools and wider networks including teaching school alliances.
- Key to the success of Finham Park 2 will be the stewardship of Finham Park School whereby not only services will be utilised, but best practice in all areas of school life will be shared and developed to ensure an outstanding education is provided for the young people in both schools. We will: mutually develop staff in both schools, particularly in the areas of teaching and learning and leadership 'growing our own' leaders and outstanding practitioners within the MAT; utilise the huge expertise of the staff at Finham Park School to support and coach new staff at Finham Park 2 and ensure that students in both schools have opportunities to share experiences.

Our Values and Ethos

At Finham Park 2 we will strive to inspire young people through the delivery of a "World Class" education – success for all our learners. This school will be a beacon of excellence for our community where everyone feels safe, valued, included and proud. We will nurture every learner's natural curiosity – providing them with life enriching opportunities to develop socially, academically and morally.

We will value honesty, teamwork and leadership; enjoyment, excitement and challenge will be key features of life at Finham Park 2. Learners will develop confidence, resilience, respect for others and a life-long love of learning, making them valued members of the Coventry community and contributors to both national and international stages.

Finham Park 2 will embrace innovation and change, constantly evaluating all our work so that it meets the needs of our students giving them the very best opportunities for success.

Outcomes

KPI 1: High quality 'Outcomes' for all of our students

Taking account of new proposed accountability measures by the DfE coming into effect in 2016: Finham Park 2 will aim to be above national, LA and local averages for:

- % grade C+ for English & Mathematics
- % achieving the EBacc
- student progress across 8 subjects- 'progress 8'
- 'best 8' average grade
- Attendance
- BELOW %FT exclusions

Attainment and Achievement Targets:

All targets are based on national and LA data alongside 'local school data' (from schools in the South West of Coventry) and Finham Park School data, taking into account the significantly less deprived intake.

- 80% students making expected progress KS2-4 in English & maths
- At least 90% year 7 & 8 students making expected progress in core subjects
- 95% students, regardless of background or SEN, leave school with 5A*-C GCSE or equivalents
- 70% 5A*-C including English and Maths
- 100% students to achieve pass grade at A level and to be above national, LA and local average for grades A/A*
 - APS per student to be above national, LA and local averages
 - APS per entry to be above national, LA and local averages
- No significant gaps in all relevant measures between pupil premium and non- pupil premium students by the end of their education at Finham Park 2
- 100% students taking an apprenticeship will successfully complete it

Attendance targets:

- We will expect 100% attendance from our students, with a minimum school target of 96% and less than 4% PA (National figures of 2013 are 94.2% absence and PA= 6.5%)

Student Destination Targets:

- For KS4 students 0% NEET- 100% leaving 6th form go onto university, employment, or further training
- 80% students to go onto university with 25% going onto the top third of HEIs and 15% to go to Russell Group universities

Behaviour targets:

- zero permanent exclusions and low levels of fixed term exclusions
- 95%+ students to achieve praise milestones and feel positive about school (as measured by annual PASS survey)
- Less than 5% repeat 'offending' in terms of exclusions or negative incidents
- Low levels of detentions per % population (less than 2%)

KPI 2: High Quality Teaching and Learning

- Target: 85% lessons graded good or better (minimum 30% outstanding)

KPI 3: High Quality Support

High levels of parental engagement and support

- Ofsted Parent view and regular parental survey returns at least 90% positive
- 100% attendance expected at parent and information evenings
- Friends of Finham 2 (PTA) has full membership and meets regularly
- Parent governor roles filled

Effective Student and staff wellbeing

- 95%+ students feel safe in school as measured by our annual bullying and PASS survey; and monitoring the bullying and racist incidents logs
- Feedback from staff is 95% positive on biannual wellbeing survey
- Finham Park 2 will seek external accreditation of the impact of its policies where possible – such as the ‘Anti-Bullying Award’

As part of our support KPI we will support local schools as part of Finham Park Educational trust MAT where needed and appropriate.

KPI 4: High quality leadership

- Outstanding Ofsted inspection
- Clear evidence of high performing and consistent leadership and management roles throughout the school as evidence from appraisal and 360 reviews
- All staff to be involved in a learning opportunity to ‘practice what we preach’ for ‘Learning for Life’:
 - All qualified teaching staff to have the opportunity to study Masters Level Degree or be working towards one
 - all members of staff to have GCSE in English and Maths or be working towards them
 - Students to be involved in a leadership opportunities including but not limited to Student Leadership, student voice (Baraza) Voice and Sports Leaders.
- Appraisal is used effectively and supportively to ensure all staff are contributing to outstanding outcomes for our students

KPI 5: High quality experience

- All students will have a curriculum that is appropriate to their needs which is engaging, exciting and leads to relevant and useful outcomes
- All students will have access to new technologies to support their learning
- Feedback from parents and students is at least 95% positive regarding their child’s curriculum offer and experiences in the classroom as evidenced via parent view and parental questionnaires
- Ensure all students have a range of experiences that allow them to have ‘the time of their lives’ including a guarantee for a range of educational visits, talks, trips etc., as evidenced via PASS and Barazas.

In summary, we believe that there is a desperate need for a much higher quality of education in the south west of Coventry than is presently available; that parents do not have sufficient choice of secondary school to send their children; and that the young

people in the local area are at a significant disadvantage in terms of high quality education compared to their peers in other parts of the city. Many of the communities in the local area have high levels of multiple deprivation and we believe that Finham Park 2 will have a significantly positive effect not only on the local children but also on their families and their aspirations in the longer term. Utilising the expertise at Finham Park School and working closely with partner primaries, local businesses and universities we will be able to offer a 'World Class' experience to the young people in the area.

Section D: Education plan – part 1

Section D1- The curriculum plan

	Current number of students	2015	2016	2017	2018	2019	2020	2021
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							100	100
Year 13								100
Totals		120	240	360	480	600	700	800

Expected student intake

The intake at Finham Park 2 will be significantly different to that of the original Finham Park School as it will be situated in and draw pupils from a different area with much higher levels of multiple- deprivation, higher crime rate, poorer health and lower levels of adult education.

South West Coventry statistics

Multiple deprivation

- The proposed South West area for Finham Park 2 would serve a catchment area that is in the **bottom 8% of most deprived areas nationally** -IMD index ranked 2711st out of 32482 and is adjacent to the bottom 10- 20% of postcodes for multiple deprivation (3392nd out of 32482) <http://opendatacommunities.org/deprivation/map>. There are also areas nearby of less deprivation which are less populous.
- Child Wellbeing index measuring the quality of life for 0-16/18 year old in full time education for areas near the proposed site are in the bottom 2-3% in England 683 and 702 out of 27981 (<http://ias.facts-about-coventry.com/IAS/dataviews/report/fullpage?viewId=72&reportId=147&geold=7&geoSubsetId=199>)

- The map below from 'illustreets' ([REDACTED]) clearly shows the preferred location for Finham Park 2 is highly deprived (91/100 most deprived areas in the country- red being the most deprived and green the least).



Crime

- This area has one of highest areas of youth offending in the city: 1894 incidents of 10-17 year olds out of 100,000 (LA average is 1019)
- With a total of 24.1 crimes per 1000 at-risk population (local residents plus workday population) in 2013, **the annual crime rate** in the neighbourhood around [REDACTED], *Coventry, West Midlands* [REDACTED] **is higher than the median** rate in England, which is 22.6/1000.
- At 14.5, the rate of recorded **anti-social behaviour** incidents **is also higher than the median** in England (13.7/1000).
- Violent crime rate is **also higher than the median** at 6.5/1000 people compared to England at 4.1/1000.

Health

- The health and wellbeing of children in Coventry is generally worse than the England average. The infant mortality rate is worse than the England average, and child mortality is similar to the England average.
- 20% of children in year 6 are classed as obese.
- Active people survey shows that in this area of Coventry on average less than 20% are involved in sporting activities 3 times a week over the age of 16.
- The teenage pregnancy in Coventry rate is higher than the England average (from www.chimat.org.uk – child health profile)

Education

The area of our preferred site ([REDACTED]) has the following characteristics:

The area surrounding the preferred site of Finham Park 2 ([REDACTED] - **highly confidential**) is served by several primary schools. Most local primaries serve a truly comprehensive intake: %FSM range- 62.6%- 9.0%; with a mean FSM% of 29%- above national average of 19.1% (and LA average of 20.6%); %SEN students is low in the area- range is 21.9- 5.1%, with a mean SEN of 11.5% (national 17.4%, LA 18.2%); %EAL range 29.7-2.2%, with a mean of 9.6%.

Table 1 below highlights key primary school data for those primaries closest to our preferred site for Finham Park 2. *The schools with the lowest progress and APS, and the highest FSM are the closest schools to the preferred site.* Cannon Park Primary Schools takes a significant number of pupils from this area. Finham Park 2 will work closely with its local primary schools to help improve outcomes and would prioritise transition and support towards these primaries most in need.

Table 1- Local Primary School Data (Based on 2013 DfE data):

Primary Schools nearest to the proposed Free School location	distance from FP2	capacity	number of pupils	% FSM	% FSM 'ever 6'	%SEN	%EAL	% level 4 reading, writing & maths	% expected progress- reading	% expected progress- writing	% expected progress - Maths	APS	Absence/ PA
Templars		525	495	27.4	42.3	16.0	7.7	67	88	93	93	27.6	5.6 6.2
Charter		315	195	47.3	58.6	13.0	19.1	56	85	100	74	25.7	6.3 6.4
Leigh Church of England		210	185	29.5	50.8	21.9	9.7	56	71	76	53	25.1	4.0 1.8
Our Lady of the Assumption		210	228	25.7	42.6	7.9	8.7	70	91	96	83	27.3	4.6 2.3
Allesley Hall		198	195	5.6	12.8	9.7	2.4	80	88	100	83	29.0	3.6 1.8
St John Vianney Catholic		210	200	5.0	10.4	6.9	4.7	81	92	100	92	29.3	3.2 2.3
Limbrick Wood		210	148	46.6	62.6	18.9	15.5	90	95	100	100	31	5.3 5.1
Mount Nod		300	340	9.5	17.3	10.3	2.4	90	97	100	97	28.7	4.6 3.2
Park Hill		315	350	2.9	10.1	5.1	3.4	89	95	100	97	31.1	3.4 1.1
Whoberley Hall		210	170	26.5	34.8	15.1	17.2	79	100	100	89	30.0	5.8 4.3
St John's C of E		210	190	4.8	9.0	7.4	1.9	84	96	96	100	29.8	3.3 1.9
Cannon Park		210	200	15.8	22.3	11.4	29.7	71	100	100	88	29.3	5.8 6.1
St Christopher		420	455	5.7	17.6	5.7	9.7	81	96	92	92	29.3	4.5 3.4
Eastern Green		240	225	5.8	9.8	10.2	2.2	83	93	91	98	29.8	2.6 0
Burton Green		98	95	n/a	n/a	7.4	3.7	90	100	100	90	31.4	2.7 0
Local Authority				20.6		18.2	29.8	71	88	92	88	27.9	4.7 2.8
NATIONAL				19.1		17.4	18.1	75	88	92	88	28.4	4.8 3.0

Intake proportions

English as an Additional language (EAL)

We would envisage an **intake with approximately 15% EAL** (data from primary schools nearest to the proposed site) although this could be significantly different depending on which primary schools feed into Finham Park 2 (Finham Park School has 19% EAL students so we would have the expertise to be able to provide support and/or training for staff and students if the figures were higher).

The area for the proposed school has low proportions of ethnic minorities compared to other areas of Coventry, and is predominantly white working class.

Special Educational Needs or Disabilities

At Finham Park 2 we would envisage SEND % to be higher than at Finham Park School (8.8% SA and 6.8% SA+ or statemented). Based on figures from local primary schools we would expect **14.8 % overall** of SEN students. These figures will of course depend on how the new SEN 0-25 Code of Practice is implemented. This may affect the curriculum, staffing and especially teaching and learning with the focus on every teacher having responsibility and being accountable for the needs of every student.

Free School Meals

Using local partner primary data we would expect Finham Park 2 to have similar levels (**approx. 20- 25%**) of pupil premium students (mean for local primaries is 29%), but again this depends on which primary schools Finham Park 2 students will feed from.

Gifted and Talented

We would expect similar levels of gifted and talented students to other local schools which would be investigated more closely in the pre-opening phase. The National figure is **8.6%** though more local data is not currently available.

Our curriculum

Curriculum Principles

The key principles behind our curriculum are:

- Success for all learners
- Inclusivity, curiosity, enjoyment, excitement, engagement
- Lifelong love of learning
- Life enriching opportunities

The purpose of our curriculum is to help students to:

- Develop lively, imaginative and enquiring minds
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- Have sound numeracy, literacy and ICT skills
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- Develop an understanding of the communities in which they live-both locally and the wider world
- Appreciate human achievements and aspirations
- Develop skills needed by business at local, regional and national levels by closely working with partners from the CWLEP/Coventry & Warwickshire Chamber of Commerce to co-construct learning pathways, including apprenticeships that lead to

employment in developing sectors such as Advanced Manufacturing & Engineering (AME).

- Take their place in society as informed, confident and responsible citizens

The curriculum at Finham Park 2 is built upon a highly successful, aspirational curriculum model at Finham Park School, tailored specifically for our proposed intake, including tried and tested strategies from schools with 'challenging' intakes where the Executive Headteacher, Headteacher Designate and Associate Headteacher of Finham Park School have considerable leadership experience. It will also be based on the '5 pillars of Finham' (see p35) and will:

- Offer bespoke, personalised pathways to support progression for every learner including employment based training where appropriate; a flexible curriculum from the age of 14 in partnership with existing federation partners as well as other new networks across Coventry
- Have breadth, balance, relevance, differentiation; progression and continuity; coherence.
- Provide appropriate tasks and learning opportunities to support high expectations and appropriate challenge
- Provide high quality impartial CEAIG to support successful transitions between phases of education, work or training.
- Build on the skills of: reflection; research; coping; problem solving; and independent learning ("How do we learn?")
- Develop creativity, instilling a sense of wonder in all students ("How do we appreciate the world around us?")
- Promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes. (including "How do we become a responsible citizen?")
- Provide experiences to reflect on for the future
- Have an entitlement to work related learning by the time they leave Finham Park 2
- Provide a minimum entitlement for experiences for all students with regard to educational visits and other life enriching experiences.
- Provide an environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.
- As a Specialist Mathematics and Computing College Finham Park 2 will be committed to:
 - raising standards of achievement, particularly in Mathematics, ICT and Computing for our students;
 - High quality teaching of STEM subjects

Stretch, Challenge and support

Provision will be made at Finham Park 2 for all students with special needs through in class support using HLTAs (qualified staff with expertise in areas of need e.g. ASD and literacy, supported by HLTAs and SENCO from Finham Park School) and out of class intervention as appropriate (e.g. Every Child a Reader programme). Additional support will be provided for students within the classroom and within the Special Needs department's own facilities. The provision of three foreign languages, GCSE computing and the three separate GCSE science subjects, along with the progressive introduction

of setting, will stretch the brightest students and enable them to achieve in excess of 11 GCSEs by the end of Key Stage 4.

How will this curriculum deliver our vision?

The Finham Park 2 vision is to provide a curriculum that will result in *outstanding achievement for all students whatever their academic starting point.*

We will offer a traditional curriculum, based on that of Finham Park School. It will be a broad and balanced curriculum, personalised to meet each student's needs, designed specifically for our more deprived intake. Early engagement of both pupils and parents from primary school will be key features of our offer.

How we will meet the educational needs of our intake

Working in close partnership with local primary schools we will help them close the gap for students in core subjects at KS2 to:

- Increase the proportion of children making expected progress in both mathematics and English
- Increase the proportion of higher attaining students exceeding expected progress in English and mathematics
- Close the gaps in attainment for vulnerable groups such as students with special educational needs, those from the most deprived neighbourhoods, different ethnic groups of students and pupil premium students

Based on our proposed intake, the main drivers for our curriculum at Finham Park 2 are to:

- Close the gaps for numeracy and literacy and ensure that any students not making required progress quickly catch up
- Ensure there is no gap between FSM and non-FSM students- that the larger than average numbers of free school meals students achieve as well as students who do not receive free school meals
- Close the gap between boys and girls
- Close the gap between ethnicities
- Ensure the most able and SEN students achieve to the best of their ability
- Raise the aspirations of students above that of their immediate experiences.
- Ensure students are engaged in their education by offering an exciting curriculum and so attend school regularly.

We will do this by:

- Providing a curriculum in all years that focuses upon the core subjects of English, Mathematics, Science, ICT/Computing, PE, PSHE and RE. This will be supported by Technology, Arts, Humanities and MFL for all students in years 7 and 8, but in years 9 and beyond students will choose their options from these areas. *At each stage there will be at least two pathways available allowing students to feel supported yet challenged.*
- Personalising a student's curriculum is a key feature of Finham Park 2 with a clear emphasis in years 7 & 8 on ensuring all students achieve their best and any gaps have been closed.

- Developing Literacy and Numeracy skills will be a core part of our approach to maximising potential for its more deprived cohort- evidence from primary schools in the area of CV4 shows that many pupils need support with their progress in mathematics in particular. Maths Buddies will be set up using peer teaching methods with students from Finham Park 2 teaching primary school students under the supervision of maths staff.
- Every member of staff will model good literacy and numeracy in lessons and mentor time. All staff will be pastoral mentors and will deliver a personalised mentor programme that develops good literacy and numeracy skills. E.g. recall of basic multiplication tables, buddy reading and maths schemes (using students from local universities, Finham Park School and local businesses)
- Mandarin Chinese will be a third foreign language on offer at Finham Park 2 (in addition to French and Spanish). This will be a development of the programme of study at Finham Park School where it has been particularly successful. Finham Park 2 will benefit from the Confucius Classroom Programme working with Hanban teachers from China.
- In addition to this we will work with appropriate partners to ensure that there are opportunities for students to follow specialised routes from the age of 14, allowing them to pursue a particular career path, be it through a vocational curriculum route or accessing an apprenticeship pathway.

