



Perry Beeches The Academy

These applications represent the development of The Perry Beeches Academy Trust creating and supporting outstanding secondary education across the city of Birmingham.

It is well documented that over the next five years, Birmingham will have a shortage of over approximately 9,000 secondary school places.

It is our intention to develop Free Schools under the Perry Beeches Academy Trust, not simply to meet the demand of student places, but to provide an already recognised 'outstanding' level of top quality education that will support the very highest aspirations of the young people of our city.

“There are some amazing schools in Birmingham; there are some great independent schools; there are some great grammar schools, but I have to say that the best schools in Birmingham now are Perry Beeches I and Perry Beeches II, comprehensive schools doing an amazing job for every child”.
(Rt. Hon Michael Gove MP Secretary Of State For Education – Conservative Party Conference 9th October 2012).

Our intention is to become a localised, 'family' chain, not a huge, sprawling, national 'Local Authority', but an outstanding, small, concentrated, 'hands on' approach to community based, comprehensive schools here in the West Midlands. Our intention is to grow to five or six secondary providers, dependent upon need and parental choice, with each of the new Free Schools serving up to 700 young people aged 11-18. We also intend to embrace local primary schools into the Perry Beeche's Family or to open much needed new primary phase Free Schools so that our success and philosophies can make an impact at an earlier age.

"Everything is fantastic about Perry Beeches, from top to bottom. All the teachers that work at Perry Beeches I and Perry Beeches II are part of a team with success at the heart of everything they do. I hope I can get Perry Beeches 18, 19 and 20".

(Rt. Hon Michael Gove. Secretary Of State For Education – Great Barr Observer 7th September 2012).

The majority of our work, represented in these applications, is around building capacity and succession in terms of staffing, leadership and management. We are enormously supported by the Teaching Agency who have given us 66 places so that our ethos of growing our own leaders can continue to be a reality.

You will see these applications are supported by a whole range of professional and political allies who believe Perry Beeches really can make a difference to the education and life chances of young people in the West Midlands.

Finally these applications are well thought out and realistic. They make financial sense at a time of austerity, refurbishing unused buildings in our city is at least one fifth of the cost of a new build, money can therefore be spent on the education of our young people.

Thank you for considering our applications.

"We have one of the best headteachers in the country, certainly in this city, a world class leader, opening a new school, and if Liam No/an wants to open a new school then you would have to be a fool to say no".

(Rt. Hon Michael Gove MP. Secretary Of State For Education – Great Barr Observer 7th September 2012).

A handwritten signature in black ink, appearing to read 'Liam Nolan', is written over a horizontal line.

Mr Liam Nolan
Executive Headteacher
Chief Executive Officer
Perry Beeches Academy Trust

**PERRY BEECHES III – THE
FREE SCHOOL**

**Free Schools
in 2014**

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the

page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Perry Beeches The Academy Beeches Road Birmingham B42 2PY
3.	Email address: [REDACTED]
4.	Telephone number: 0121 360 4242
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: Application for: Perry Beeches III – The Free School – Opening September 2013 Perry Beeches IV – The Free School – Opening September 2014

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Perry Beeches The Academy Trust	
14.	Company address: Perry Beeches The Academy Beeches Road Birmingham B42 2PY	
15.	Company registration number and date when company was incorporated: 7749786 – 23/08/2011	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Perry Beeches The Academy Perry Beeches II – The Free School	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 6	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]

Company directors

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

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

9. Name: [REDACTED]

10. Name: [REDACTED]

11. Name: [REDACTED]

12. Name: [REDACTED]

13. Name: [REDACTED]

14. Name: [REDACTED]

15. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable

- Yes
 No

	bodies; and/or commercial or non-commercial organisations.	
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	138141
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	PB The Academy, 11-16 – 917 students PBII – The Free School, 11-19 – 145 students (620 at capacity)
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: Academy Convertors: http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138141	

	<p>Last full inspection as Perry Beeches School, 24 Sep 2008 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103492</p>
31.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>Perry Beeches School:</p> <p>http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=103492</p> <p>Perry Beeches Academy (May 2012):</p> <p>http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=138141&superview=sec</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

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

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

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

Signed:

[Redacted signature]

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

Print name: [Redacted name]

Date:

20/12/12

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

Section B: Outline of the school

1.	Proposed school name:	PERRY BEECHES III – THE FREE SCHOOL
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Birmingham <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>
12	Please tell us how you found this site:	Looking at 3 sites
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local Authority in which the proposed school would be situated:	BIRMINGHAM
16.	If the preferred site is near to a Local Authority boundary please specify the names of the neighbouring Local Authorities:	N/A Nearest other LA Sandwell.
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

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

The Education vision for Perry Beeches III: The Free School

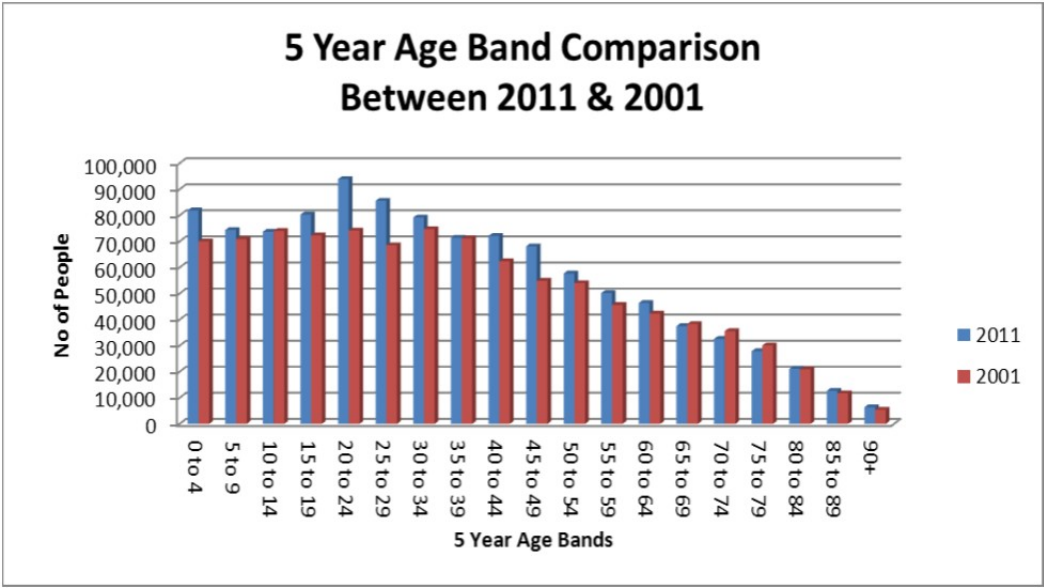
Rationale:

We will offer a traditional education and curriculum, an 'old fashioned' style of schooling – exactly like we offer at both current Perry Beeches schools. High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected. [REDACTED]. The same success at PBI and PBII will be delivered at PBIII!

It is important to note in the first instance that this Free School is based totally upon the PBII model.

Shortage of Pupil Places in Birmingham

1. The Local Authority has highlighted a shortfall in school places in the Birmingham area but particularly in the 'central corridor.'
2. The city has a youthful age profile with 22% of the population being children (0-15) and in contrast to the national and local picture there are more children than pensioners in Birmingham.



3. The average number of students in Birmingham Maintained Primary Schools has now increased from 27.0 to 27.4 over the last year 2011/12 and an increase of 0.6 from 2005-2012.
4. It is widely reported that there is a shortfall of between 7500 and 9000 Secondary School places in Birmingham over the next five years as the birth rate in Birmingham rose by 25% between 2000 and 2007.
5. There has been a sharp increase in Birmingham's population from 2000 onwards and whilst there has been some planning for an increase in provision of primary places in the 'Primary School Expansion Report from Overview and Scrutiny' Birmingham City Council, July 2011; There has been no plan aimed at secondary level.
6. May 2011 Data also shows Birmingham has 2,729 students in excess of school capacity at State-Funded Secondary level, 3.8% as a percentage of total places.
7. Projections show an increase in the number of students of secondary school age in Birmingham from 69,517 in 2010/11 to 73,749 by 2017/18 when the proposed school reaches capacity (stead-state).
8. This school age growth is particular to certain areas of the city. The main area being Ladywood. This is where we propose to open PBIII. In this district there is only one other school, PBII, which is already oversubscribed!

Oversubscribed

Perry Beeches - The Academy is the successful, TES Outstanding award winning school with a waiting list to match. Sadly there are not places to fulfil the demand of parents in the Birmingham area.

- Perry Beeches - The Academy is an oversubscribed secondary school in Birmingham. There were 927 applications for 180 places in 2012 with 284 opting for Perry Beeches as their first choice.
- Perry Beeches - The Academy and Perry Beeches II The Free School are both oversubscribed secondary schools in Birmingham. There were over 1200 applications for 180 and 100 places, respectively, to start in September 2013.

Lack of Quality Provision in Choice

- Only 67.2% of admissions offers made were first choice in Birmingham in comparison to 81.3% in the West Midlands and 85.3% nationally.
- Parents are refusing to send their son/daughter to the underperforming local schools, for with some schools such as Heartlands only 60% of students pick the school as their first choice, with more and more being forced to attend a school they did not choose as being in their top three preferences.

School	Number of places available	Number of applicants as first choice	Ratio of first choice places to applicants	Total number of applicants (all choices)	Ratio of applicants per place
Perry Beeches	180	284	1.57	927	5.15
Al-Hijrah	60	290	4.83	1101	18.35
Aston Manor Academy	150	121	0.8	541	3.6
Bordesley Green Girls	120	198	1.65	859	7.15
Heartlands Academy	150	91	0.6	439	2.92
Holte	192	218	1.13	565	2.94
Holyhead	210	223	1.06	662	3.15
Holy Trinity Catholic	126	62	0.49	323	2.56
King Edward Aston*	120	348	2.9	1427	11.8
St Alban's CE Academy	87	101	1.16	227	2.6
Small Heath	210	255	1.21	1171	5.57

Why are you proposing this school – why is your school, in particular, needed in your area?

Perry Beeches III – The Free School will work to the successful model already in place in Perry Beeches – The Academy and Perry Beeches II –The Free School in terms of pedagogy, curriculum and ethos. This tried and tested model is already working to secure students outstanding outcomes in terms of both academic qualifications and life experiences. PBIII is an extension of the popular brand that represents the highest standards in some of the most deprived areas of our city.

The Ladywood area in which we propose to open Perry Beeches III is close to the city centre but has not benefited from the same level of regeneration. The area has some of the highest levels of deprivation in the United Kingdom:

- Highest jobless benefit claimant count in the country – 11% compared with National Average of 3.8%
 - Highest percentage in England of men claiming benefits – 15.1%
 - Highest percentage in England of women claiming benefits – 7.2%
- Low income families, with 48% of households in the area with an income of less than £15,000 below the city's average of £25,600
- 53% of families in the district are one parent families 7,000 of 13,200 according to the Office of National Statistics.

- 43% of the working age population in Ladywood have no qualifications

Perry Beeches has the same complex challenges faced by schools in Birmingham but has overcome these to ensure student success. Our ethos and approach is tried, tested and successful with similar students from similar backgrounds, in some cases from the same areas.

As with Perry Beeches II – The Free School we propose a Sixth Form, this allows our students to continue to thrive in the same atmosphere of success whilst completing their Key Stage 5 courses. The Sixth Form provision in terms of course choice is outlined in more detail in the Education Plan, it will enable our students to achieve high academic standards at A Level. The course offering is defined by student need and the school’s ability to deliver a high level education which will be suitable for our students. At Perry Beeches all courses and options are tailored to the needs of our students, whether it is lower or upper school, and we will guide them to ensure that they opt for the most appropriate courses which will create genuine life chances for them. In contrast to other schools in the area we will not waste student’s time with courses which we know will not genuinely raise life chances for our students like COPE or ASDAN.

Underperforming Local Schools:

Unfortunately there are a number of underperforming schools in Birmingham which are also undersubscribed. Schools like Perry Beeches are above capacity however others fail to fill their rolls. As the secondary school population grows more and more students are going to be left with no choice but to attend an underperforming school.

- A number of primary schools APS in the Ladywood area are under the national figure indicating Literacy and Numeracy as a key priority for this area
- A number of the local schools are failing with students leaving without the qualifications they deserve
- We believe Perry Beeches results speak for themselves:

GCSE RESULTS								
	5 A* - C Excluding English and Maths				5 A* - C Including English and Maths			
	Perry Beeches	LA	National	Ladywood Constituency	Perry Beeches	LA	National	Ladywood Constituency
2010	100%	82%	54%	78.4%	74%	55%	75%	53.8%
2011	100%	86.4%	57.5%	86.2%	75%	58%	79.5%	63%
2012	100%	87.3%	59%		77%	59%	82.5%	

	5 A*-C in Ladywood Constituency						Un-validated	
	2009		2010		2011		2012	
	with Eng & Ma	without	with Eng & Ma	without	with Eng & Ma	without	with Eng & Ma	without
PERRY BEECHES	64%	92%	74%	100%	75%	100%	77%	100%
AL-HIJRAH	72%	81%	72%	83%	75%	80%		
ASTON MANOR	48%	70%	52%	90%	63%	91%	48%	93%
BORDESLEY GREEN GIRLS'	43%	71%	56%	88%	64%	86%	57%	82%
BROADWAY	37%	63%	49%	77%	60%	91%		
HEARTLANDS ACADEMY			47%	83%	45%	95%	55%	96%
HOLTE	40%	74%	49%	79%	52%	80%	67%	88%
HOLY TRINITY RC	49%	66%	41%	79%	44%	94%	54%	
HOLYHEAD	48%	75%	60%	80%	63%	90%	69%	90%
KING EDWARD VI ASTON	100%	100%	99%	100%	99%	99%		
SMALL HEATH	42%	63%	50%	59%	54%	63%	61%	71%
ST ALBAN'S ACADEMY			50%	73%	68%	93%	50%	98%

Ofsted have outlined a number of ways in which the local schools can improve because they are failing through their Survey Inspection Programme. Some of their recommendation include:

- Improving standards in Numeracy to bring them closer in line with those of Literacy.
- Monitor and support the progress of low attaining students. (Aston Manor)
- Ensure the rapid progress students make in mathematics at Key Stage 3 is matched at Key Stage 4. (Bordesley Green)
- Increase the proportion of outstanding teaching by ensuring greater consistency in the use of assessment, including marking to inform students how they can progress to the next level. (Bordesley Green)
- Raise the quality of teaching and learning so that the vast majority of lessons are at least good and more are outstanding (Broadway)

In the case of Holy Trinity, Ofsted stated the school required significant improvement.

The Education Vision for Perry Beeches III - The Free School

Perry Beeches The Academy has, over the last five years, become a school which has had record breaking success and continues to drive an agenda of academic

excellence for all students regardless of background. Although student centred we are driven on four Key Principles:

Key Principle 1 – Achievement

To ensure that all students achieve or exceed individual added value from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

Key Principle 2 – Quality of Teaching

To develop the quality of teaching and learning

Key Principle 3 – Behaviour and Safety / SMSC

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

Key Principle 4 – Leadership

To show evidence of high performing and consistent leadership and management roles throughout the school

These make up the four cornerstones of our School Improvement Plan. Our students are nurtured pastorally and academically so they are equipped with the skills necessary to be a success in a competitive market environment. Perry Beeches' students leave as academically successful, articulate, respectful, confident members of the community. This style of schooling will be the basis of Perry Beeches III – The Free School.

A second Free School provides the opportunity for Perry Beeches to expand its 'brand' of success to a new location and to provide opportunities for more young people, ensuring more success in Birmingham. Birmingham city centre in particular Ladywood is an area where there is a need for a 'better deal' in terms of quality of education, for a population where there are high levels of deprivation and a seeming lack of aspiration in terms of secondary, further and higher Education. The lives of the children who attend Perry Beeches III will be different from those who do not, they will be given life chances that otherwise would not have been afforded to them. The data shows that parents are not opting to send their children to their local school, the data shows that the local schools are underperforming, the data shows Perry Beeches is an oversubscribed, over performing school with a track record of success and outstanding teaching and learning which can make a positive difference to this area and to these children.

Perry Beeches III: The Free School will be a mainstream, non-selective, comprehensive school for students aged 11-19. The Free School 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 start point and a commitment to

lifelong learning for all stakeholders. All students will be expected to achieve and as with Perry Beeches The Academy **ALL** will be expected to achieve a minimum of 5 A*-C at GCSE Level.

There will be a broad and balanced curriculum which will allow students to successfully work towards GCSE and A Level qualifications. We are seeking to be part of Birmingham, and enable our students to have access to all the resources Birmingham can offer us. The curriculum will be built around the student's needs and aspirations, students will be guided to ensure they make informed decisions about their choices and are successful in their chosen subjects. 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 Free School 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 a key ingredient in developing young people who are confident, articulate and have a willingness to embrace new challenges. As with Perry Beeches – The Academy and Perry Beeches II – The Free School, students will be the centre of all that is done, will be the core business of the school, and because of this will want to attend, will want to achieve and will want to be successful. Students will shape the school and as with PB and PBII will have a clear voice in decision making in the school including the evaluation of Teaching and Learning.

The Free School will be a place in which the stakeholders, 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. At Perry Beeches we actively engage with community leaders, businesses and figureheads. They play key roles in our schools helping contribute and support the ethos of the school by supporting our school in a number of ways, whether it be through direction at Trust Board level or practically, enriching the curriculum, sharing their experiences, offering work placements or other activities which form part of the PB experience like the celebration weeks of different cultures.

The Free School will invest in 'people'. There will be an expectation of learning for all staff and that continued learning will be extended to other stakeholders. We will extend our current learning partnerships with Higher Education providers. Teaching staff will be expected to have an MA in Education or in the process of studying for their MA. Support staff will all extend their learning through various routes such as GCSEs, NVQs, Foundation and First Degrees. We will strive for all teaching to be outstanding and will challenge teaching and learning which requires improvement.

The Free School will further develop its relationship with key organisations such as Teach First, Teaching Leaders and Future Leaders. Having a clear ethos of learning for all of our adults has a direct impact on the attainment of students. The aspiration of

learning and success will be all encompassing for our students. It will be the norm that learning is key, not only at school, but throughout your adult life. The explicit philosophy will be that we are all learners, at whatever level, and the learning by staff will be used to directly impact on student achievement and attainment.

Perry Beeches III will provide students with life experiences that are not typical of a normal school, the only type of school currently available to them now. The Free School will be a team based community where we will all be involved in experience beyond the classroom through residential and field trips such as outward bound centres and foreign residential for **ALL**. We will work with local and national businesses and figureheads to enrich our curriculum incorporating themes of enterprise and citizenship.

Raising academic standards and aspirations of all students and stakeholders will be at the heart of all that we do; constantly evaluating all our work so that it meets the needs of our students will seek to develop student's leadership throughout the school. Our school will be appropriate for our students because just as with Perry Beeches The Academy this will be a school centred on student needs with the view to all students being successful.

Aspirations and Outcomes

Key Principle 1 – Achievement

To ensure that all students achieve or exceed individual added value from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

- All Year 7 students to make a minimum of 2 sub-levels progress (in line with national expectation) by the end of Year 7 in core subjects
- All students to make a minimum of 4 sub-levels progress (in line with national expectation) by the end of KS3 (Year 8) in core subjects
- 100% of students to achieve pass grade at A Level. PBIII to be significantly above National Average of grades A*/A (2011 – 27%)
- 100% of students regardless of background or SEN to leave Perry Beeches III The Free School with 5 A* - C GCSE
- 5A*-C including English and Maths to be significantly above National Average, placing school in FFT-D Range (2011- 53%) and in line with Perry Beeches – The Academy (2012 – 77%)
- 3+ levels of progress to be significantly above National Average in English (2012 - 70%) and Maths (2012 – 65%)
- 4+ levels of progress to be significantly above National Average in English (2012 - 30%) and Maths (2012 – 29%)

Key Principle 2 – Quality of Teaching

To develop the quality of teaching and learning.

- 75% of lessons to be graded Good or Outstanding
- Quality of Teaching and Learning to be continuously monitored through learning walks, lesson observations and 'Mini Ofsted' (Internal Ofsted inspections) and intervention and support to be put in place when appropriate.

Key Principle 3 – Behaviour and Safety / SMSC

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

- Attendance to be significantly above National Average (2011-12 - 93.5%) and in line with Perry Beeches – The Academy (2011-12 – 95.31%)
- Standards of Perry Beeches – The Academy to be maintained with Behaviour Policy to be followed, clearly outlining expectations, sanctions and rewards

Key Principle 4 – Leadership

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a 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 opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019	2020
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7		100	100	100	100	100	100	100	100
Year 8			100	100	100	100	100	100	100
Year 9				100	100	100	100	100	100
Year 10					100	100	100	100	100
Year 11						100	100	100	100
Year 12		60	60	60	60	60	60	60	60
Year 13			60	60	60	60	60	60	60
Totals		160	320	420	520	620	620	620	620

Section D: Education plan – part 2

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

Curriculum Rationale:

We will offer a traditional education and curriculum, an 'old fashioned' style of schooling – exactly like we offer at both current Perry Beeches schools.' High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected. [REDACTED]. The same success at PBI and PBII will be delivered at PBIII!

Perry Beeches III The Free School vision is 'to provide an excellent education for every child to exceed expectations'.

Student Background on Entry to Year 7:

The data for the 12 local primary schools in the area shows:

- Two-thirds of the 12 local primary schools did not meet the Local Authority's target for 2 levels of progress in English for 2011. The same number did not meet the national average for progress in English.
- 2/12 primary schools in the area met the LA target for 2 levels of progress in Maths for 2011. 7/12 fell short of the National Average for Progress in Maths.
- Only one-third of the primaries met the LA average for average point scores (APS) in 2012. Five primaries saw average point scores decline from 2011 to 2012 whilst the rest of the LA saw APS on average increase from 27.1 to 27.9, the largest increase since before 2005.
- For the second year running only one-third of the local primaries achieved the national average for English and Maths L4+ in 2012.
- The results are worse for the higher ability students with only one school in the local area achieving the national average for the number of students achieving L5+ in English and Maths, a decline on 2011 when one-quarter of schools achieved this.
- Although results remain variable in the area the number of statemented students has steadily declined since 2007 from 1.8% of the roll to 1.3%. During this same period the percentage of students who are SA+ has steadily risen from 7.0% to 8.4% in 2011 followed by a minor decline in 2012.
- The figures show that students with English as an Additional Language make up 37.7% of the student roll at the feeder primaries more than double the national average of around 15%.

This shows the students who are likely to enter our Year 7 are on average achieving much below the local and national averages for attainment and progress in English and Maths. There is a high percentage of students who have English as an additional language and this may be a barrier for their learning. The data shows that not one of the schools has consistently increased its APS over the six year period, unlike Perry Beeches which has shown 6 years of continual improvement in

the percentage of students who achieve 5A*-C including English and Maths.

Perry Beeches III The Free School mission statement is to:

'Provide an excellent secondary and post-16 Education for every child regardless of background. Perry Beeches III The Free School, will be working to raise attainment to ensure that every child who joins at the age of eleven, leaves at the age of eighteen with the qualifications and character skills to commence the degree or career of their choice. By working with parents as partners, staff at Perry Beeches III The Free School will guarantee that every child will exceed expectation and fulfil their potential'.

The Perry Beeches III The Free School vision and mission will be achieved by adopting the following core values:

- Invest in the recruitment and development of high calibre graduate teachers
- Education: a broad and balanced curriculum that will provide pathways to a range of careers
- Every child: a fully inclusive school, with high expectations and high aspirations for every child
- Exceed expectation: set ambitious targets to ensure students exceed levels progress expected of them.

The aim of the curriculum at Perry Beeches III The Free School is to maximise the opportunities and outcomes of all students, and as a result, improve their life chances. The curriculum will provide students with the opportunity to:

- make rapid and sustained progress, and have high levels of understanding across a wide range of different subjects across the curriculum
- find learning engrossing and enjoyable, and are motivated to achieve through collaboration and cooperation
- achieve and promote their spiritual, moral, social and cultural development, in preparation for life in modern Britain and a global society

Ladywood historically has low levels of Literacy and Numeracy. This has led to student underachievement in the wards of Ladywood with outcomes at levels considerably lower than the national Level. The lower levels of Literacy and Numeracy need to be addressed with a 'depth before breadth' approach to ensure that students gain these vital skills as early as possible and are prepared adequately to secure progress on a wider curriculum. The National Curriculum provides an excellent variety of subjects that prepares students adequately for adult life, but students in Ladywood do require an intricate level of intervention directed towards their key needs of Literacy and Numeracy. Delivering the National Curriculum for the individual needs of students within Ladywood will not provide the interventions based personal learning approach that is needed to drive up achievement in this area immediately. The curriculum needs to be tailored to create a learning environment that is supportive and reflective of the abilities of

students needs in Ladywood.