Key strategies in delivering this will be:

Transition

- A transition programme will be jointly developed with partner primary schools based specifically on the cohort moving on to Finham Park 2. This programme will be reviewed annually to continually adapt to our intake. This will ensure students are *challenged* from the *first day* in year 7 and students that need it are given the support they require. This will include:
 - Transition curriculum based on the 5 pillars of cross curricula learning e.g. ‘how we learn’ to include revision techniques and how to organise your learning; and ‘how we appreciate the world around us’ linked with the Geography department to increase pride in the City of Coventry and local communities (this will be linked with community projects (in partnership with local community groups) in the school run by student leaders and Friends of Finham parents association e.g. beekeeping and gardening club
 - Year 6 visits to local universities to raise aspirations.
 - Students will take part in the Children’s University Programme from primary school to increase uptake of out of hours learning and to raise aspirations and engagement.
 - Taking a proactive approach to help improve health in the area, supported by clear cross-curricula links and enrichment through ‘how to adopt a healthy lifestyle’ as part of ‘The 5 Pillars’. e.g. ‘grub club’ (see below), food technology, science
 - We will actively encourage the use of our specialist facilities at Finham Park 2 as there is a lack of facilities for young people in the locality
 - Available staff at Finham Park 2 can also be utilised by our partner primary schools so that primary pupils see Finham Park 2 as an extension of their own school, thus

smoothing transition. This will have the added benefit of mutual CPD opportunities for FP2 and primary colleagues- especially in English and mathematics training.

- As part of our mathematics and computing specialism part of our transition support will be focused on numeracy skills with the aim to improve progress in mathematics at KS2, as this is a key area for improvement in local primary schools: For example building upon the “Maths in a Suitcase Roadshow” already offered by Finham Park School as well as ‘The Funmaths Roadshow’ (www.maths.liv.ac.uk/funmaths) that will visit local primary partners where most needed. The English department will work with primary schools in a similar way.
- To support primaries with gifted and talented programmes to help stretch and challenge the most able e.g. *Limbrick Wood School are keen to collaborate to stretch high ability year 6 maths pupils and Park Hill School are interested in stretching their most able as part of Finham Park Schools Mandarin programme.*
- Primary Headteachers have stated that the engagement of some pupils and parents in the local area can be difficult and will be key to Finham Park 2’s success- this is evident, for example, in the attendance figures of several local schools. To help improve student engagement and to develop ‘How to become a responsible citizen’ (also needed to help tackle high levels of anti-social behaviour in the proposed area) we will develop a student leadership programme starting in primary school and linked to The Children’s University. This will be open to all students but responsibilities and opportunities will be targeted towards key individuals that may be vulnerable to underachievement and disengagement. As part of the student leadership programme a group of students will be trained to become ‘learning ambassadors’. These students will work with teachers to develop the best learning methods and opportunities to benefit all students at Finham Park 2 and its partner schools.
- To ensure a high number of admissions from the local area will also hold our first open evening (before we have a building) in the local area as well as at Finham Park School.

Curriculum & enrichment

We will provide personalised learning experiences from day one in year 7.

- With specific relation to our proposed intake we will set up an ‘Accelerated Learning Group’ (ALG) to help students that are underachieving make the most progress in the quickest time available i.e. to close the gap (students’ learning barriers and other issues will be analysed before joining the school in September to ensure bespoke support is put in place from the first day they arrive). These students, alongside other targeted students will have an extended day to ensure homework is completed, learning is supported and misconceptions are tackled.
- There will be a policy of delivering numeracy and literacy through small groups using the appropriately qualified staff.
- We will commit to *every child* having a Personal Learning Mentor from a local university, Finham Park School Sixth Form (and later Finham Park 2) or local businesses who will work with students to support, stretch and mentor as appropriate.
- It is likely that many of our students will not have eaten breakfast and may not be ‘ready to learn’ when they arrive in school; students may not have the facilities,

support or conducive environment at home to complete their homework. For these reasons, targeted students (though this will be open to all students) will have an extra lesson at the start and end of the day ('breakfast club' and period 6) for those students that need the most support- both Primary Headteachers and parents we have engaged with in the area have been particularly interested in this offer.

- As many of our proposed cohort may not have the same opportunities as their more fortunate peers in less deprived areas of Coventry, we will provide a 'minimum entitlement' of experiences for all students regardless of background, e.g. national and international visits (as part of International School Status which we would apply for) including visits to sports fixtures, the coast, theatre and art galleries as well as provide opportunities for activities that may only be available to more wealthy students e.g. Skiing, The Challenge Programme, some of which may be accessed by utilising Pupil Premium funding.
- Offer STEM (Mathematics, Science, Engineering and Technology combined) lessons called 'Discovery' to ensure subjects aren't seen as discrete and cross curricula links can develop- based on the 5 cross curriculum strands .
- Offer disapplication from MFL for students who need most support with English reading, writing and speaking
- Include opportunities for students to collaborate with Finham Park School students to develop 'how we become a responsible citizen' and encourage working with others e.g. year 8 residential; sporting fixtures; sports day; team building; awards evening; 'Graduation' at Coventry Cathedral; international links (China, USA, India, France, Spain).

Teaching and learning

- Classroom practice will be appropriate to intake and reflect the best pedagogical practices based on the most relevant research. For example, there will be a whole school focus upon formative feedback ensuring that all students know how to improve their work; as well as using effective 'primary' teaching strategies at Finham Park 2 where appropriate and vice versa.
- A bespoke CPD programme (provided by Finham Park School initially) linking performance management and whole-school teaching and learning strategies to ensure teaching staff provide well-planned and effective learning opportunities and teachers' mathematics and English knowledge is of a high standard. Staff at Finham Park and Finham Park 2 will have regular opportunities to share practice e.g. at Finham Park's Teaching and Learning Conference; collaborating in TaLK groups (teaching and learning communities) to develop outstanding pedagogy and schemes of learning; ensure a consistency of high standards across the two schools by working together on inter- departmental/ inter-school reviews; utilise the expertise in mathematics, stretching the most able students and in areas such as working with ASD students at Finham Park School to ensure the very best outcomes at Finham Park 2.
- Use of CLIPS (classroom intervention plans) to ensure teaching staff know their students well and personalise lessons to ensure the very best progress is made every lesson for all students.
- Teaching and learning will be supported by close mentoring of every individual student by vertical mentors: every student will have jointly agreed targets and an intervention plan that parents, the student and the mentor sign up to which is

reviewed regularly. This is designed to encourage the 3-way partnership between school, parents and the student. Our parental engagement officer will aim to ensure all parents are working with us in partnership.

Working with partners & community

We want Finham Park 2 to be at the heart of the community and not just be seen as a standalone 'school building'. We want to provide facilities and support that is desperately needed by the young people and wider community in the area. We fully recognise that we will be working with some of the hardest to reach communities in the UK and that a variety of social and community events; using the school as a hub for the community; the offer of adult and family learning; and regular trips and visits will be essential in engaging the community.

- Parental involvement is key to raising achievement (Joseph Rowntree Foundation, 2012). Throughout the year there will be regular opportunities to share information with parents (given in their home language where appropriate) and support parents to help support their children. This will be especially crucial with 'raising the participation age' and ensuring that we meet our target of 0% NEETS. We will keep in regular contact with 'hard to reach' parents who will be home-visited where appropriate- one member of the leadership team will have the responsibility to ensure high levels of parental engagement working with our parental engagement officer.
- Our message will be clear and consistent- high parental engagement, support and collaboration is expected to help ensure the very best from our young people. Where appropriate we will work with families and local agencies to help raise families' aspirations by helping parents from poorer families to believe their own actions and efforts can lead to improved outcomes.
- Working with local agencies, schools, police and community teams to help overcome barriers to learning, to raise aspirations and help develop a strong community e.g. Provide high quality assemblies with inspirational people through such events as 'Inspiring the future' (www.inspirethefuture.org) and 'Speakers for Schools'; utilise our Parental Engagement Officer to get the right advice and support if required.
- We will offer out of hours community use of buildings (dependent on buildings and site) to be used for e.g. youth club, music and dance classes; use of the library and ICT facilities/ lessons; and adult learning- something that is desperately needed in the local area according to local primary Headteachers and parents.
- Help overcome 'distractions to learning', for example to provide assistance with finding support to families in debt, or providing access to broadband and ICT facilities.
- All year 11 and 12 will be encouraged to take part in the NCS programme with support from Finham Park School as National Citizenship Service Champion School
- Work with local sports clubs e.g. rugby club, football, netball and hockey to provide 'leadership in residence' opportunities linked to sports leadership awards e.g. JSLA and CSLA, to improve engagement and teamwork
- We will continue to work closely with the local authority to ensure that our admissions policy will have a positive impact on the local community whilst limiting any impact on numbers for other local secondary schools.

Supporting vulnerable groups e.g. Pupil premium

- Have specialised HLTAs to support learning as well as develop independence in the student and teacher so that lessons are fully catered for individual students' needs and students are not reliant on support
- Many students from our proposed intake may have barriers to learning that will need further intervention. For this reason, we will offer counselling services for students that need the support to ensure they are engaged in learning and attend school.
- Employ a pupil premium mentor (as part of a wider pupil premium strategic plan) to ensure the very best progress, promote 100% attendance and to develop vital relationships with parents of vulnerable students
- Set aspiration targets for students, and ensure higher targets are set for those that have previously underachieved (including pupil premium)
- Offer intense support for students that are not achieving expected progress with their numeracy and literacy
- Provide learning equipment for students that cannot afford it so they are ready to learn and not disadvantaged.

To ensure that our support programmes are adapted to our final intake in September 2015 and beyond we will also use the Education Endowment Foundation findings from various projects across the country in addition to or instead of any of the above, particularly in relation to parental engagement, mathematics and literacy.

Structure of curriculum

Finham Park 2 will follow the National Curriculum as a basis for its curriculum but only where we feel that it has the most benefit for students' education, not as a one-size-fits-all. We will go beyond the National Curriculum in several subjects such as ICT and mathematics, but will follow exam specifications (based on the National Curriculum) to ensure the best outcomes for all of our students. Each area of the curriculum will be allocated sufficient time to make its specific contribution, but not so much that it squeezes out other essential areas. The amount of time allocated to each subject will be reviewed annually.

Our curriculum will provide a 5 year programme of study, designed to build and deepen learning and life skills over time whilst ensuring transformational opportunities for students at every stage. There will be 50 one hour lessons in a two week (10 day) timetable. In year 1 students will be taught in 4 main school mixed ability groups and 1 Accelerated Learning Group (developed specifically for Finham Park 2 and based on our proposed intake). The expected group sizes are likely to be 25 for the mixed ability groups and 20 for the Accelerated Learning Group. This structure will be supported by the 6 mixed ability mentor groups in each year which will be double staffed initially to create capacity for year 2 when additional year groups join and the vertical mentor groups will be created (also so the mentor has time to properly engage and build positive relationships with students and parents). There will be two formal pathways for year 7 students. The majority of the students will follow Pathway 1 highlighted below. A significant minority (20%) will join the Accelerated Learning Group, which will be focussing upon closing the gap for the vulnerable students at risk of underachieving.

Our curriculum will:

- Have personalised pathways for options (taken in year 8) to ensure the best possible outcomes with a 5 year curriculum model, with high levels of students achieving the Ebacc.
- Be an academic curriculum to include Mandarin Chinese and computing to stretch the most able and to develop a skilled workforce for local, national and international careers
- Incorporate outstanding advice and guidance, which will be a feature throughout all transitions.
- Be based on 5 cross curricular strands- The 5 Pillars of Finham-, based on the IB Middle Years Programme, to broaden and deepen students' experiences (see below)- this has been developed specifically for the intake of Finham Park 2.

How we adopt a Healthy Lifestyle

- How do I think and act?
- How am I changing?
- How can I look after myself and others?

•This area deals with key aspects of development leading to complete and healthy lives. It encompasses physical, social and emotional health and intelligence.

•The aim is to develop in students a sense of responsibility for their own well-being and for their physical and social environment.

How we become a responsible citizen

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

•Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

•Giving importance to the sense of community throughout the curriculum encourages responsible citizenship

•It seeks to deepen the learner's knowledge and understanding of the world around them both the local and wider community.

•The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society

How we appreciate Human Creativity

- Why and how do we create?
- What are the consequences?

•This area of the curriculum allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind.

•It provides opportunities for students to appreciate and develop in themselves the human capacity to create, transform, enjoy and improve the quality of life.

How we Learn

- How do I learn best?
- How do I know?
- How do I communicate my understanding?

•Students are provided with the tools to enable them to take responsibility for their own learning. Central to this is "learning how to learn" and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies.

•Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery.

How we appreciate the world around us

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?

•This area aims to develop students' awareness of their interdependence with the environment and the world so that they understand and accept their responsibilities.

•This assists students in:

- understanding the links between economic, political and social issues, and how these affect the environment
- developing positive and responsible attitudes towards their environments
- gaining the skills and commitment to contribute to their world.

For example:

- **How we adopt a healthy lifestyle**- As health problems are higher in the area of our proposed intake we will focus on 'Healthy lifestyles'. This will be developed through 'Grub Club'- vulnerable students will be invited to cook healthy alternative meals (ingredients provided by school) and serve them to each other/ local residents/ parents, whilst developing respect, politeness and good manners, as well as building upon the development of team work, problem solving and numerical skills.
- **How we become a responsible citizen**- as there is a high crime rate in the area of our proposed intake, we want the community to meet our students, to see them in a positive light and for our students to meet the local community so that they care about them and the local area.

- We will run community activities such as Macmillan Coffee Mornings, OAP Christmas party, carol service, etc. as well as develop opportunities whereby the students can work with local companies on projects to improve the local community.
 - Enrichment will include financial mathematics to develop key life skills of basic budgeting, opening a bank account, mortgages, taxes etc.
 - Work experience opportunities and the development of employability skills will be experienced from year 7- 13.
 - **How we appreciate human creativity**- The adult education from our proposed area is lower than many other parts of Coventry and our intake may have less opportunities to visit museums, art galleries or experience foreign travel. 'Creativity Days' will include: 'create a play in a day'; Appreciation of architecture visits and 'build your own skyscraper'; researching people who have overcome adversity to succeed; remaking the film *The Great Escape* for example.
 - As part of the Maths and Computing Specialism we will develop a STEM club that extends the learning from Discovery lessons. As part of the already strong student leadership links with GTECH USA (Washington) and Dennis-Yarmouth High School, Cape Cod students will work on special projects with high profile companies such as NASA for example we are in discussion with GTECH regarding an *iceberg tracking project*.
 - **'How we Learn'**- As stated previously, adult education is relatively low and so parents may not have the skills to be able to support their children at home or develop the skills their children need to be successful learners. We will develop a programme designed in partnership with primary schools to be delivered from transition until students leave school aged 18. This will ensure students have the tools and skills to be able to continue to learn for life. We will also develop workshops for parents to help them develop these skills at home.
 - **How we appreciate the world around us**- As stated previously many of students may not have experience foreign travel or have access to the arts. Through the specialism and STEM we will encourage an appreciation of the arts- students will go to the ballet or the opera. Students will use local museums to help appreciate how the community has changed over time. Other areas will be the impact of pollution on our world, the greenhouse effect and its impact on the world's capacity to feed its population.
- Have 'High value' vocational pathways to support entry to apprenticeships with the aim of up-skilling our students for current jobs and jobs of the future:
 - Working with Coventry & Warwickshire Local Enterprise Partnership (CWLEP) learning and skills group, and local universities we will develop strong links with local Advanced Manufacturing and Engineering companies (AME's) and develop apprenticeship access courses for KS3 which lead into intermediate (level 2) and advanced (level 3) apprenticeships
 - We will also use this partnership to up-skill staff in this area so they can give the best advice and guidance for our youngsters with regards to qualifications and careers and what skills/ qualifications are required of them
 - Offer 14-16 college places using the strong links already in place at Finham Park School to offer the most suitable level 2 courses for our students as appropriate e.g. hair and beauty; construction; equine studies; and engineering

- We will continue the themes of the 5 pillars of Finham throughout the sixth form. Finham park 2 will have a ‘Baccalaureate Sixth Form’ with the AQA Baccalaureate (A levels combined with high quality enrichment and an extended project), offered alongside the ‘Tech’ Bacc to prepare students for University and/ or work/ apprenticeships.
- Allow students to choose their options at the end of year 8 and then again at the end of year 9 to encourage engagement. The 5 year curriculum will NOT lead to early entry except in exceptional circumstances for small numbers of students e.g. poor attenders
- Offer a wide and varied enrichment programme to engender love of learning and a provide a broader experience. This will be taught vertically in years 7 and 8, and will help when choosing options for their future studies.
- Pastoral curriculum – the majority of our pastoral systems at Finham Park School have been developed from policies and protocols from schools in more deprived areas such as Great Yarmouth, Norfolk and Northfield, Birmingham. These procedures have been successful in these more deprived schools as well as at Finham Park School, and we are confident they will be successful at Finham Park 2.
 - High expectations of uniform, behaviour, classwork, homework and achievement will be expected built around the core values of Pride, Respect and Responsibility
 - Personal mentoring with a vertical college system as the school fills. (At Finham Park School students are grouped into mixed age colleges- not into year groups 7-11). Mentor groups (tutor groups) are made up of approximately 3 students from each year group. This leads to better relationships between students of all year groups and a more cohesive school community. A similar model will be adopted by the new academy.
 - Student leadership as a backbone to high engagement and achievement (and as part of the Children’s University Programme)
 - Student voice will be a key feature of the school through the innovative ‘baraza’ model- based on an African township model of citizen voice. All students will be able to air their views at weekly ‘mini’ barazas’ held in mentor groups. Information from these will feed into to whole school Barazas held every week with the Headteacher and other relevant staff. The result is that students can raise issues and/ or ideas and these can be actioned immediately/ over time or not at all, e.g. if too costly. The outcomes of the Barazas are shared with all other students and parents via displays, mentor time, website and social media
 - A praise culture with clear boundaries and consistently applied sanctions
 - Work closely with such organisations as the Positive Youth Foundation for students who are disengaged from education; and using the Teens and Toddlers Programme for targeted at risk students
 - All mentor periods will develop numeracy and literacy, especially encouraging reading for pleasure.

Section D: Education plan – part 2- Curriculum Model

Our curriculum is such a responsive model that the timetable can be further personalised throughout the year as the need arises for individual students.

Key Stage 3- Part 1 of our 5-year curriculum

All students will experience high quality lessons where the method of delivery will be varied and yet reflect the findings of the latest research into pedagogy. It will be a core feature of the school that ALL students will benefit from high quality feedback, peer mentoring and opportunities to reflect (based on the findings of the Sutton Trust and Education Endowment Foundation to support students' progress). Literacy and numeracy opportunities will be a core part of all lessons and homework tasks will include variety and challenge to build upon classroom learning.

Pathway 1

Subject/ other activity	Hrs/ wk	Mandatory/ Voluntary	Comments
English	3	mandatory	Students will initially be taught in mixed ability groups in year 7. Additional time will be allocated to ensure high levels of progress especially in grammar which is a key area in the new curriculum. Progression is to GCSE English Language and GCSE English literature at the end of year 11. Our modules will be based around the key skills required at KS4, but the content will subscribe to the 5 Pillars of Finham through a variety of texts types and authors. All Yr7s will have dedicated library lessons to ensure they can follow the Winners Read programme to encourage regular reading. Students who are underachieving in English may also have the opportunity of extra literacy input before and after core school hours. A high quality 'literacy across the curriculum programme' will be in place to help ensure that all students are making/ exceeding expected progress.
Mathematics	2.5	mandatory	Students will initially be taught in mixed ability groups in year 7. More teaching time is spent on mathematics through 'discovery'- see below. We will cover all areas of the NC and additional enrichment topics e.g. the history of Mathematics and the contributions of famous mathematicians ('How we appreciate human creativity' from the '5 Pillars'). Year 7 will be the first year of a 5 year curriculum preparing students for deeper learning will take place in preparation for GCSEs in year 11. All students will be entered for two qualifications. GCSE Mathematics will be completed at the end of year 11 and the majority of students will be entered for a GCSE in Statistics. The most able students will be entered for what is currently Level 2 Further Mathematics instead of GCSE Statistics. Students who are underachieving in maths may

			also have the opportunity of extra maths before and after core school hours. A high quality 'numeracy across the curriculum programme' will be in place to help ensure that all students are making/ exceeding the required progress in maths and can use mathematics in a variety of contexts.
Science	2	mandatory	We will follow the Key Stage 3 National Curriculum. During KS3, science lessons will build on knowledge, understanding and skills acquired and developed at Key Stage 2. The programme of study for Key Stage 3 emphasises the development of key scientific ideas from each branch of science and is designed to provide deep learning that will prepare students for KS4 and beyond. In addition students will develop and apply laboratory based skills through hands on experience. All 5 cross curricula themes will be developed throughout this course.
Discovery (STEM-maths, science, engineering & technology)	1.5	mandatory	Discovery is a programme of study <u>exclusive to Finham Park</u> and will be further developed for Finham Park 2. As part of The 5 Pillars of Finham, Discovery will be an integrated programme of study to include a research project based on learning and report writing modelling the EPQ approach. It began as a combination of Mathematics and Science, demonstrating the application of Mathematics in the real world and developing the skills common to both areas. At Finham Park 2 Discovery will incorporate STEM topics to enhance this understanding further.
ICT	1	mandatory	Mixed ability groupings from year 7. Elements of the NC will be included in this course but a greater emphasis will be placed on preparing students for Computing and hence projects on coding will be a key feature. The course will be broken down into 4 key areas: Digital Literacy, Digital citizenship, Digital Creativity and Computing and Coding. The core modules in year 7 will be : e-safety; infographics and research; game design; spreadsheet modelling; and scratch programming. The content of this course is closely linked to the 5 pillars of Finham, especially 'How We Appreciate Human Creativity' and 'How we adopt a Healthy lifestyle'. Progression to KS4 will be through an appropriate qualification in ICT but a significant number of students will study GCSE Computing according to their ability in Mathematics and Science and their performance in the Computing related modules in KS3. 'How we learn' cross curricula theme will be developed throughout the course.
Technology	1.5	mandatory	Students will follow a carousel of technology subjects in product design, resistant materials, textiles, graphic products and food technology to ensure all students have a broad experience. Students will develop their literacy, mathematical and ICT skills throughout their learning. 'How we adopt a healthy lifestyle', 'how we appreciate human creativity' and

			'how we learn' will be explicit cross-curricula themes running throughout the course.
Modern languages	2.5	mandatory	In both French and Spanish, we will follow the National Curriculum. Literacy will be delivered through reading and writing activities with a focus on accuracy of spelling and grammar as well as expressing opinions. The most able students will have the opportunity to use different verb tenses; justify their opinions; learn how to sequence their work with connectives; and describe the actions of people other than themselves.
Enrichment (to include Mandarin)		voluntary	<u>Enrichment</u> The enrichment programme is designed to introduce students into areas that are not normally covered by the National Curriculum. The variety of opportunities offered through this programme will reflect the specialism of the school and intake i.e. there will be programmes on Ciphers and Codes, Engineering, Business Enterprise and Media whilst being balanced by Drama and Licence to Cook. However a core subject for all students within this rotation is Mandarin, where students are introduced to the culture and language of China. This is an introductory course and can eventually lead to GCSE in this language. All of these subjects will be designing their content around the 5 pillars of Finham bringing the curriculum together in a meaningful manner. In addition, these sessions will emphasise the development of students' learning skills which will impact positively upon their progress across all subjects. Students will opt for the areas they would like to study and will eventually be taught in mixed aged groups across years 7 and 8.
Geography Geography Immersion- taught in French/ Spanish	1.5	mandatory	Immersion teaching will take place for the most able students in languages. Students will be in mixed ability groupings in year 7. The geography curriculum will closely follow the new National Curriculum model and schemes of learning. All of the topics will be used to explicitly develop the 5 cross curricula themes as well as improve communication, explanation of ideas and points of view. This will be alongside geographical skills looking at map work, graphing and a geographical way of looking at the world. Literacy, numeracy and ICT skills will be incorporated throughout the course.
History	1.5	mandatory	Year 7 will study a variety of historical periods which will allow students to be introduced to and develop key historical skills: chronology, causation and consequences. Each period studied will identify key changes to society and our world and 'change' will link the three terms of study. Students will start by focusing on the Norman Conquest and the life in medieval Britain and how it was transformed. Students will also study the Reformation; Henry VIII, Mary Tudor and Elizabeth I will be formally assessed. Lastly the students will study the

			Industrial Revolution and Slavery focusing on how Britain experienced industrial change and its consequences. The 5 cross curricula themes will be developed throughout the course.
Religious Education	1	mandatory	We will follow the Agreed Syllabus for Religious Studies for Coventry. All students in Year 7 will be introduced to the study of religion by considering the importance of learning about religious beliefs and practices when living in a multi-cultural society. Throughout the year, students will study aspects of the 6 major world religions and look specifically at religion in their local community. Literacy skills and the 5 cross curricula themes will be developed throughout the course especially 'How we become a responsible citizen'. The most able will be stretched by the use of Philosophy for Children in the classroom and our most gifted will be given the opportunity to enter the NATRE art project in the summer term.
Art	1.5	mandatory	Students will be given the opportunity to study contemporary and historic artists, and designers' work. Contextual understanding, SMSC, literacy and 'How we appreciate human creativity' will be developed throughout the curriculum.
Drama/Music	1.5	mandatory	As part of a creative arts curriculum whereby Music and drama are taught across the year. Students will study 4 blocks of 9 weeks with 3 hours over 2 weeks. They will study 2 blocks of drama and 2 blocks of Music. Both of these subjects deliver the 5 Pillars of Finham focussing upon creativity and Healthy Lifestyle in particular. Students will be introduced to the basics of drama, developing teamwork and evaluation skills through teaching that encourages problem solving and the sharing of ideas to promote mutual respect. The Year 7 curriculum will follow the National Curriculum guidelines for Music. Literacy, numeracy, ICT and cross curricula themes will be taught throughout the course. More able students will be stretched through further development of Musical Theory work (ABRSM) supporting their development ready for GCSE.
PE	2	mandatory	In Year 7 Physical Education lessons, students will study a variety of individual and team game activities. Students will also be encouraged to take part in an extensive extra-curricular programme, linked to the Children's University programme.
PSHE	1	mandatory	We will combine elements of NC Citizenship content with aspects of non-statutory content, to offer a curriculum suited to our students' needs. From Yr7, emphasis will be placed on attitudes and choices, with a focus on cross curricula themes such as 'how we adopt a healthy lifestyle' and 'how we become a responsible citizen'.
TOTAL	25		TOTAL of core teaching time

Mentor time	4.17		This will be a highly focused 20 minutes every morning to ensure students are ready to learn for the rest of the day, as well as have opportunities to reflect on current affairs, read, develop numerical skills. The mentor will know the students well (both personally and academically) and have a clear programme of interaction, engagement and monitoring with the students. They will model good literacy and numeracy with the students. In year 6, 6 th form students will support students in mentor time alongside the mentor. The mentor time programme will develop the key themes of pride, respect and responsibility as well as 'how we become a responsible citizen'.
Breakfast club	2.5	voluntary	This will be mandatory for students that will most benefit from the support. Decisions will be made in partnership with parents and students. Students will use breakfast club to complete homework, improve their reading, writing and numeracy.
OOSHL (out of school hours learning)	5	Voluntary	To include: homework club (mandatory for targeted students); sport training and matches; extra tuition (mandatory for targeted students); variety of other clubs (dependent on staff experience and interests), Some examples of OOSHL: 'The Great Finham Bake-off', 'Just Dance' Competitions; The Cube; chess tournaments; creative writing, school production; maths challenge. Further examples of OOSHL activities can be found at http://www.finhampark.co.uk/oohsl This will be linked to the Children's University programme from primary school.

Pathway 2 (where different from pathway 1)

The ALG will follow a parallel curriculum- this pathway has been developed specifically for the intake of Finham Park 2. It must reflect the ability of the child but also allow the flexibility for students to move out of this group and join pathway 1 when it is felt that this would be in the interest of the child. Below is a table that merely identifies the difference between to two courses. There will be fewer teachers for this group to aid the transition programme from primary to secondary with Humanities, in particular, being taught as a themed subject integrating the areas of study whilst reflecting the Programme of Study from Pathway 1.

Subject/ other activity	Hrs/ wk	Mandatory/ Voluntary	Comments
English	3 + 1+0.5 total = 4.5	mandatory	The core lessons will follow a curriculum as identified above. In addition to this all children in this group will participate in the Every Child a Reader Programme. The structure of this will be across the week to ensure that students read regularly. Students will be supported in mentor time with their reading through a peer support programme to maximise the progress for all students and

			to develop a love of learning. The additional 0.5 lessons per week is a literacy lesson. This may be integrated within the English allocation or may be taught as a discrete literacy lesson.
Mathematics	3.5	mandatory	There will be an additional 1 hour per week for mathematics. This will allow students to fill any gaps in their numeracy and ensuring deep learning takes place. Teaching techniques will be designed to increase levels of enjoyment from students who may already think that mathematics is an intimidating subject. Best practice from KS2 will be used to ensure that transition to secondary ready is achieved as soon as possible. These lessons will be double staffed in year 1 to maximise the progress of the students.
Science	2	mandatory	Core science time will be the same as in pathway 1 but may be at a different time of the working week. This will allow students access to the laboratories to experience “Hands On “ Science
Discovery	1.5	mandatory	Wherever possible the ALG will work on the same programme of study in Discovery. This will support numerical skills and their science knowledge
Modern languages	1	mandatory	Spanish- students will be taught the basics of the Spanish language. The emphasis will be upon speaking and listening rather than the written word and formal grammar. Students will also study the culture of the Spanish speaking communities.
Enrichment	1	voluntary	Students will participate in the enrichment programme but will not complete the Mandarin option.
Humanities Geography/History /RE	4	mandatory	Humanities will be an integrated Programme of Study. This will build upon the experiences of Finham Park School, where integrated Humanities has been taught very successfully to reduce the number of teachers students experience aiding transition for the most vulnerable students. The areas for study will reflect pathway 1 to ensure transfer between pathway 1 and 2 can take place.
TOTAL	25		TOTAL of core teaching time

Year 9 Curriculum - Start of the KS4 Programmes of Study- Part 2 of our 5 –year curriculum

The core curriculum for our students will be: Mathematics, English, Science, IT, MFL and as such these have been given a significant time period across the timetable to allow for success in these areas. The ‘5 Pillars’ cross curricula themes will continue to be built developed throughout the curriculum in KS4. Students will choose 6 options for this year and will start their KS4 Programmes of Study. Students that are felt to be unable to cope with 6 subjects or need additional support in Mathematics and English

will be offered a restricted number of options and the time freed up will be used to improve progress in the core areas.

Subject/ other activity	Hrs/ week	Mandatory/ voluntary	Comments: 2 WEEK TIMETABLE, SO TOTAL LESSON TIME IS 50 HOURS
Mathematics	3.5	M	All students will follow 2 courses in this area. GCSE Statistics - This course has been chosen to support the data handling section of the Mathematics GCSE. The controlled assessment in GCSE Statistics ensures students understand the application of statistical techniques. This course will be assessed at the end of year 10. There are no resits as year 11 is a focus on GCSE Mathematics OR AQA Level 2 Further Mathematics- this course will be for the most able students. It will offer challenge to the most able and will smooth the transition for those students intending to study A level Mathematics. This examination will be taken at the end of year 11 AND GCSE Mathematics will also be taught this year, focussing upon the numerical topics required for competent statistical manipulation but then moving onto the broader course content. This course will be taken at the end of year 11
English	3.5	M	All students will study GCSE English language and GCSE English Literature. Both of these GCSEs will be taken at the end of yr 11
Science	3	M	During this time students will be taught either: Triple science- It is expected that most students will be identified in year 9 as possible triple scientists. These students will follow the separate sciences in years 9, 10 and 11- OR: Core and Additional science GCSE
IT	1	M	All students will follow a formal IT qualification as part of our maths and computing specialism: Computing GCSE- Students competent in Mathematics and English and showing programming skills will follow GCSE Computing. This course will continue into yr 11 and examination will be at the end of yr 11. Students who are identified as not having secure achievement in mathematics, English and programming will follow an alternative ICT course. This will currently be Btec ICT. This qualification will be completed at the end of year 11
MFL	2.5	M	Students will continue to follow the MFL studies in years 7 & 8. They will start the GCSE course in year 9 to build student confidence that they can achieve a qualification in MFL.
PE	2	M	In line with Healthy Schools directive all students will follow 2 hours of physical activity per week. Students will

			have the option to follow a KS4 qualification in Sport starting in year 10
RE	0.5		This will be an integrated curriculum between the two areas. It will cover the statutory requirement and at the end of year 11 students will complete the full GCSE in Philosophy and Ethics. Further development of 'how to be a responsible citizen' will be emphasised.
Option subjects (x6)	1.5		Students choose 6 option subjects from the list of courses available. Students will start the formal KS4 course in yr 9.

Year 10 Curriculum (where different from year 9)- second year of the KS4 course

Subject/ other activity	Hrs/ week	Mandatory/ voluntary	2 WEEK TIMETABLE, SO TOTAL LESSON TIME IS 50 HOURS
Mathematics	3.5	M	
English	3.5	M	
Science	4.5	M	
IT	2	M	This is the second year of the GCSE course in Computing. The general ICT qualification will be completed this year .
PE	2	M	In line with Healthy Schools directive all students will follow 2 hours of physical activity per week
PSHE/RE	1.5		This is the second year of the KS4 integrated curriculum leading to full course RE.
Option subjects (x4)	2		Students choose 4 option subjects to continue throughout years 10 and 11 from the 6 options they studied in year 9 or MFL or Sports studies

Year 11 Curriculum (where different from year 10)

This is the third year of the KS4 courses. The curriculum in year 11 will be refined to allow for more personalisation across the cohort. The curriculum rolls forward from year 10. The only change is that the year 10 curriculum does not roll forward as the students who studied ICT will finish their qualification in year 10. This time will be redistributed in the following way:

Subject/ other activity	Hrs/ week	Mandatory/ voluntary	Comments: 2 WEEK TIMETABLE, SO TOTAL LESSON TIME IS 50 HOURS
Mathematics	4	M	This is an increase of 0.5 hours per week to ensure time for deeper learning in preparation for the examinations at the end of year 11
English	4	M	This is an increase of 0.5 hours per week to ensure time for deeper learning in preparation for the examinations at the end of year 11
Personalised support	1	V	Each student who has studied Btec ICT and completed will have an additional hour per week to work on areas of weakness: Extra Mathematics; Extra English; Students

		who are making expected progress in Maths and English will be able to follow the EPQ course
--	--	---

Post 16

We will expect most of our students to continue to study at Finham Park 2 6th form with a goal of going onto higher education. However, for some students, starting an apprenticeship will be more relevant and with high quality CEAIG we will ensure these students are fully prepared to take on this next stage of their life. Students at Finham Park 2 6th form will follow a Baccalaureate Curriculum –either the **AQA Bacc** or the **Technical Bacc**.

The programmes of study will offer breadth beyond the basic level 3 courses in order that students are prepared for the next stage of their life. All students will follow AS General Studies for breadth and complete a level 3 EPQ developing the skills for managing a major piece of work. This is in line with the current PoS at Finham Park School that has been in place for a considerable time. The courses on offer at Finham Park 2 6th form will link directly to appropriate degree level courses, apprenticeships and foundation/ access courses to university available at, for example Coventry University College, e.g. business, accounting, financial services, IT and health and social care.

Subject/ other activity	Hrs/ week	Mandatory/ voluntary	Comments: 2 WEEK TIMETABLE, SO TOTAL LESSON TIME is 50 HRS, so all allocations will be doubled across the 2 wks
Advanced 1	4.5		Students choose from the list of A levels to complete over a 2 year course
Advanced 2	4.5		Students choose from the list of A levels to complete over a 2 year course
Advanced 3	4.5		Students choose from the list of A levels to complete over a 2 year course
AS4	4.5		Students choose 1 AS level from the available list
AS General Studies	0.5		As per the specification.
Personal development	1.5		This is an accredited programme whereby the broader aspects of post 16 curriculum can be recognised. This will be a combination of the courses available through enrichment, work experience and broader contribution to the community
EPQ	1		All students will complete a level 3 EPQ
Mentor time	1.7		There will be a 20 minute mentor time each morning with 1 assembly in the 2 week cycle. This provides IAG across careers, university applications and health. 6 th form students will support 'main school' mentors in PM mentor time

In addition students will follow courses outside of the AQA Bacc

Mathematics	2		All students will need to follow an additional post 16 course in Mathematics. This will be one of the following: AS/A2 Mathematics Core Mathematics (if they have achieved a grade C at GCSE) Mathematics resit for GCSE
English	2		GCSE Resit for students who have not achieved a Grade C in English

For students whose GCSE grades are lower will be invited to take 3 courses to advanced level, rather than 4. They will continue with General studies and Personal development but may do either EPQ or ASDAN AOPE course. The Technical Baccalaureate will be offered to students for whom it is most appropriate.