Perry Beeches III The Free School has therefore devised a specialised curriculum for students which address their core needs early in Year 7. The aim of this specialised curriculum is to provide an intensive intervention based approach to bringing students levels of Literacy and Numeracy to national levels. This approach will ensure that when students are able to access the wider curriculum, they will have the basic skills to progress in the wider curriculum subjects. The response to the low Literacy and Numeracy levels has therefore been to dedicate more time to English and Mathematics. Those students with low Literacy and Numeracy levels will do additional Literacy lessons in the first instance instead of Modern Foreign Languages (MFL).

The curriculum model will be flexible and the timetable will be adapted to suit the needs of the students.

The model shown is the 'standard' timetable; however should the needs of the students mean that the timetable is not best suited to their needs then it can be modified at any stage during the academic year. For example:

- A cohort of students are achieving below nationally expected levels in core subjects such as English and Maths
 - Timetable adapted so they do not study MFL but have additional time studying Literacy/Numeracy

Part of the success of the Perry Beeches' Schools has been the ability to change the curriculum to be tailored to the needs to the students at any time of the academic year. Unlike other schools in the area which are slower to react to student needs and only change the curriculum annually.

For students with particular needs separate curriculum pathways will be created which will introduce students to wider learning. The amount of teaching time allocated will be matched to the needs of the students, but not at the expense of a broad and balanced curriculum. For example in Year 7, lower and middle attaining students below National Average in Literacy/reading age may require more time focused on Literacy. These students may be new arrivals or have Special Educational needs. These students will benefit from the support of Assistant Teachers, as well as small group targeted intervention and activities during the school day, during breakfast or afterschool. For example, a reading club to accelerate the reading age of students or a speaking and listening workshop. These students will also be allocated a Post 16 academic mentor.

The result of not taking into account the Literacy and Numeracy needs of students in these wards and adapting the curriculum effectively, is that students will struggle in the wider subjects as they will not have the language skills that are required to progress. Students will struggle to read and write effectively throughout the curriculum leading to lower levels of achievement at GCSE level. The important point to note is that the timetable is flexible and will change throughout the year to meet the needs of the students.

Perry Beeches III The Free School curriculum aims not to deprive students of a broad and balanced curriculum. Students will still be studying the wider variety of subjects but with less time dedication than the core subjects. The extended school day and enrichment slots make this possible.

The vision of Perry Beeches III The Free School has driven the innovative design of the curriculum which consists of two entwined strands. Students at Perry Beeches III The Free School will enjoy the richness of:

- a broad and balanced curriculum (traditional core, breadth and enrichment curriculum)
- a distinctive locality that will be used as a curriculum resource to raise aspirations of our students.

Birmingham City Locality:

Perry Beeches III – The Free School will be located within walking distance of the city centre. This presents a wealth of outdoor learning opportunities for students which students at Perry Beeches II – The Free School already incorporate in their curriculum.

The location of the school in Birmingham will mean students will have access to:

- St Paul’s Church, a Grade I listed Church located in a Georgian square
- Birmingham Museum and Art Gallery and 40 other galleries
- University of Birmingham, Aston University, Newman University, Birmingham City University
- Aston and Birmingham Science Parks
- Industry links including Jaguar Land Rover
- National Indoor Arena

Perry Beeches already has links with a number of key figures in Birmingham who are able to support our students in their work and broadening their experiences of the city, they include:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- The Canal Trust are working with the school on a variety of projects.

Links like these will be used to ensure that students are given opportunities to enrich their learning and understand more about the history of their city. Where possible these will be closely tied to the curriculum, such as visits to Stratford-upon-Avon to see where William Shakespeare lived and worked to support Drama and English. Other links will enhance the ethos of the school through support in events such as visits during ‘Black History Month’ or ‘Gay and Lesbian Culture Week.’

Team PB Teaching Pedagogy:

This is linked directly to Key Principle 2 – Quality of Teaching

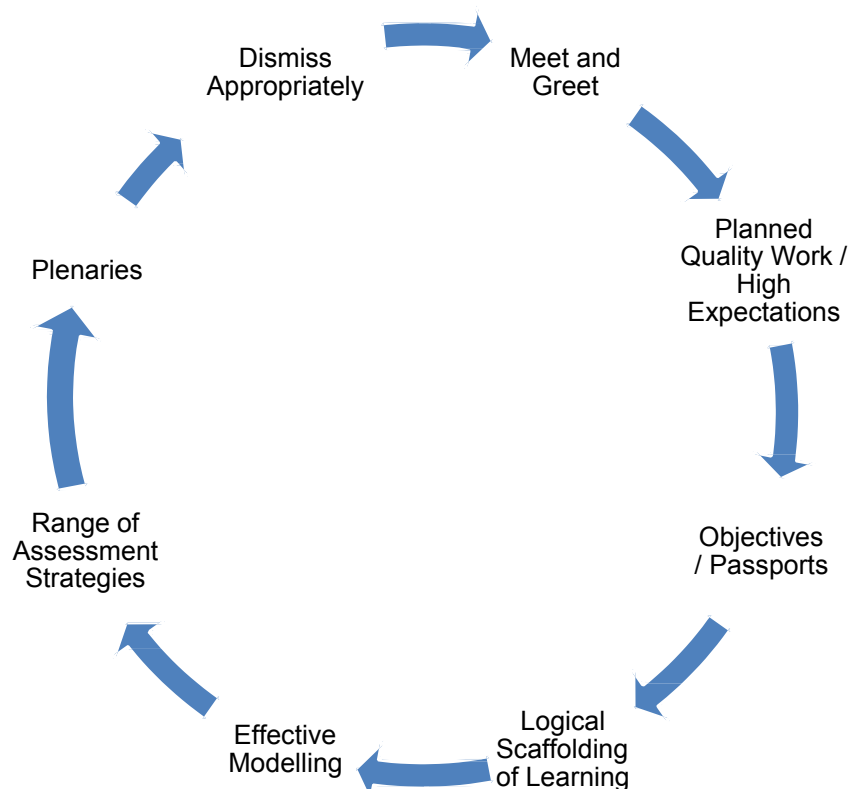
To develop the quality of teaching and learning.

- 75% of lessons to be graded Good or Outstanding
- Quality of Teaching and Learning to be continuously monitored through learning walks, lesson observations and 'Mini Ofsted's' (Internal Ofsted inspections) and intervention and support to be put in place when appropriate.

Perry Beeches The Academy has developed Teaching and Learning through the creation of the Teaching and Learning team led by the Senior Leadership Team. This has resulted in Perry Beeches The Academy creating a training school portfolio which is rigorous and robust in the development of all teachers in classroom.

Perry Beeches has developed its own pedagogy of teaching which has been successful and will be adopted by Perry Beeches III The Free School. The following is an overview of what to expect when teaching takes place across the family of Perry Beeches schools.

Team PB Class Routines:



Planned Quality Work and High Expectations:

- Thorough Lesson Planning
- Believe in what we are delivering

- Inspiring Work that PUSHES students to improve
- Ensuring that students learn something new each lesson (What do you want students to learn in your lesson)

Meet and Greet:

- Welcoming students, engaging with a smile, (they may have just had a difficult lunch break, fallen out with a friend, had an argument with parents). Meet and greet is your chance to make a positive and fresh start for each student.
- Setting the scene for learning. Reminding students that their starter activity is on the board (or on tables)
- Checking uniform and ensuring Passports are at hand to save time so learning takes place as soon as students step foot in your classroom. Polite requests, not confrontation.

Passports:

- Expecting students to have Passports out on tables means that they have the following at hand:
- Working at Levels and Targets should be looked at and revisited in lessons (If a visitor asks a student about levels, they have the information to hand, immediately).
- Rewards (Quick and easy access to rewards)
- Sanctions (Yellow slips to detentions. This also shows a student's history if you are not familiar with them)
- Toilet Pass (easy monitoring of WC use)
- Notes to and from Parents (excellent way of communicating with parents - second only to a phone call or meeting).
- The Passport is like a mobile filing cabinet for students. We need to use it and encourage students to use it effectively.

Objectives and Outcomes:

- Clear Learning objectives with clear outcomes for EVERY lesson
- Displaying clear lesson objectives for example Must Should Could or IDEAL
- Needs to be written in language that students can understand.
- Should show students what standard their work is and how they can improve.
- Link standards of work to Levels and Grades.
- Clearly highlight differentiation

Effective Modelling:

Effective modelling ensures that students move from dependence on the teacher as the expert, to independence and being more expert themselves.

- Demonstrate to students how to acquire the skills you want them to learn.
- Show students how to achieve what you want them to learn.
- Show students the strategies required to achieve tasks.
- Help students develop the confidence to use processes themselves.
- Demonstrate alterations and how to progress from one level to the next.
- Model Easy Mistakes-Highlight good practise and poor practise (encouraging discussion).
- Show a variety of techniques and strategies to appeal to V.A.K learners
- Help students to take risks when learning.
- Think out aloud demonstrating and discussing changes, progress and variety of skills in students work to encourage and inspire.
- Comparing styles and standards of work linking to levels and grades.

Logical Scaffold of Learning:

- Creating platforms to enable students to access different levels of learning
- Throughout lesson creating opportunities to build upon skills and prior knowledge
- Tailoring and targeting support for individuals and groups of students (SEN GAT)
- Scaffolding is a learning bridge that enables the learner to get from one learning point to the next presenting an activity or task step by step for students (generally teacher led but G&T students can support)
- Using prior subject knowledge or experience and building upon it to expand upon knowledge.
- Scaffolding provides appropriate frameworks or scaffolds in which children can attempt to work things out for themselves.

Range of Assessment Strategies:

- Self and Peer Assessment-Giving students the opportunity to assess their own work and the work of others. Developing students' knowledge of assessment.
- Questioning - Use a variety of questioning techniques.... Open and closed questions...
- Teacher - Formative written comments on work... Verbal feedback to students throughout the lesson.
- Traffic Light Cards - Students highlighting their understanding and giving answers using traffic lights

- Whiteboards - Students giving their responses on whiteboards
- Tracking sheets - Students and teachers track progress on tracking sheets highlighting student specific targets.

Plenaries:

- Mini plenaries throughout lessons will keep students focussed on what they are learning, how well they are doing and how they could improve work.
- Reviewing Progress. Plenaries can review work and put learning into context, clarify, re-cap and remind students.
- Plenaries can promote discussion, debate and thinking skills.
- Each time a visitor enters the room teachers should incorporate some form of plenary as soon as it is appropriate. This will tell your visitor
 1. What you are teaching
 2. What students are learning
 3. The progress being made in your lesson
 4. Showcasing your outstanding classroom practise.

This gives you the opportunity to showcase your teaching skills and the learning taking place! (You want important visitors to see that your lesson has all the elements a lesson needs to be graded OUTSTANDING).

Dismiss Appropriately:

- Students should always leave your lesson in the fashion that you would like them to arrive at yours.
- Calm
- Purposeful
- Ordered
- Ready to LEARN!

Perry Beeches III The Free School will be a learning community and through teacher training at all levels, we will develop reflective, innovative and creative practitioners, who inspire, engage and develop the young people we serve. Perry Beeches The Academy has been highlighted by Ofsted as a high quality training organisation that develops 'a positive commitment to teacher training and outstanding mentoring'. This is supported by staff who said:

Perry Beeches III The Free School will boost the status and quality of teachers, as good teachers are essential to high quality education. There are no magic bullets or quick wins, teaching and learning requires a long-term and coherent plan for:

- Recruiting
- Training
- Retaining

Perry Beeches III The Free School will follow the philosophy of:

- Recruiting the best candidates for the profession
- Develop them into the best teachers
- Continue to train them in teaching and learning
- Invest in their own learning for example through the MA programme, Foundation degrees and all staff gaining GCSE English and Maths
- Create a sustainable succession planning model adopted across the Academy Trust that allows opportunities for developing the leaders of tomorrow at Team PB!

This links directly into Key Principle 4 – Leadership:

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a 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 opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

Perry Beeches III The Free School will embrace and further develop teacher training at all levels through T&L inset sessions every half term along with twilight sessions every two weeks. These will be led by the Headteacher. These sessions will be based on the needs of T&L audit.

Below are examples of what workshops may be on offer:

Teaching and Learning Example Inset 2013/2014:

DATE	SUBJECT	LED BY
2 nd October	Observing Good Practice (Middle Leaders) All other staff training based on individual needs.	T&L Team
27 th November	RWCM/SPAG (Teaching staff) Role of AOTT (TA's) AOL (NQT, GTP, UNQ) What is Outstanding Practice (Middle Leaders & SLT)	T&L Team
29 th January	PSHE Observation	Pastoral
12 th March	Cross Curriculum Teaching	HOF
30 th April	Individual Development Needs	T&L Team

Example Twilight Training Themes – Autumn Term:

	GENERAL TRAINING	NON-TEACHING STAFF	AOTT
Session 1	Understanding Data/ Assessment for Learning	Progresso training- New Management System	Developing Literacy Skills in learning
Session 2	Supporting Literacy and Numeracy across the curriculum	Progresso Training- New Management System	Developing Literacy Skills in learning
Session 3	Writing Reports and Reporting to Parents	Designing a Newsletter	Developing Literacy Skills in learning
Session 4	Learning Styles and Delivery	Using Excel	Developing Numeracy Skills in learning
Session 5	Developing the Reflective Practitioner	Introduction to developing the website	Developing Numeracy Skills in learning
Session 6	Student Voice – How to effectively involve students in Teaching and Learning	Using the VLE	Developing Numeracy Skills in learning

Student Voice Teaching and Learning:

This links directly into Key Principle 4 – Leadership:

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a 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 opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

We will develop a Teaching and Learning Panel consisting of Year 7 & 12 students in year 1 leading up to a student representation from all year groups by year 5. Students will be a mixed ability.

This is the third year of running Student Voice Observations at Perry Beeches The Academy where 87 students have been trained to observe lessons and give feedback. Students during this time have worked with teachers and training teachers. Some findings from this were:

- Students observed staff that taught them in their actual classes and observed elements of the lesson that they had not previously noticed.
- Students' awareness of class routines has improved as a result of the observations.
- Students enjoyed working on a professional level with teachers.
- Students enjoyed sharing experiences and ideas from other subjects with staff.
- Students felt listened to.
- Students felt that their relationships with staff improved.

Perry Beeches III will adopt this model and develop it further. Students will be trained how to observe any lesson, where will be made aware of the teaching and learning expectations and content of lessons. Students will share their learning experiences with staff and students. Student Voice will be a key ingredient in developing Perry Beeches III The Free School's Teaching and Learning.

Student observations will focus on:

- Class Routines
- Assessment Strategies
- Modelling/Scaffolding
- Lesson Outcomes
- Teaching Styles
- Differentiation
- Plenaries

What's in it for Pupils?

- Being able to talk about your learning helps students to:
- Feel more positive about school and more included in its purposes – the organisational dimension
- Have a stronger sense of self-worth – the personal dimension
- Have a stronger sense of self-as-learner so that they are better able to manage their own learning –the pedagogic dimension
- Contribute to improvement in teaching and learning and wider school matters – the political dimension
- BETTER ACCADEMIC RESULTS!?!?!?

What's in it for Teachers?

- A deeper insight into young people's capabilities and interests
- The capacity to see the familiar from a different angle
- A practical agenda for improvement
- A renewed sense of excitement in teaching
- BETTER ACCADEMIC RESULTS!?!?!?

Pupil Leadership:

At Perry Beeches III The Free School we believe that young people matter and we recognise their right to be consulted and establish for them a positive role in their school.

Our School Council will provide a basis for active learning of important life skills, such as speaking and listening skills, teamwork, emotional Literacy, problem solving, moral reasoning skills, self-esteem and self-confidence.

School Council experiences will provide a dynamic foundation for learning about Citizenship. Young people and children acquire skills which help them to become resilient to negative experiences. School and Form Councils enable students to have a voice and to understand that their opinions count.

Positive peer leadership will develop and the responsibility for maintaining good behaviour is shifted away from teachers and towards members of the classroom and school community. There is improved communication between students and teachers and the school develops into a community where they work in partnership towards shared goals. The aims are:

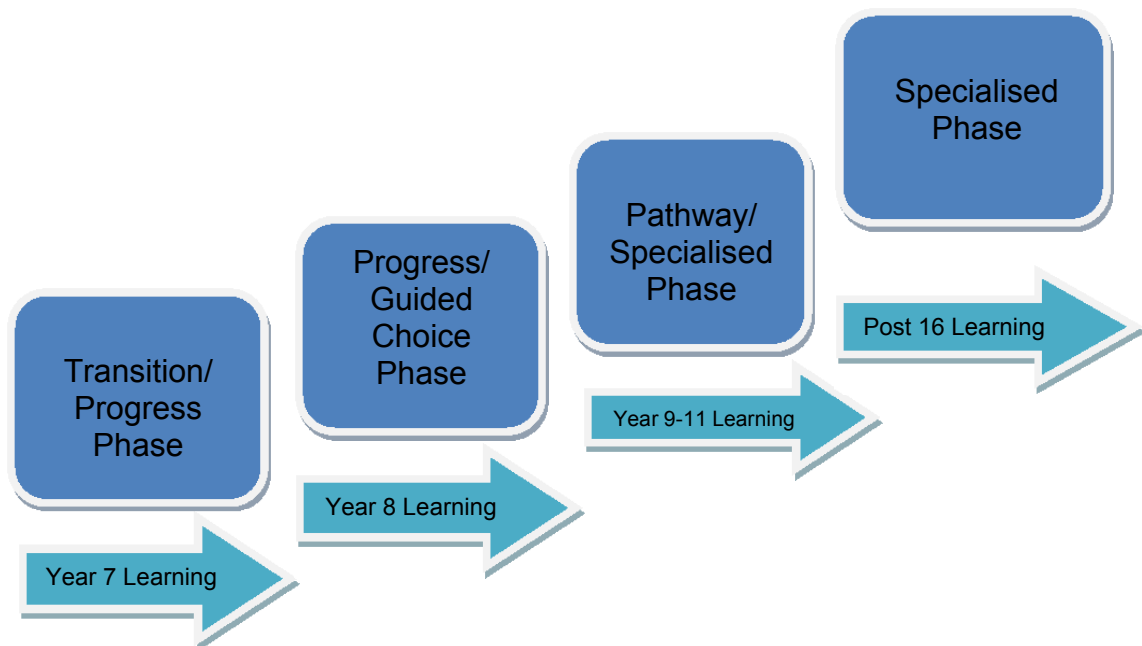
- To provide a vehicle for student's opinions to be voiced.
- To give students a chance to experience speaking in public.
- To give students a wider experience of responsibility.
- To develop a school community where everyone works in partnership towards the same

goals.

Students will also play a crucial role in the decision making of the school through a number of leadership opportunities such as:

- Head Boy and Head Girl
- Deputy Head Boy and Head Girl
- Senior Prefects
- Prefects
- Whole School Council
- Year School Council
- Form Council

The Learning Journey:



The Transition/ Progress Curriculum:

The students will follow an exciting programme of learning that will be effective in generating a positive culture for independent and creative learning. The Transition/ Progress phase is designed to create a smooth transition from primary to secondary. This will build on the student's primary Education to provide a stimulating and supportive environment.

The key focus of this phase is raising the low Literacy and Numeracy levels which will be done in the core through English and Maths and through the breadth of the curriculum, particularly those subjects within Humanities.

This is about sustaining the focus on developing basic skills in Literacy and Numeracy as well preparing all students to make the minimum expected 3 levels progress in these subjects over the five years ahead.

Progress/ Guided Choice Phase:

The aim of the Progress/ Guided Choice phase is for student learning to continue to develop building on Year 7 and preparing them for the next phase of their learning journey. Students will be equipped with attributes and particularly the subject related skills that will enable them to progress successfully. This will allow students to make informed decisions for their 'Guided Choices' in the spring term. Students will focus will on developing key attitudes to for learning.

The Pathway/ Specialised Phase:

This phase is over a 3 year period where students will follow a pathway in their learning journey specialising in subjects that will allow them to travel onto the next phase of their education and beyond. Students will access a number of personalised progression pathways allowing a broad and balanced choice of qualification courses. This allows for increased opportunity and higher levels of attainment.

The Specialised Phase:

The Specialised phase of learning continues to build on the achievement of KS4 and allows students to progress to a high level in a range of subjects in a variety of A Level courses.

The two years of the student's sixth form career are an exciting culmination of school education. They are years of transition, looking forward to the experience of Higher Education and preparing for it by the increasing responsibility that students have for planning their own work. Success in the sixth form will depend on student's ability to assimilate knowledge efficiently from their lessons and reading, on the development of logical habits of thought and, perhaps most importantly, a commitment to, and equally an enjoyment of, their chosen courses. Beyond this, their commitment to the activities available to them, their example to others and the opportunities they will have for leadership will all make their time at Perry Beeches III The Free School transformational.

Whilst the sixth form at Perry Beeches III The Free School very much shares the values of the whole school, arrangements for the sixth form years will be slightly different from those which characterise the earlier years. Of course, we will demand high standards of behaviour and

appearance, but within an atmosphere we regard as appropriate for those who will all soon be taking their places at university.

Most obviously, the sixth form will enable students to focus on a course of study which suits your personal aptitude. Smaller classes allow students to develop their own ideas and shape their own progress in close discussion with fellow students and teachers. Even more than this, however, the sixth form at a great school such as Perry Beeches III The Free School will enable students to grow and flourish as an individual, to discover and develop the many talents they certainly possess and to go on to great success in the world beyond the gates of Perry Beeches III The Free School.

The strong provision of Careers and Higher Education advice at Perry Beeches III The Free School that will be firmly based on a combination of technical expertise and pastoral care. There will be a Higher Education Office located within the The Free Schools Sixth Form where guidance and support will be made available by the Head of 6th Form.

Virtually all sixth form students at Perry Beeches III The Free School will be expected to continue their education at university. Parents will have an opportunity to meet tutors and teachers at parents' evenings in both years of the sixth form. An additional evening in the spring term of the Lower Sixth will be devoted entirely to explaining the details of university entrance; parents will have ample opportunity to discuss the procedures with the school at that time. In the summer term a second evening is provided to offer specific guidance for applications.

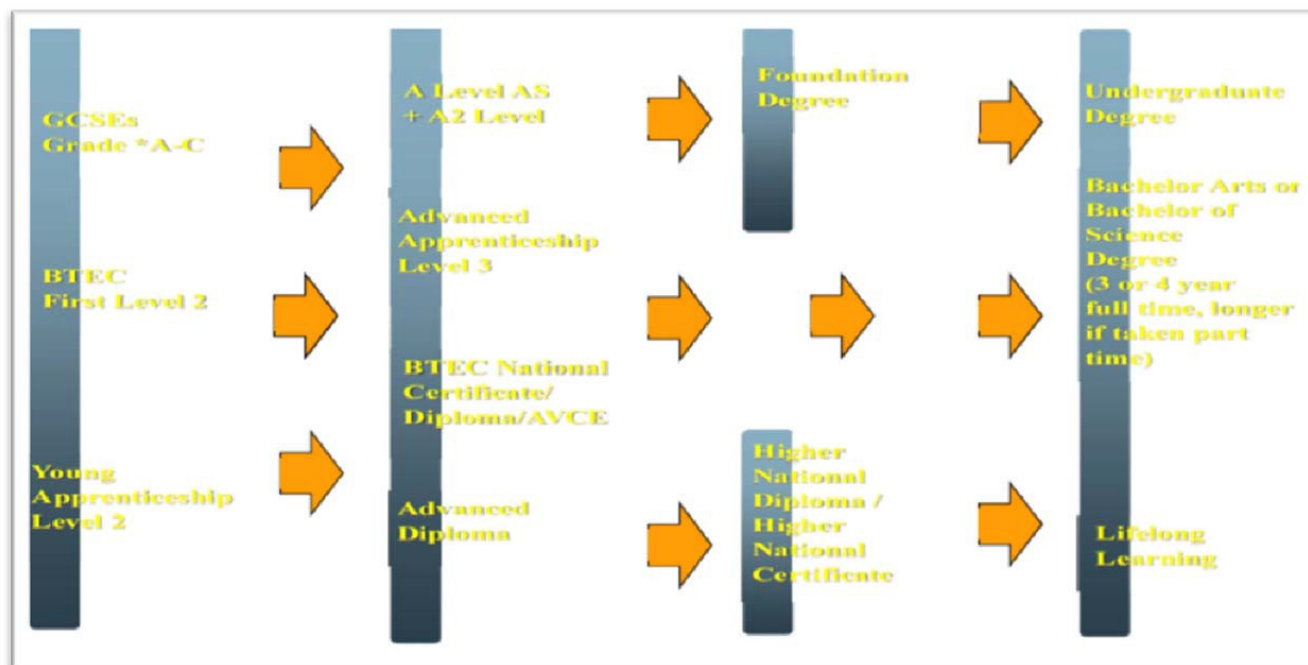
It will be school policy that all sixth formers should complete the university entrance procedures in the Upper Sixth, even if a 'gap' year is contemplated. Information about universities and about particular courses will be widely available from the Head of 6th Form, online from the UCAS and university websites and within individual subject departments. Advice on these important decisions will be co-ordinated by student's personal tutor.