The Technical Baccalaureate

Subject/ other activity	Hrs/ week	Mandatory/ voluntary	Comments: 2 WEEK TIMETABLE, SO TOTAL LESSON TIME IS 50 HRS, so all allocations will be doubled across the 2 wks
Level 3 Technical course	4.5		1 DfE approved Tech level-this may be the equivalent to 1 or 2 level 3 qualification(s)
Level 3 Mathematics qualification	4.5 2		AS/A level Maths Core Mathematics
Advanced 3	4.5		Students choose from the list of A levels to complete over a 2 year course
AS4	4.5		Students choose 1 AS level from the available list
AS General Studies	0.5		As per the specification
Personal development	1.5		This is an accredited programme whereby the broader aspects of post 16 curriculum can be recognised. This will be a combination of the courses available through enrichment, work experience and broader contribution to the community
EPQ	1		
Mentor time	1.7		There will be a 20 minute mentor time each morning with 1 assembly in the 2 week cycle. This provides IAG across careers, university applications and health.

Length of the school day:

Finham Park 2 will follow a two-week timetable along with an extended day. Students will follow a traditional curriculum of 5 hours of core lessons, Mentor time and supervised Mentor enrichment along with supervised additional enrichment in a variety of activities. The length of the lessons at Finham Park 2 in KS3 and KS4 will be mainly an hour in length for most subjects. Practical subjects such as D&T and PE will be two hours in length where possible because of the nature of these subjects. KS5 lessons will mainly last at least two hours in length, to allow for students to develop greater depth in their learning or to allow more collaboration in their learning. The school day

has been designed specifically to support our proposed intake to ensure the best possible chance of success.

Length of the school day

Time	Duration	Activity	Description
8.00- 8.40am	40 mins	Breakfast Club	A variety of activities with breakfast available
8.40- 9.00 am	20 mins	Mentor time	Registration and mentor groups activities based on 5 Pillars and Pride, Respect, Responsibility
9- 10am	1 hour	Period 1	Timetabled lesson
10-11 am	1 hour	Period 2	Timetabled lesson
11- 11.20	20 mins	Break time	
11.20- 12.20	1 hour	Period 3	Timetabled lesson
12.20- 1.20	1 hour	Period 4	Timetabled lesson
1.20- 2pm	40 mins	Lunch	Variety of lunchtime clubs available
2-3pm	1 hour	Period 5	Timetabled lesson
3-3.30pm	30 mins	Mentor time & supported study	Registration, study support, homework time
3.30- 4.30pm	1 hour	Additional enrichment	

Curriculum and Qualifications:

Student attainment at the end of Key Stage 4 will consist of recognised qualifications in subjects that open doors to a broad range of graduate choices as detailed by the Russell Group. The University of Birmingham and the University of Warwick are included in this group and are local to Finham Park 2. The qualifications that carry real weight for entry to higher education or for getting a job make up the English Baccalaureate (C grade or better in English, Mathematics, History or Geography, the Sciences and a language). The academic curriculum at Finham Park 2 is designed to give every student the opportunity to study the English Baccalaureate.

Finham Park 2 will offer GCSE qualifications in the core, additional and creative subjects. PSHE, Citizenship and Careers will play an important part in developing students' spiritual, moral, social and cultural capacity. In addition, a selection of vocational courses will be offered at Key Stage 4 depending on cohorts and the most suitable offering for students according to preferences expressed by students for example: BTEC and OCR nationals. These programmes may particularly appeal to

those students that have aspirations to commence a professional line of work at the age of 18 or go onto apprenticeships, and may not have the desire to undertake a degree at University.

This list of qualifications to be taken at Finham Park 2 is based upon the courses taken at Finham Park School and are best suited to the courses that we will offer as well as our students. These will evolve to adapt to our students' needs and as new qualifications become available.

Level 2 EXAM SUBJECTS

The subjects to be taken at KS4 & 5 are based on Finham Park 2's specialism and intake to ensure coherence from KS2 through to employment or further study.

Level 2 SUBJECT AREA	SUBJECTS
ART	Fine Art; Photography; Graphics; 3D Art & Design
ENGLISH	English; English Lang; English Lit
MATHS	Maths (Linear); Statistics (Year 10)
HISTORY	History A (Schools History Project)
GEOGRAPHY	Geography
RE	Religious Studies OCR Full Course
CITIZENSHIP	Citizenship
SCIENCE	Science A (Double)- Core; Additional Separate (Triple) Science BTEC Applied Science 1 st Diploma/1 st Certificate
FRENCH	French Full Course
SPANISH	Spanish
CHINESE	Mandarin
DT	DT: Product Design; Catering;
CHILDCARE	BTEC Level 2 First Certificate
DRAMA	Drama & Theatre Studies
PE	GCSE PE
MEDIA	Media Studies
BUSINESS STUDIES	Business Studies (FC)
ICT	BTEC ICT (Y10); L2 Higher Project (Y11)
MUSIC	Music

L3 Exam subjects- this may change depending on final intake

Level 3 subject area	SUBJECTS
ART	Fine Art; Photography; Graphics
ENGLISH	English Lit B; English Lang & Lit
MATHS	Maths ; Further Maths
HISTORY	History
GEOGRAPHY	Geography B
SCIENCE	Chemistry; Physics; Biology; BTEC L3 Edexcel
COMMUNITY LANGUAGES	Polish; Chinese, Punjabi Will vary according to demand
DT	Design (Product Design), engineering
PE	Physical Education

Level 3 subject area	SUBJECTS
BUSINESS STUDIES	Business Studies
ICT	ICT (Applied); GCE Computing
PSYCHOLOGY	Psychology
GENERAL STUDIES	General AS Studies A
Further examples of vocational qualifications that we would offer	NCFE diploma in Photography; AAT diploma in accounting; City & Guilds in Health & Social Care; BTEC travel & tourism; applied art and design; applied business; applied IT and applied science

A greater breadth of subjects will be available with support from Finham Park School 6th form.

Assessing and meeting the needs of all students

Assessing students

Students will have arrive at Finham Park 2 with reported scores on leaving Primary School stating whether pupils are 'secondary ready' (score of 100), their rank in the national cohort (decile), their 'progress score' (compared to similar pupils) and during the first half term, students will also take the CATs tests (Cognitive Ability Tests) - SATs will be used in 2015 until levels are removed. In some subjects baseline tests will be used to help set meaningful targets. We will use the data combined to set challenging targets as outline below. The data will be input into SIMS.net that can be accessed by all staff. Students will have regular common assessments based on the schemes of learning after which data will be collected via SIMS and used for progress checks and reporting to parents. Mentors will go through data with students on a regular basis to see if they are on track and, in liaison with relevant colleagues and put in place interventions as needed. Subject leaders and teachers will also monitor the data for their area and monitoring will take place at middle leader and senior leadership meetings, viewing each child as an individual.

Finham Park MAT (once approved) will work with its partners to develop the most effective way of setting targets and measuring and monitoring progress once levels are removed. We will work closely with our primary partners to ensure that 95% students are 'secondary ready'.

Special Educational Needs

We believe that every child with SEN can reach their full potential and can make a successful transition to adulthood and the world of further and higher education, training or work. The new Code of Practice will be the cornerstone of SEND provision at Finham Park 2.

The school will flexibly adopt the three-stage model for the identification and assessment of Special Educational Needs and the wider definitions contained within the Code of Practice. The school will acknowledge that any student may experience difficulties and require support at some stage. All students have the same right to a broad, balanced and appropriate curriculum, which must be differentiated to ensure that progress is maximised. Full curriculum access and integration will be our priority. On occasions students may require modified curriculum provision or withdrawal from

specific lessons for bespoke teaching. Reasonable adjustments will be made to ensure that every student is able to succeed. Students with Special Educational Needs will be the shared responsibility of all staff who should attempt to meet the requirements of each and every student in their class. Teachers will meticulously plan all lessons and adapt activities in order to meet individual needs. Examples may include appropriate resources for hearing impaired students, writing frames for students with specific Literacy difficulties or visual cues for Autistic Spectrum students.

Crucially, parents will be involved as partners in the education of their children. If external agency support is required, Finham Park 2 staff will seek advice and co-ordinate support from the appropriate services. Finham Park School's expertise with SEN students will be utilised to develop a high quality provision at Finham Park 2.

The aims of SEN provision will be to raise levels of achievement and enjoyment of all students by enabling them to access an appropriate curriculum, fulfil their potential and make exceptional progress. The first key objective will be to target and support SEN students by establishing a clear process of early identification, using internal and external assessment.

SENCo Role (QTS and National Award required):

The SENCO will:

- Be responsible for the day to day operation of SEN Provision
- Prepare information for annual reviews
- Co-ordinate SEN information/communication
- Monitor and evaluate the impact of SEN provision and access to learning across the school
- Ensure that SEN provision is accurately recorded and appropriate to each student
- Support the assessment and integration of all mid-term admissions and ensure that all staff are aware of their roles and responsibilities with regard to SEN
- Liaise with Coventry SEN and colleagues at partner schools before, during and after transfer
- Regularly update the SEN register
- Meet and plan with professionals from external agencies
- Co-ordinate the termly review and completion of IEPs for all students on the SEN Register
- Encourage the professional development of Support Staff
- Collect parental views and student voice on SEN provision

Subject Teachers/ Mentors will:

- Identify students experiencing difficulties
- Read all the information concerning the students they teach, which is provided by SEN department
- Communicate agreed SEN targets with identified students, their parents and appropriate agencies
- Provide one to one or small group work to meet specific needs, or ensuring students participate in appropriate targeted intervention
- Provide in-class support from Teaching Assistants and other appropriate adults

- Accept prime responsibility for the implementation of IEPs and SEN strategies and complete a review and an IEP for all students with SEN as necessary
- Monitor and assess students and regularly updating the SEN register/ Provision Tracker
- Establish and monitor centrally held and current SEN records for the school
- Ensure effective liaison with partner schools for SEN students in Year 6 and co-ordinating Individual Transfer programmes
- Work in close partnership with the providers of specialist services for students with SEN
- Monitor impact of SEN support in raising attainment by maximising student potential
- Provide evidence in their planning and assessment of the needs and progress of SEN students,
- Produce challenging and differentiated work to meet learning targets of SEN students,
- Share SEN issues at Departmental Meetings,

Teaching Assistants will:

- Liaise and work collaboratively with mentors, Heads of Year, and teachers
- Monitor students' progress in class and update SEN records,
- Work with students in mentor time, lessons, individually or in small groups in the Personalised Learning Centre
- Inform SENCO of emerging SEN issues
- Prepare documentation for reviews and IEPs
- Attend weekly feedback meetings
- Monitor differentiation by class teachers and use to evaluate progress towards IEP targets.

Heads of Department will:

- Ensure IEP's are accessed through SIMS
- Ensure curriculum plans detail strategies for differentiation
- Use departmental resources to build the teaching resources available for SEN
- Monitor teachers plans to ensure they include appropriate differentiation for students with SEN
- Ensure assessment procedures are appropriate for students with SEN.
- Identify underachievement of SEN students and liaise with SENCo,
- Provide SENCo with scheme of work for all year groups,
- Be responsible for distributing IEPs to their department,
- Include SEN on departmental agenda and provide minutes to SENCo where appropriate,
- Monitor the quality of assessment and diagnostic intervention in colleague's teaching.

Leadership team will:

- Ensure that SEN receives appropriate staffing, funding and resources,
- Evaluate provision and implement current legislation,
- Oversee Year 6 student transfers and the processes for in- year admissions,

- Work with the SENCo and middle leaders in identifying and meeting Professional Development needs,
- Liaise with outside agencies when necessary,
- Monitor issues of equal opportunity,
- Provide a range of targeted intervention and strategic support for all students,
- Monitor impact of SEN provision in raising attainment and narrowing gaps.

Governors will:

- Identify one governor with a special interest in SEN.
- Report on the effectiveness of the SEN policy in their annual report
- Use their best endeavours to ensure that students' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students.

Other Agencies and Partners

It is likely that some students at Finham Park 2 will require additional support from external agencies. Examples may include Local Authority Behaviour Support Service (LABSS); Hearing Impairment team, Communication and Autism team (CAT), Speech and Language therapists, Educational Psychology service, Children and Adolescent Mental Health Service (CAMHS), Coventry Children's Services, Integrated Family Support Teams, Counselling services and GPs/Paediatricians.

Gifted and talented

In every year a group of students will be identified as being gifted and talented in a number of subjects which will formulate the able, gifted and talented students for that year group. These students will sometimes be our high attainers and it is essential that they continue to make the expected progress for key stage 2 to key stage 4. All of these students will be given an IEP which will establish targets under the main headings of leadership, achievement and peer support. Students will also be identified by individual subjects where they have a specific talent. These students will be tracked by individual subjects on progress. They will have opportunities to share experiences with gifted and talented students at Finham Park School and will experience teaching that will stretch and challenge them.

EAL

We will ensure we have the relevant skills and strategies to be able to support these students. We will investigate the individual's history to track how long they have lived in this country and the amount of English that is spoken at home. We will provide enrichment sessions to give additional support for their basic English language. We will also provide students with specific ICT based programmes and dictionaries to help in their development of the English language. Finham Park School's expertise in this area will be utilised and shared with Finham Park 2. EAL students will have opportunities to work with EAL students from Finham Park School as well as working with EAL undergraduates from local universities.

Pupil premium Targeted Students

It is expected that we will have some looked after children within our intake. We will ensure that we gain all of the information we need from their previous school to enable us to meet their needs. We will take responsibility in ensuring that all agencies involved in the welfare of these children regularly meet to discuss their progress. We will have a designated person responsible for Looked After Children who will ensure that the students' personal education plan is kept up to date and all relevant people are informed of progress.

Finham Park 2 will use the allocation of additional funding provided through Pupil Premium to support specific groups of children who are vulnerable to possible underachievement. Additional funding in this way will support students in the following ways (but not limited to this list):

Year 7

- Maintain smaller group sizes in mathematics (5 groups with smallest group- the ALG <20)
- Higher levels of HLTA support in year 7
- Considerable time devoted to support transition
- Curriculum adjustments according to need to provide additional time in Personalised Learning centre (PLC)
- Flexible pathways where students can move between the ALG and core curriculum.
- IT/Technology/Enrichment groups all size 20 max
- High levels of support through PLC
- Small groups of literacy support in years where appropriate
- Additional grouping in core subjects to reduce group sizes (average group size 24)
- Challenge for the most able to include Mandarin
- Provide an engaging summer school before starting year 7 in September
- Programme to encourage parents into school whenever appropriate
- Targeted attendance focus on vulnerable students from year 6
- Reduction of barriers to learning, for example offering internet access, support with school equipment and uniform etc.

Years 10 & 11

- PLC support including counselling
- Small groups in core subjects
- Small groups in certain options to ensure students can access a full range of suitable courses
- College courses
- Mentoring in PLC (Personalised Learning Centre)
- Revision classes – after school. Easter and February half term
- Intensive revision days in mathematics and English
- Motivational speakers
- Trips to HE
- Employing a Pupil Premium Mentor (to work with students for all year groups) to monitor attendance, engagement and progress and intervene as necessary.
- High quality aspirational work experience placements

- Innovative and exciting curriculum offer that adapts to students needs and local, national and international demands.

Year 6-7 Transition

Before students start at Finham Park 2 we will:

- Visit our partner schools (Pastoral Head or Assistant Pastoral Head and/or SENCO) and note students who have already been identified as having SEN, behaviour issues, attendance issues, G&T etc., and collect information about their educational history.
- Undertake follow up visits as necessary to discuss individual students in more detail as well as any educational support services who may have been involved with the student, and from the parents/carers.
- In many cases the SENCO will attend the annual review meeting in Year 6 for students with statements of SEN who will be transferring to Finham Park 2 in Year 7
- Engagement activities to encourage more parental involvement in school e.g. summer school, regular parental meetings, celebration events, social events.

Once students arrive in school, we will:

- Undertake a range of baseline and other assessments to identify students with special educational needs as well as establish students' strengths and areas of difficulty
- Meet with parents of all students during the first term at Finham Park 2 on Meet the Mentor evening
- Review any existing Individual Educational Plans (I.E.P.s) in consultation with the students and parents/carers during the first term and discuss the placement of the student on the school's SEN register with parents/carers

Section D2- measuring student performance and setting challenging targets

Proposed KPIs & targets

As stated in section C, all targets are based on national and LA data alongside 'local school data' (from schools in the South West of Coventry) and Finham Park School data, taking into account the significantly less deprived intake.

Finham Park 2's KPIs are based on the key areas from Finham Park School's strategic framework for school improvement. These in turn were based around research into 'personalising learning' carried out by Sir David Hargreaves for the SSAT in 2004. Originally, through working with school leaders, 9 'gateways' to achieving success in personalising learning were identified – these were later grouped into 4 'deeps' – Leadership; Learning; Support and Experience in a drive to improve personalisation and co-construction in students' learning and experiences in school (we have added another area - that of 'outcomes'). The deeps will be used as headings for Finham Park 2's Strategic Framework for school improvement, with senior leaders responsible for each area, linked to performance management. Our KPIs will also be based on the '5 Pillars of Finham'- our cross-curricular themes based on the International Baccalaureate middle years programme.

KPI 1: High quality 'Outcomes' for all of our students

KPI 1 outcomes includes student achievement, attainment, attendance, and destination after leaving the academy.

Finham Park School already has a strong track record of excellent student outcomes and progress:

- In 2013 74% students achieved A*-C EM (76% English, 85% maths);
- 2012 data: 68% students make expected progress in English and 87% in mathematics though there was a dip in results this year (2011- 78%; 2010- 76%)
- Attainment and progress over the last three years has been significantly above national averages with the achievement of all groups of students being either in line with or significantly above national data.
- Ofsted: "based on their starting points students make outstanding progress."