Students will also have the opportunity to meet with individuals who are working in the professions in which you might be interested. Through local business and community links students will be able to meet with individual representatives of two chosen occupations for a half-hour conversation or interview. The interviewer will then write a brief report for the students, offering a view of the student's suitability for the career in question and suggesting further steps through which the student's interest might be pursued.

Perry Beeches III The Free School - Phases of Education

Perry Beeches III The Free School will promote all phases of education to our students through raising aspirations to educate for the future and not just the present.

Key Stage 3:



The KS3 Curriculum will be broad and balanced with the priority of English and Maths from the start of the students learning journey at Perry Beeches III The Free School. All students at Perry Beeches III The Free School will follow a two week timetable where each lesson is 60 minutes long. The students will follow a programme of study for each subject for the number of lessons over a fortnight as detailed below.

Perry Beeches III The Free School Proposed Curriculum Hours:

YEAR 7																
Forms then set	Forms then set	organised groups on rotation		organised groups on rotation		Form	Set based on English Settings				Form Groups					
8	8	4		4		1	2	3	2	2	2	3	2	2	7	50
EN7Y1	MA 7Y1	D&T 7Y1	D&T 7Y1	PE 7Y1	PE 7Y1	PSHE/Citiz	RE7Y1	MFL 7Y1	H7Y1	GG7Y1	ICT 7Y1	AR7Y1	Dr7Y1	Mu 7Y1	SC7Y1	
EN7Y2	MA 7Y2	D&T 7Y2	D&T 7Y2	PE 7Y2	PE 7Y2	PSHE/Citiz	RE7Y2	MFL7Y2	H7Y2	GG7Y2	ICT 7Y2	AR7Y2	Dr7Y2	Mu7Y2	SC7Y2	
EN7Y3	MA 7Y3	D&T 7Y3	D&T 7Y3	PE 7Y3	PE 7Y3	PSHE/Citiz	RE 7Y3	MFL 7Y3	H 7Y3	GG7Y3	ICT 7Y3	AR7Y3	Dr 7Y3	Mu 7Y3	SC 7Y3	
EN7Y4	MA 7Y4	D&T 7Y4	D&T 7Y4	PE7Y4	PE 7Y4	PSHE/Citiz	RE7Y4	Lit / num support	H7Y4	GG7Y4	ICT 7Y4	AR7Y4	Dr 7Y4	Mu 7Y4	SC7Y4	

YEAR 8																
Set	Set	Set	organised groups on rotation		organised groups on rotation		Form	Set Based On English Settings				Form Group				
8	8	7	4		4		1	2	2	2	2	3	2	2	3	50
EN8Y1	MA 8Y1	SC 8Y1	D&T 8Y1	D&T 8Y1	PE 8Y1	PE 8Y1	PSHE/Citiz	RE 8Y1	MFL 8Y1	H 8Y1	GG 8Y1	AR 8Y1	Dr 8Y1	Mu 8Y1	ICT 8Y1	
EN8Y2	MA 8Y2	SC 8Y2	D&T 8Y2	D&T 8Y2	PE 8Y2	PE 8Y2	PSHE/Citiz	RE 8Y2	MFL 8Y2	H 8Y2	GG 8Y2	AR 8Y2	Dr 8Y2	Mu 8Y2	ICT 8Y2	
EN8Y3	MA 8Y3	SC 8Y3	D&T 8Y3	D&T 8Y3	PE 8Y3	PE 8Y3	PSHE/Citiz	RE 8Y3	MFL 8Y3	H 8Y3	GG 8Y3	AR 8Y3	Dr 8Y3	Mu 8Y3	ICT 8Y3	
EN8Y4	MA 8Y4	SC 8Y4	D&T 8Y4	D&T 8Y4	PE 8Y4	PE 8Y4	PSHE/Citiz	RE 8Y4	Lit/num support	H 8Y4	GG 8Y4	AR 8Y4	Dr 8Y4	Mu 8Y4	ICT 8Y4	

The range of courses and opportunities for choice between options will be reviewed annually to reflect the changing nature of demand for different qualifications. In Year 8 students and their parents will be asked to make their choices in the Spring term prior to starting Year 9. This will be guided choices based on the data and the expectations of the individual students, thus making it a personalised curriculum to the individual.

Subject	Year 7				Year 8			
	Periods/ Hours Per Week	Groups per year	Average Group Size	Total Pupils	Periods/ Hours Per Week	Groups per year	Average Group Size	Total Pupils
Core Subjects								
<i>English</i>	8	4	25	100	8	4	25	100
<i>Maths</i>	8	4	25	100	8	4	25	100
<i>Science</i>	7	4	25	100	7	4	25	100
<i>Languages</i>	3	4	25	100	3	4	25	100
<i>History</i>	2	4	25	100	2	4	25	100
<i>Geography</i>	2	4	25	100	2	4	25	100
<i>RE</i>	2	4	25	100	2	4	25	100
<i>PSHE/Citizenship</i>	1	4	25	100	1	4	25	100
<i>ICT</i>	2	4	25	100	2	4	25	100
<i>Design & Technology</i>	4	4	25	100	4	4	25	100
<i>Art</i>	3	4	25	100	3	4	25	100
<i>Music</i>	2	4	25	100	2	4	25	100
<i>Drama/ EPA</i>	2	4	25	100	2	4	25	100
<i>PE/Games</i>	4	4	25.00	100	4	4	25.00	100
Other								
<i>Tutorial</i>	4.25	4	25	100	4.25	4	25	100
<i>Assembly</i>	0.25	1	100	100	0.25	1	100	100
Total	54.5				54.5			

Key Stage 4:

In Key Stage 4 all students are expected to follow the core subjects of GCSE English, Mathematics, Science along with ICT and a Design and Technology subject. In Science, ICT and

Design and Technology students will follow the appropriate course of either GCSE or Vocational. In addition all students participate in core PE and PSHE/Citizenship where there are no exams. We believe that all of these are needed to provide our students with the balanced curriculum needed for a rounded education.

In addition to the core, students will be guided to take a range of courses including traditional GCSEs and Vocational Courses. The personalisation of learning will allow students to develop areas of expertise which interests them and prepares them for a rapidly changing society.

All students contemplating university will be encouraged to take a modern language and History or Geography as part of the English Baccalaureate which is looked upon favorably by all Universities.

Literacy and Numeracy will be dealt with by all subject areas and students are expected to maintain a high standard of reading, writing and mathematics.

Reflection of the KS4 Curriculum will be regular and will be developed in order to provide all of our students with a balance of subjects that stretches them mentally, challenges their perceptions and provides an insight in to the world and society around them. We seek to use the curriculum to enrich the lives of our students and prepare them for later life and study.

Below is Key Stage 4 exemplar of subjects and allocation of subjects. This is subject to change based on Year 8 Guided Choices in 2014-15.

YEAR 9													
set	set	options		organised groups on rotation		Set	Form	Set	Option A		Option B		Option C
9	9	4		4		7	1	4	4		4		4
EN 9 1	MA 9 1	RM 9Y	RM 9Y	PE 9Y1	PE 9Y1	SC 9 1	PSHE/Citz	ICT 9Y1	ICT 9Y1	Art		Art	Child Development
EN 9 2	MA 9 2	FS 9Y	FS 9Y	PE 9Y2	PE 9Y2	SC 9 2	PSHE/Citz	ICT 9Y2	ICT 9Y2	BS		BS	Drama
EN 9 3	MA 9 3	GR 9Y	GR 9Y	PE 9Y3	PE 9Y3	SC 9 3	PSHE/Citz	ICT 9Y3	ICT 9Y3	Languages		Dance	Languages
EN 9 4	MA 9 4	TX 9Y	TX 9Y	PE 9Y4	PE 9Y4	SC 9 4	PSHE/Citz	ICT 9Y4	ICT 9Y4	Geography		Drama	Geography
EN 9 5	MA 9 5	Cons 9Y	Cons 9Y			SC 9 5				Health & Social Care		Languages	History
										History		Geography	Media
										PE		History	Music
										RE		Humanities	Photography
										Sport		Media Studies	Public Services
										EBAcc Subjects		Indicates GCSE	Indicates Vocational

Subject	Year 9				Year 10				Year 11			
	Periods/Hours Per Fortnight	Groups per year	Average Group Size	Total Pupils	Periods/Hours Per Fortnight	Groups per year	Average Group Size	Total Pupils	Periods/Hours Per Fortnight	Groups per year	Average Group Size	Total Pupils
Core Subjects												
<i>English</i>	9	5	20	100	9	5	20	100	9	5	20	100
<i>Maths</i>	9	5	20	100	9	5	20	100	9	5	20	100
<i>Science</i>	7	5	20	100	7	5	20	100	7	5	20	100
<i>ICT</i>	4	4	25	100	4	4	25	100	4	4	25	100
<i>PE (Core)</i>	4	4	25	100	4	4	25	100	4	4	25	100
<i>D&T</i>	4	4	25.00	100	4	4	25.00	100	4	4	25.00	100
<i>PSHE/ Citizenship</i>	1	4	25	100	1	4	25	100	1	4	25	100
Options												
<i>Art</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Business Studies</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Dance</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Geography</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Health and Social Care</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>History</i>	4	1	25	25	4	4	25	25	4	1	25	25
<i>Languages</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Media</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Drama</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Music</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>PE (GCSE)</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>RE</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Sport (BTEC)/ Sports Leadership</i>	4	1	25	25	4	1	25	25	4	1	25	25
<i>Child Development</i>	4	1	25	25	4	1	25	25	4	1	25	25
Other												
<i>Tutorial</i>												
<i>Personal Study Time</i>	4.25	4	25.00	100.00	4.25	4	25.00	100.00	4.25	4	25.00	100.00
<i>Assembly</i>	0.25	1	100.00	100.00	0.25	1	100.00	100.00	0.25	1	100.00	100.00
Total	98.5				98.5				98.5			

Key Stage 5:

We will offer Year 12 places to 60 students with the minimum entry requirements of 5 A*-C including English and Maths. Courses will be based on student demand and staff expertise and will be developed over time as the school grows to full capacity in year 5.

We envision that all students will be from Perry Beeches The Academy initially and then envision the vast majority staying on with us after year 5 as well as some coming from the Perry Beeches family of schools.

Student will study for 3 AS levels in Year 12 before moving onto the A2 in Year 13. Each course will be delivered for 12 hours per fortnight (more than the recommended guided learning hours) allowing students to develop a greater depth, knowledge and understanding of their chosen subjects.

As the school grows we will investigate The International Baccalaureate (IB) which is an international examination of high academic standing. The IB is recognised by all UK universities and is, of course, well regarded internationally.

The programme is attractive because it requires breadth, but not at the expense of depth. A range of exciting and challenging could be offered that will stretch the most able students, but which are within the grasp of all students at Perry Beeches III The Free School if they are prepared to show

commitment to their studies.

Students would study six subjects in total: three at Higher Level, and three at Standard Level. The IB is assessed through a combination of formal examinations, which take place during May in the Upper Sixth year, and coursework, which must be completed over the two years of the diploma programme.

Like A level students, boys and girls would study for the IB will be involved in a wide-range of extra- curricular activities. For the IB, however, these are formally assessed as the “Creativity, Action and Service” component. IB pupils must complete 50 hours for each of the elements. In addition, IB students follow a course in the Theory of Knowledge, and prepare an Extended Essay on a subject of their choice. These elements are all compulsory and provide up to three additional ‘bonus’ points.

Post 16 Enrichment:

The enrichment programme, together with the many extra-curricular options that will be available in Perry Beeches III The Free School, will provide all Year 12 and 13 students with opportunities to complement their main programme of study and for personal development.

Sport, drama and music will have a particularly high profile in the school and Sixth Form students will be expected to regularly take leading roles. Students can pursue sporting interests and complete the Duke of Edinburgh Award Scheme up to Gold.

Students will be encouraged to take responsibility within school; they will work alongside tutors and subject teachers offering in-class support as an academic mentor to Year 7 students. This will grow into future year groups as the school grows. Students will be engaged in a variety of volunteering activities such as supporting school charity events, Parents Evenings, Open Evenings, and Induction Days etc.

Support of students in the lower school will be central to role of Sixth Form students through leading activities such as supporting low attaining students with Literacy and Numeracy, coaching students in a variety of activities and providing support for the tutor. There will also be opportunities to volunteer through in-class support and sports leaders.

All Post 16 students attend weekly enrichment sessions tailored for Sixth Form students, this will cover a range of topics and issues from revision, stress through to driving, applying to university and finance.

Below is the Post 16 exemplar of subjects and allocation of hours. This will be finalised based on demand.

Subject	Year 12				Year 13			
	Periods/ Hours Per Week	Groups per year	Group Size	Total Pupils	Periods/ Hours Per Week	Groups per year	Group Size	Total Pupils
Core Provision								
Tutorial								
Assembly	1.25	3	20	60	1.25	3	20	60
	0.25	1	60	60	0.25	1	60.00	60
Options (AS/A2)								
Range of subjects depending on demand								
Art	12	1	12	12	12	1	12	12
Business Studies	12	1	12	12	12	1	12	12
English Language	12	1	12	12	12	1	12	12
English Literature	12	1	12	12	12	1	12	12
Geography	12	1	12	12	12	1	12	12
ICT/ Computing	12	1	12	12	12	1	12	12
Maths	12	1	12	12	12	1	12	12
PE/Sport	12	1	12	12	12	1	12	12
Biology	12	1	12	12	12	1	12	12
Chemistry	12	1	12	12	12	1	12	12
Physics	12	1	12	12	12	1	12	12
Soiciology	12	1	12	12	12	1	12	12

Curriculum and Qualifications:

Perry Beeches III The Free School is committed to narrowing the achievement gap, and addressing inequalities in the educational provision on offer to students from disadvantaged areas in Birmingham. As such, the vision is distinctive as is the investment of time and resources into the distinctive curriculum. Student attainment at the end of Key Stage 4 must therefore, consist of recognised qualifications in subjects that open doors to a broad range of graduate choices as detailed by the Russell Group. The Russell Group represents 20 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector. The University of Birmingham and the University of Warwick are included in this group and are local to the Perry Beeches III The Free School. The qualifications that carry real weight for entry to higher education or for getting a job make up the English Baccalaureate which is a measure that recognises where students have secured a C grade or better across a core of academic subjects – English, Mathematics, History or Geography, the Sciences and a language. The academic curriculum at the Perry Beeches III The Free School is designed to give every student the opportunity to study the English Baccalaureate.

Perry Beeches III The Free School 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 may include the Level 2 First Diploma in Public Services, Health and Social Care, Sport and Child Development. As the school

grows to capacity the financial viability of running these courses will be analysed and the most suitable offering for students delivered according to preferences expressed by students. These programmes may particularly appeal to those students that have aspirations to commence a professional line of work at the age of 18, and may not have the desire to undertake a degree at University.

Approach to teaching English and Maths:

At Key Stage 3, students at Perry Beeches III The Free School will be taught in sets. Information from primary schools and Key Stage 2 SATs results and teacher assessments will be used along with our own testing to place students into sets. All students will be baseline tested in English, Maths and Science in September 2013. Students will also be tested for their reading and spelling ages along with completing the cognitive abilities test assessing their ability to reason with and manipulate words, shape, space and number. All data including prior attainment will be triangulated to allow us to put together a personalised curriculum which may include different types of interventions where necessary.

Students will enjoy an English and Maths curriculum that follows the Framework for Secondary English and Maths, which builds on the National Literacy and Numeracy Strategies. The framework is organised into strands that focus on teaching and learning and provide support for summative assessment throughout Key Stage 3 and 4. The Frameworks contain subject-specific learning objectives based on key strands of learning, which are further organised into sub-strands. Each strand offers a focus for knowledge, skills and understanding that can help students to make progress. They can also be used to encourage ambition and provide challenges for students at all levels. The objectives for English and Mathematics build on the Primary Framework which allows for the planning of an appropriate curriculum and effective transition from the primary to the secondary phase.

The Framework objectives can be used to support learning for all students from age 11 to 16 (Year 7 to Year 11). They can establish learning expectations as students move through these years, helping you to plan teaching activities and respond to changing needs, skills and abilities.

All low and middle attaining students (based on their KS2 prior attainment) will be expected to make a minimum of 3 levels progress in their learning journey from KS2 - KS4 with the aspiration for these students being 4 levels of progress. The high attaining students will be set a minimum of 4 levels progress and their aspiration being set as 5. Extension objectives can then be used to indicate the learning that is needed to achieve A/A* grades at GCSE.

EXPECTED PROGRESS KS 2- 4			
	3 Levels Progress	4 Levels Progress	5 Levels Progress
KS2 LEVEL	GCSE Grade	GCSE Grade	GCSE Grade
6	A	A*	-
5	B	A	A*
4	C	B	A
3	D	C	B
2	E	D	C
1	F	E	D

The frameworks support progressions as they contain:

- links between the strands and learning objectives
- assessment focuses and criteria for periodic assessment, for example through using Assessing Students' Progress (APP)
- exemplification to show how objectives can be put into practice.

The Framework for English and Maths is the most suitable approach for Perry Beeches III The Free School as the framework supports progression of students and allows for personalisation through the use of APP. Students can work towards and achieve personal APP targets most suited to their needs across English and Maths.

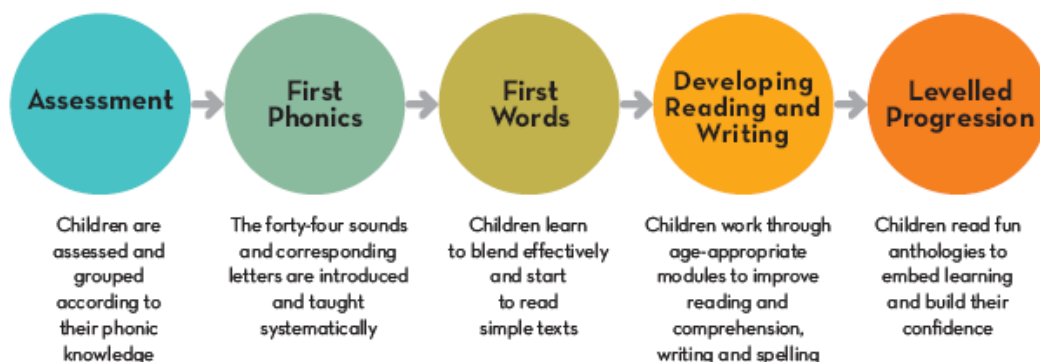
Perry Beeches III The Free School approach to teaching will be further developed through partnership work with Perry Beeches The Academy.

Intervention strategies for children with poor levels of Literacy:

Students with poor Literacy levels, in particular reading age will be identified through the data triangulation. At this stage, a personalised approach will be taken to provide students with the opportunity develop their reading. The quicker this process starts, the sooner the student will improve on their reading age. This in turn will drive their vocabulary growth, enhance their self-esteem, and build their confidence in reading and writing effectively. The school day provides opportunities for the delivery of personalised intervention, both within class through the effective use of differentiation, as well as small group work supported by Assistant Teachers. In addition, a student may benefit from a short period of intense intervention to allow them more time to develop their reading age. This could take the format of two breakfast sessions where the student undertakes reading activities and one Afterschool Club session where the student further develops their ability in writing. The addition of focused intervention may take place every six weeks. Other students may require just an extra hour a week to develop their writing. Some

students for example, those with concentration difficulties, dyslexia and specific learning needs may benefit from one to one tutoring. The impact of such intervention on the student would then be reviewed, and adapted accordingly depending on student need.

The Ruth Miskin Fresh Start programme is particularly successful at improving students reading age and embedding an enjoyment of literature. This programme is developed specifically to 'enable every single child who has slipped through the net, even those with learning difficulties, to learn to read and write quickly' – Ruth Miskin. An effective teaching sequence is summarised below:



A survey of schools using Fresh Start 2010 showed that students made marked or significant improvements in:

- the speed of learning to read
- the enjoyment of learning to read
- confidence in reading
- confidence in speaking and listening
- confidence in writing

This was introduced at Perry Beeches in 2011 where 96% of students progressed 1 sub level with 70% achieving 2 sub levels and 36% achieving 3 or more sub levels in reading. Perry Beeches The Academy will continue to develop this programme. Therefore, Fresh Start is a suitable approach to address the needs of students with low Literacy levels at Perry Beeches III The Free School.

Whole School Literacy Approach:

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers at Perry Beeches III The Free School have a crucial role to play in supporting students' Literacy

development.

Perry Beeches III The Free School is committed to the promotion and delivery of Literacy across the curriculum. Students will be taught to express themselves correctly and appropriately, to be able to read accurately and with understanding and to recognise and to use standard English across the school. Literacy will be embraced by the whole school, with each member of staff making a contribution towards this common goal.

Literacy skills will be taught consistently and systematically across the curriculum, and teachers will consistently use a common marking and correction policy. Attention to correct spelling, punctuation and grammar will be the responsibility of all teachers. Students will be made aware of the purpose of their writing and oral tasks, and the audience to whom they are addressing.

In writing, students will be taught to use correct spelling particularly key subject vocabulary and punctuation and to follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms, communicating content and meaning clearly. In speaking, students will be taught to use language precisely, and to listen to others and to respond and to build on their ideas and views constructively. In reading, students will be taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Developing Literacy will be evident in all lessons across Perry Beeches III The Free School. Teachers will make reference to the specific aspect of Literacy that is incorporated into their lesson through detailed planning. Work scrutiny, lesson observations and learning walks will document evidence and identify good practice.

Classroom displays will include:

- relevant keywords
- connectives, sentence starters and power descriptive words
- levelled punctuation and grammar pyramids
- examples of students work
- details of the teachers and students 'favourite book of all time'

Post 16 Academic Mentoring:

In addition to all the above Post 16 will have an important role to play in Literacy support as part of their voluntary activities portfolio:

Aim:

The aim of the programme is to support students in Year 7 who would benefit from receiving mentoring to reach their potential. After looking at student's KS2 data, Reading and Spelling tests along with CATs data and working at grades, students will be identified for need extra support and guidance in Literacy and Numeracy to ensure that they are as successful as they should be.

Post 16 Academic Mentor:

- Post 16 students will do an assembly to introduce the mentoring programme.
- Post 16 students will introduce themselves to their mentee within one week of receiving their mentee information to explain the purpose of the programme.
- Help the student to identify their target subjects for the following half term.
- Liaise with form tutors/ teachers to make them aware that their mentee is on the programme and to give them an outline of the support that they can offer.
- Agree a set time of support for their mentee's targeting Literacy and Numeracy in the first instance.
- Agree a time once every two weeks that they can meet to discuss targets (before school, break time, lunch time, and registration or after school).
- Encourage students to be responsible for their own learning and development. Their task is not to approach subject teachers, but guide their mentee in how to approach them and how to ask the right questions in order to give them a chance to succeed.

Post 16 Academic Mentor will receive:

- A print out of their mentee's academic tracker data
- A mentoring booklet (to record support, discussion summaries/ targets which will later be placed in the student's file)

The mentee will receive:

- A student booklet (for them to record data/ targets)
- A letter sent home to parents informing them of the programme
- Thank you for your support in ensuring that each and every student at Perry Beeches achieves to the best of their ability and that as a school we continue to "sustain success".

Structure of day, term and year:**Length of School Day:**

Perry Beeches III The Free School will follow a two-week timetable along with an extended day. Students will follow a traditional curriculum of 5 hours of core lessons, Form Tutor time and supervised Form enrichment along with supervised additional enrichment in a variety of activities. The length of the lessons at Perry Beeches III The Free School in KS3 and KS4 will be, in the main, an hour in length for most subjects. Practical subjects such as D&T and PE will

be two hours in length because of the nature of these subjects.

In KS5 lessons will mainly last at least two hours in length, to allow for students to be with a problem or a question to research, to work collaboratively to formulate a solution or response, present back to the group and allow share and peer assessment work.