Attainment and Achievement Targets:

- 80% students making expected progress KS2-4 in English & maths- this is based on national average (70.4% & 70.7%); the LA average (69.6% & 68.4%); the 'local group' of school averages (71% & 71.6%) and Finham Park School's (76% & 82%). However, we will aim for 100% of students making expected progress
- At least 90% year 7 students making expected progress in core subjects by the end of each academic year.
- 95% students, regardless of background or SEN, leave school with 5A*-C GCSE (national average (National =60.6% GCSEs or 82.9% with equivalent))
- 5A*-C including English and Maths to be significantly higher than national average at 70% (53.6% national, 56.4% LA, 59.3% for 'local schools', 74% Finham Park)
- % progress to be above national, LA and local averages for both English and maths
- 100% students to achieve pass grade at A level and to be above national, LA and local average for grades A/A*
 - APS per student to be above national, LA and local averages
 - APS per entry to be above national, LA and local averages
- No significant gaps in all relevant measures ('progress 8' measure; 'attainment 8' measure; English & maths progress; NEETS; %absence; %FT exclusions) between pupil premium and non- pupil premium students by the end of their education at Finham Park 2
- 100% students choosing to start an apprenticeship programme will successfully complete it

All low and middle attaining students (based on their KS2 prior attainment) will be expected to make more progress from KS2-KS4 with the aspiration for these students to have closed the gap by the time they leave Finham Park 2.

Taking account of new proposed accountability measures by the DfE coming into effect in 2016: Finham Park 2 will aim to be above national, LA and local averages for:

- % grade C+ for English & Mathematics
- % achieving the EBacc
- student progress across 8 subjects- 'progress 8'
- 'best 8' average grade

In 2016 Finham Park 2 will work with its partners in Finham Park MAT and beyond to develop valid and reliable ways to assess students and record progress, once levels are removed.

We will achieve our targets by:

- High quality teaching and learning with a cornerstone of stretch and challenge and high quality AfL- following Finham Park's teaching and learning model highly regarded by HMI in 2012. Finham Park School's outstanding teachers will work alongside Finham Park 2 teachers to co-develop high quality teaching and learning.
- Regular diagnostic assessments that inform planning and interventions, that are tracked and regularly monitored by subject, pastoral and senior leaders.
- Effective data tracking system) that highlights when students are making excellent progress (for praise) and too little progress (for swift interventions)
- Rigorous staff appraisal system reflecting Finham Park policies and procedures with clear accountability for student progress at the classroom, middle and senior leadership level. Performance and career level expectations will be linked to staff pay and progression.
- Progress for all individuals regularly discussed at department, faculty, middle, senior leadership meetings. Clear intervention strategies put in place for those students not making expected progress to involve parents, students and staff. Timetabled meetings will be held with both Finham Park Schools together to share practice and to evaluate each other's outcomes.
- The Headteacher and Leadership Team will be held accountable by the governing body and Executive Headteacher and will be given regular updates on student progress.

Attendance targets:

Finham Park School already has an excellent track record of achieving high attendance: in 2013 attendance was 95.6%; the school regularly has attendance above 95% with PA below 5%.

- We will expect 100% attendance from our students, with a minimum school target of 96% and less than 4% PA (National figures of 2013 are 94.2% absence and PA= 6.5%)

We will do this by:

- Use Educational Welfare Officer (EWO) and attendance services from Finham Park School in the first instance and then as a support and coaching for our own EWO
- Follow robust procedures on attendance already in place at Finham Park, based on procedures from schools in more deprived areas, to encourage high attendance and intervene when attendance drops below expectations, including first day texting
- Make clear to students and their parents that the school cares about each child's attendance. This will be done through assemblies, newsletters, the website, direct letters home, telephone calls, text messages and strong links to partner primaries to ensure consistent policy application and understanding from parents from 3-19..
- Regular use of home-school contracts to emphasise attendance
- Timely interventions and support from year 7 (and during transition from yr 6)
- Praise and rewards for highest attendance as part of the inter-college competition/innovative attendance competitions to maintain high profile around the school – attendance league ladder / 'World Cup' etc.

- Yearly targets will be set based on Finham Park's appraisal system to ensure that a senior member of staff has responsibility and oversight of attendance across the school.
- The Governing Body Learning and Support committee will be given regular updates on attendance and hold the Headteacher to account to ensure the highest attendance.
- Encourage students to improve attendance through Year Group/ College assemblies to celebrate success and raise expectation, as well as reward students throughout the year.
- Regularly reading out attendance figure in assemblies, staff briefings, pastoral meetings and positive comments made by mentors, Year/ College Heads and leadership team to keep attendance high profile and positive
- Having an attendance notice board in a prominent place showing each mentor group's attendance and any individual student's successes.
- Monitoring attendance patterns to detect truancy at an early stage.
- Setting up a target group of poor attendees who will be supported by mentors, Year/ College Heads and Leadership Team with follow up interventions as necessary
- Vulnerable and looked after children will be monitored separately on a daily basis by the attendance clerk

Student Destination Targets

Finham Park has an excellent track record of ensuring that all of its students go onto further employment, training or education after leaving school, due to its outstanding advice and guidance. This excellent support will be accessed by Finham Park 2.

Ofsted: "Students have confidence in the school to advise them on the next steps they need to take for their future."

Targets:

- For KS4 students 0% NEETs
- 100% leaving 6th form go onto university, employment, or further training
- 80% students to go onto university based on national average of 48%; Coventry average 49%, Finham Park School 94%
- 25% to go to top third of HEIs (National average was 14%; Coventry average 9%)
- 15% to go to Russell Group universities (National average was 8%, Coventry 5%, Finham Park School 24%)
- National and LA figures based on National_KS5_-_SFR19_2013

We will do this by:

- Regular high quality advice and guidance from year 7- 13
- Use of advice and guidance support service from Finham Park School which has produced excellent outcomes over several years.
- Linking with local private sector providers such as King Henry VIII & Bablake Schools in Coventry to ensure students benefit from high quality preparation for university applications including Oxbridge
- Excellent training for all staff on giving the best advice for an aspirational future for our young people throughout their curriculum

Behaviour targets:

Ofsted described the behaviour of Finham Park students as outstanding at our last inspection (Ofsted 2010) which led us to be becoming a Lead Behaviour School. Finham Park has clear and robust policies and procedures for dealing with poor behaviour underpinned by a strong praise culture. We believe that good learning and behaviour stem from quality teaching and effective management of the teaching environment. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

At Finham Park 2 we will expect:

- Zero permanent exclusions and low levels of fixed term exclusions (less than 3% of school population once full – LA average number of fixed term exclusions as a percentage of the school population)
- 95%+ students to achieve praise milestones and feel positive about school (as measured by annual PASS survey)
- Less than 5% repeat 'offending' in terms of exclusions or negative incidents
- Low levels of detentions per % population (less than 2%)

We will do this by ensuring:

- Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.
- Creating a positive climate for learning through the use of routines, rules, sanctions and rewards.
- Students are engaged in learning through the use of a range of techniques and strategies.
- Staff adopt a problem solving attitude to any issues that may arise in the classroom.
- Restorative justice is used to prevent reoffending and to develop students' understanding of 'making things right'
- All staff feel confident in their responsibility for the effective management of student behaviour.
- Students develop and maintain positive relationships with both their peers and adults, characterised by mutual respect.
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- Through the 'choices system' students understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- There is a consistent system of rewards and graduated sanctions for students related to both academic progress and success and behaviour.
- Students are clear about the expectations which exist about their behaviour in both the classroom and around the school generally.
- Students feel emotionally & physically safe and valued in their day to day dealings with other people in the school including teachers, support staff and other students. We will have a zero tolerance approach to bullying.
- Students are appropriately dressed and equipped for work in line with the school policy
- Rewards and Sanctions are used effectively to maintain positive approaches to learning and behaviour.
- The classroom teacher recognises and rewards good behaviour rather than manage via an array of sanctions.

- Unacceptable behaviour is not tolerated
- A home school agreement is discussed, signed and regularly reviewed to ensure students, parents and the academy are clear of their responsibilities.
- Pastoral expertise from Finham Park School will be utilised to develop and support pastoral leaders at Finham Park 2, to include timetabled meetings to share good practice and to peer evaluate each other's outcomes and self-evaluations.

KPI 2: High Quality Teaching and Learning

Target: 85% lessons graded good or better (minimum 30% outstanding)

Teaching and learning has become a strength at Finham Park and there is a strong desire to share outstanding practice. We will utilise this expertise in ensuring that outstanding teaching and learning is a strong feature of Finham Park 2.

Ofsted stated: "Lessons are well planned....Teachers are enthusiastic and have very good subject knowledge. [There is] a positive learning environment with mutual respect and a common purpose. Teachers...match tasks to needs based on the students' ability....Teachers skilfully employ strategies for students to get feedback on what has been learned and for them to check their own and each other's progress."

We will do this by:

- Ensuring Teaching and learning is the 'main thing' and a high priority for the Headteacher
- Providing high quality Continuing Professional Development (CPD) to share 'best and next practice' by utilising current local, regional and national networks. For example - 'Teachmeet Cov' (based at Finham Park School); attendance at Coventry Partnership Plus opportunities (e.g. lesson observations for real, conference at Warwick University) ; membership of two Teaching School Alliances; membership of Institute of Education Confucius Classroom Headteacher Steering Group in London; working with Finham Park School to joint plan other CPD opportunities e.g. The Finham Park Teaching and Learning Conference.
- Working with Finham Park School to provide personalised CPD for staff through a rigorous and supportive appraisal system linked to local Teaching School Alliances e.g. ITP, OTP, NPQML, NPQSL
- Using TaLK groups (teaching and learning communities based on the work by Dylan Wiliam) to share and discuss good practice as well as innovative ideas- in the first instance this will be with Finham Park School.
- Giving support for staff whose teaching falls below expected standards using Finham Park's ITP (improving teachers programme) alongside bespoke CPD from outstanding practitioners within the school
- Regularly monitoring lessons including learning walks, interdepartmental reviews, lesson observations and work trawls which lead into the departmental SEF. Departments will then intervene with the support of their leadership line manager. These reviews will be inter as well as intra-school and give mutual opportunities for development and peer review.
- Utilisation of Finham Park's tried and tested teaching and learning model to ensure consistency without stifling creativity (see below)
- Using feedback from student voice (Baraza) and Learning Ambassadors to co-construct lessons and schemes of learning to help ensure high engagement

- Ensuring assessment for learning and personalisation are priorities for CPD and sharing of practice e.g. TAs are used effectively, CLIPS (classroom intervention plans) are used by all staff to personalise learning, use of questioning ensures the teacher knows if there any misconceptions or whether to move onto the next lesson or to revisit previous learning.
- Providing regular high quality homework that is marked and fed back to students in a timely manner
- Ensuring students learning is marked regularly and students are given regular feedback both formative and summative so they know what they need to do to improve their learning and so staff know what to plan for the next lesson
- Ensuring reporting and parents information evenings give parents the tools and information to be able to help their child to improve their learning

KPI 3: High Quality Support

High levels of parental engagement and support

Finham Park's high expectations of parents are very clear. This has led to excellent turnout at year 10 & 11 information evenings (usually over 300+ attendees), parent information and option evenings. Parents views are collected regularly and areas to improve are swiftly acted upon and communicated back to parents.

Targets:

- Ofsted Parent view and regular parental survey returns at least 90% positive
- 100% attendance expected at parent and information evenings
- Friends of Finham 2 (PTA) has full membership and meets regularly
- Parent governor roles filled

We will do this by:

- Regular, clear communication with parents in a range of formats- website, texting, letters, phone calls and social media such as twitter
- Treat young people positively and as individuals
- Regularly share high expectations with parents
- Collect parental feedback whenever they are in school with the aim of looking at what we do well and how we can continue to improve.
- Have open lines of communication with all staff by sharing staff email contacts on the school website
- Use the systems in place at Finham Park (Insight & Frog) to allow parents to see their child's progress, attendance, behaviour and attendance data alongside any homework that is set, with easy opportunities to contact the school if they have any concerns or praise for the school.

Effective Student and staff wellbeing

Targets:

- 95%+ students feel safe in school as measured by our annual bullying and PASS survey
- Feedback from staff is 95% positive on biannual wellbeing survey
- Finham Park 2 will seek external accreditation of the impact of its policies where possible – such as the 'Anti-Bullying Award'; Investors in People; etc.

We will do this by:

- Have a member of leadership team in charge of wellbeing as part of our strategic framework- both for students and staff
- Students placed in vertical mentor groups as the school fills to result in small mentor groups of approximately 15 students with a mentor that knows all their mentees both personally and academically.
- Siblings will be in the same college so that parents need only contact one person about their children; someone that knows the family well and who can support them when necessary
 - Provide high quality advice and guidance at all transitions (provided by Finham Park in the first instance)
 - Employ a counsellor (0.1 rising to 0.2) to support both staff and students as necessary- provided by Finham Park School
 - Set up a staff wellbeing group to monitor workload and to ensure that where possible there is a good work-life balance for staff
 - Provide an open door policy for staff and students if there is need to talk or if there are issues to discuss
 - Provide an effective anti-bullying programme and e-safety days for students alongside effective CPD for staff

As part of our support KPI we will support local schools as part of Finham Park MAT where needed and appropriate.

KPI 4: High quality leadership

Targets:

- Outstanding Ofsted inspection
- Clear evidence of high performing and consistent leadership and management roles throughout the school as evidence from appraisal and 360 reviews
- All staff to be involved in a learning opportunity to 'practice what we preach' for 'Learning for Life':
 - All qualified teaching staff to have the opportunity to study Masters Level Degree or be working towards one
 - all members of staff to have GCSE in English and Maths or be working towards them
 - Students to be involved in a leadership opportunities including but not limited to Student Leadership, student voice (Baraza) Voice and Sports Leaders.
- Appraisal is used effectively and supportively to ensure all staff are contributing to outstanding outcomes for our students

KPI 5: High quality experience

Targets:

- All students will have a curriculum that is appropriate to their needs which is engaging, exciting and leads to relevant and useful outcomes
- All students will have access to new technologies to support their learning

- Feedback from parents and students is at least 95% positive regarding their child's curriculum offer and experiences in the classroom as evidenced via parent view and parental questionnaires
- Ensure all students have a range of experiences that allow them to have 'the time of their lives' including a guarantee for a range of educational visits, talks, trips etc., as evidenced via PASS and Barazas.
- Regular opportunities for trips and visits with students from Finham Park School where appropriate.

Assessment and data tracking

At Finham Park school we already use a wide range of assessment and tracking data to ensure the very best outcomes for our students. Our main aim of self-evaluation is to encourage reflective practice to bring about improvement in teaching and learning and therefore improve outcomes for all students.

- Half termly progress checks will include attendance, attitude to learning, target grade/ level and working at grade/ level, and any targets for improvement and will include input from all teachers and mentors.
- Working at grades will be tracked against their minimum expected progress based on prior attainment.
- KS3- 2x progress checks with one report every year
- KS4&5 5 x progress checks with one report every year
- Progress check data will be based on valid common assessments that all students take and recorded in SIMS
- Information from all progress checks and reports will be available to all staff via SISRA. Department meetings post progress check/ report will focus on progress and interventions for those not making required progress
- Reports to parents will be more detailed and be produced once a year. The focus will be in giving formative feedback to students and to give information to parents on how they can support their child at home.
- There will be one subject parents evening for all year groups each year.
- Insight software will be used to share all information including attendance, behaviour, praise, progress checks and reports with parents live. Paper copies of reports will be available for those that request it.
- SISRA software will be used alongside SIMS to collect and share data with staff and students inside school.
- Summaries of data will be shared with leadership team, middle leaders and governors. Students will be treated as individuals when scrutinising data. If any students are not making the required progress interventions will be put in place. These students will be discussed at a fortnightly Student Concerns Meetings between the Deputy Headteacher, Head of Year 7/ College Leader and Head of Post 16. Appropriate actions from this meeting will be put in place.
- Every year students will be given an online questionnaire to gauge their attitudes to self and school (PASS). This will be used to investigate if there are any underlying issues or barriers that may prevent students from doing their very best in school
- Every half term both academic (attainment and achievement) and pastoral (attendance and behaviour) data will be brought to leadership team for scrutiny.

- A SEF will be used as a framework to monitor and evaluate school improvement. This will be completed at departmental, year/ college and leadership level and both within the school and between Finham Park 2 and Finham Park School.

Student Tracking:

Reporting on Student Progress:

Students' progress will be reported on 3 times per year to parents. Year 7 and Year 12 will have an additional settling in report in the first half term. Each year group will have a Parents Evening once per year with an additional 'settling in' evening for Year 7 and 12 in the first term of the academic year. The student planner which will be a key form of communication between school and home will also have the students 'Working At' and 'Expected Progress' data along with other key information such as homework and level descriptors.

Finham Park 2's Self Evaluation Process

Self-evaluation is a key element of outstanding leadership. Knowing where our departmental strengths are and where the weaknesses lie ensures that our Departmental Development Plans are focussed and have maximum impact. Using relevant data, collected at key points throughout the year (See table below) subject leaders will complete their self – evaluation forms. These will be shared with leadership team and used for reflection at line management meetings. Key actions and outcomes will be minuted from these meetings and shared with the Headteacher. Leadership (both middle and senior) will be used to quality assure the outcomes of self-evaluation process in Finham Park 2.

Example of self- evaluation questions (based on Ofsted criteria):

Achievement of pupils in the department

- How well pupils make progress relative to starting points?
- How well gaps are narrowing between different pupils in the department and compared to all pupils?
- How well current pupils learn, the quality of their work in this subject and the progress they have made in this subject since joining the school?
- How well disabled pupils and those with SEN have achieved since joining the school?
- The extent to which pupils develop and use a range of skills, including reading, writing, communication and mathematical skills and how well they apply these across the curriculum.

Other areas include:

- The quality of teaching in the department
- The behaviour and safety of pupils in the department
- The quality of leadership and management of the department
- How well do leaders at all levels

Term 1 of self-evaluation schedule

Inter-departmental reviews will be a key part of the Quality Assurance processes of the Finham Park2. Groups of 4 subjects will be combined and 1 subject area will be reviewed per term. The review will be carried out by the TLR post holders in 3 of the other departments with the subject leaders writing a brief report. The inter-departmental reviews will be both within Finham Park 2 and between Finham Park Schools.

The structure of the Review

- 1) Review of paperwork (Schemes of Learning/Departmental File)
- 2) Data tracking
- 3) Observations (learning walks)
- 4) Student voice (interviews)
- 5) Book trawl
- 6) L&M Meetings (SL and Teachers)
- 7) Report writing.

Outcomes from lessons observed in the department under review (areas of strengths and development) will be shared with the reviewing team. A proposed structure is given below

Monitoring and improving the quality of teaching

At Finham Park 2 we want to:

- Create a school where there are the highest possible standards of teaching and learning
- Monitor the quality of teaching and learning within the school
- Provide quality feedback to all staff about the delivery of their lesson
- Contribute towards CPD by providing an opportunity for teachers to reflect on their own practice and effectiveness and to further develop their skills
- Promote a culture of sharing professional expertise
- Disseminate good practice throughout the school
- Identify key areas for development and future whole school focus on teaching and learning
- Provide evidence for performance management, threshold and performance related pay procedures and systems

Finham Park believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, as well as gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion.

At Finham Park 2 teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS and by staff from Finham Park MAT. The school will promote an "open-door" philosophy, so teachers should expect to have colleagues (from both schools) in their classrooms throughout the year. Department self-evaluation procedures will also require "learning walks" to take place (with subject leaders from both schools). Teachers sharing ideas and

new approaches as part of the work of TaLK groups may also require paired observation of parts or full lessons. Teachers will also be encouraged to video their lessons to use for personal CPD.

We will achieve our aims by:

- Ensuring that we have a comprehensive CPD programme for staff in all aspects of lesson observation
- Sharing whole school expectations on standards of teaching and learning that mirror OFSTED criteria
- Ensuring that all staff are observed formally at least once a year
- Using a consistent and agreed lesson observation proforma
- Providing staff with areas of strength and areas for development following any lesson observation
- Ensuring that good quality teaching is to be recognised and praised, with great practice shared throughout both Finham Park schools.
- Providing teaching support from outstanding practitioners from Finham Park School to develop the best learning opportunities for students.

There will be three main types of lesson observation:

- **Formal Observations** -whereby Members of the leadership team (from Finham Park MAT) will carry out observations, record all notes, thoughts and areas of strength and development and feedback to the teacher.
- **Developmental Observations- will also be carried out by** members of the Finham Park MAT leadership team and are designed to further develop key aspects of teachers' pedagogy
- **Supportive Observations for teachers whose teaching requires improvement** will be carried out by lead teachers (across the MAT) or a suitable 'outstanding' teacher and are designed to help improve a teacher's pedagogy so that it is consistently good.

Teachers who are judged as teaching 'outstanding' lessons will have one formal lesson observation and will support the improvements of those teachers that may require improvements in their teaching. Those teachers judged as teaching good lessons will have 2 observations: a formal observation and a developmental observation to try to improve their teaching to outstanding. Teachers judged as teaching 'satisfactory lessons' will have at least 3 lessons observations, which may continue with support until improvements are made.

Appraisal and PRP

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place.

At Finham Park 2 teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher).

The appraisal report will include:

- Details of the teacher’s objectives for the appraisal period in question;
- An assessment of the teacher’s performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant;
- Wider contribution of individual performance will be celebrated .

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

All teachers should be observed once each year by their line manager as part of the performance management procedure. Every teacher should have an area of the teacher standards that they are looking to develop and form part of their individual focus for their CPD. The lesson observation should be a supportive one, aimed at moving the area for focus forward.

Development and support

Appraisal will be a supportive process which will be used to inform continuing professional development. At Finham Park 2 we want to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to the academy strategic framework priorities and to the ongoing professional development needs and priorities of individual teachers.

Section D3- Staffing structure

The staffing structure diagrams for years 1 & 7 clearly show the lines of accountability in year 1 and in year 7 at Finham Park 2. The growth from year 1 to year 7 will be gradual and staff will be recruited on a needs basis ensuring that all departments have the specialised staff that are needed to provide a ‘World Class’ education. Staff recruitment will ensure that student and staff relationships are maintained as students progress through academic years, and that specialised staff always deliver lessons. Also staff from Finham Park School will have the opportunity to work in Finham Park 2 for development and to ensure access to specific expertise where needed.

Phased growth

	yr 1	yr 2	yr 3	yr 4	yr 5	yr 6	yr 7
Leadership	2	3	4	4	6	6	6
Teachers	11.3	18.5	24.7	32.5	38.7	40.7	42.7
Education support (HLTA- FTE)	1.6	3.8	6.0	6.8	8.4	8.4	8.4

Admin/support	4.4	7.4	8.8	12.7	16.0	17.7	18.6
Total	19.3	32.3	43.1	55.6	67.6	71.2	74.1

Over the course of the start-up period there is growth from 19.5 FTE staff to 74.1FTE staff reflecting the growth in the number of students in the school.

Leadership:

The Leadership Team grows in size from 2 people to 6 FTE staff, including business manager, once the school has reached capacity. During the start-up of the school there will be a smaller Leadership Team which will be part funded by diseconomies funding as well as being supported and challenged by senior and middle leaders from Finham Park School.

Leadership	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Executive Headteacher	1	1	1	1	1	1	1
Headteacher	1	1	1	1	1	1	1
Deputy HT	0	1	1	1	1	1	1
Assistant HT	1	1	2	2	3	3	3
Business Manager	0	0	0	1	1	1	1
TOTAL	2	3	4	5	6	6	6

Roles and Responsibilities:

Leadership

- **The Executive Headteacher** will [REDACTED]:
 - Ensure there is clarity of purpose, vision ethos to ensure consistency in the MAT
 - Facilitate effective joint working between Finham Park 2 and Finham Park School including developing long term utilisation of expertise from Finham Park School
 - Develop a consistent whole-MAT approach to areas such as teaching and learning, curriculum development, inclusion, behaviour management, student leadership in relation to Finham Park 2's intake.
 - Develop, through coaching, the capacity of key staff
 - Develop capacity for change through flexibility of staffing and effective organisational and administrative systems
 - Build capacity across the workforce through networking and collaboration
 - Create effective staff teams to further develop and embed best practice
 - Secure additional school improvement resources for the MAT as needed via NLE and other networks.
- **The Headteacher** will be [REDACTED]. The Headteacher will be responsible to the Executive Headteacher as well as the Local Governing Body for the education and outcomes of the students of Finham Park 2. He will be responsible for the leadership of Finham Park 2 on a day-to-day basis and work closely with the Executive Headteacher to set the strategic direction for Finham Park 2 and ensure the highest possible standards.
- **Deputy Headteacher**
 - Operational running of the Academy

- Deputising for the Headteacher if not in school
- Strategic overview of teaching and learning
- Overview of the curriculum and pastoral system
- line management of Subject Leaders
- Work in partnership with Finham Park School leadership team
- **Assistant Headteacher – Support**
- Strategic planning for the pastoral system including attendance, behaviour and child protection and line management of heads of year/ college leaders
- Overview of transitions
- Overview of parental engagement
- Overview of SEN including monitoring of SEN students, responsibility for statemented students and line management of administrative SEN staff; line management of SENCO
- With support from Finham Park School leadership team, SENCO and college leaders
- **Assistant Headteacher- Outcomes**
- Overview of KS5 enrolment and marketing
- Overview of KS4 and KS5 transition
- Overview of tracking and monitoring of data and interventions
- With support from Finham Park School leadership team, outstanding middle leaders and data manager
- **Assistant Headteacher- Experience**
- Overview of the curriculum and staffing
- Overview of Teacher Training and NQTs
- With support from Finham Park School leadership team, especially curriculum deputy and AHT for Training School
- **Business Manager- resources management**
- Overview of school finance and liaison with Trust for payroll etc.
- Overview of non-education support including catering
- With support from Finham Park School leadership team, specifically the Business Manager.
- **Subject/ Faculty Leader**
- Overview of Faculty including tracking and responsibility across the department for monitoring and line management of subject teachers
- With support from Finham Park School's outstanding middle leaders
- **Head of Year/ College Leader**
- Overview of Year group/ College team including tracking and responsibility for behaviour, attendance and punctuality, progress across the year group
- With support from Finham Park School's outstanding pastoral leaders
- **Subject Teacher**
- Responsibility for their own teaching and learning of students, pastoral care, curriculum delivery, resources, specification, monitoring and assessment and achievement within their subject area
- With support from Finham Park School's outstanding teachers

LT roles diagram:

DHT	AHT	AHT	AHT	BM
Operations & Learning	Experience Development	Support Development	Outcomes Development	Resource Development
Personalising learning & Assessment for Learning Quality Assurance systems Appraisal New Technologies Maths & Computing Specialism Operational management Self –evaluation	Personalising Curriculum Pathways Curriculum Design Timetable Staffing Curriculum Enrichment OOSHL, Trips & Visits Business, FE & HE Links Examinations CPD & ITT CEIAG	Personalising Care & Guidance Mentoring & Coaching Vertical college system Child Protection Transitions Student Voice/ leadership School Environment Learning Support/SEN Inclusion Rewards/ celebration Sanctions Attendance & behaviour for learning Staff Well-being Parent Voice & engagement	Personalising Data Analysis & Intervention Strategies Reporting MIS Target setting Tracking & Intervention Groups (inc PP, G&T)	Finance Site development Administration Resources Additional & bought in services Environment / Eco-Schools Associate staff-management, CPD, appraisal MIS

Year 1

In addition to the Headteacher there will only be one Assistant Headteacher in Year One- Business Management will be bought from Finham Park School due to small numbers of students and staff. The relatively small leadership team, particularly during years 1-3, will be supported by leadership members (both senior and middle leadership to develop leadership in both schools) from Finham Park School on an ongoing basis where appropriate and related to Finham Park 2's priorities. Regular monitoring and robust self-evaluation procedures from Finham Park School by Finham Park leaders will be used to ensure excellence from day 1.

Year 2

In Year 2 there will be an addition to the leadership team in the form of a Deputy Headteacher reflecting the increase in the school roll from 120 to 240 students.

Year 3

A second Assistant Headteacher will be employed as a further 120 students join the school roll.

Year 4 - 7

The number on the leadership team will include an extra Assistant Headteacher and Business Manager to reflect the size of the school population.

Teaching Staff

The Teaching Staff Team grows in size from 11.3 people to 42.7 FTE staff once the school has reached capacity. This increase reflects the need to teach a greater number of students. In the early years of opening there are some diseconomies as subject specific staff are needed to teach only Year 7.

Teaching Staff	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
TMS1	3	4	4	6	6	2	2
TMS2	3.3	3	4	4	6	6	2
TMS3	1	3.5	3	4	4	6	6
TMS 4	1	1	3.7	3	4	4	6
TMS 5		1	1	0.5	3	4	4
TMS 6			1	1	0.7	2	4
TMS4 + TLR	3	3	2	2			
TMS5 + TLR		3	3	5	2		
TMS6 + TLR			3	3	5	3	
UPS 1				1	2	1.7	2.7
UPS 2						1	2
UPS 3							
UPS 1 + TLR				3	6	8	8
UPS 2 + TLR						3	6
UPS 3 + TLR							
TOTAL	11.3	18.5	24.7	32.5	38.7	40.7	42.7

Year 1

There will be 11.3 teaching staff in Year 1 ranging from NQT to TMS4 with TLR to ensure a balance between experience, quality and affordability. Expertise from Finham Park School's outstanding practitioners (for example, teaching, leadership, pastoral care) will be utilised on a long term basis, where appropriate, to ensure the quality of Finham Park 2.

Year 2

There will be 7.2 more teaching staff to ensure that there is stability and experience.

Year 3

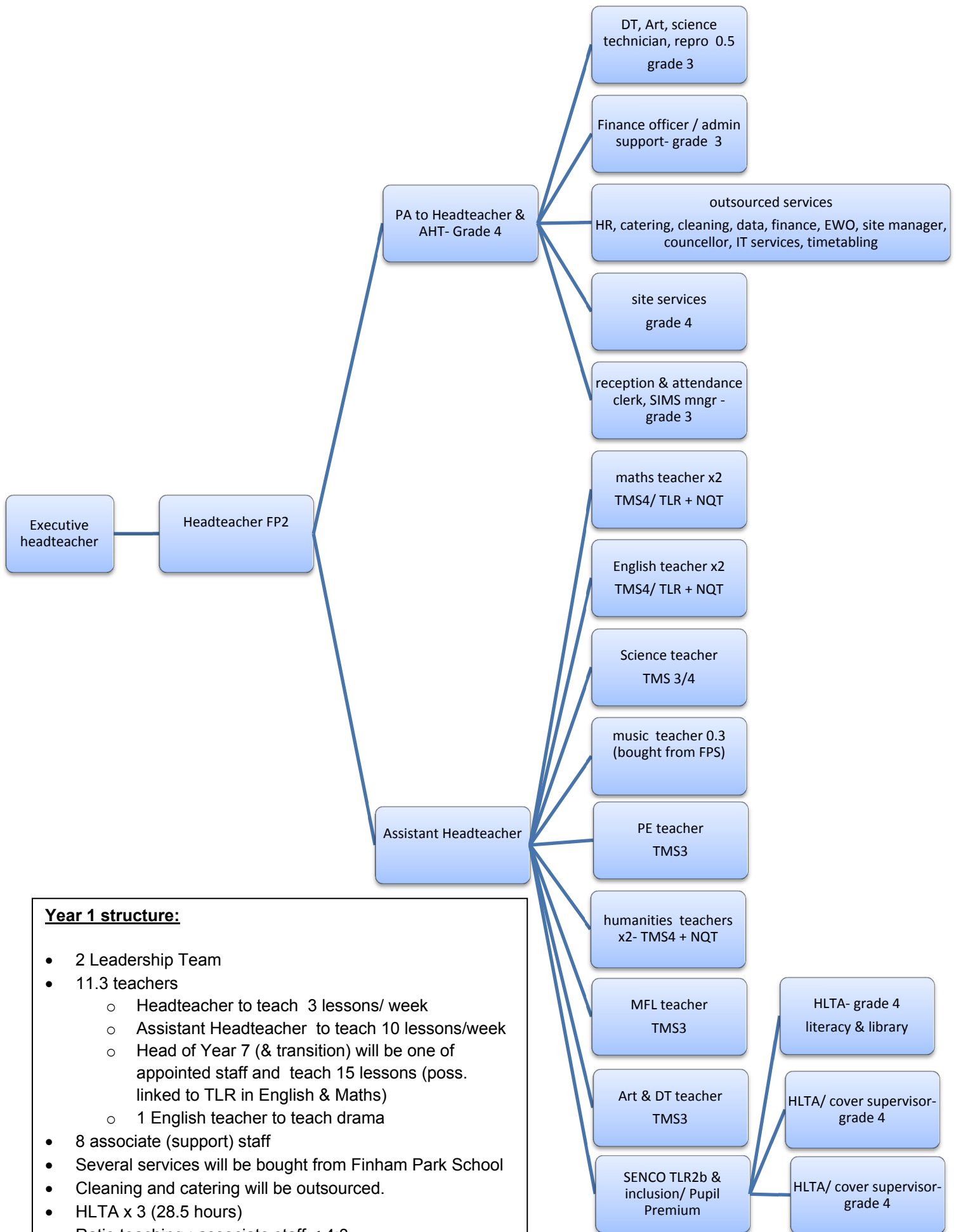
The number of teaching staff will increase to reflect the additional 120 students

Year 4

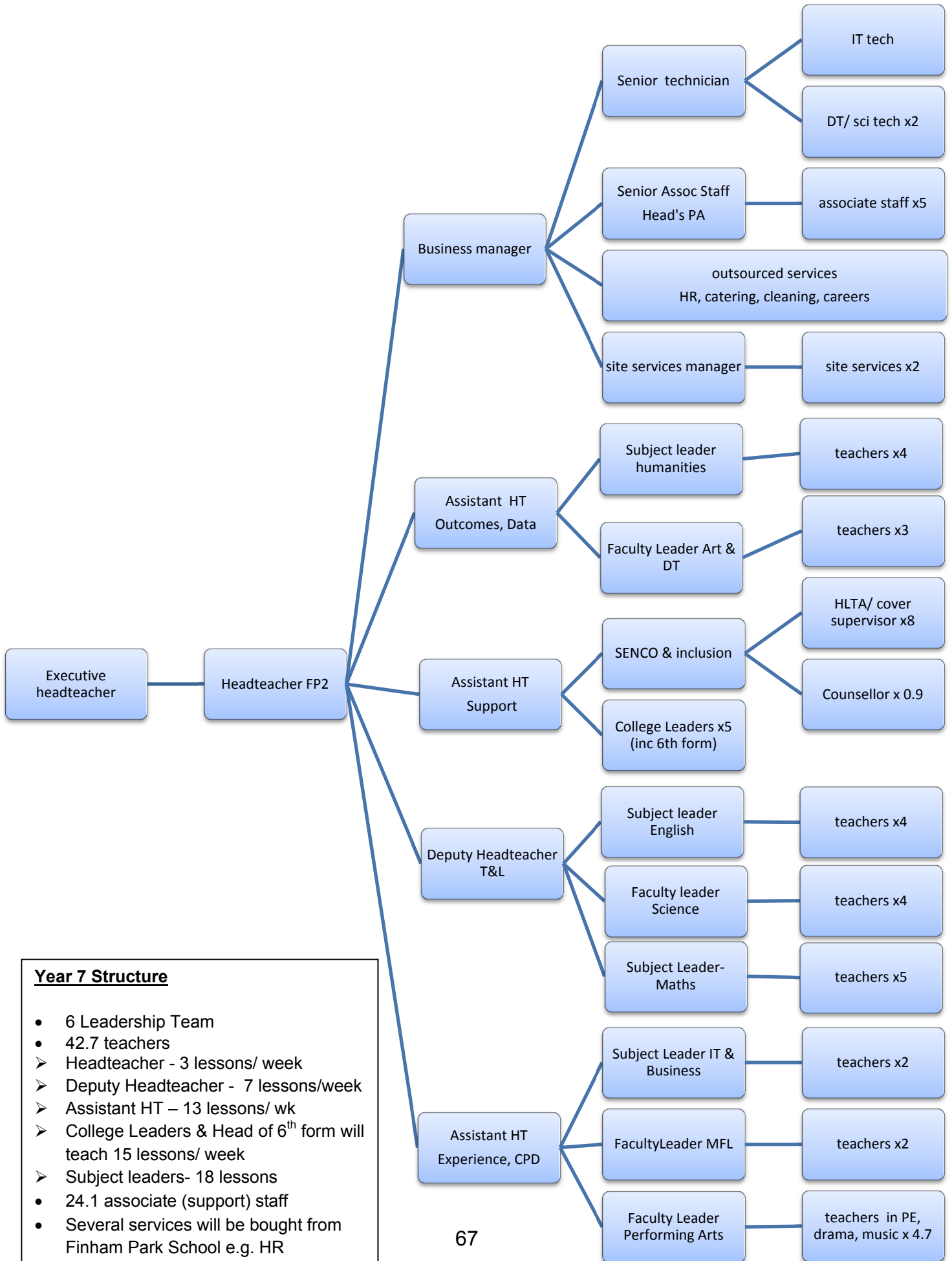
There will be 32.5 teaching staff. By this stage there will a structure of Middle Leadership with College Leaders and Subject/ Faculty leaders in place.