Time	Duration	Activity	Description
8:00-8:30	30 min	Breakfast Club	Optional- A variety of activities on offer with breakfast available
8:30-8:45	15 min	Form Time	Registration and form activities with key themes
8:45-9:45	60 min	Period 1	Lesson Timetable
9:45-10:45	60 min	Period 2	Lesson Timetable
10:45-11:10	25 min	Break Time	
11:10-12:10	60 min	Period 3	Lesson Timetable
12:10-1:10	60 min	Period 4	Lesson Timetable
1:10-1:50	40 min	Lunch Time	Variety of lunch time clubs available
1:50-2:50	60 min	Period 5	Lesson Timetable
2:50-3:00	10 min	Form Time	Registration
3:00-3:30	30 min	Form Enrichment	All students-supervised by Form Tutor supporting study/ homework
3:30-4:30	60 min	Additional Enrichment	Optional additional enrichment where students will choose from a variety of activities

Length of School Week: Monday to Friday

Length of School Year: 190 days/ 38 Weeks + 5 days Summer School

Length of School Term: 3 Terms following Birmingham LA term dates

Autumn Term 2013:

Monday 02 September to Friday 25 October

Half Term Holiday: Monday 28 October to Friday 01 November (1 week)

Monday 04 November to Friday 20 December

Christmas Holiday 2013: Monday 23 December to Friday 03 January 2014(2 weeks)

Spring Term 2014:

Monday 06 January to Friday 14 February

Half Term Holiday: Monday 17 February to Friday 21 February (1 week)

Monday 24 February to Friday 11 April

Easter Holiday 2014: Monday 14 April to Friday 25 April (2 weeks)

Summer Term 2014:

Monday 28 April to Friday 23 May

Half Term: Monday 26 May to Friday 30 May (1 week)

Monday 02 June to Monday 21 July

May Day is Monday 05 May 2014

Summer School:

Dates to be confirmed

Organisation of students:

Perry Beeches III The Free School will provide educational provision for students aged 11 to 18, as detailed below:

One of the distinctive features of Perry Beeches III The Free School is that it is a 'small secondary school' model. The school will open to 100 Year 7 students and 16 Post 16 students in September 2013, with a rolling intake of 160 students each year until the school is full to capacity after five years with a total of 620 students. As a school serving the needs of students from wards of high deprivation, this model allows for a closer focus on the needs of each student as they face greater challenges.

The transition of students from primary schools will be smoother and less intimidating for both students and parents, resulting in students enjoying and embracing school life.

Organisation of students for academic purposes:

With a cohort of 100 students each year - a four form entry students will be grouped into four teaching groups based on low, middle and high attaining students in core subjects. Those students with low Literacy and Numeracy lessons will not follow MFL. These students will follow additional Literacy lessons to raise their levels. This will allow these students to fully access the curriculum on offer. Additional Numeracy lessons will be followed in term 2 with Numeracy support been focused on in lessons.

Students will be organised by age and set by ability. As part of their induction to Perry Beeches III The Free School, students' abilities in English, Maths and Science will be assessed. This data, along with prior attainment data, will inform the allocation and banding of students into teaching groups that may be similar across the core and some additional subjects.

The actual class size will be determined by the abilities and needs of the cohort. For example, in Maths, high attaining students may consist of 25-30 more able students, the middle attaining students may consist of 50 students in 2 groups of similar ability whilst the low attaining students group may consist of 20 students who have specific needs and the support of a Learning Assistant. This approach will allow teachers to better direct lessons toward the specific ability

level of the students in each class. More able students will be stretched, and low attaining students will be supported fully and encouraged to participate more fully in class and raise self-esteem but more importantly raise their levels.

Students will enjoy the benefits of mixed ability grouping when in pastoral groups, and during Art, Drama, D&T, Music and PE. This will encourage greater cooperation and social integration, as well as providing the opportunity for more able students to support and coach their peers.

In addition, students may be grouped within class for specific activities, and these groupings may change over time. This approach offers the scope to personalise the educational experience of students who may have specific learning needs.

Organisation of students for non-academic purposes

Students will be organised within year groups into pastoral groups. The pastoral system will cover the curriculum areas of personal, social and health education as well as citizenship and careers. The class teacher assigned to each pastoral Form Group will have an oversight of students' pastoral and academic needs. At Perry Beeches III The Free School, we would look for the tutor to stay with the Form Group throughout the students' time at school providing continuity of pastoral care. Tutor time is a time where the tutor and students spend time together and this will be at the start and end of every day with one lesson per fortnight of PSHE, Citizenship and Careers. Form time will be spent on pastoral issues, as well as form time activities following a timetable that will include:

- Assembly
- Progress Files
- Theme of the Week discussion
- Silent reading/ paired reading with 6th Form students
- Passport Checks/ Merits entry
- Additional Literacy/ Numeracy Support with 6th Form students

The advantages of this system are that students are at similar stages of maturity which can aid social mix. There is scope also to set up peer support as students will be experiencing key milestone events at the same time i.e. induction to a new school, choosing subject options, sitting external examinations.

Extra-curricular activities will be arranged as classes and years. In particular the university preparatory curriculum includes cross curricular themed collapsed days that will be specific to pastoral cohorts. Visits and residential events will also be arranged as a year group. This will allow for the university preparatory experiences of students to be built on year on year as they progress from Year 7 through to Year 13.

Staffing Structure:

The largest single cost to Perry Beeches The Free School will be the staffing cost. It is therefore essential that these costs are effectively and efficiently controlled in order to ensure that all students gain the best educational experience possible. The staffing structure clearly shows the lines of accountability, job roles and brief job descriptions, a line management system and a supportive performance management system.

The staffing structure diagram for year 1 allows for 11 teaching staff to be employed in key areas that will define success for both the students and the Perry Beeches The Free School. There will be specialised teaching staff in English, Maths Science, Humanities, ICT PE, D&T and the Arts. The experience in these teachers will vary and will also include trainee teachers from the School Direct programme where Qualified Teacher Status can be obtained whilst training and working in school full time.

The growth of Perry Beeches III The Free School will lead to these specialised teachers moving towards a curriculum lead role so that each subject area can be driven forward with passionate and motivated leaders of learning. All students in the timetable will be taught by subject specialists and not staff that simply teach a combination of random subjects.

At full capacity in the year 5 staffing structure diagram, Perry Beeches III The Free School will be at full capacity and consist of 44 teaching staff. These are spread across the subject disciplines to again provide every student with a subject specialist in every lesson. The staffing structure allows for this to happen through carefully selected and recruited staff members with the skills necessary to drive the vision and aim of Perry Beeches III The Free School to move forward.

The growth will be handled by ensuring that all members of staff are deployed in the areas that where they are needed. Moving towards the second year, there will be additional staff needs in all areas to mirror the excellent specialised learning experience in year 1 for students. It is vital that staff deployment is handled efficiently to ensure that Perry Beeches III The Free School delivers its vision of value for money.

Lines of Accountability:

The accountability structure in the diagram above shows that:

The Headteacher has clear accountability to the governing body. The Headteacher is responsible for all of the teaching and learning and staff employed by the Academy. The Headteacher's roles and responsibilities include that of curriculum, recruitment, performance management and development of staff. The Headteacher also holds responsibility of teaching and learning to ensure that all staff contributes effectively to students' education. If there are underperforming staff, then it is the Headteacher responsibility to put CPD into place to develop effective teaching and learning practices.

The Senior Deputy Headteacher has a clear role and responsibility for the effective strategic operational running of Perry Beeches III The Free School. The Senior Deputy Headteacher will be responsible for ensuring that all the background tasks are effectively handled to relieve the Headteacher to concentrate more on the teaching and learning in Perry Beeches III The Free School. Areas such as professional services, systems, marketing, curriculum, monitoring and assessment, behaviour management and policies are all within the Senior Deputy Headteacher role. This ensures the smooth and consistent operation of Perry Beeches III The Free School. The Senior Deputy Headteacher is clearly accountable to the Headteacher in the diagram.

The Business Manager (part time) role encompasses all of the daily operational needs of Perry Beeches III The Free School. These include exam entries, maintenance, supply (if needed), payroll, admin, resources, marketing, budgets, finance, minibuses and catering. The Business Manager's role will vary day to day and whilst the Headteacher and Senior Deputy Headteacher will be managing the effective teaching and learning and strategic operations of Perry Beeches III The Free School, the Business Manager will be responsible for ensuring the daily needs of the Academy are fulfilled. The Business Manager is directly accountable to the Headteacher.

There will be eleven teaching staff in various subject disciplines. These subjects create the broad and balanced curriculum delivery to students. In the first year the teaching staff are all directly accountable to the Headteacher to ensure that they receive all of the development necessary to become effective leaders of education within their subject specialism. Teaching staff hold responsibility for their own teaching and learning of students, pastoral care, curriculum delivery, resources, syllabus, monitoring and assessment and achievement within their subject area. These are all teaching based responsibilities. In year 5 it can be seen that with growth of Perry Beeches III The Free School, Subject Leaders will become responsible for and line manage all teachers within their subject areas. Pastoral leaders will be developed over this time and will become heads of year.

This links directly into Key Principle 4 – Leadership:

To show evidence of high performing and consistent leadership and management roles throughout the school

- All staff to be involved in a learning opportunity, all qualified teaching staff to have a 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 opportunity including but not limited to Student Voice, Prefectship, School Council Representation and Sports Leaders.

The staffing structure diagram clearly shows the lines of accountability in year 1 and in year 5 of Perry Beeches III The Free School. It shows how distributed leadership will be handled in line with the growth of Perry Beeches III The Free School. The timetable clearly shows how staff time will be allocated so that students receive teaching from subject specialists at all time to aid their achievement. The balance between staff has been effectively managed to ensure that all

aspects of Perry Beeches III The Free School are handled by specialised staff and that there is space for development as Perry Beeches III The Free School grows towards full capacity.

The growth from year 1 to year 5 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 educational excellence. In year 2 staff recruitment will mirror year 1 to ensure that student and staff relationships are maintained as students' progress through academic years, and that specialised staff always deliver lessons.

The staffing diagram shows the lines of accountability at Perry Beeches III The Free School.

Staffing Structure Development Over the Start-Up Period:

The number of staff and their roles are outlined in more detail in the financial plan and the overview is shown below:

	Yr1	Yr2	Yr3	Yr4	Yr5
Leadership	2.5	4	5	8	8
Teaching Staff	11	22	30	36	44
Education Support	2.7	4.7	6.5	7	13
Admin/Support Staff	8	16	19	21	25
Total	24.2	46.7	60.5	72	90

Over the course of the start-up period there is growth from 24.2 FTE staff to 90 FTE staff reflecting the growth in the number of students in the school.

Leadership:

The Leadership Team grows in size from 2.5 people to 8 FTE staff 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.

Leadership	Yr1	Yr2	Yr3	Yr4	Yr5
Headteacher	1	1	1	1	1
Deputy Headteacher	1	1	1	2	2
Assistant Headteacher	0	1	2	4	4
Business Manager	0.5	1	1	1	1

Roles and Responsibilities:

The roles and responsibilities of the Executive Headteacher and Headteacher are outlined in the letter from [REDACTED].

All job roles and responsibilities are in line with those of the Academy Trust; the members of staff will be appointed to the Academy Trust and will be able to work at any of the Perry Beeches Schools. The full roles and responsibilities of each job title are available from Perry Beeches The Academy Corporate Services. A brief synopsis is below:

Deputy Headteacher – Curriculum

- Operational running of the Academy if the Headteacher is not present.
- Overview of the curriculum, strategic planning for the curriculum including timetabling, assessment, data tracking and line management of the Senior Curriculum Team

Deputy Headteacher – Pastoral

- Operational running of the Academy if the Headteacher is not present.
- Overview of the pastoral system, strategic planning for the pastoral system including attendance, behaviour and child protection and line management of the Senior Pastoral Team

Assistant Headteacher – KS2 Transition / KS3 / SENCo

- Overview of KS2 to KS3 transition
- Overview of KS3 pastoral systems and line management of Heads of Year
- Overview of SEN including monitoring of SEN students, responsibility for statemented students and line management of administrative SEN staff

Assistant Headteacher – KS4/5

- Overview of KS4 and KS5 transition
- Overview of KS4 and KS5 pastoral systems and line management of Heads of Year

Assistant Headteacher Post 16/ Data

- Overview of KS5 enrolment and marketing
- Overview of tracking and monitoring of data

Assistant Headteacher Standards / Teaching and Learning

- Overview of Teaching and Learning and line management of team
- Overview of Teacher Training and NQTs

Business Manager

- Overview of school finance and liaison with Trust for payroll etc
- Overview of non-education support including catering

Head of Faculty/Department

- Overview of Faculty including tracking and responsibility across the department for monitoring and line management of subject teachers

Head of Year

- Overview of Year group team including tracking and responsibility for behaviour, attendance and punctuality.

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

Year 1

In addition to the Headteacher there will only be one Deputy Headteacher and 0.5 Assistant Headteacher/Business Manager in Year One.

Year 2

In Year 2 there will be an additional Assistant Headteacher and the Business Manager will become full time this reflects the increase of the school roll from 160 to 360 students.

Year 3

A second Assistant Headteacher will be employed as a further 100 students join the school roll.

Year 4 and 5

The number of Deputy Headteacher's and Assistant Headteacher's will double to reflect the size of the school population with students in Key Stage 4.

Teaching Staff

The Teaching Staff Team grows in size from 11 people to 44 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 and Year 12.

Teaching Staff	Yr1	Yr2	Yr3	Yr4	Yr5
Teacher TMS 1	1	7	10	12	15
Teacher TMS 2	1	1	2	2	4
Teacher TMS3	4	9	13	17	20
Teacher TMS 4	2	2	2	2	2
Teacher TMS3TLR	1	1	1	1	1
Teacher UPS3TLR	1	1	1	1	1
Teacher UPS3TLR	1	1	1	1	1

Year 1

There will be 11 teaching staff in Year 1 ranging from NQT to UPS3 with TLR. The majority of staff will be third and fourth year teachers with experience in teaching.

Year 2

There will be a doubling of teaching staff with additional NQTs joining the team but also an increase in the number of experienced teachers with a majority still being in teaching for three or more years to ensure that there is stability and experience.

Year 3

The number of teaching staff will increase from 22 to 30 to reflect the additional 100 students but no increase in the number of 6th Form students.

Year 4

There will be 36 teaching staff and over 60% will have three or more years experience. By this stage there will a structure of Middle Leadership with Heads of Year and Heads of Faculty in place.

Year 5

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

Value for Money

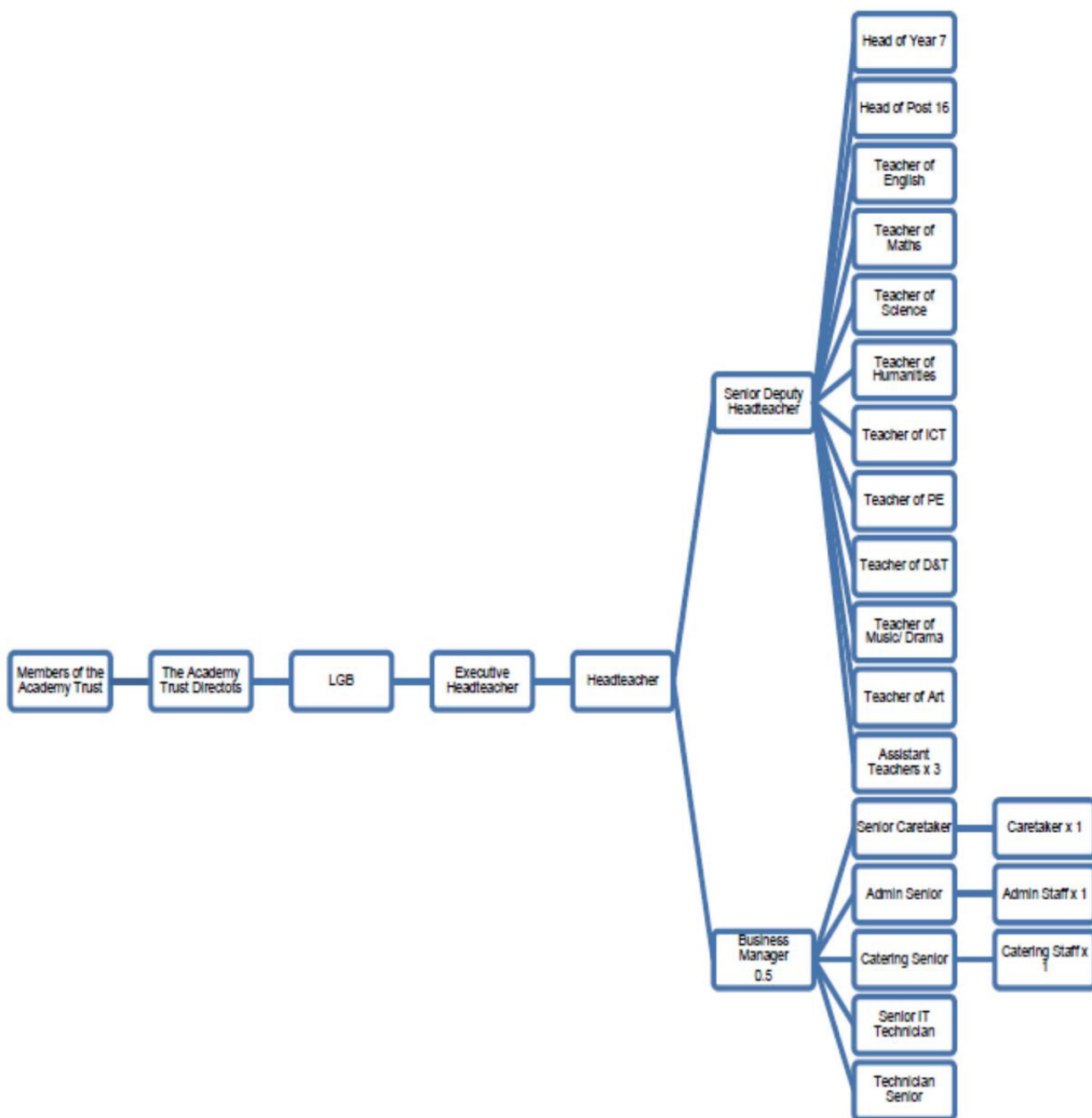
The Perry Beeches Free School proposal will provide value for money. For the last published Performance Table results, 2011 (Before Perry Beeches converted to Academy was no longer included in the results) there was no school in Birmingham with a higher 5A*-C pass rate with a lower per pupil spend. With 75% pass rate and [REDACTED] expenditure per student. There were 31 schools in Birmingham with a higher per pupil spend. (http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=cfr&set=2&tab=23&no=330&sort=cfr_11.totalgrossrevenueexpenditure&ord=desc)

Perry Beeches has continued since this time to continue to work to an in-year surplus whilst results have continued to rise.

For Perry Beeches II – The Free School a successful, sustainable and efficient model of staffing and costing has been created to ensure that the same high levels of education are delivered at a good value for money. The staffing structure which is mentioned in more detail in the application shows that there is a mixture of higher cost experienced staffing and lower cost less experienced staff. There is a similar make up of staffing ratios in terms of both costs and experience at proven Perry Beeches The Academy and Perry Beeches II – The Free School.

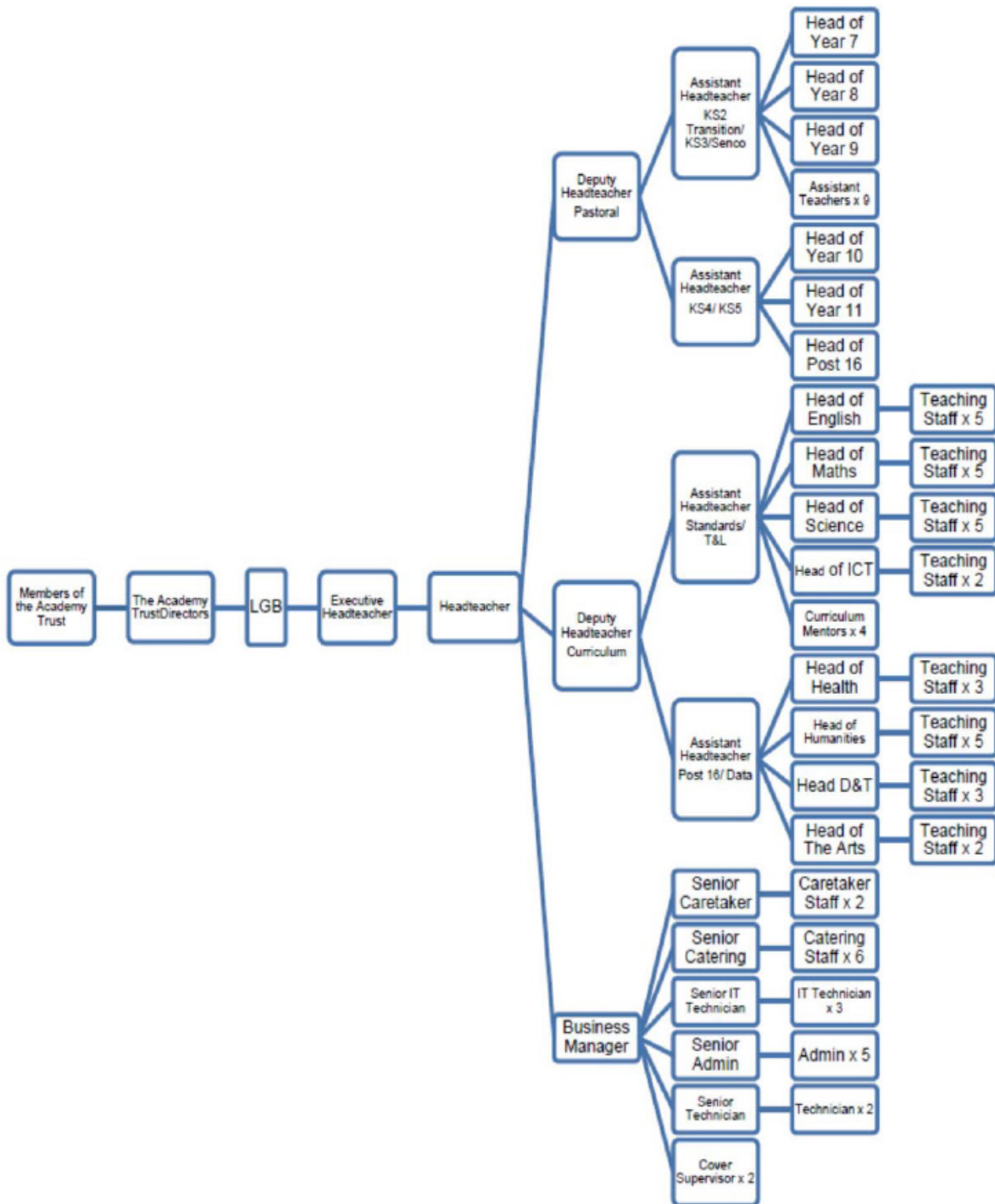
Year 1 Structure:

3 leadership - 11 teaching staff - 3 support – 8 Admin/ Support Staff



Year 5 Structure:

8 leadership - 44 teaching staff- 13 support - 25 Admin/ Support Staff



Meeting the needs of all students:

Perry Beeches III will be an inclusive school that caters for the needs of all learners. Birmingham City has a diverse and vibrant community. PBIII will reflect and celebrate this identity, whilst ensuring that every student succeeds.

Through identification, tracking and the provision of additional support, PBIII will strive to eradicate the achievement gaps that exist both locally and nationally. Through personalisation and the removal of barriers to learning, all students will make exceptional progress regardless of their background and/or prior attainment. Approximately 50% of students will be entitled to Pupil Premium and many will have SEN and/or disabilities (Local Average approximately 25%).

Staff at PB3 will pay particular attention to the progress and attainment of:

- disabled students and those who have Special Educational Needs
- those with protected characteristics, as defined by the Equality Act 2010:
English is an additional language; minority ethnic students; Gypsy Roma and Traveller children; lesbian, gay and bisexual students; transgender students; young carers, and; other vulnerable groups.
- boys
- girls
- the highest and lowest attainers
- students for whom the Pupil Premium provides support including: looked after children students known to be eligible for free school meals, children of service families.
- those receiving/requiring alternative provision

SEN and Disability

PBIII will share the DfE vision that every child with SEN reaches their full potential in school and can make a successful transition to adulthood and the world of further and higher, training or work.

The Free School will accept the wider definition of Special Educational Needs contained within the Code of Practice and the guidance given by the DfE. The School will acknowledge that students have Special Educational needs if they have a *learning difficulty* which calls for *Special Educational provision* to be made for them. Thus, children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority

SEN at PBIII may include Cognition and Learning difficulties, Autistic Spectrum, Sensory (Visual/Hearing Impairment), Physical Disabilities and Behaviour, Emotional and Social Difficulties (BESD).

The Special Educational Needs policy will complement and support the school's curriculum statement and other proposed policies, especially in relation to equality of opportunity.

The Code of Practice will be the cornerstone of SEND provision at PBIII. 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 priorities. On occasions students may require modified curriculum provision or withdrawal from specific lessons for precision 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, PBIII staff will seek advice and co-ordinate support from the appropriate services.

The aims of SEN provision will be to raise levels of achievement and enjoyment by enabling all students 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. Colleagues will then use the Schools SEN Policy, The Code of Practice stages and expert guidance to implement and evaluate effective support strategies.

At Perry Beeches III The Free School we intend to take a personalised approach to Special educational Needs and will very much work on a need led basis. Our provision will be implemented to cater for the needs of our students. We will use a constant process of referral, review and evaluation as can be seen from the diagram below.(Fig.1)

SEN Referral

We are aware that many students throughout their time in school may need some additional

support as they have fallen behind the expected level of progress therefore we will introduce a referral system where class teachers will identify individuals thus triggering intervention.