Year 7

42.7 Full time equivalent teaching staff will be employed by the time capacity is reached.



- Year 1 structure:**
- 2 Leadership Team
 - 11.3 teachers
 - Headteacher to teach 3 lessons/ week
 - Assistant Headteacher to teach 10 lessons/week
 - Head of Year 7 (& transition) will be one of appointed staff and teach 15 lessons (poss. linked to TLR in English & Maths)
 - 1 English teacher to teach drama
 - 8 associate (support) staff
 - Several services will be bought from Finham Park School
 - Cleaning and catering will be outsourced.
 - HLTA x 3 (28.5 hours)
 - Ratio teaching : associate staff < 4:3



- Year 7 Structure**
- 6 Leadership Team
 - 42.7 teachers
 - Headteacher - 3 lessons/ week
 - Deputy Headteacher - 7 lessons/week
 - Assistant HT – 13 lessons/ wk
 - College Leaders & Head of 6th form will teach 15 lessons/ week
 - Subject leaders- 18 lessons
 - 24.1 associate (support) staff
 - Several services will be bought from Finham Park School e.g. HR
 - Cleaning and catering will be outsourced.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Year 7	120	134		112%	120	122		102%
Year 8					120	134		112%
Totals	120	134		112%	240	256		107%

Map of demand as of May 7th 2014:
 Summary map1- registers of interest



Map 2-phase 1 demand



Map3- phase 2 demand



Information shared with prospective parents

As detailed in the table in section E2 we have used a variety of ways to share information with the community including social media, website, local media targeted at specific areas and various pamphlets, postcards and posters. Examples are below:



Ethos screen capture of website

Our vision is to provide another outstanding secondary school for parents and children in Coventry with the highest expectations.

Finham Park 2 will be a mainstream, non-selective, comprehensive school for students aged 11-18. The new academy will be built on traditional values. Pivotal to this will be a Respect Agenda embodied by an ethos and culture of learning and success for all. There will be particular regard to outstanding achievement for all students whatever their academic starting point and a commitment to lifelong learning for all stakeholders.

There will be a broad and balanced curriculum which will allow students to successfully work towards GCSE and A level qualifications as well as offering the highly regarded International Baccalaureate (IB). There will be the highest expectations in terms of academic standards, a business-like approach in the way that students present themselves in terms of school uniform, being in school every day and on time.

The new academy will provide students with a safe and secure environment in which to learn. We will develop a team ethos from day one. The development of student leadership roles will be key to developing young people who are confident, articulate and have a willingness to embrace new challenges.

Finham Park 2 will be a place in which parents, governors and the local community are valued partners working alongside the school. They will all have a role in contributing to and supporting the culture and ethos of the school.

Finham Park 2 will embrace innovation and change, constantly evaluating all our work so that it meets the needs of our students. It will become a 'World Class' academy; a place where all students develop a love for 'Learning for Life'.

Finham Park School is a high achieving academy with an outstanding Ofsted inspection, the highest national outcomes at both GCSE, A level and IB with a thriving sixth form. Students are part of a learning community that leads to both high outcomes in academic examinations and in personal qualities. Pride, respect and responsibility are encouraged and leadership and teamwork highly valued. Finham Park School will be the basis for Finham Park 2.

Vision screen capture from website

At Finham Park 2 we will strive to inspire through the delivery of a "World Class" education – success for all our learners. This school will be a beacon of excellence for the wider Coventry community where everyone feels safe, valued, included and proud. We will nurture every learner's natural curiosity – providing them with life enriching opportunities to develop socially, academically and morally.

We value honesty, teamwork and leadership; enjoyment, excitement and challenge will be key features of life at Finham Park 2. Learners will develop confidence, resilience, respect for others and a life-long love of learning, making them valued members of the Coventry community and contributors to both national and international stages.

Pamphlet

Our Vision for a new academy

Our vision is to provide another outstanding secondary academy for parents and children in the local area with the highest expectations.

Finham Park 2 will be a mainstream, non-selective, comprehensive school for students aged 11-18. The new academy will be built on traditional values. Pivotal to this will be a Respect Agenda embodied by an ethos and culture of learning and success for all. There will be particular regard to outstanding achievement for all students whatever their academic starting points and a commitment to life-long learning for all.

There will be a broad and balanced curriculum which will allow students to successfully working towards GCSE and A level as well as International Baccalaureate (IB) qualifications. There will be the highest expectations in terms of academic standards, a business-like approach in the way that students present themselves in terms of school uniform, being in school every day and on time.

The new academy will provide students with a safe and secure environment in which to learn. We will develop a team ethos from day one. Student leadership roles will be key to developing young people who are confident and articulate with a willingness to embrace new challenges.

Finham Park 2 will be a place in which parents, governors and the local community are valued partners working alongside the academy. They will have a role in contributing to and supporting the culture and ethos of the academy.

- Pastoral curriculum
 - Built around the core values of Pride, Respect and Responsibility
 - Student leadership and voice as a backbone to high engagement and achievement
 - Teaching and learning
 - Praise culture with clear boundaries and consistently applied sanctions
 - Personal mentoring with a vertical college system as the school fills
- Teaching and learning
 - Teachers will be offered high-quality training as part of Finham Park School's training programme.
 - Teaching will be personalised with support, stretch and challenge evident in all lessons; gifted and talented students will be pushed to achieve their very best from the first day in school
 - When appropriate, students will use new technologies such as iPads, smart phones/ iPods, social media and cloud storage to support their learning.
 - Our virtual learning environment will support 24 hour learning for all students and ensure parents are kept up to date with their children's learning and progress
 - Teaching assistants will support the learning of specific students as well as their teachers to ensure students can work independently and lessons are properly differentiated.

Key features of Finham Park 2:

- 11-18 co-educational with 4 forms of entry (120 students in each year)
- Students can join the school in year 7 from September 2015
- Students can join in year 12 from September 2018
- 4 forms of entry
- Location - to be confirmed
- Curriculum:
 - Academic curriculum to include Mandarin Chinese and computing
 - Personalised pathways for options to ensure the best possible outcomes
 - Outstanding advice and guidance will be given through all transitions
 - Wide and varied enrichment programme to engender love of learning and a broad experience
 - The Sixth Form will be a 'Baccalaureate Sixth Form' with the IB offered alongside the AQA Baccalaureate
 - Transition curriculum from KS2-3 to ensure stretch and challenge for most able and intense catch-up and support for least able



We need your support

For Finham Park School to be successful in opening up a new academy in the city, we need to show that there is sufficient demand from parents.

- Do you have a child in year 4 or 5 in the current academic year (2013/14)? Would you be interested in a place in year 7 for 2015 or 2016?
- Do you have a child in year 7 in the current academic year? Would you be interested in a place in year 12 in 2018?
- If you are interested in a school place at Finham Park 2, please go to our website www.finhamparkacademy.co.uk to register your interest.

Frequently asked questions:

Please visit our website www.finhamparkacademy.co.uk.

Form to register interest (from website)

To register an interest in a place at our school for your child, and help us prove the demand for our school, please fill in the form below. We can't do this without you!

We ask for your contact information solely so that we may get in touch to update you about admissions related developments. Address information will be used only to summarise the geographical interest in admissions. We will not use your data for any other purposes or share it with anyone else other than the Department for Education as part of our application for a new school.

Please scroll down to enter additional information, please click on the 'SUBMIT FORM' button at the very bottom to ensure we receive your interest - Thank You.

Parent Details
NB: Registering your interest does not guarantee your child a place at the school

Forename(s)	Surname
<input type="text"/>	<input type="text"/>
Email	Telephone
<input type="text"/>	<input type="text"/>
Full Address	Postcode
<input type="text"/>	<input type="text"/>

Are you in favour of the Finham Park 2 Proposal?

Yes No

Will you make this school the first choice for your child/children?

Yes No

Please note this is not a binding commitment!

Child 1:

Forename(s)	Surname
<input type="text"/>	<input type="text"/>
Date of Birth	Primary School
<input type="text" value="dd/mm/yyyy"/>	<input type="text"/>

Gender

Boy Girl

Year Group

<input type="radio"/> Not at school yet	<input type="radio"/> 3
<input type="radio"/> Reception	<input type="radio"/> 4
<input type="radio"/> 1	<input type="radio"/> 5
<input type="radio"/> 2	<input type="radio"/> 6

Section E: Evidence of need – part 2

The case for a new Free School, Finham Park 2, is detailed in section C and demonstrates that:

1. There is a need to improve the quality of educational provision in the South West of Coventry and to raise aspirations for the pupils. **(table 1 & 2, section C)**
 - Of the 3 nearest schools to the preferred site, 2 are under national and LA averages for progress and attainment at both KS4 and KS5
 - One of the schools- Woodlands- is 'requires improvement' according to the most recent Ofsted inspection.
 - Staying on rates at 6th form for Woodlands, Westwood and Tile Hill Wood are below national and LA averages
2. There is a need for high quality post-16 provision in the area
 - Finham Park School and Blue Coat are the only schools in the SW of Coventry that currently provide outcomes above national and LA averages. (Woodlands, Westwood and Tile Hill Wood all have outcomes below national and LA averages and their staying on rates are very low.) With the raising of the participation age, it is crucial that the South West area has a high quality post-16 provision **(table 2 section C)**
3. There is a lack of parental choice owing to the limited availability of co-educational, non-denominational places in the South West of Coventry.
 - Of the 3 nearest secondary schools to the preferred site, 2 are single-sex with 1 co-educational. Other local schools that could admit students from this area are Catholic (Bishop Ullathorne) or Church of England (Blue Coat), which was found to 'require improvement' according to Ofsted 2014.
 - For parents looking for a mixed comprehensive secondary school that provides excellent outcomes, there are **NO PLACES** available to them in the local area. This will have a seriously detrimental effect on the outcomes for the children of these

families especially those that cannot afford to move into the catchment for a school that is at least 'good'.

4. There is a high demand for places at Finham Park demonstrating parental preference for the successful Finham model for education, ethos and outcomes achieved:
 - 677 applications for 237 places in 2013 (**table 3 section C**)
5. Conversely there are schools in the South West area that are regularly undersubscribed. For year 7 September 2013: (**see table 1, section C**)
 - Woodlands- 210 available places were accepted by 123 - a difference of 87
 - Westwood- 157 available places were accepted by 94- a difference of 63
 - Tile Hill Wood- 237 available places were accepted by 167- a difference of 70
6. However, in 2013 **112** year 7 students in the South West area of Coventry chose to go to schools out of the LA, despite them being further away (4 & 6 miles away).
7. There is support for a new school based on the Finham Park model in this part of the city (currently 596 from reception to year 9- 122 in year 4 and 134 in year 5 as on 7 May 2014). **See table above**
8. **There is no significant surplus of places from 2016 onwards.** A need for additional school places is to be phased in from 2018, with all schools in the city at capacity (an additional 20 forms of entry will be needed by 2023/24)- **see table 4 section C**

Further support from local parents:

From [REDACTED], interested parent ([REDACTED], Coventry): [REDACTED]

From [REDACTED]

[REDACTED] ([REDACTED])

Section E2

Evidence of Need – Engagement with the local community

Stakeholder groups were identified and consideration given to the most appropriate way to engage with each, ensuring a mixture of written information and opportunities for face to face discussion. This included a programme of raising awareness in the local community, gaining commitment from prospective parents, engaging with elected

members and key individuals within the local authority, education and childcare providers, the local media and through a social media campaign via Twitter and Facebook. The table below outlines the comprehensive range of activities that we have employed to gain support and commitment from our local community.

Stakeholder Group	Method of Engagement	When
Parents and carers Existing Academy pupils	Produced information leaflet on Finham Park 2 Free School including a section on Frequently Asked Questions	January
	Parental survey form made available for a briefing meeting held at Finham Park School to provide an overview of proposals and to give an opportunity for questions and answers.	January
	Assemblies and Baraza held with current students to give information and to allow opportunities to ask questions	February & March; June/ July
	Developed web site and content specifically for proposed Finham Park 2 including parental survey form www.finhamparkacademy.co.uk	January
	Information leaflets and survey forms available from Finham Park school reception and existing staff members	March
	Social media campaign launched via Twitter and Facebook @finhampark2 on Twitter and Finhampark2 on Facebook	February-ongoing
	Information/poster distributed to local venues in the south west of the city including health centres, GPs, dentists, libraries, local shops and faith centres	March/ April
	Pop up banners display banners produced to use at School events to raise awareness of proposals	March
	Articles and adverts in local publications: Mag4U magazine for SW Coventry- 15000 homes Your Call Magazine- distributed Apr- Jun- 20,000 homes in targeted areas Coventry Telegraph advert plus editorial and photo-typical circulation 34,000	27 March
	Information evening held at Finham Park	20 March
	Display material and information available at Finham parent and pupil event "Star studded celebration of success"	10 April
	Parents' meetings for year 4 & 5 at local primary schools	April - July
	Further information evening to be held at Finham Park school/ local area	June/ July

Stakeholder Group	Method of Engagement	When
Local people	Prospective parents expressing interest regularly emailed and asked to spread the message to their contacts and kept up to date on FP2 news	March - ongoing
	Pop up shop established in Coventry City Centre	Saturday 5 April
	Information/posters distributed to local shops and venues in south west Coventry	April
	Information provided to local Estate Agent	April
Finham Park School Staff	Whole staff briefings	January
	Senior leadership engagement in developing the vision for a new school	Ongoing
	Regular Operational Group and Strategy Group meetings to monitor progress against the project plan and communications plan	Fortnightly
Local Education partners	Cluster Primary Schools briefed on proposal for MAT and Finham Park 2	January
	Secondary headteachers briefed on new proposal	February
	Leaflets and survey forms provided to key Primary Schools	March
	Meetings with Primary headteachers in SW Coventry.	April - ongoing
	Share marketing materials with Primary schools in SW Coventry	March/April
Coventry City Council elected members and Cabinet member	Briefing of Ward Councillors and residents at local Ward Forum	After Annual General Meeting
	Report progress on application to Cabinet Member for Education	Ongoing
	Briefing of Leader of Council	January
	Briefing of local Cllrs	March/ April
Coventry City Council staff	Chief Executive and key senior staff briefed	26 February
	Meeting held with Head of Strategic Planning re. place planning data and site availability	Member of Operational Group
	Liaison with Assistant Director City Development about potential sites	Ongoing
	Liaison with Communication Team re. promotion of new school	March
Local press and radio	Press releases issued and further releases planned	16 February 8 March June & July
	BBC Coventry & Warwickshire Radio interview (also posted on their website)	April July
Education partners - national	Registration with Department for Education	March
	Early notification of Education Funding Agency re. sites/area of interest- working closely with Lara Newman on proposed site	January and ongoing

Stakeholder Group	Method of Engagement	When
	NSN development programme	February
Academy Trust Board	Brief and seek approval for governance arrangements	3 March
	Update reports to Strategy Group meetings	Fortnightly meetings
	Seek approval of submission by Trust Board	5 May

Phase 1 of engagement with the local community was focused on letting the public know about our plans to open a Free School in the South West of Coventry whilst also being aware of any difficulties surrounding other secondary schools in the area, i.e. wanting to still work with our local secondary schools whilst being aware that parents may opt for Finham Park 2 instead of their school. Phase 1 resulted in more parents from less deprived areas registering their interest and attending a briefing meeting than from around [REDACTED]. (see map 2 & 3 on p69 re demand in phase 1 and 2)

As a result of our findings from phase 1, phase 2 is focusing on increasing the interest with parents in the more deprived areas around our preferred site: we are working closely with the primary schools in the area to meet directly with year 4 and 5 parents. At the time of submitting this bid we have met several parents at Limbrick Wood School- **all of whom registered their interest**- and have arranged meetings with parents at Templars and Charter Primary Schools (as well as other local primary schools). The Headteachers from these, and many more primary schools are hugely supportive of our application and are encouraging their parents to register their interest.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	16 hours
██████████	██████████	██████████	██████████	5 hours
██████████	██████████	██████████	██████████	60 hours
██████████	██████████	██████████	██████████	8 hours
██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	
██████████	██████████	██████████	██████████	
██████████	██████████	██████████	██████████	

██████████	██████████	██████████	██████████	

Project Management during Pre-opening phase

- The pre-opening phase for Finham Park 2 will be led by the Multi Academy Trust Members and Directors.
- The Headteacher Designate will act as Project Manager. We also expect to utilise the services of ██████████ (please note details in table above) who will enhance our skills capacity.
- Coventry City Council have pledged the services of their ██████████, ██████████ to support the group with site identification and development issues.
- We have also made contact with ██████████, ██████████, a local Multi Academy Trust in Birmingham, who will provide support and advice to our group during the pre-opening phase.
- The creation of capacity for the application phase has evolved and developed so that the time allocated for the pre-opening phase will not have a detrimental impact on Finham Park School nor the people involved. Clearly much more time will be needed in the pre-opening phase and this has already been planned for.

Key principles of sound project management will be followed – to include:

- Developing a Project Structure Plan as a flow diagram, demonstrating clear direction and milestones
- Clear goals - SMART
- Transparency about project status
- Risk recognition & management
- The project will continue to be run by an operational and a strategic group as per the application phase with ██████████, utilising the team’s expertise and time as necessary, and ██████████ having oversight of the overall strategy.