Baseline Data

It is vital that we establish a thorough baseline testing system of all our students so that we can begin the targeting of students and planning the intervention. It is important that we find out which students are working below the expected level of literacy so that we can begin the drilling down process to find out exactly where the students' needs are. We will use the literacy Audit continuum which will plot those students who are working below level 3 and will identify key areas of need. The continuum will enable us to set targets which will be explicit to the individual.

Individual Education Plan

Students who have been identified as having Special Education Needs will be placed on the SEN register and an IEP will be created. The IEP will include targets directly from the continuum or from any specific area which has been identified. We believe in a student centred approach therefore the student will be engaged in the writing of the IEP along with their parent/carer targets will be set with success criteria explicit so that everyone working with the child understands their needs. We will use the expertise of outside agencies to advice and input into the IEP providing both students and teachers with strategies to support progress.

Provision

If a child is deemed to be at School Action on the SEN register then the class teacher supported by Assistant Teachers will track their progress and will differentiate their lessons in order to meet the needs of the individuals in their class. If a child is identified as needing additional support outside of the classroom then they will be placed at School Action Plus on the SEN register. In order to track a child's intervention and progress we will implement a provision map which will ensure that we are providing all the intervention which is required for individuals and groups. Students will be targeted under one of the main headings of speaking and listening, reading or writing. The provision will be a six week programme targeted at a specific area. If the needs of the child are concerned with social skills, behaviour or emotional development then again there will be a six week program to target the area of need. To support in the delivery of all the withdrawal groups we will use Pupil and School support, behaviour support or educational psychologist to advice on specific teaching strategies.

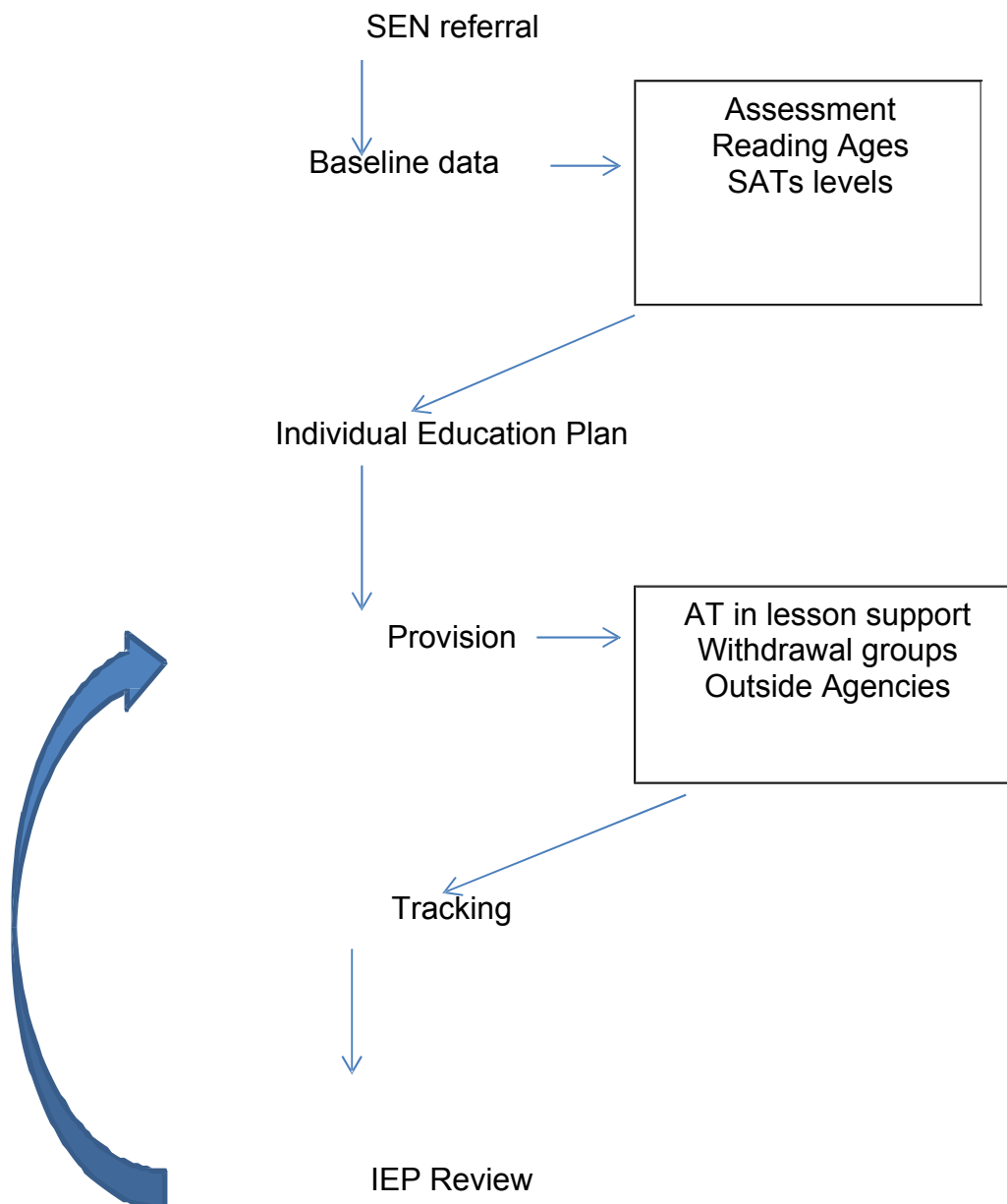
Tracking

Students' progress will be tracked by continuing to use the audit continuum to establish whether students are making progress. Assistant Teachers will use tracking sheets on a daily basis to identify and record where students are succeeding in particular areas and also to identify where students are under achieving. This will formulate the evidence that will be used to establish whether students are meeting their targets on the IEP.

IEP Review

At the end of each half term where students will have had targets set in their IEP, they will have had intervention where necessary and will have had support in class an IEP review will be conducted. The IEP review will consist of a meeting between the SENCo the student and parent, carer and will look specifically at the IEP targets and the success criteria. At this meeting those targets that have been met will be rewarded and signed off and where necessary new IEP targets will be set. This will indicate whether the student needs additional provision in the forthcoming half term as you can see from fig. 1 below.

SEN Intervention Cycle (Fig.1)



PBIII staff will meet individual students' needs by:

1. Communicating agreed SEN targets with identified students, their parents and appropriate agencies
2. Providing one to one or small group work to meet specific needs, or ensuring students participate in appropriate targeted intervention
3. Providing in-class support from Teaching Assistants and other appropriate adults
4. Completing a review and an IEP for all students on School Action, School Action Plus and Statement/Provision Plan
5. Monitoring and assessing students and regularly updating the SEN register/Provision Tracker
6. Establishing and monitoring centrally held and current SEN records for the school
7. Ensuring effective liaison with feeder schools for SEN students in Year 6 and co-ordinating Individual Transfer programmes
8. Assessing mid-term admissions and ensuring participation in phased integration packages
9. Working in close partnership with the providers of specialist services for students with SEN
10. Involving parents by eliciting their views and maintaining a positive relationship
11. Monitoring impact of SEN support in raising attainment by maximising student potential

The **Senior Leadership Team (SLT)** at PBIII 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 mid-term admissions, work with the SENCo and middle leaders in identifying and meeting Professional Development needs, liaise with SENAR and 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.

Through effective line-management and clear communication, SLT will also ensure that:

Subject Teachers; provide evidence in their planning and assessment of the needs and progress of SEN students, accept prime responsibility for the implementation of IEPs and SEN strategies, produce challenging and differentiated work to meet learning targets of SEN students, liaise and plan with Support Staff and SENCo, identify possible SEN when assessing students' work and refer to SENCo, complete SEN monitoring sheets for Reviews, PSPs and Agency meetings, raise SEN issues at Departmental Meetings, support the SENCo in identifying and sharing good practice with all staff.

Heads of Faculty/Department; maintain and update a Departmental SEN file, identify under achievement 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 differentiation

and scaffolding in lesson planning, monitor the quality of assessment and diagnostic intervention in colleague's teaching.

Form Tutors; liaise with SENCo, subject teachers and Teaching Assistants, identify SEN students and pass on referrals to SENCo, update SEN records in Form Tutor File and check students passports/equipment, raise/discuss potential SEN issues at Year Meetings, contribute towards the completion, implementation and review of IEPs, liaise with Support Staff and other professionals as appropriate, monitor the effectiveness of IEPs, identify all students with additional pastoral provision and inform the SENCo

Teaching Assistants, liaise and work collaboratively with Form Tutors, Heads of Year, and Teachers, monitor students' progress in class and update SEN records, work with students in tutorials, lessons, individually or in small groups in the Learning Support Room, 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.

SENCo (QTS and National Award); day to day operation of SEN Provision, prepare information for annual reviews, co-ordinate SEN information/communication, monitor and evaluate 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 ensure that all staff are aware of their roles and responsibilities with regard to SEN, liaise with Birmingham SENAR and colleagues at feeder schools before, during and after transfer, regularly update the SEN register and additional Provision Tracker, 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, co-ordinate IEPs, monitor impact of SEN provision in raising attainment.

Parents; attend relevant meetings and reviews, support the implementation of IEPs, contribute towards the enhancement of SEN provision by helping to set and meet their child's targets, enjoy a constructive dialogue and express their views on quality of SEN provision.

Governors; identify a SEN Link Governor to consider key issues on and attend appropriate meetings/INSET, ratify and monitor the implementation of SEN Policy, monitor the implementation of IEPs and existing legislation.

Students; give their views on the effectiveness of SEN provision, experience the right balance of challenge and support, feel safe and valued, achieve ambitious, yet realistic targets.

Evaluation

The effectiveness of SEN policy and provision at PBIII will be measured by:

- Progress and attainment measures (Raise-on-line)
- IEP Reviews and external agency reports
- Improvements in attendance and participation
- Feedback from parents and students
- Teacher and Faculty SEN audits
- SEN pupil trails and work scrutiny
- Teaching Assistant observations

Disability

Not all disabilities are considered SEN. At PBIII, the SLT will ensure that the Equalities Act (2010) is implemented and that an appropriate Accessibility Plan is in place. The built environment will ensure that all learning and social areas are safe, appropriate and accessible to wheel chair users, staff and students with visual and hearing impairments and those with physical disabilities. Several staff members will be externally trained to use the Evac-chair and manual handling techniques. Transport arrangements will be co-ordinated through a designated member of staff. Teaching and learning aids and other technologies will be used to ensure that all aspects of school life are fully accessible. Students may be supported by the School Nurse, Physiotherapist and other medical professionals.

Other Agencies and Partners

It is likely that many students at PBIII will require additional support from external agencies. Examples may include Birmingham's Pupil Support Service (PSS) and Behaviour Support Service (BSS), Hearing Impairment team, Communication and Autism team (CAT), Speech and Language therapists, Educational Psychology service, Children and Adolescent Mental Health Service (CAMHS), Birmingham Children's Services, Integrated Family Support Teams, Counselling services and GPs/Paediatricians.

EAL

One of the key areas that we will need to consider are those students who may have English as an Additional Language. We will ensure we have the relevant skills and strategies to be able to support these students. The prospective feeder schools around the Ladywood area have a large proportion of students with EAL. In fact 8 out of the 12 targeted feeder schools have over 30% EAL. It is vital that we have specific provision for these students. We will investigate the individual's history to track how long they have lived in this country and the amount of English which is spoken at home. It is essential we identify whether a child's needs is SEN or EAL. Those students that are EAL will be tracked taking into account the last 7 years of living in England. 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.

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 G and T students for that year group. These students will invariably 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.

Looked After Children

It is expected that we will have some looked after children within its intake. We will ensure that we gain all of the information we will 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.

Pupil Premium Targeted Students

Perry Beeches III The Free School will use the allocation of additional funding provided through Pupil Premium to support specific groups of children who are vulnerable to possible underachievement. These are identified as those entitled to free school meals; those looked after by the Local Authority and children of armed service personnel.

At the existing Perry Beeches III The Free School Pupil Premium will be used to support students to raise standards and attainment. The funding could be used in a number of different areas, including but not limited to:

Teaching Staff	To employ additional teaching staff to reduce class sizes and improve attainment
Coaching/Mentoring	To help students achieve their full potential, offering additional support to those students who need greater intervention
Attendance / Welfare Staff	To support students' attendance, self-esteem and attitudes to learning
Wider Curriculum Experience	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities
Provision of school essential items	To aid inclusion and support the child's well-being.

We have outlined the number of teaching staff, mentors and support staff in our Educational Plan

and Financial Plans, these plans are based on their being 55% FSM eligible students who need targeted support. This use of resources to support the most vulnerable has proven success, results have continued at Perry Beeches Schools to increase and all students regardless of background left with 5 A*-C GCSE qualifications.

The ICT curriculum at Perry Beeches III The Free School will advocate developing ICT capability, which is much more than acquiring basic skills and techniques. ICT capability focuses on students' ability to identify, understand and apply appropriate knowledge, skills and understanding in the use of technologies. Students are expected to use a range of technologies appropriately and develop understanding that can be transferred to other areas of learning or life, e.g. developing successful digital presentations or making appropriate use of the internet.

ICT is also a discrete subject in its own rights and is rigorously will be taught at all Key Stages. The pupils gain skills and understanding regarding the application and contribution ICT can make to their learning experiences. This enables a transfer of skills across the curriculum to enrich learning. When planning work, the ICT curriculum area refers to ways in which the current skill can be applied across the curriculum thereby awarding the pupil the opportunity to increase their attainment.

ICT for learning will:

- promote social interaction and collaborative working
- support inclusive and innovative approaches to learning
- provide access to high quality learning materials
- provide a safe environment, preventing access to unsuitable material and preventing inappropriate use of systems
- enable work to be produced, submitted and marked electronically
- enable learners to track their own progress and set their own goals
- enable parents to engage with their child's learning
- allow learners access so that they can study at anytime and anywhere, e.g. using a range of devices and/or wireless technology

ICT for teaching will:

- ensure that all staff are motivated and skilled in the use of ICT
- enable a culture of continuous development of ICT skills
- enable teachers to access a wide range of multimedia and digital resources
- enable ICT to be used in a wide range of learning spaces in the school and with variety of different group sizes
- enable teachers to create, use and adapt teaching resources created by themselves and others
support work planning and monitoring, for groups and individuals.

ICT for management will:

- be secure and integrated with curriculum and student recording systems
- allow for efficient administrative and financial systems including electronic filing and cashless financial transactions within the school
- allow for integrated personnel, timetabling, cover and associated arrangements provide access to achievement and target-setting data for individuals (including data about lesson attendance and behaviour)
- enable the aggregation and analysis of data to provide information about course effectiveness, staff and learner performance
- enable the use of pupil performance data to inform decisions about staff development and deployment support communication with parents about students' attendance, behaviour and attainment
- enable secure transfer of data with other schools, local authorities, and children's services be accessible to all who need to use it - including school governors
- Some of the key policy drivers that that will be considered are:
 - personalised learning
 - inclusion
 - special educational needs
 - e-safety.

Monitoring Pupil Progress:

This is linked directly to Key Principle 1 – Achievement:

To ensure that all students achieve or exceed individual added value from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

- All Year 7 students to make a minimum of 2 sub-levels progress (in line with national expectation) by the end of Year 7 in core subjects
- All students to make a minimum of 4 sub-levels progress (in line with national expectation) by the end of KS3 (Year 8) in core subjects
- 100% of students to achieve pass grade at A Level. PBIII to be significantly above National Average of grades A*/A (2011 – 27%)
- 100% of students regardless of background or SEN to leave Perry Beeches III The Free School with 5 A* - C GCSE
- 5A*-C including English and Maths to be significantly above National Average, placing school in FFT-D Range (2011- 53%) and in line with Perry Beeches – The Academy (2012 – 77%)
- 3+ levels of progress to be significantly above National Average in English (2012 - 70%)

and Maths (2012 – 65%)

- 4+ levels of progress to be significantly above National Average in English (2012 - 30%) and Maths (2012 – 29%)

All low and middle attaining students (based on their KS2 prior attainment) will be expected to make a minimum of 3 levels progress in their learning journey from KS2-KS4 with the aspiration for these students been 4 levels of progress. The high attaining students will be set a minimum of 4 levels progress and their aspiration been set as 5. Extension objectives can then be used to indicate the learning that is needed to achieve A/A* grades at GCSE.

EXPECTED PROGRESS KS 2- 4			
	3 Levels Progress	4 Levels Progress	5 Levels Progress
KS2 LEVEL	GCSE Grade	GCSE Grade	GCSE Grade
6	A	A*	-
5	B	A	A*
4	C	B	A
3	D	C	B
2	E	D	C
1	F	E	D

Assessment for learning:

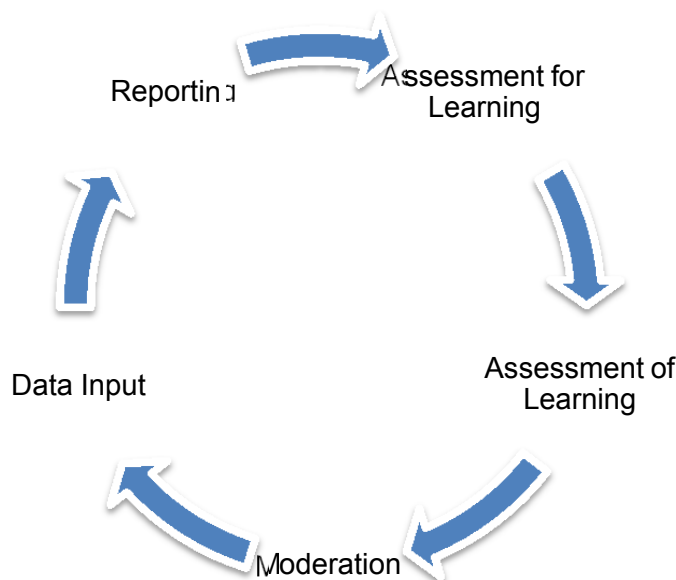
Regular and robust AfL (Assessments for learning) are essential tools necessary for ensuring successful teaching and learning. Assessment for learning occurs when teachers use inferences about student progress to inform their teaching. Assessment enables students to understand where they are in their learning and to understand what they need to do next. Assessment provides students with the opportunity to work in partnership with the teacher to review their progress on an on-going basis.

Formative assessment will take place every day Perry Beeches III The Free School, and will include:

- consistent use of plenaries
- soliciting feedback from students
- self and peer assessment
- written work is marked or a practical activity is discussed
- homework marked
- achievement of IEP targets for those with Special Educational Needs

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. Summative assessments could be in the form of written tests and exams will take place at the end of each subject unit of work, term and year.

The Assessment process below is what staff will follow:



Student Tracking:

At Perry Beeches Hill The Free School whole school student data will be collected termly and tracked against their minimum expected progress based on prior attainment. At Key Stage 3 students will be expected to make a minimum of 2 split-levels progress with 3 split levels being their aspirational, per year, in English, Maths and Science, based on their Key Stage 2 SATs or Teacher Assessment, if the student did not sit their SATs.

As can be seen in the tracker students minimum and aspirational targets are set for the end of KS3 and KS4 based on prior attainment. A minimum of 3 levels progress Low and Middle attaining students is expected by the end of Year 11 in line with national expectations with the aspirational being set as 4 levels progress. High attaining students have been set a minimum of 4 levels progress with 5 levels being their aspirational.

These targets are set for all subjects based on KS2 data, meaning the student will have one target level or grade for all subjects.

Students learning journey will be shared with the students and staff alike in September. The student tracking will be a key focus of the SLT agenda where all individual students' data will be discussed and shared with all staff.

Any students not making the appropriate progress will be highlighted and appropriate interventions will be put in place. These students will be discussed at a fortnightly Students Concerns Meeting between the Senior Deputy Headteacher, Head of Year 7 and Head of Post 16. Appropriate actions from this meeting will be put in place.

A similar tracker will be created for Post 16.

Student Information	KS2 Data						Expected Grades								Autumn Working at										Autumn Sub -LOP			Achieved LOP								
	Surname	KS2 ENG TA	KS2 ENG TT	KS2 MA TA	KS2 MA TT	KS2 SC TA	KS2 SC TT	H M L	Y7 Min	Y7 Asp	Y7 MFL Min	Y7 MFL Asp	KS3 Min	KS3 Asp	KS3 MFL Min	KS3 MFL Asp	KS4 Min	KS4 Asp	En Aut	MA Aut	SC Aut	Art Aut	DR Aut	MU Aut	ICT Aut	DT Aut	MFL Aut	GG Aut	HI Aut	RE Aut	PE Aut	English Sub-LOP	Maths Sub LOP	Science Sub-LOP	English LOP	Maths LOP
Student A	5	5	5	5	5	5	H	6c	6b	5c	5b	6a	7c	5a	6c	A	A*	4a	5a	5a	5c	5a	6a	5b	6a	5a	5c	5b	6a	3a	-2	1	1			
Student B	4	4	5	5	5	5	H	6c	6b	5c	5b	6a	7c	5a	6c	A	A*	5c	5c	5a	6a	3a	6c	6c	5c	3b	4c	5a	4c	3b	2	-1	1			
Student C	3	3	3	3	4	4	L	4c	4b	3c	3b	4a	5c	3a	4c	D	C	3a	4c	4c	3a	3a	4a	4b	4c	4b	4a	4a	3a	3a	1	2	-1			
Student D	2	2	2	2	2	2	L	3c	3b	2c	2b	3a	4c	2a	3c	E	D	2a	2a	3a	3a	3b	4b	3b	3a	3a	3c	4c	2c	4b	1	1	4			1
Student E	5	4	4	4	4	4	M	5c	5b	4c	4b	5a	6c	4a	5c	C	B	5c	5c	5c	4c	3b	5b	4c	5c	3a	4c	4a	4a	3a	2	2	2			
Student F	4	4	4	4	4	4	M	5c	5b	4c	4b	5a	6c	4a	5c	C	B	4a	4a	4b	3a	3b	5c	4b	5a	2b	4a	4b	3c	4a	1	1	0			

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 passport 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.

Parents' views are important to Perry Beeches III The Free School and these will be collected in various ways such as parental questionnaires at Parents Evenings, parental questionnaires for work scrutiny during our internal Mini-Ofsted and via the website.

Mini – Ofsted:

Mini-Ofsted will be an internal rigorous and robust monitoring and tracking of assessment ensuring that all students will overcome barriers to learning and achieve regardless of need. This process will external validated by [REDACTED]. The inspection will involve:

Inspection:

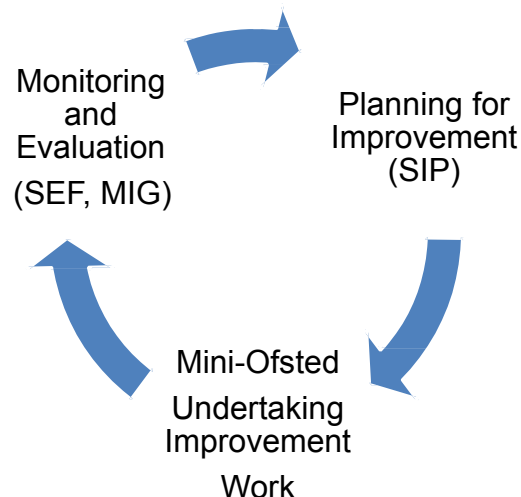
- 2 day inspection
- 3/4 members for each inspection

- Lesson Observations.
- Work Scrutiny
- Student Interviews
- Head of Faculty / Subject Interviews
- Parent Questionnaire (to be issued to the parents of the students used in the Work Scrutiny)

Prior to Inspection:

- 2 days notice.
- Faculty/ Subject SEF / Subject Improvement Plan.
- Schemes of Work
- Examples of work for Work Scrutiny (example work from a higher ability, middle ability and lower ability – 2 pieces of work from two different students from each section. They will need to provide work from 2 different year groups and will be informed which year groups when made aware of the inspection. Work will need to be labelled with name, level/grade – see attached sheet).
- Attainment Data – trends and comparisons.
- SLT Termly Review
- Previous documentation – Ofsted report, Mini-Ofsted and External Validation.
- Anything else that shows the Faculty / Subject at their best.
- Timetable of lessons on, which teachers are teaching and which teaching rooms.
- Profile of Department

Year 1 Self-Evaluation / School Improvement Cycle / MIG:



Autumn Term:

- Target setting for Year 7 & 12
- Develop SEF and SIP (Whole School and Middle Leaders)
- Develop Subject/Faculty SEF and Improvement Plan
- MIG (Monitoring and Intervention Group) → LGB (Local Governing Body) meeting
→ report to Directors

- Individual student recap – SLT/ML
- Lesson Observation Cycle
- Performance Management review (Internal appointments from Perry Beeches The Academy Trust) and setting of new objectives
- ‘Learning Walks’
- Work Scrutiny
- Mini-Ofsted (internal)
- A3 comparison sheets
- Review current standards (Data Input Year 7 and 12)

Spring Term:

- Finalise SEF and SIP
- Finalise Subject/ Pastoral SEF and SIP
- Individual student recap – SLT/ML
- MIG→LGB meeting →report to Directors
- Lesson Observation Cycle
- Mid-term review of Performance Management
- ‘Learning Walks’
- Work Scrutiny
- Mini-Ofsted (internal)
- A3 comparison sheets
- Raise online Analysis (validated)
- Review current standards (Data Input Year 7 and 12)

Summer Term:

- Initial draft reviewing SIP and identifying new objectives
- Initial review and highlighting of areas to be completed for SEF
- Lesson Observation Cycle
- MIG→LGB meeting →report to Directors
- ‘Learning Walks’
- Work Scrutiny
- Mini-Ofsted (internal)
- A3 comparison sheets
- Review current standards (Data Input Year 7 and 12)

As Perry Beeches III The Free School grows so will the cycle of things to do such as:

- AS Exam analysis
- A level Exam Analysis
- GCSE Exam Analysis
- Raise Online Analysis

Groups of Students:

The student tracking and progress systems at Perry Beeches III The Free School will offer the flexibility to analyse and monitor the progress of each individual student in ensuring they are on target. The tracking system will allow us to check the progress of specific groups of students this will be closely analysed, as well as the progress of all students.

Academic Achievement of Students:

At Perry Beeches III The Free School most students will make three levels of progress in English, Mathematics between Key Stage 2-4 in line with the national expected level of progress. They will also make significant improvement in reading age for some students. This progress in Years 7 and 8 will serve as a sound learning foundation upon which success at GCSE level can then be built. This will be achieved through the greater focus on the needs of individual students resulting from us being a small secondary school, with sixty students in each academic year. A particular focus on tracking the achievement of students at Perry Beeches III The Free School will address the local context and levels of entry of students. Many students in the areas served by the school are making below national levels of progress in Literacy and Mathematics. Therefore, the impact of interventions to address the needs of groups of students will be evaluated regularly.

The academic achievement of students will be evidenced through Lesson Observations, Learning Walks, Work Scrutiny to assess the quality of learning, discussions with students and parent, student and staff questionnaires. The academic standards attained by students will be set against national benchmarks and the performance of groups compared with different groups within the school. Robust attainment and progress data analysis will provide real time information on how well students make progress relative to their starting points.

The Quality of Teaching:

Teaching at Perry Beeches III The Free School will not only raise student's achievement, it will also promote spiritual, moral, social and cultural development. Joint lesson observations will be conducted with staff to ensure that lesson grading criteria is understood by all. This will form part of whole school CPD, and will be the first staff inset. Formal lesson observations, informal learning walks and the scrutiny of students work will enable the Perry Beeches III The Free School to evaluate:

- The extent to which teacher's expectations are sufficiently high to extend the knowledge, skills and understanding of students in a range of lessons and activities over time
- How frequently marking and assessment are used to help students to improve their learning
- The extent to which pace and depth of learning are maximised as a result of teacher's monitoring of learning during lessons

- The extent to which teachers enthuse, engage and motivate students to learn
- The quality of teaching and other support provided for students with a range of aptitudes and needs, including those with Special Educational needs and/or disabilities, so that learning improves
- Positive attitudes to learning, conduct in lessons and around the school

Success Measures:

Success at Perry Beeches III The Free School will be defined as the outcomes of the academic and enrichment curriculum. Student progress will be measured by levels of progress against prior attainment. End of year targets will be set based on this and will be tracked regularly and accurately.

At the end of Year 8, students will make a minimum of 4 sub-levels of progress levels over two academic years in line with national expectations. By the end of Year 11, all students will be expected to have made a minimum of 3 levels of progress measured against prior attainment in line with national expectations.

By the end of Year 13, all students will leave Perry Beeches III The Free School and start a degree course or work in line with their preferred career.

Perry Beeches The Free School success measures will be defined by the following criteria:

YEAR	YEAR GROUP	SUCCESS CRITERIA	MEASUREMENT CRITERIA
July 2013	7 12	<ul style="list-style-type: none"> • 100 Year 6 students committed to starting Year 7 in September 2013– 100% successful recruitment into Year 7 • 60 Year 11 students committed to starting Year 12 in September 2013 • Successful pre-registration Ofsted inspection 	<ul style="list-style-type: none"> • A minimum of 100 confirmed first choices • A minimum of 60 confirmed first choices • Ofsted report
July 2014	7 12	<p>Quantitative measures:</p> <ul style="list-style-type: none"> • All students in Year 7 make at least 2 sub-levels of progress in core subjects and breadth subjects • All students in Year 7 to achieve their chronological reading age • 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13 • Attendance of at least 96% • No Fixed Term Exclusions • 100 Year 6 students committed to starting Year 7 in September 2014– 100% successful 	<ul style="list-style-type: none"> • End of year Teacher Assessments • Reading test results • 6th Form Tracker/ Results • Attendance register • Sleuth Referrals for Behaviour/Incident register • A minimum of 100 confirmed first

		<p>recruitment into Year 7</p> <ul style="list-style-type: none"> 60 Year 11 students committed to starting Year 12 in September 2014– 100% successful recruitment into Year 12 <p>Qualitative measures:</p> <ul style="list-style-type: none"> A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria Leadership and management graded as a minimum of good against up to date Ofsted criteria All students to experience the culture and education Birmingham has to offer All Year 7 students to attend PGL residential as part of building All Year 12 students to participate in some sort of voluntary experience All Year 12 students to attend a Aim Higher residential 	<p>choices</p> <ul style="list-style-type: none"> A minimum of 100 confirmed first choices Lesson Observation Cycle/ Mini Ofsted report Academy Trust Mini Ofsted report All students participate and evaluate experience as at least good in follow up questionnaire
July 2015	7 8 12 13	<p>Quantitative measures:</p> <ul style="list-style-type: none"> All students in Year 7 make at least 2 sub-levels of progress in core subjects and breadth subjects All students in Year 8 make at least 2 sub-levels of progress in core subjects and breadth subjects 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13 100% of Year 13 students to achieve 3 A Levels A*-E All students in Year 7 & 8 to achieve their chronological reading age Attendance of at least 96.5% No Fixed Term Exclusions 100 Year 6 students committed to starting Year 7 in September 2015– 100% successful recruitment into Year 7 60 Year 11 students committed to starting Year 12 in September 2015– 100% successful recruitment into Year 12 <p>Qualitative measures:</p> <ul style="list-style-type: none"> A minimum of 80% of lessons graded as good or outstanding against up to date Ofsted criteria Leadership and management graded as a minimum of good against up to date Ofsted criteria All students to experience the culture and 	<ul style="list-style-type: none"> End of year Teacher Assessments End of year Teacher Assessments 6th Form Tracker/ Results A Level Results Reading test results Attendance register Sleuth Referrals for Behaviour/Incident register A minimum of 100 confirmed first choices A minimum of 60 confirmed first choices Lesson Observation Cycle/ Mini Ofsted report Academy Trust Mini Ofsted report All students

		<p>education Birmingham has to offer</p> <ul style="list-style-type: none"> All Year 7 students to attend PGL residential as part of building All Year 12 to participate in some sort of voluntary experience All Year 12 students to attend a Aim Higher residential 	<p>participate and evaluate experience as at least good in follow up questionnaire</p>
July 2016	7 8 9 12 13	<p>Quantitative measures:</p> <ul style="list-style-type: none"> All students in Year 7 make at least 2 sub-levels of progress in core subjects and breadth subjects All students in Year 8 make at least 2 sub-levels of progress in core subjects and breadth subjects All Year 9 students meet or exceed their minimum end of year target grade for all subjects 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13 100% of Year 13 students to achieve 3 A Levels A*-E All students in Year 7, 8, & 9 to achieve their chronological reading age Attendance of at least 97% No Fixed Term Exclusions 100 Year 6 students committed to starting Year 7 in September 2015– 100% successful recruitment into Year 7 60 Year 11 students committed to starting Year 12 in September 2015– 100% successful recruitment into Year 12 <p>Qualitative measures:</p> <ul style="list-style-type: none"> A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria Leadership and Management graded as Outstanding against up to date Ofsted criteria All students to experience the culture and education Birmingham has to offer All Year 7 students to attend PGL residential as part of building All Year 12 to participate in some sort of voluntary experience All Year 12 students to attend an Aim Higher residential 	<ul style="list-style-type: none"> End of year Teacher Assessments End of year Teacher Assessments Year 9 Tracker 6th Form Tracker/ Results A Level Results Reading test results Attendance register Sleuth Referrals for Behaviour/Incident register A minimum of 100 confirmed first choices A minimum of 60 confirmed first choices Lesson Observation Cycle/ Mini Ofsted report Academy Trust Mini Ofsted report All students participate and evaluate experience as at least good in follow up questionnaire

<p>July 2017</p>	<p>7 8 9 10 12 13</p>	<p>Quantitative measures:</p> <ul style="list-style-type: none"> • All students in Year 7 make at least 2 sub-levels of progress in core subjects and breadth subjects • All students in Year 8 make at least 2 sub-levels of progress in core subjects and breadth subjects • All Year 9 & 10 students meet or exceed their minimum end of year target grade for all subjects • 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13 • 100% of Year 13 students to achieve 3 A levels A*-E • All students in Year 7, 8, 9 & 10 to achieve their chronological reading age • Attendance of at least 97% • No Fixed Term Exclusions • 100 Year 6 students committed to starting Year 7 in September 2015– 100% successful recruitment into Year 7 • 60 Year 11 students committed to starting Year 12 in September 2015– 100% successful recruitment into Year 12 <p>Qualitative measures:</p> <ul style="list-style-type: none"> • A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria • Leadership and management graded as a minimum of outstanding against up to date Ofsted criteria • All Year students to experience the culture and education Birmingham has to offer • All Year 7 students to attend PGL residential • All Year 9 students to attend France residential • All Year 10 students to attend Aim Higher residential at Newman University • All Year 10 students to experience a work based placement • All Year 12 students to attend a Aim Higher residential 	<ul style="list-style-type: none"> • End of year Teacher Assessments • End of year Teacher Assessments • Year 9 & 10 Trackers • 6th Form Tracker/ Results • A Level Results • Reading test results • Attendance register • Sleuth Referrals for Behaviour/Incident register • A minimum of 100 confirmed first choices • A minimum of 60 confirmed first choices • Lesson Observation Cycle/ Mini Ofsted report • Academy Trust Mini Ofsted report • All students participate and evaluate experience as at least good in follow up questionnaire
<p>July 2018</p>	<p>7 8 9 10 11 12 13</p>	<p>Quantitative measures:</p> <ul style="list-style-type: none"> • All students in Year 7 make at least 2 sub-levels of progress in core subjects and breadth subjects • All students in Year 8 make at least 2 sub-levels of progress in core subjects and 	<ul style="list-style-type: none"> • End of year Teacher Assessments • End of year Teacher Assessments

			<p>breadth subjects</p> <ul style="list-style-type: none"> All Year 9, 10 & 11 students meet or exceed their minimum end of Year target grade for all subjects Year 11 100% 5A*-C Year 11 70% 5A*-C Including English and Maths 100% of Year 12 students on course to achieve 3 A Levels A*-E by the end of Year 13 100% of Y13 students to achieve 3 A levels A*-E All students in Year 7, 8, 9 10 & 11 to achieve their chronological reading age Attendance of at least 97% No Fixed Term Exclusions <ul style="list-style-type: none"> 100 Year 6 students committed to starting Year 7 in September 2015– 100% successful recruitment into Year 7 60 Year 11 students committed to starting Year 12 in September 2015– 100% successful recruitment into Year 12 <p>Qualitative measures:</p> <ul style="list-style-type: none"> A minimum of 85% of lessons graded as good or outstanding against up to date Ofsted criteria Leadership and Management graded as a minimum of Outstanding against up to date Ofsted criteria All students to experience the culture and education Birmingham has to offer All Year 7 students to attend PGL residential All Year 9 students to attend France residential All Year 10 students to attend Aim Higher residential at Newman University All Year 10 students to experience a work based placement All Year 12 students to attend a Aim Higher residential 	<ul style="list-style-type: none"> Year 9, 10 & 11 Trackers Exam Results Exam Results 6th Form Tracker/ Results A Level Results Reading test results Attendance register Sleuth Referrals for Behaviour/Incident register A minimum of 100 confirmed first choices A minimum of 60 confirmed first choices Lesson Observation Cycle/ Mini Ofsted report Academy Trust Mini Ofsted report All students participate and evaluate experience as at least good in follow up questionnaire 	
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Admissions:

1 Introduction

1.1 This document sets out the admission arrangements for the Perry Beeches III The

Free School.

- 1.2 Any changes to the arrangements set out in this document, with the exception of setting a published admission number higher than the agreed admission number for a specific year, must be approved in advance by the Secretary of State.
- 1.3 Perry Beeches III The Free School is a non-selective school open to students of all religious faiths or those of no faith.

2 School Admissions Code/ School Admissions Appeal Code

- 2.1 The Free School will comply with all relevant provisions of the statutory codes of practice (the School Admissions Code of Practice and the School Admission Appeals Code of Practice) as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools.
- 2.2 The Free School will have consideration for, and mirror, the admission arrangements operated by Birmingham Local Authority. For admissions in September 2013, parents will be able to apply to the Free School directly
- 2.3 The Free School will participate and comply with the LA's co-ordinated admissions from 2014

3 Admission arrangements, subject to approval by the Secretary of State

- 3.1 The admission arrangements for the Free School for the year 2013 are for 100 students into Year 7
- 3.2 Year 7 admissions and in-year applications where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below:
After the admission of students with statements of Special Educational Needs where the Free School is named on the statement, the criteria will be applied in the order in which they are set out below:
 - a) Children in public care (looked after children) at the time of application;
 - b) Admission of students on the basis of proximity to the school using straight line measurement from the main entrance of the Free School to the main entrance to the child's home. The distance used to determine how close the child lives to the Free School will be the direct line measurement from the front to the Free School. The child's permanent home address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to the Free School, the offer of a place will be withdrawn.
 - c) If there are more applicants than there are places remaining within a particular category and where there is no difference in distance from home to school for two or

more children, random allocation will be used to allocate the final available place(s) and to establish priority on the waiting list.

4 Operation of waiting lists

- 4.1 The Free School will operate a waiting list. If the Free School receives more applications for places than there are places available, a waiting list will operate for at least one term after the admission date. This will be maintained by the Free School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.
- 4.2 Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set in section 3 above.
- 4.3 Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

5 Arrangements for Appeals Panels

- 5.1 Parents/carers will have the right of appeal to an Independent Appeals Panel if they are dissatisfied with an admission decision of the Free School. The Appeals Panel will be independent of the Free School. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals.
- 5.2 The determination of the Appeals Panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Free School will prepare guidance for parents/carers about how the Appeals process will work and provide parents/carers with a named contact who can answer any enquiries parents/carers may have about the process.

6 Admissions Procedures for September 2013

- 6.1 Parents will apply directly to the Free School. This process will not affect place allocation as a result of parents completing the Common Application Form (CAF).
- 6.2 The Free School will invite applications from parents.
- 6.3 Formal offers will be made to parents. Emails to successful applicants will be sent, and letters sent by first class post. All applicants must inform the Free School of their acceptance or rejection of a place. Any Appeals Forms must also be sent to the Free School. A Year 6 induction day will take place in July 2013
- 6.4 After a formal place has been accepted, parents will be invited to a meeting in order to ascertain that the ethos and culture of learning is shared and understood. There will be consideration of the child's aptitude to learning regardless of their academic start point. There will be a discussion with parents about there being a commitment to the school

through:

- Attendance to a summer school / residentials
- Attendance to all parent meetings
- To meet with the Headteacher once a year to discuss progress

6.5 Each child given an offer at the Free School will have already received an offer from the Local Authority for another school. The Free School will work closely with Birmingham Local Authority to ensure that parent turn down one of their offers in a timely fashion. The Free School will share its offer list with relevant Local Authorities as soon as possible, so that they can be aware of where duplicate offers have been made.

7 Appeals Process

- 7.1 The Free School will comply with the Schools Admissions Appeals code. The Free School will be responsible for forming an Appeals Panel, and the Free School will keep parents aware of their rights to appeal.
- 7.2 The Appeals Panel will consist of an independently appointed Chair and Clerk, who will be present for the entire hearing. The Clerk will appoint 3 or 5 panel members who will be representative of the local area.
- 7.3 Appeals for Perry Beeches III The Free School will be held at a time agreed by The Governing Body.

8 The Appeals Hearing

- 8.1 The Free School will, before the hearing, provide the Clerk of the Appeals Panel with the following information as the Appeals Authority:
- A written statement explaining how places at the school were allocated, with an explanation of how these were applied to the appellant's application as opposed to others who were offered a place
 - A written statement summarizing the reasons for the decision, including a description of the schools capacity
 - An extract of the area's admissions scheme where relevant to the appeal
 - Details of the Fair Access Protocol
 - Copies of documents that will be supplied to the Panel at the hearing
- 8.2 The recommended order for hearings is as follows:
- The Admissions Authority's case
 - Questioning by the appellant
 - The appellant's case

- Questioning by the Admissions Authority and Panel
- Summing up by the Admissions Authority
- Summing up by the appellant

8.3 Reaching a decision Panels will follow a two stage process when hearing Appeals:

- 1) Establishing the facts
- 2) Balancing the arguments

Verdicts will be reached either unanimously, or by majority. The Panel's verdict is binding on the Admissions Authority, and the Panel will notify both the appellant and the admissions Authority.

Behaviour, Attendance and Well-being:

This is linked directly into Key Principle 3: Behaviour, Attendance and Safety / SMSC

To instil, maintain and raise PB standards in relation to student attitudes, behaviour, attendance and uniform

- Attendance to be significantly above National Average (2011-12 - 93.5%) and in line with Perry Beeches – The Academy (2011-12 – 95.31%)
- Standards of Perry Beeches – The Academy to be maintained with Behaviour Policy to be followed, clearly outlining expectations, sanctions and rewards

Student behaviour and success in learning are inextricably linked. Perry Beeches III The Free School Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

Good learning and behaviour stem from quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.
2. A positive climate for learning is established through the use of routines, rules, sanctions and rewards.
3. Students are engaged in learning through the use of a range of techniques and strategies.

4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of overreaction and confrontation and their capacity to adopt a problem solving attitude to issues in the classroom.

Purposes of the Proposed Behaviour Policy:

The policy aims to create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour.
- encouraging students to 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.
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- a system of rewards and graduated sanctions for students related to both academic progress and success and behaviour.

Parental Role in Behaviour Management through The Home School Partnership Agreements:

At Perry Beeches III The Free School we will work with students, parents, staff and governors to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self-esteem and confidence, and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership. This Home School Agreement is an agreement to work together.

Expectations:

At all times teachers demonstrate their professionalism through:

- following the guidelines on classroom management procedures to ensure consistency across the school.
- the relationships which they forge with students.
- the way in which they support other colleagues and contribute to the team effort to maintain student discipline.
- following agreed strategies and procedures within the department and the school.
- participating in their own CPD and contributing to that of others, by involvement in peer

coaching and observation of others at work.

Ensure that students are:

- clear about the expectations which exist about their behaviour in both the classroom and around the school generally.
- feeling emotionally & physically safe and valued in their day to day dealings with other people in the school including teachers, support staff and other students.
- appropriately dressed and equipped for work in line with the school and department guidance.

Teachers monitor behaviour & intervention through:

- checking student Passports.
- taking interest in student uniforms.
- making Snap Shot Reports.
- compiling Telephone / Interview records.
- writing Incident Accounts
- analysing SLEUTH data

Rewards and Sanctions:

- 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 cannot be tolerated, and the student responsible will have to accept the consequences.

It is the aim and responsibility of the whole school community to promote excellent attendance through the provision of an appropriate curriculum and learning materials. Regular and punctual attendance are both a legal requirement and are essential for students to maximise their educational opportunities. It also ensures that a school is fulfilling its duty of safeguarding its students, by a student being in full time education we, as a matter of course, are able to monitor and support.

All children will be expected to be at school, on time, every day the school is open, unless the reason for the absence is unavoidable. Good attendance by students will be recognised and rewarded appropriately by feeding into the whole school merit system.

Attendance Rationale:

The school will be required to take an attendance register twice a day, and this shows whether the

student is present, engaged in an educational activity off-site, or absent. If a student of compulsory school age is absent, then every half day absence from school has to be classified by the school as either Authorised or Unauthorised. Only school can authorise the absence, not parents. For this reason, information about the cause of each absence is always required, preferably in writing.

Parents whose children may be experiencing difficulties will need to contact the school at an early stage and work together with the staff to resolve any problems. If difficulties cannot be sorted out in this way, the school or the parent may refer the child to Integrated Family Support Team (IFST). The team will try to resolve the situation with voluntary support. If ways of trying to improve the child's attendance fail, the school would look to progress with legal action. IFST is independent of the school and will give impartial advice.

The school has a legal duty to publish its absence figures to parents and to promote attendance. Various initiatives may be taken from time to time as required. If a child is not in regular attendance s/he is being deprived of their right to a full-time education. Equally, parents have a duty to make sure that their children attend. The school is committed to working with parents as the best way to ensure as high a level of attendance as possible.

Strategies used by the School to Promote Attendance:

- It will be made clear to students and their parents that the school cares about each child's attendance. This will be done through the attendance leaflet, assemblies, newsletters, letters, telephone calls and text messages.
- Information will be put on the school website giving attendance details, and this is made available to all parents of new students.
- Encouragement to improve attendance will be given to students through the passport, Year group assemblies are used to celebrate success and raise expectation, as well as rewards throughout the year.
- Attendance figures will be regularly read out in assemblies, staff briefings, pastoral meetings and positive comments made by the Tutors, Year Heads, Attendance Strategy Manager and Senior Leadership Team.
- There will be an attendance notice board in a prominent place showing each form's attendance and any individual students' successes.
- Individual students will be monitored by the LA tool 'Wise UP' and rewarded by means of attendance certificates (which can form part of the student's Progress file) as well as end of term trips, merits for 'gold, silver and bronze'.
- Attendance patterns will be monitored to detect truancy at an early stage. A Target Group of poor attendees are highlighted and are supported in escalation by Tutors, Year Heads and Senior Teacher by dialogue with students and families but if there is still no improvement then a referral is made to the IFST.
- Vulnerable children will be monitored separately on a termly basis:
- Looked after Children - by Senior Leadership Team who will follow the whole school

approach to monitoring attendance but holds a specific overview to ensure these students are attending and achieving, through data provided from the Attendance Team as well as meetings with students.

- Travelling Children - by Senior Leadership Team who will follow the whole school approach to monitoring attendance but holds a specific overview to ensure these students are attending and achieving, through data provided from the Attendance Team as well as meetings with students.

Our school Attendance Target for 2013-14 will be 97%:

- For every day that a student is absent, parent/carer will contact school by 8.30; should we not receive any reason for the absence, then parent/carer will be contacted by our automated text messaging service.
- On the students return to school, we request a note of explanation to be handed to Form Tutor if we have not been previously notified.
- Poor Attendance will be investigated by school; the Head of Year will invite parent/carers in for meetings and conduct home visits.
- Parents/carers of persistent absent students could face a penalty/statutory legal action
- School will request that all medical appointments be kept outside of a school day, we understand that this, at times, cannot be avoided, therefore we would suggest during AM or PM Form Time, and request that medical evidence is provided and handed to the form tutor.

Perry Beeches III The Free School will operate a strict policy on lateness. If students are not on time it will affect not only their learning, but also the learning of others.

- Between 8:30 – 8:45 same day detention of ½ hour with the Form Tutor will be issued. Form Tutor will contact parents.
- Students arriving after 8:45 will be given a 1 hour same day detention with the Head of Year who will contact parents.
- Individual punctuality concerns will be investigated by Form Tutors and Head of Year and further sanctions will be issued following discussion with parents/carers

Spiritual, Moral, Social and Cultural:

At Perry Beeches III The Free School, all students will have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.” At Perry Beeches III The Free School we recognise that the personal development of students, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the

diversity and richness of other cultures.

All curriculum areas will contribute to student's Spiritual, Moral, Social and Cultural development and opportunities for this will be planned in each area of the curriculum. Religious values, principles and spirituality will be explored in the curriculum, especially in RE. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

Adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students will also have the opportunity to enhance their Spiritual, Moral, Social and Cultural development through following a set of themes of the week which are discussed both in assemblies and form time. These themes will support students SMSC development by:

Spiritual development should be seen throughout the way students display:

- their personal beliefs, which may include their religious beliefs
- their ability to communicate these beliefs in discussion and through their behaviour
- their willingness to reflect on experiences and to look for meanings in these experiences
- their sense of wonder as they become more conscious of the deeper meanings of the world around them and their personal experiences.