F1 (b) Skills gap in pre-opening

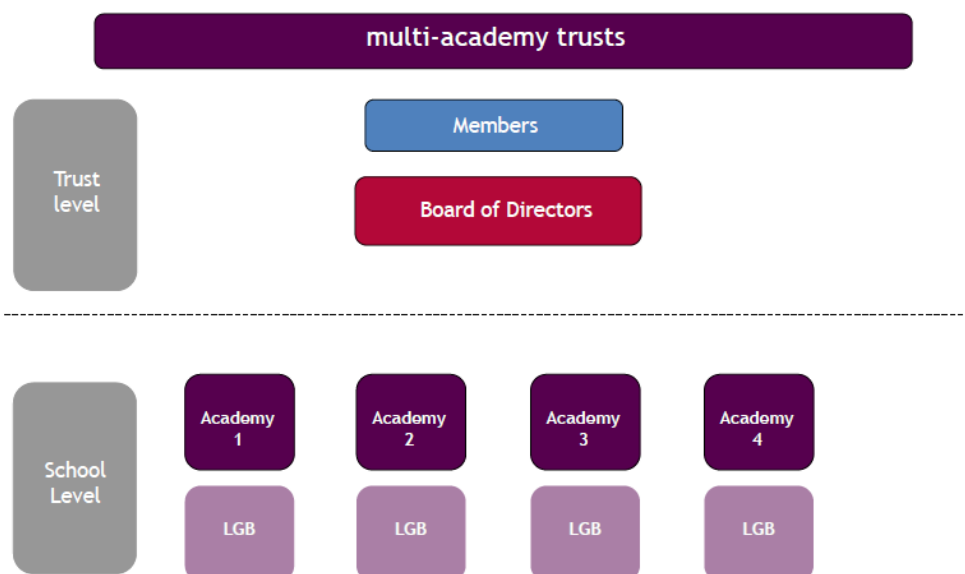
Skills/experience missing	How you plan to fill the gap
Legal Services	Finham Park School currently holds a service level agreement with [REDACTED], [REDACTED], [REDACTED], Milton Keynes [REDACTED] Legal advice will be sought via this company in the first instance
Human Resources (HR)	The Core Applicant Group contains individuals who have significant experience of recruitment and other HR issues within an educational context. The group will also have direct access to HR advice from the HR Team who are currently employed by Finham Park School. This service itself is supported via a service level agreement with [REDACTED], [REDACTED], [REDACTED], Linford Wood, Milton Keynes [REDACTED]

Section F2

Finham Park is currently a single academy with its own trust, but is currently applying to convert to a Multi Academy Trust (MAT). We expect to become a MAT by August 2014. Finham Park 2 will be the first school to be part of Finham Park MAT.

The diagram below illustrates an overview of governance:

Figure 1. Finham Park MAT Overview



'Members' of the MAT will hold overall responsibility for the performance of all schools in the group. They will appoint a Board of Directors who will in turn be responsible for monitoring the delegated responsibilities held at Local Governing Body (LGB) level (please refer to Scheme of Delegation below).

Table to illustrate Governance Structure of Finham Park Multi Academy Trust:

Governance level	Representation	Appointed by...
MAT members (4)	Finham Park	
Board of Directors (6)	Members x2	
	Executive Headteacher	MAT
	Headteacher Finham Park 2	MAT
	Member Appointees x2	
Local Governing Body (12)	Chair	MAT
	Headteacher	MAT
	Parents x5	Elected
	Staff x2	Elected
	Community x3	MAT

- Finham Park School’s Chair of Governors will be the Chair of Finham Park Multi Academy Trust, together with three other Trustees.
- The Board of Directors will contain two ‘Members of the MAT’ from figure 1 and headteachers from Finham Park School and ‘Finham Park 2’. In addition, there will be two Member Appointees to ensure the complementary skills sets necessary for successful leadership of the MAT are present at this level.
- Finham Park 2 will have its own LGB as above. The named members of this will be confirmed as soon possible during the pre-opening phase once a specific site is identified.

Process of governor selection

The Trustees at Finham Park School have established a clear process for ensuring governor vacancies are filled by individuals who have the correct knowledge and skills set necessary to ensure they have the capacity to make a positive contribution to the work of the governing body. The process includes the following stages, and would be applied to appointing new governors to the Free School LGB:

1. The governors complete a regular audit of experience and skills to ensure the governing body as a whole contains individuals with the necessary skill sets needed to provide support and challenge to school leaders – for example finance; leadership; education; social care etc.
2. Governor vacancies are advertised with a specific skills set that is needed
3. Interested parties are encouraged to submit a letter of application, together with their Curriculum Vitae
4. Successful applicants – those possessing the necessary skills sets – are then interviewed by a panel of Trustees and the Executive Headteacher
5. Successful candidates are invited to join the governing body

Finham Park Multi Academy Trust Scheme of Delegation

Multi-Academy Trust Members

Board of Directors	Finance Committee	Audit committee
--------------------	-------------------	-----------------

Finham Park Multi Academy Trust Scheme of Delegation

Multi-Academy Trust Members

Board of Directors	Finance Committee	Audit committee
--------------------	-------------------	-----------------

1. Trust Members

Role: Overall strategic responsibility for the Trust and the appointment of Directors.
 Terms of reference: To determine the board of directors

2. Board of Directors

Terms of reference for the board: Strategic oversight, setting visions and policies for the Trust, governance, contractual relationships with third parties

Vision and Accountability

- Setting out the vision for the Trust and its application at both Trust and academy levels
- Determination of corporate strategy and planning
- Compliance with all legislation, charity and company law
- Reports to the Academy Trust Members.
- Sets the terms of reference for the Local Governing Bodies (LGBs).
- Appoints Chairs to LGBs
- Compliance with Articles & Funding Agreements determining the admissions policy and arrangements for each academy (in accordance with the law and DfE codes of practice)
- Setting HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each academy, including the performance management policy and pay policy
- Setting other Trust wide policies such as health & safety, CRB etc.
- Has the power to overrule decisions made by its sub-committees and the three LGBs
- Oversight of PR to promote activities of the Trust and academies in the wider community

Standards

- Oversight of standards and outcomes across the Trust
- Annual target setting for the Trust in general and for individual academies
- Regular reviews of performance across the Trust
- Support and intervention strategies for individual academies
- Oversight of key performance data on a Trust and individual academy basis
- Power to withdraw delegated powers from a LGB and, if necessary, disband it

Appointments and training

- Ensuring processes in place for appointment of Trustees and Governors of LGBs
- Appointing the Headteachers (in consultation with the LGB), the clerk to the LGB and the Responsible Officer
- Responsibility for the performance management of the Executive Headteacher and the Headteachers in consultation with the LGB)
- Appointment and oversight of any cross academy staff
- Training and evaluating the Trustees & Governors

The Chair will be appointed by the Trust. The board will appoint chairs to lead each of the 2 LGBs from this board.

Example of core agenda for a Board meeting

- Progress toward Academy Improvement Plan targets of each school
- Report on performance from Finham Park School Local Governing Body
- Report on performance from Finham Park 2 Local Governing Body
- Report on performance from Business Committee
- Reports from any other committees set up by the Board
- Policies to be reviewed

3. **Local Governing Body (LGB)**

- The powers delegated to each governing body will depend on the circumstances of each school. The Headteacher is to enable each academy judged by OFSTED to be good or better to have a high and equal level of autonomy whilst an academy judged to be less than good to receive only a limited amount of delegation from the Board of Directors. Limited delegation means that all decisions will have to be ratified by the Board of Directors.

Role:

- Day to day running of the academy, carrying the Trust's vision, policies and priorities forward, holding academy leadership to account
- Vision and Accountability
- Implementation of actions required to comply with legislation and the funding agreement
- Implementation of policies and plans agreed by the Board (e.g. admissions, CRBs and the academy's financial plan)
- Appointing lead governors to have oversight of key areas such as SEN, Safeguarding and Health and Safety
- Oversight of the curriculum and curriculum policies to meet statutory requirements
- Standards
- Holding academy Leadership Team to account for academic performance,
- Quality of care & provision
- Setting ambitious annual targets for performance and regularly reviewing progress
- Oversight of the quality of teaching and learning across the academy with detailed knowledge of strengths and weakness
- Ensuring that the academy has appropriate intervention and support strategies in place to deliver high quality teaching and learning in all areas
- Overseeing the distribution and effectiveness of pupil premium funding
- Monitoring academy data

Appointments and training

- Monitoring local HR activity and policy, e.g. ensuring the process for local performance reviews of staff
- Managing the employment and performance management of all staff employed by the academy and managing disciplinary matters in accordance with the set policy
- Considering whether any changes are required to staff terms and conditions (making the amends requires the consent of the Board)
- Raising concerns if it is felt that appropriate training and development is not being provided
- Governors take part in regular self-review

Example of core agenda for a Local Governing Body:

- Progress toward School Strategic Framework targets (includes curriculum development presentations etc.)
- School staffing
- Report on progress toward student progress targets
 - Report on attendance, behaviour admissions and safety
 - Report on quality of teaching and learning

- Matters arising from Board of Directors meeting
- Matters arising from Finance Committee meeting
- Reports regarding specific school initiatives/issues

Composition of the Local Governing body (Total = 12). Full delegation.

Chair	1	(Appointed by Board of Directors)
Parents	5	(selected by parents)
Staff	2	(Selected by LGB)
Community Governor	up to 3	(Appointed by Board of Directors)
Headteacher	1	(From the 'home' school)
Executive Headteacher in attendance		

Finance Committee

- Role: oversee the finances of the Trust and the academies
- Establish a funding model for use across the Trust and the academies
- Agree each academy's annual budgets (in consultation with the LGB)
- Compliance with Academies Financial Handbook
- Oversight of finances of each academy
- The development of a revenue generation policy
- Determination after consultation with each academy the extent of services provided centrally to the academy and the allocation of cost
- Oversight of the effectiveness of the delivery of centrally provided services
- Establish processes for local management & maintenance of assets and appropriate registers
- Seeking value for money and ensuring resources are applied appropriately at academy level
- Monitoring and reviewing expenditure regularly
- Delivery of income generation activities
- Maintaining proper accounting records and preparing expenditure and balance sheets as required notifying the Trust of any changes to fixed assets used by the academy
- Supporting the Board in relation to the annual budgetary process
- Manage the academy's cash flow
- Observing proper levels of delegations & protocols

Composition (Total = 6)

Chair	1
Chairs of Local Governing Bodies	2
Finance representative from Board	1
Business Manager of the Trust	1
Executive headteacher	1
<i>Headteacher from each school (Non-voting)</i>	<i>2</i>
<i>Business Manager from each school (Non-voting)</i>	<i>1</i>

The Board of Directors and local governing Bodies will meet at least 4 times a year and twice in the autumn term. The committees will report to Board meetings through the year after the first Board of Directors Meeting has taken place in September.

Key expectations. The head teacher of each school will provide the following as a minimum for the LGB and a summary for the board of Directors:

Autumn term

- A comprehensive written report on examination/ test results which will also be presented to the LGB of each school
- Targets for the following year and progress towards them
- A detailed Head teacher's report to governors in the second half of the term covering all key aspects of school life including Teaching & Learning; Monitoring and evaluation; update on performance management; enrichment, community, business and enterprise, site issues, student voice etc.

Spring term

- A detailed Head teacher's report to governors (as for Autumn Term)
- For secondary schools a presentation and summary of 'Raiseonline' and Ofsted Data Dashboard information
- An accurate account of current performance/ standards and progress towards targets

Summer term

- A detailed Head teacher's report to governors (as for Autumn Term)
- An accurate account of current performance/ standards and progress towards targets

The Multi-Academy trust will be accountable externally through OFSTED inspections; the range of required auditing processes prescribed by the Department for Education and the Education Funding Agency. There will also be a rolling programme of reviews led by external consultants who will be appointed according to a best value process.

Managing Conflicts of Interest

This will be covered by a policy document. Directors or governors will be expected to declare any conflict of interest before an agenda item is discussed and withdraw from the meeting for that item.

The trust will appoint its own clerk to work across all of the meetings.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours/week)
Multi Academy Trust (MAT) Members				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
MAT Board of Directors				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]		16
[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
Name TBC – individual identified but awaiting CV & acceptance of role	Member Appointee 2	None	Legal expertise	8

Local Governing Body (LGB) for Finham Park 2				
Governors on Finham Park 2 LGB will be confirmed as soon as a site is identified	Individuals have contacted us about governor positions at Finham Park 2			

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Chair of LGB for Free School:	Seek volunteer through local contacts / Coventry networks. We will be seeking the services of an individual who has held governor roles in at least one other school and is able to demonstrate the experience, knowledge and understanding of leadership, possibly in an educational setting, that will enable them to provide support and challenge to the Headteacher Designate. We are confident that, given the contacts we have and networks where we are represented [REDACTED] we will be able to secure such an individual.

Section F4

We wish to secure the services of an educational leader who has the necessary skills, experience, track record and drive to lead Finham Park 2 to be a “World Class” academy within five years.

HEADTEACHER JOB DESCRIPTION

The job description is subject to the general conditions of service for headteacher as set out in the current School Teachers Pay and Conditions Document and is underpinned by the National Standards for Headteachers. The full job description is available if requested.

A) ‘Shaping the Future’

To work with the governing body, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context.

B) ‘Leading Learning & Teaching’

To work with the governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.

C) ‘Developing Self & Working with Others’

To lead, motivate, support, challenge and develop staff to secure improvement.

D) ‘Managing the Organisation’

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context.

E) ‘Securing Accountability’

To be accountable for the efficiency and effectiveness of the school to the Governors and others, including pupils, parents, staff, local employers and the community.

F) ‘Strengthening Community’

To promote community cohesion by developing a school culture and curriculum which takes account of the richness and diversity of the school’s communities and promotes equality of opportunity and inclusion for different groups of pupils within the school.

FINHAM PARK 2

HEADTEACHER PERSON SPECIFICATION AVAILABLE IF REQUESTED

Individual identified to become Headteacher Designate at Finham Park 2:

██████████

██████████

██████████

Section F5 Educational Track Record

Finham Park School [Link to Finham Park School Section 5 Ofsted](#)

Section 5 Ofsted inspection – key judgements in 2010/11 academic year

Achievement	1
Teaching	2
Behaviour	1
Leadership	1

2013 Performance Data for Finham Park School (Data from Raiseonline)

School Performance Indicator 2013	Finham Park School	Coventry City Council Average	National Average	Raiseonline (ROL)
5A*-C inc En/Ma	74%	56.6%	60%	
Expected Progress in English	76%		69%	
Expected Progress in Mathematics	82%		70%	
'Best 8' Value Added (inc En/Ma)	1010.1		1000.0	ROL Sig+ 2011;12;13
EBacc English	1000.8		1000.0	ROL Sig+ 2011
EBacc Mathematics	1001.4		1000.0	ROL Sig+ 2011;12;13
EBacc Science	1002.4		1000.0	ROL Sig+ 2011;12;13
EBacc Modern Languages	1003.2		1000.0	ROL Sig+ 2012;13
EBacc Humanities	1003.1		1000.0	ROL Sig+ 2011;13
Overall Attendance	94.9%	93.9%	94.1%	
Persistent Absence >85%	4.7%	6.2%	6.6%	
Fixed Term Exclusion as a % of cohort	4.99	6.95%	7.98%	

Capacity to drive improvement

Finham Park 2 will utilise all the professional expertise and wider network support that is in place for Finham Park School. These will include the following aspects:

1. Executive Headteacher

[REDACTED]

Example of Evidence of impact on educational improvement in supported schools

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2. Existing professional contacts and networks

- The Executive Headteacher will be able to utilise a wide network of contacts across the West Midlands to add additional school improvement support where necessary – for example colleague NLEs & individual experts from other National Support Schools.
- Finham Park School is a Strategic Partner in two Teaching School Alliances – ‘The Griffin Alliance’ led by Lawrence Sheriff School in Rugby and the ‘Swan Alliance’, led by Sidney Stringer Academy in Coventry. These large networks will be utilised to provide tailored support, for example for individual subject area development, as necessary.
- Finham Park School, as a National Support School, has developed leadership capacity and experience in a number of key areas – this will be used in a strategic way to support the development of Finham Park 2 in its infancy – for example Specialist Leaders of Education (SLE) in Mathematics; Teacher Training; Humanities; Staff Development
- Finham Park 2 will be part of the wider networks of schools that exist in Coventry. Currently this would mean it joining the West Partnership of Coventry Schools. This would give the Headteacher Designate immediate access to a professional community that includes community schools; sponsored and convertor academies; University Technology College (UTC); Faith schools etc. The Partnership has existing collaborative structures for Behaviour & Attendance; Curriculum Design; Subject Networks etc.

3. Central services provided through Finham Park School

Please refer to Section F6 for more detail here

4. Benefits of future Finham Park MAT development

- Our vision is that Finham Park MAT will grow in the future – at its end point existing as a small group of secondary (2-3) and primary schools sharing a common aim of delivering a “World Class” education for Coventry pupils – a local solution for local people. Governance structures will be adapted over time to support growth and ensure all schools are held to account for the educational outcomes of pupils.
- Currently Finham Park School is working in collaboration with 6 partners in the primary sector. There is a shared desire to improve provision in all primary schools (currently Ofsted ‘Good’) to an Ofsted ‘Outstanding’ rating by focusing relentlessly on improving Achievement; Teaching; Behaviour and Leadership. We aim to collaborate more deeply and sustainably, believing a shared model of governance would support these objectives and ensure a more consistent and sustainable model of education for children in the future.
- Finham Park 2 will also develop strong partnerships with primary schools in Coventry, benefiting from the primary networks that Finham Park partners are currently part of. We have already started this process and have already made significant links with several local primary schools.
- It is envisaged that some/all of Finham Park/Finham Park 2 primary partners would join Finham Park MAT in the future and that a MAT model will ensure all schools in the group are able to maximise financial efficiency – increasing purchasing power to secure key services at a lower price whilst providing an efficient and comprehensive offer of personalised Continuing Professional Development to all staff working in the schools.

F6- F6(a) Shared services

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████		1 day per week	██████████
██████████	██████████		1 day per week	██████████
██████████	██████████		3	██████████
██████████	██████████		3	██████████
██████████	██████████		3	██████████
██████████	██████████		3	██████████
TOTAL				██████████

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared services	
	2014/15	2015/16
Finham Park School	██████████	██████████
Finham Park 2	██████████	██████████
TOTAL	██████████	██████████

Section G: Budget planning and affordability



G3: Financial resilience to reductions in income





Department
for Education

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available for download at www.education.gov.uk.

Reference: DFE-00242-2013