Moral development should be seen by the extent to which students display:

- an understanding of the difference between right and wrong
- respect for the person and property of themselves and others
- a respect for the truth
- the ability to make responsible and thoughtful judgements on moral issues
- their own moral behaviour

Social development should be seen through:

- the quality of relationships in school
- their ability to behave responsibly and use their initiative
- their ability to work successfully and co-operatively with one another, in small groups and the school community as a whole
- their growing understanding of society, the family, the school, local and wider community, work and the basic structures and working processes which enable all these systems to function effectively

Cultural development is seen by the extent to which students:

- widen their knowledge, understanding, personal interest and experiences through the school curriculum and their participation in a wide range of cultural activities
- have an understanding of cultural diversity within society.

All children have the right to be safeguarded and protected from harm. As adults working in school, we all have a duty and responsibility to safeguard and promote the welfare of children in our care.

All members of staff will receive CPD in Safeguarding procedures. There will also be restrictions placed on the access of certain websites and the school will also monitor students' use of ICT. The school will have set procedures for dealing with bullying incidents, racial abuse procedures and for the promotion of healthy lifestyles. Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others, as well as the promotion of them adopting a healthy lifestyle.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	100	75		75%	100			
Year 8	100				100			
Year 9	100				100			
Year 10	100				100			
Year 11	100				100			
Year 12	60	132		220%	60	142		236%
Year 13	60				60			
Totals	620				620			

Section E: Evidence of demand – part 2

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

Evidence of demand:

We are in the process of providing evidence of demand from parents, we currently have evidence of:

- Oversubscription to Perry Beeches The Academy
 - Year 6 into Year 7 (KS2 to KS3)
- Oversubscription to Perry Beeches II – The Free School
 - Year 6 into Year 7 (KS2 to KS3)
 - Year 11 into Year 12 (KS4 to KS5)
- Parents in Year 6 have signed to say they would send their child to an alternative Perry Beeches School if places were not available at Perry Beeches The Academy or Perry Beeches II – The Free School.
- Students in Year 9, Year 10 and Year 11 have signed to say they will be choosing to stay at Perry Beeches for Sixth Form.
- Year 10 and Year 11 student subject choices for Sixth Form so we are able to plan a curriculum offer around their needs.

We have started to engage with students and parents in the local area. We have written to the 37 primary schools within a 5 mile radius of the preferred site and will be visiting to meet with the Headteacher and students of each. We propose that these schools will make up our main feeder primaries.

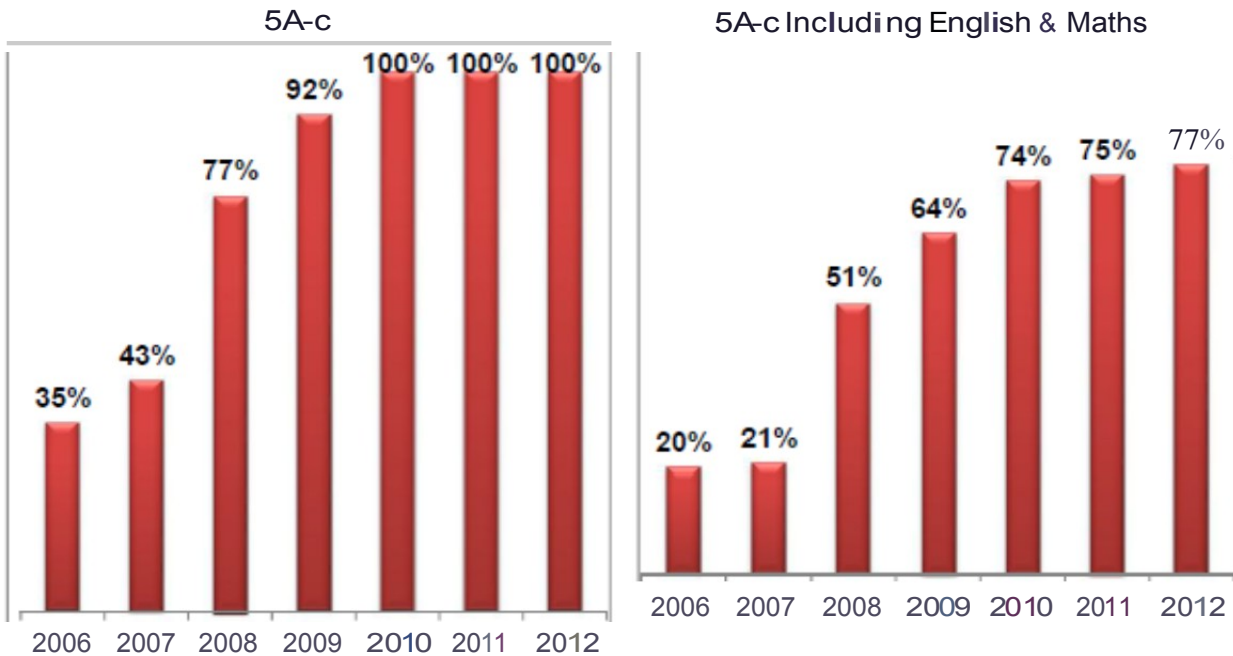
Letters will be sent with students to parents explaining that the Free School will be opening in their area, how they can find more information about the Free School and how to register their interest for a place.

We have engaged with a number of parents in the local area and have shown them the success of Perry Beeches The Academy and Perry Beeches II – The Free School. As outlined earlier in the application we already have 927 applications for 180 places at Perry Beeches The Academy. We have initially asked those students and parents of those visiting Perry Beeches II – The Free School:

Perry Beeches The Academy School Support Survey

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school.

Perry Beeches The Academy has, over the last five years, built a school which has had record breaking success in its academic attainment. Perry Beeches was named "The Outstanding Secondary School of the Year" and then named "The overall National Outstanding School of the year last July. Perry Beeches claims the title Most Improved School in the UK - Ever 2010" When GCSE results, 5 A*-C including GCSE Maths and English, went from a poor 21% in 2007 to a record breaking 74% in 2010! This rose to 75% the following year and in the summer of 2012 achieved a record breaking 77%.



Students are part of a community which creates students who are academically successful, articulate, respectful and confident. These are young people who are equipped with the skills necessary to be a success in a competitive market environment. Perry Beeches The Academy have already setup Perry Beeches II The Free School which opened in September 2012 and adopted this ethos of education. This style of school will be the basis of Perry Beeches III The Free School.

This new Free School provides the opportunity for Perry Beeches the Academy to expand its 'brand' of success into the Ladywood area. Where there is the need for a 'better deal' in terms of the quality of education, for a population where there are high levels of deprivation and a

seeming lack of aspiration in terms of secondary, further and higher education.

Perry Beeches III The Free School will be a mainstream, non-selective, comprehensive school for 620 students aged 11-19 with the average class size of 25. The Free School 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. We will offer a traditional education and curriculum, an 'old fashioned' style of schooling - exactly like we offer at Perry Beeches The Academy. High expectations of uniform, behaviour, classwork, homework and academic attainment will be expected. [REDACTED]. The same success at PB I and PB II will be delivered at PB IIL

There will be particular regard to outstanding achievement for all students whatever their academic start point and a commitment to lifelong learning for all stakeholders. All students will be expected to achieve and as with Perry Beeches The Academy ALL will be expected to achieve a minimum of 5 A*-C at GCSE Level

The Free School 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 a key ingredient in developing young people who are confident, articulate and have a willingness to embrace new challenges. As with Perry Beeches - The Academy and Perry Beeches II - The Free School, students will be the centre of all that is done, will be the core business of the school, and because of this will want to attend, will want to achieve and will want to be successful students will shape the school and as with PB and PBII will have a clear voice in decision making in the school including the evaluation of Teaching and Learning.

There will be a broad and balanced curriculum which will allow students to successfully work towards GCSE and A Level qualifications. We are seeking to be part of Birmingham, and enable our students to have access to all the resources Birmingham can offer us. The curriculum will be built around the student's needs and aspirations, students will be guided to ensure they make informed decisions about their choices and are successful in their chosen subjects. 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.

Please register your interest in sending your child to this school by completing the form below. *If you provide us with your contact details we will keep you updated on the progress of the campaign.*

<i>Name</i>	<i>Postcode</i>	<i>Child's date of birth</i>	<i>/ Support the ethos and objectives of Perry Beeches III Please Tick</i>	<i>I would select Perry Beeches III The Free School as first choice for my child(ren) Please sign</i>	<i>OR: I am interested in finding out more information Please Tick</i>	<i>Email address</i>
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Questions for Year 4/5/6 Students and Parents

- Do you support the ethos and objectives of Perry Beeches?
- Would you select Perry Beeches III as your first choice secondary school?

Proposed Feeder Primary Schools:

[REDACTED]

Year 7 Demand 2013-2014:

[REDACTED]

Post 16 Demand:

Initially we seek to reach capacity for the Sixth Form from our current student roll. All current Year 9-11 students at Perry Beeches have been spoken to about the opening of the Free

School and the potential course offering at Perry Beeches Sixth Forms. To ensure that we provide a suitable curriculum which is designed with the needs of our students in mind we have asked them which subjects they are interested in studying. We have also sent a letter to parents informing them of our plan to open a Free School with Sixth Form.

Questions for Year 9/10/11 Students and Parents

- Are you planning to stay at Perry Beeches for Sixth Form?
- Which subjects are you interested in studying after Year 11? (post 16)
- Do you support the ethos and objectives of Perry Beeches?

Post 16 Demand 2013-2014:



Post 16 Demand 2014-2015:



Perry Beeches Brand awareness:

We have 'Perry Beeches' brand awareness through a variety of means including:

National Awards announced nationally

<http://www.tes.co.uk/article.aspx?storyCode=6095717>

Website

<http://www.perrybs.bham.sch.uk/>

Political work:

<http://www.bbc.co.uk/news/uk-politics-19882096>

http://www.stonewall.org.uk/at_school/education_champions/good_practice/6676.asp

Media work:

<http://www.itv.com/news/central/topic/perry-beeches/>

Wider Community Engagement:

As stated in the curriculum rationale, there are a number of organisations and people who we work with closely to enrich the curriculum and offer opportunities to our young people.

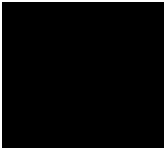
- We have started to engage these people and people in the local community about the proposed Free School. There are also a number of other people who we have engaged with such as the local MP Khalid Mahmood who has openly spoken of his

support for the school. We will continue to engage the wider community and host events which will give people the opportunity to visit the schools and to ask questions about the plans for Perry Beeches. We will arrange 'Open Days and Evenings' at our existing schools and hold meetings for people to ask questions

Letters will be sent to the education networks in Birmingham and to the Education Authority and City Council. Engagement has already started to happen with conversations and letters to members of the Local Authority.

A website will be created which will answer a number of frequently asked questions and outline the vision and ethos of the proposed Free School. It will also give stakeholders the opportunity to comment on the proposition.

We have included letters of support from a number of organisations and people who are supporting our application (Section F3) including:



We have started to raise awareness of the new Free Schools through media including:

Social media including 'Tweets' from the Department for Education

Media publications including the local press:

<http://www.birminghammail.co.uk/news/local-news/head-who-saved-failing-perry-345889>

○

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For our potential parents and students we will:

- Advertise on our websites:
 - <http://www.pb-theacademy.co.uk/>
 - <http://www.perrybeechesii.co.uk>
 - <http://www.perrybeechesiii.co.uk>
 - <http://www.perrybeechesiv.co.uk>
- Advertise through community events and the local media
- Advertise through our social media:
 - [Redacted]
 - Facebook [Redacted]

As an organisation already working in deprived areas we are aware that there are a number of barriers which can hinder engagement such as:

- Language barriers – staff who speak community languages to speak to people in the

local area who do not speak English as a first language.

- Lack of internet access – opportunities at events for people to comment on the proposal without the need for IT literacy or access
- Lack of parent engagement – We will work with students and engage them in the decision making process for their school choice and to work with parents to engage them in the decision making process. We will work with parents to help them through the procedure of school selection.
- Physical access issues – we will ensure that during consultation events we offer the opportunity to visit both Perry Beeches The Academy and Perry Beeches II – The Free School during the school day and after the school day for people who may not be able to attend because of other commitments.

We will continue with the strategies we have in place at Perry Beeches The Academy and Perry Beeches II – The Free School to ensure all potential stakeholders are engaged.

We will continue with building brand 'Perry Beeches' through continued outstanding success for our students. We will write to all parents of students at existing Perry Beeches Schools so they are informed of the changes and able to speak to people in the community from their perspective. We are aware that the best marketing for the school is through 'word of mouth' and through our parents praising the school through the successes of their children.

We will also discuss our plans with:

- Local Business
 - A number have already been met with regards the new Free Schools and have offered support
- Local Community groups
 - A number of groups have been met by Perry Beeches II – The Free School and are supportive of Perry Beeches' expansion.
- Local politicians
 - Our local MP and a number of local councillors are aware of our applications

██████████. We will also look to advertise the school through events in the local area at high traffic areas such as local supermarkets.

Once the Free School is open we will continue to engage with all stakeholders including members of local religious organisations. There are places available on the Local Governing Body for stakeholders from the local community so they will be able to actively engage in the improvement plan for the school.

Dependent upon site we would propose that the school buildings and facilities will be able to be used by the local community. This may be free of charge for some local groups who need the use of rooms or may be charged for commercial ventures, we have planned for this in our Mainstream Financial plan. We hope to continue our positive engagement with current stakeholders of Perry Beeches The Academy Trust and engage them in the new Free School.

Section F: Capacity and capability

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

Governance:

Perry Beeches The Academy Trust Structure:

Perry Beeches The Academy Trust is set up as a successful and robust Multi Academy Trust with one Academy and one Free School. At all stages of its foundation, legal advice has been sought and followed to ensure we comply with all necessary legislation. The Articles of Association of Company Number: 07749786, Perry Beeches The Academy Trust are available for viewing on the school website.

The Trust has planned for the opening of additional Free Schools/ Academies in its structure and would create a Local Governing Body for each of its further schools/academies.

The Academy Trust Structure for Perry Beeches The Academy Trust is outlined below.

The DfE have entered into a Master Funding Agreement covering all schools operating under the Academy Trust as well as Supplemental Funding Agreements for PBI and PBII.

Accountability, Safeguards and Reporting

There are number of safeguards to ensure any potential conflicts of interest are avoided which are outlined in the Trust's Articles of Association and in this section.

The Trust keeps proper, accurate and up to date records including:

- Company books registering:
 - members;
 - directors;
 - directors' interests; and the interests of that director's immediate family or other close personal connection that are relevant to the Academy Trust's affairs and business
 - directors' residential addresses;
 - secretaries, if appropriate; and
 - other registers, if appropriate
- Copies of minutes of each meeting
- Each meeting of the Trust includes an agenda item allowing for pecuniary interests to be raised.

The roles of the Trust, Members, Directors and Local Governing Bodies are outlined in this section.

All powers have been delegated from the Members apart from the setting of the vision and the setting of the Executive Headteacher's salary.

The Directors have delegated the School Improvement Plan to the LGB; all other powers have been retained by the Directors including policy setting and budget control. The budget will be approved by the Directors and the school can then work within the parameters of what has been set. In some cases this may include a budget, to allow each individual Headteacher to have flexibility to control a proportion of the budget to accomplish their SIP.

- Each LGB is accountable to the Directors and the Directors to the Members. For a Governor to be removed from the LGB then a majority vote is needed by the Directors.
- For a Director to be removed then a majority vote is needed by the Directors/Members.
- For a Member to be removed then a unanimous vote is needed by the Members.

All decisions made by the LGBs will be reported back to the Directors and all Director decisions reported annually to the Members. The Headteacher's will report to the Directors and explain their school's progress and plans through their SIP.

The Headteacher of each school will be accountable to the Local Governing Body however the Trust would retain the powers to hire Headteacher's or remove failing Headteacher's.

Committees

The majority of powers have been retained at Director level. There may be a need for committees with delegated powers. These may include shorter term committees working on projects as required by the Members but will also include longer term committees who will report to the Directors:

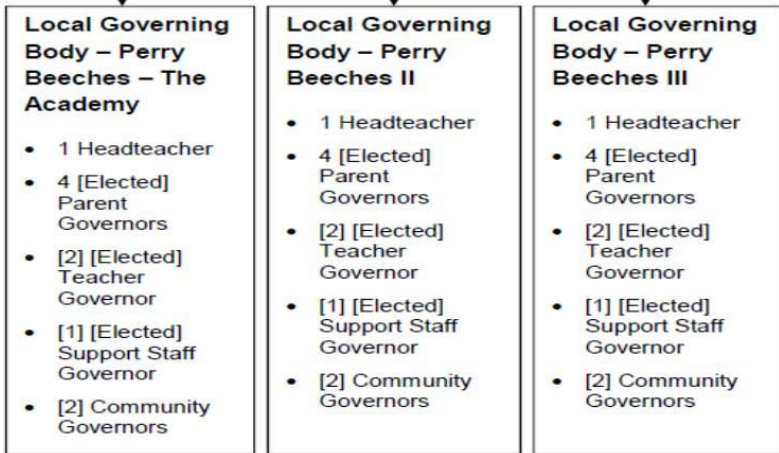
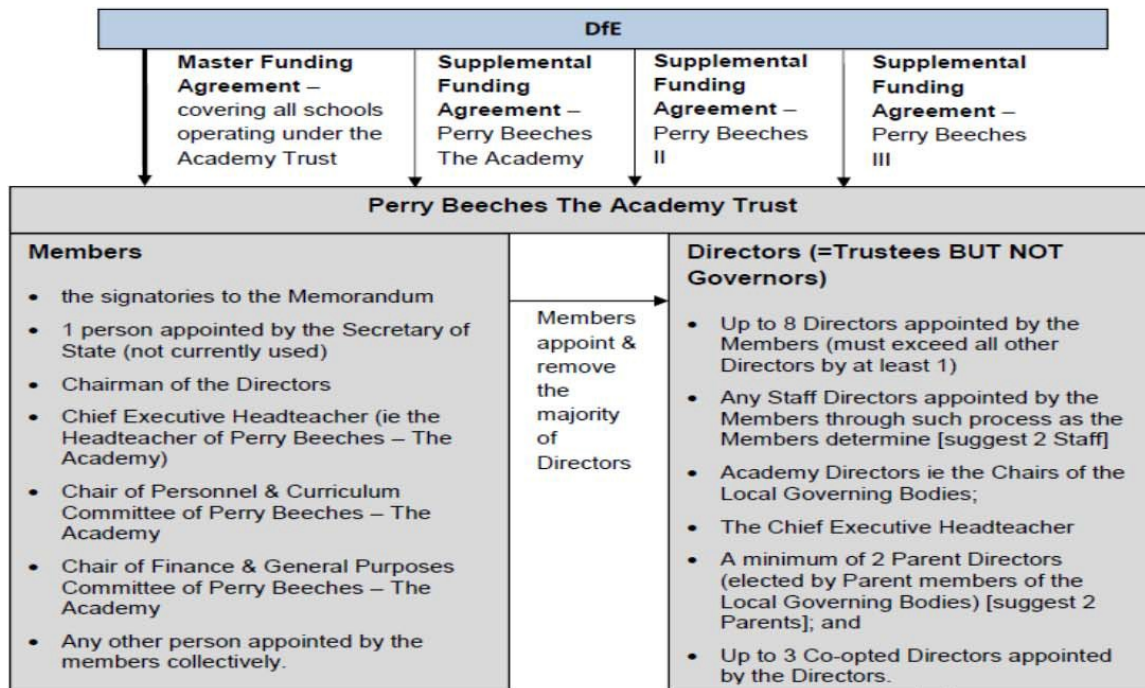
- Finance and General Purpose Committee
- Personnel and Curriculum Committee

The Local Governing Bodies and Directors will meet separately, a minimum of once a term and the Members will meet a minimum of once per annum.

Skills Gap Analysis

As an existing successful Trust we believe there is no skills gap. The Trust is aware for the need to succession plan with the expansion of Perry Beeches and the opening of additional schools. The recruitment process is clearly outlined and additional support from currently used external agencies can be expanded, such as our payroll provider or health and safety consultants which is further outlined in Section F4.

ACADEMY TRUST STRUCTURE FOR PERRY BEECHES THE ACADEMY TRUST



Directors can appoint & delegate to Local Governing Bodies. A Local Governing Body is a committee of the Academy Trust, however unlike other committees there is no requirement to have a majority of Directors on the committee. The composition and rules and regulations of the Local Governing Bodies are not set out in the Articles of Association but will be set out in separate Terms of Reference.

Directors can appoint & delegate to committees. Committees (aside from LGBs) must contain a majority of Directors.



• [Redacted]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Roles

- [REDACTED]

The Members set the Vision for the Trust with input from staff and students.

- The Members of the Trust have delegated powers to the Directors.
- They have retained their powers to appoint and remove the majority of Directors. This safeguard has been put in place to ensure that any conflicts of interest can be eradicated if required by the Trust.
- The Members retain the power to determine the Executive Headteacher' s salary as a number of the Directors are staff in the Executive Headteacher' s team.

Constitution of Members

Six Members of the Trust, registered with Companies House

- the signatories to the Memorandum
- 1 person appointed by the Secretary of State (not currently used)
- Chairman of the Directors
- Chief Executive Headteacher
- Chair of Personnel and Curriculum Committee
- Chair of Finance and General Purpose Committee
- Any other person appointed by the members collectively

Directors:

The Local Governing Body for the proposed Free School is not yet in place. [REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

Roles

The Directors have the powers delegated to them by the Members and are the 'power base' and are responsible for 'the business' of the Academy Trust.

- Responsible for the appointment of the Governing Bodies
- Elected parents are to be ratified by the Directors
- Authority to remove members from the Local Governing Bodies
- Responsible for the Financial Control of the Academy Trust
- Responsible for the control of all generic policies across all schools such as staffing, performance management and staff engagement and disciplinary, HR and salaries, Student Admissions and Appeals and background services.
- Set the Budget for Members to ratify

Composition of Directors

11 x Directors appointed by members
2 x Chair of Governors (immediate Directors)
2 x Parent Directors
1 x Chief Executive (immediate Member/Director)
2 x Co-opted
3 (only) members of staff (these do not have to come from all schools)

There should be a minimum of 3 directors to be Quorate

The Body of Directors will increase with the number of Chairs of Local Governing Bodies. Directors are appointed by Members by a majority vote.

Term of Office

The Directors term of office is for three years, with an option of another 3 year term if agreed by a majority of Directors.

Elected Directors need to be re-elected at the end of their term of office.

All Directors must approve removal of a Director.

The Chief Executive stays indefinitely on the Body of Directors.

Local Governing Bodies:

Roles

The monitoring of the School Improvement Plan (SIP) is delegated to the Local Governing Bodies.

The Headteachers will report back on the SIP and Finance of their schools to be approved at Director Level.

A proportional budget is delegated to the Headteachers and Local Governing Bodies

Composition of Local Governing Bodies

2 x co-opted Directors

2 x parents - elected by parents

2 x teachers elected by teachers

1 x non-teacher elected by staff

2 x local community Directors

1 x Headteacher

All of the positions above can come from across the Academy Trust and must be duly noted and approved by the Board of Directors

Terms of Office:

A Local Governing Body is a committee of the Academy Trust; however unlike other committees there is no requirement to have a majority of Directors on the committee. The composition and rules and regulations of the Local Governing Bodies are not set out in the Articles of Association but are set out in separate Terms of Reference.

All appointments onto the Local Governing Body will be investigated by the Chief Executive and Headteachers of schools and brought to Directors for approval.

In order to remove a member of a Local Governing Body there must be a majority vote by the Board of Directors, excluding any Directors that are attached to that Local Governing Body.

The Local Governing Bodies will work on the School Improvement Plan. Should the Directors agree that the Plan is not rigorous enough; they can reject the plan and set more stringent targets for the LGB to achieve. Should the LGB continue to underperform, then the matter would be escalated and the Directors would be expected to remove the LGB or members of the LGB who were not meeting the expected targets.

Members	
[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
Clerk: [REDACTED]	

Directors	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	Member
[REDACTED]	Member
[REDACTED]	Member
[REDACTED]	Member
[REDACTED]	Member
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
Clerks: [REDACTED]	

Local Governing Body PBIII	
VACANCY	Chair of Governors
VACANCY	Vice Chair of Governors
VACANCY	Parent Governor
VACANCY	Parent Governor
VACANCY	Co-opted Governor
VACANCY	Co-opted Governor
VACANCY	Staff Governor
VACANCY	Staff Governor
VACANCY	Staff Governor
VACANCY	Community Governor
VACANCY	Community Governor
VACANCY	Headteacher
Clerk: Vacancy	

Educational Expertise:

Perry Beeches The Academy Trust

- 2008 Most Improved School in the UK
- 2010 Most Improved School in the UK Ever
- 2010 National Secondary Education Business Award
- 2011/12 TES Outstanding Secondary School of the Year
- 2011/12 TES Outstanding School of the Year

As an established educational establishment with a Trust we have an existing structure of Members and Directors already in place.

The Members and Directors will remain as they are currently for the Trust and there is only a need for the vacancies of the Local Governing Bodies to be filled in terms of Governance. Parent and Community Governors will be sought once the Free School is established; we will seek to find Parents from both Year 7 and Year 12 students initially and will confirm Community Governors once the building is purchased. Staff Governors will be voted for from the teaching staff of the Academy Trust.

We also have a staff of nearly 200 who will support the Academy Trust with the additional opening of the Free Schools. The staff who are currently employed by Perry Beeches are employed by Perry Beeches The Academy Trust and are therefore able to work where directed.

A synopsis (Mini CV) of each member of the Senior Leadership Team of Perry Beeches The Academy and Perry Beeches II – The Free School has been included in this section. We have also included synopsises for other key partners the Trust works with.

Senior Leadership Team:

The Leadership Team is well established at Perry Beeches and has grown to meet the expected capacity needed for the opening of additional Free Schools.

The Senior Leadership Team are all qualified teachers with proven records of success. All have a Masters qualification in Education or are working towards it.

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

<redacted>

[REDACTED]

[REDACTED]

[REDACTED]





3rd December 2012

Mr L. Nolan
Executive Headteacher
Perry Beeches The Academy
Beeches Road
Great Barr
Birmingham
B42 2PY

Dear Mr Nolan

I write to you in my many roles connected to Perry Beeches The Academy, most importantly, as the School's Improvement Partner and advisor to the Academy Trust.

I have watched Perry Beeches develop and grow, change and improve, beyond all recognition over the last six years. I believe the capacity within the Academy and the new Free School to further influence the education of young people, in areas of the most need within Birmingham is very strong.

I fully support your recent applications for new Free Schools, knowing that your connections to Future Leaders, Teaching Leaders and Teach First has an instant chain of expertise to provide an outstanding education for children in the inner city of Birmingham.

I know, through experience, the desperate need for outstanding, quality education to be delivered to the young people in the inner city of Birmingham and, again through experience, know Perry Beeches will deliver that outstanding quality.

It is without reservation I therefore support your recent applications.

Yours sincerely

David Kershaw

Dr David Kershaw CBE
Regional Director for Future Leaders
Regional Director of Education for AET

Every child has potential.
We help them realise it by
developing leaders for
challenging urban schools.

65 Kingsway
London
WC2B 6TD

Phone: 020 3116 0800
Fax: 020 7831 9469
info@future-leaders.org.uk
www.future-leaders.org.uk



26th November 2012

To Whom It May Concern:

Future Leaders has worked with Liam Nolan and Perry Beeches The Academy for a number of years now. Perry Beeches is a key partner with Future Leaders in supporting the development of potential leaders in education, training a number of participants on our programme, leading whole group and national training for us as well as acting as an example of best practice in the Midlands.

I write in support of Perry Beeches' latest Free School applications to further increase their number of schools in the Birmingham area.

Yours faithfully

A handwritten signature in black ink, appearing to read "Heath Monk", with a long horizontal flourish extending to the right.

Heath Monk
Chief Executive Officer

22nd November 2012

To Whom It May Concern:

Teaching Leaders has worked with Liam Nolan and Perry Beeches The Academy for a number of years now. Perry Beeches is a key partner with Teaching Leaders in supporting the development of potential leaders in education, training a number of participants on our programme, leading whole group and national training for us as well as acting as an example of best practice in the Midlands.

I write in support of Perry Beeches' latest Free School applications to further increase their number of schools in the Birmingham area.

Yours faithfully



James Toop
Chief Executive

22nd November 2012

To Whom It May Concern:

Teach First has worked with Liam Nolan and Perry Beeches The Academy for a number of years now. Perry Beeches is a key partner with Teach First in supporting the development of potential leaders in education, training a number of participants on our programme, leading whole group and national training for us as well as acting as an example of best practice in the Midlands.

I write in support of Perry Beeches' latest Free School applications to further increase their number of schools in the Birmingham area.

Yours faithfully,



Jo Graham
Regional Director - West Midlands

Financial expertise:

Perry Beeches The Academy Trust has both internal and external expertise in the field of Finance.

██████████ currently oversees the Academy Trust's finance, reporting to Directors and Members. The role includes liaising with external financial organisations to ensure that the Trust complies with all necessary legal requirements such as audit, VAT accountability and compliance with HMRC. Internally the Trust also employs a Finance Clerk to run the day to day business of the schools. As outlined in more detail in the recruitment section of the application, should the application be successful then a number of changes would be made to the roles and responsibilities of staff. In addition to this, the Academy Trust would look to appoint further members of qualified staff to the business team, as well as extending its use of external organisations to support the Trust until long term internal changes would be economically viable. ██████████

[REDACTED]
The Academy Trust uses a number of external organisations to support them in the management of finance:

[REDACTED]

- [REDACTED]
 - Coordination of external support
 - Variety of Business Support works
 - Brokerage of external bought services
- [REDACTED]
 - Auditing of accounts
 - VAT – including returns as a voluntarily VAT registered Trust
- [REDACTED]
 - Support in budget setting and monitoring
 - External validation of work and governance
 - Support in legal aspects of work

[REDACTED]

Details of our financial expertise are attached. We also work with a number of external commercial organisations which are listed below. These companies will be used as necessary by the Trust, during both pre-opening, and once open. During pre-opening part of the

Development Grant will be allocated to funding the external services we will require such as legal expertise.

Company	Experience with Perry Beeches	Experience Relating to
[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] 	[REDACTED]
[REDACTED] [REDACTED]	<ul style="list-style-type: none"> • [REDACTED] 	[REDACTED]
[REDACTED]	Payroll provider used by Perry Beeches.	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]

	██████████	• ██████████	██████████	
	██████████	• ██████████	██████████	
	██████████ ██████████	██████████	██████████	
	██████████	██████████	██████████	
	██████████			

[REDACTED]

[REDACTED]

[REDACTED]

Other Relevant Expertise to Manage the Opening and Operation

There are a number of organisations Perry Beeches have used during the operation of Perry Beeches and the opening of Perry Beeches II – The Free School. These are in addition to the expertise we have internally, which includes a Senior Leadership Team which has Project Managed the opening of Perry Beeches II – The Free School, the ICT infrastructure of Perry Beeches The Academy and PBII and the marketing of both schools. Below is a summary of the organisations we will use in the opening and operation of additional schools:

		Experience with Perry Beeches	Experience Relating to	
	[Redacted]	[Redacted]	[Redacted]	
	[Redacted]	[Redacted]	[Redacted]	
	[Redacted]	[Redacted]	[Redacted]	
	[Redacted]	<ul style="list-style-type: none"> • [Redacted] 	[Redacted]	

		<ul style="list-style-type: none"> • [REDACTED] 		
	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] 	[REDACTED]	
	[REDACTED]	[REDACTED]	[REDACTED]	

The Trust will ensure that the necessary time is committed from the relevant individuals as they have shown successfully in the opening of Perry Beeches II – The Free School.

- Trust employees may have their responsibilities change to reflect the role they will have prior and post opening.
 - Once successful the Principal Designate (Headteacher) would work full time for the Free School.
 - Other members of staff who will be working at the Free School will have their commitments at Perry Beeches The Academy reduced so they are able to spend more time working on the needs of Perry Beeches III – The Free School
 - A capacity building strategy has been put in place at Perry Beeches The Academy so there are trained staff in place to either be promoted at PB I or to move to PB III.
 - A number of additional staff have been recruited at Perry Beeches The Academy including non teaching, teaching and Leadership to temporarily ‘overstaff’ the organisation in readiness for the opening of additional Free Schools.
 - Further information about recruitment is outlined in the section.
- Consultants may need to be contracted for more hours dependent upon need, this will be reflected in the costs during the ‘Lead In.’

As their Trust has successfully opened and run a Free School there is no expertise currently missing from the group. Should expertise be required then the Trust would be committed to ensuring it is found.

Plans for Recruitment:

Perry Beeches The Academy Trust is a nationally recognised education establishment with high media coverage.

To recruit members of staff to the Trust we will be marketing and advertising in a number of ways dependent upon the role which are outlined in each section.

██████████

██████████



Overall Outstanding School of Year
Outstanding Secondary School of th

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Yours sincerely

[REDACTED]

[REDACTED]



Plans for Recruitment:

- Advertised internally within the Academy Trust
- Advertised nationally in line with guidelines

Role in Implementation Phase

The Headteacher will be expected to:

- Create a vision for Perry Beeches III – The Free School in line with the vision for Perry Beeches The Academy Trust
- Drive the opening of the Free School including:
 - Liaising with the Academy Trust Board
 - Overseeing the building/renovation works associated with opening
 - Recruitment of students for the Free School
 - Recruitment of staff for the Free School
 - Working to build working relationships with the local community including business
 - Promotion of the school
 - Preparing for Pre-Ofsted

Qualifications:

The following qualifications are desired:

- Masters Level Qualification / working towards in Education/Educational Leadership or equivalent
- NPQH / Working towards or equivalent
- QTS / Teaching Certificate

Experience:

The following experience is desired:

- Has worked within an Academy Trust structure
 - Has worked to support Free School / Has a working knowledge of Free Schools
- Has experience of a minimum Deputy Headship
- Has proven track record of Leadership leading to results

Personal Characteristics:

The following personal characteristics are desired:

- Committed to driving up standards of outcome for young people
- Both self-motivated and able to build a motivated team
- Skilled in communicating and able to articulate a clear vision to a wide group of

stakeholders

- Creative and forward thinking

Teaching Staff:

Staff employed by Perry Beeches The Academy Trust:

Staff at Perry Beeches are highly qualified and as part of the school's focus on lifelong learning are all completing some form accredited work.

- ITT
 - Trained by Perry Beeches and a number of HEI providers including Teach First
- NQTs
 - Majority of NQTs have been trained by Perry Beeches
- Teacher
 - Teachers have a variety of degree and teaching backgrounds and degrees.
 - Completing or have completed MA in Education
- Senior/Middle Leaders
 - Variety of experiences with proven records of successful outcomes for students shown in our results
 - Completing or have completed MA in Education
- Assistant Teachers
 - Variety of experiences and backgrounds
 - Completing or have completed a Foundation Degree in Teaching and Learning Support
- Non Teachers
 - Variety of experiences and backgrounds including staff who have worked in business and have degrees.

Plans for Recruitment

We will be seeking to recruit high quality teachers whom have a record of proven results or who are new to the career and wish to seek an exciting challenge and have other experiences to demonstrate their qualities.

- Advertised internally within the Academy Trust
 - Expected a number of roles will be filled from staffing from The Academy Trust
- Advertised in national publications including the Times Educational Supplement
- Host recruitment events at Perry Beeches The Academy and Perry Beeches II The Free

School

- Use our social media and partners to recruit including:
 - Future Leaders
 - Teaching Leaders
 - Teach First
 - Newman University

Recruitment through Training:

Perry Beeches The Academy works with a number of HEI providers to ensure high quality training of teaching staff enter the profession at our schools.

Perry Beeches primarily recruits teaching staff internally from PB trained staff and not from externally trained staff. In two years we have only made two external teaching appointments.

Although we foresee the need to appoint some external staff to the school, as we expand and need expertise, we have a strategy to where possible 'grow' our own staff. This strategy includes:

- Training enough teachers to fill the needs of the family of Perry Beeches' Schools –
 - 2012/13 we have 66 places available for training at Perry Beeches from the Teaching Agency
- Continuing to work with Teach First to recruit high quality graduates
- Employing non-teaching staff and training them in a number of areas so they are able to move to future schools
- Recruiting staff on flexible contracts so they work for the Academy Trust and are able to work at any Perry Beeches School.

When recruiting senior and middle leaders we work to provide training options for our less experienced staff so there is professional and career development for them.

The recruitment diagram, which follows, shows that at all levels staff have training which will prepare them for career progression. Staff trained at Perry Beeches will be able to be promoted to roles at other Perry Beeches Schools. There is regular high quality internal training as well as external training provision allowing qualifications to be gained from:

- Cumbria and Newman University
 - Master's in Education
 - Foundation Degree in Educational Support
- Nationally Recognised Qualifications
 - Certificate in School Business Management
 - Certification of Institute Personnel and Development
 - NVQs – Business Administration

- Future Leaders
- Teacher Leaders
- Teach First
 - QTS
 - Masters through Warwick University

Recruitment Process

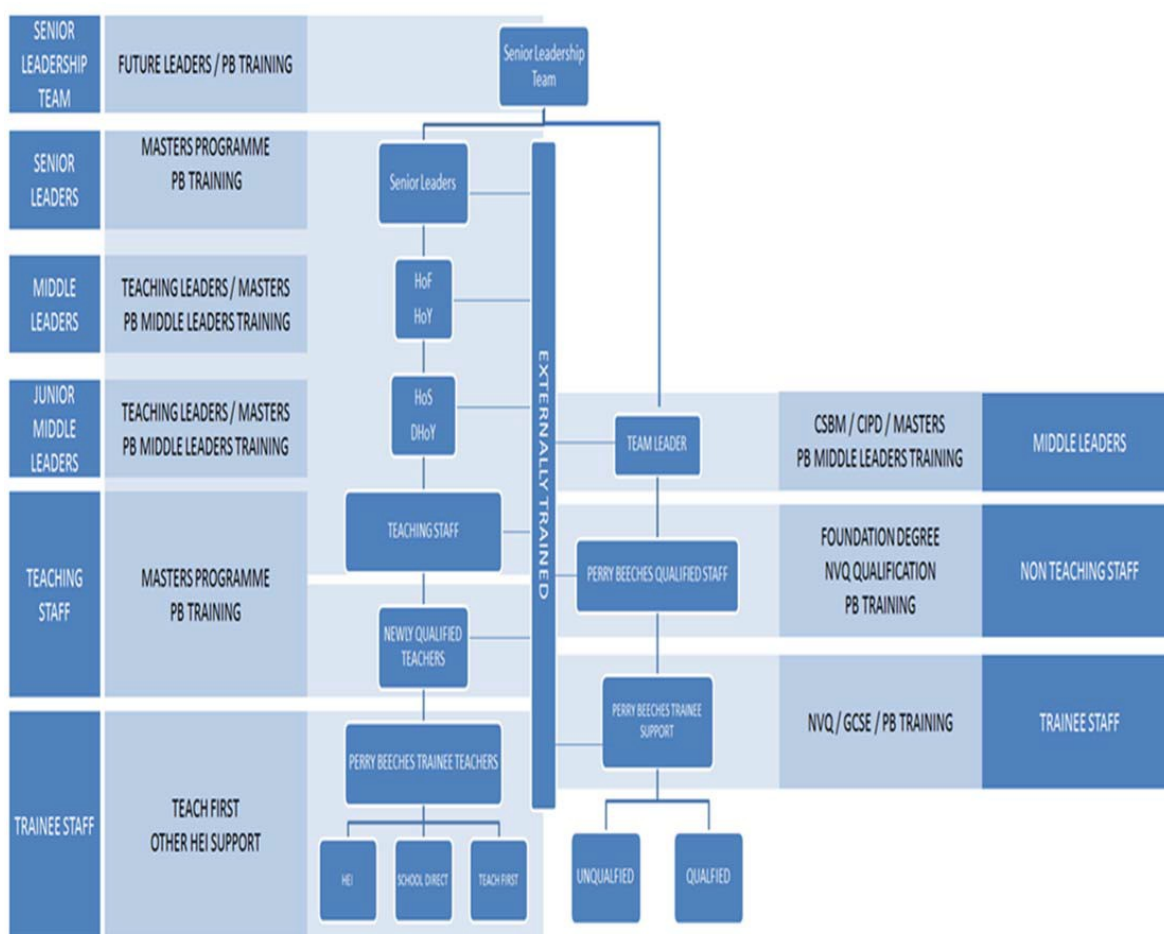
- Advertisements will be placed nationally where necessary and otherwise locally.
- Candidates will be expected to complete an application form and cover letter, and where appropriate a CV will be required.
- Candidates will then be shortlisted by the SLT and staff whom have expertise in the relevant areas. For example a Head of Humanities will support in the shortlisting of a Geography Teacher. They will follow a fair recruitment process and at all times at least one member of the recruitment team will be 'Safer Recruitment' trained.
- Candidates will be called for interview at one of the Perry Beeches sites.
- Candidates will complete activities in line with the role, for example teaching staff will be observed teaching, administrators will complete an in tray activity. For each job all candidates will be expected to complete the same activities and answer the same questions for parity.
- Once the members of the recruitment panel have agreed on the appointment the candidate will be informed of their success upon clearance of necessary legal work, such as an enhanced CRB. Unsuccessful candidates will then be informed. Should a candidate decline the offer then the role will be offered to another suitable candidate or re-advertised.

Recruitment of Governors

As outlined in the organogram and earlier in this section the Governors are accountable to the Directors. We intend to recruit Governors through:

- Parent Governors
 - Writing letters to all parents and holding a vote for the position should more people stand for Governorship than available places.
- Teaching and Non-Teaching Staff Governors
 - Write to all staff and announce the Governorships at staff meetings across the Academy Trust
- Community Governors
 - Write to members of the local community including those engaged with supporting the schools about the roles available.

Recruitment and Training Diagram:



Role in Implementation Phase:

The Executive Headteacher will be expected to:

- Support the Associate Headteacher in attaining the vision for Perry Beeches III – The Free School in line with the vision for Perry Beeches The Academy Trust
- Support the Associate Headteacher in the opening of the Free School including:
 - Creating curriculum work for the new intake including:
 - Schemes of Work
 - Lesson Plans
 - Resources
 - Creating pastoral structure for the new intake
 - Recruitment of students for the Free School – attending recruitment events
 - Recruitment of staff for the Free School - attending recruitment events
 - Working to build working relationships with the local community –including business – attending meetings
 - Promotion of the school
 - Preparing for Pre Ofsted

Qualities:

- Passionate for subject area
- Creative and enthusiastic
- Able to work as part of a team
- Has high expectations of themselves and young people
- Confident in ICT skills

Key Qualifications:

- Degree based in subject area of teaching
- QTS or equivalent for qualified teaching roles
- Working towards QTS or equivalent for trainee teacher roles

Experience:**Head of Year / Head of Faculty:**

- Has experience working as a Middle Leader in Education or working towards middle leadership
- Has proven record of success with outcomes for young people
- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education

Teacher of Subject:

- Has experience working as a classroom teacher
- Has proven record of success with outcomes for young people
- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education

NQT:

- Has experience working as a classroom teacher
- Has proven record of success with outcomes for young people
- Has a Master's in Education / working towards or equivalent / is willing to complete an MA in Education

Trainee Teacher:

- Has completed some form of work experience in an educational setting
- Meets the requirements of the Trainee Teaching course applied for

Educational Support Staff:

Other Staff:

We will be seeking to recruit high quality support staff who have the necessary skills and qualities to work with young people. We will be looking for experience of working in education or have a suitable background for the role.

- Advertised internally within the Academy Trust
- Expected a number of roles will be filled from staffing from The Academy Trust
- Advertised in local publications
- Host recruitment events at Perry Beeches The Academy and Perry Beeches II The Free School
- Use our social media and partners to recruit

Governing Body:

We will be seeking Governors with a variety of backgrounds including:

- Leadership;
- Education (curriculum, organisation of learning, staffing, etc.);
- Finance/business/accountancy;
- Legal (including employment law);
- Strategic planning;
- Safeguarding;
- HR/Health and Safety;
- Estates/buildings;
- Marketing/PR;
- School improvement experience; and
- Knowledge of the subject(s) in which the school specialises (e.g. maths, music).

Timeline for recruitment

	Month	Year	Stage
Year One	May or approval date of Free School	2013	Advertisements of Principal Designate Advertisements of SLT/ Senior Teacher Roles Advertisement of Teaching Roles Advertisement of Governor Positions
	June	2013	Recruitment of PD / SLT / Senior Staff / Teachers
	July	2013	Advertisements of non-Teaching Roles Recruitment of non-Teaching Staff
	August	2013	Advertisements of non-Teaching Roles Recruitment of non-Teaching Staff

	September	2013	All other staff contracts start 01/09/2013
Year One/ Two / Three / Four	Spring	2014	Advertisements of SLT/ Senior Teacher Roles Advertisement of Teaching Roles
	Spring	2014	Recruitment of SLT / Senior Staff / Teachers
	June/July	2014	Advertisements of non-Teaching Roles Recruitment of non-Teaching Staff
	June - August	2014	Advertisements of non-Teaching Roles Recruitment of non-Teaching Staff
	September	2014	All other staff contracts start 01/09/2014 (2015/2016...)

Summary of Expertise



G: Initial costs and financial viability

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

Financial Explanation	
	



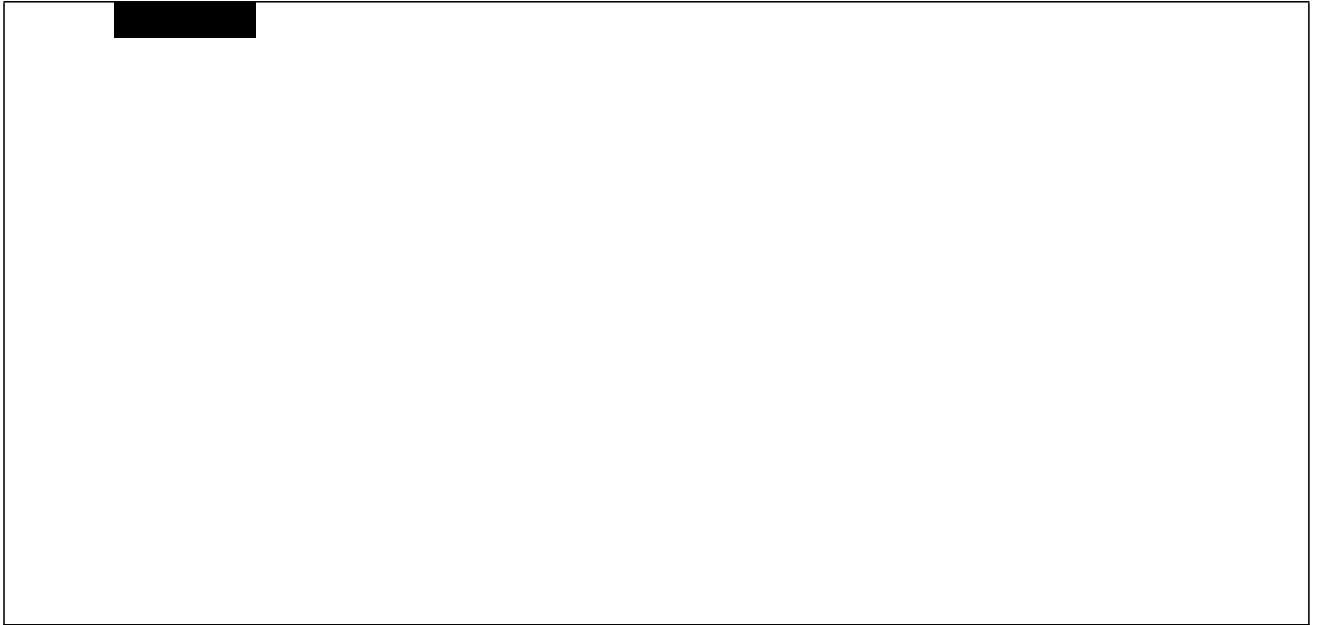












Section H: Premises

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

A number of preferred sites have been shared with the Education Funding Agency. Our preferred site is:

██████████

Size

The site is 44,350 sq.ft. a similar size to Perry Beeches II – The Free School with the same number of students on roll.

Outdoor Space

There is outdoor space which can be converted for student use and the site is within walking distance of a park and open playing fields. The school is also within the locality of the National Indoor Arena, currently used by Perry Beeches II for PE.

Distance between facilities

The site is spread over five near identical floors connected by a central lift shaft for wheelchair access and three additional stairwells. The layout is clearly suitable for schooling and would allow for easy movement from area to area.

Transport

The site is ideally located near bus routes and within walking distance of Birmingham's main railway station. This makes the location ideal for students commuting to the school. As Travel West Midland's buses terminate in the city centre it is easy for students to reach the site.

The school is near to main roads and a number of housing estates including a number of social housing projects. The means students will easily be able to travel to school by car or walk/cycle.

State of Repair

The ██████████ is two years old and in excellent state of repair, the cost to renovate the site would be minimal in comparison to other sites.

Light, Ventilation and Air Quality

The site has been designed to be environmentally friendly with a system of air cooling without air conditioning units and great expanses of highly efficient glazing.

Surrounding Environment

The area surrounding the school includes residential areas and offices. There is

minimal noise despite its locality to the city centre.

Previous Uses

N/A

Cost

The cost for the site will be competitive for the quality of the build and there would be minimal costs to modernise the site for use as a school.

Annexes

The annexes:

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

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