

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Victory Academy Middleton Crescent Costessey NR5 0PX
3.	Email address: principal@ormistonvictoryacademy.co.uk
4.	Telephone number: 01603 734162
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Inspiration Trust (currently known as East Norfolk Academies Trust)	
14.	Company address: Acre House 11-15 William Road London NW1 3ER	
15.	Company registration number and date when company was incorporated: 08179349 Date when incorporated 14.8.12	
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: Sir Isaac Newton Sixth Form Free School, Norwich Great Yarmouth Primary Academy	
Company members		
<p>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.</p>		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	

	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. 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] ([REDACTED])
	3. 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 bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

Existing providers

25.	Is your organisation an existing independent	<input type="checkbox"/> Yes
-----	--	------------------------------

	school wishing to convert to a Free School?	<input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, e.g an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Inspiration Trust – an academy sponsor Company Number 08179349 (Currently known as ENAT – East Norfolk Academies Trust)	

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



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

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

Signed:

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

Print name:

Date:

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:	Jane Austen College
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2020
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: 2px;"></div> , Norwich, <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> .
12	Please tell us how you found this site:	Searches of available sites in Norwich
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:	Norfolk
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

SECTION C: EDUCATION VISION

Jane Austen College - an East Norfolk Academies Trust School

The Jane Austen College will be an 11-18 school, and will be part of the Inspiration Trust (currently the East Norfolk Academies Trust) a federation which seeks to transform Norfolk education for the better. [REDACTED], [REDACTED]. [REDACTED] for [REDACTED], [REDACTED], [REDACTED]

The college will specialise in English. The college will have a joint sixth form with the Sir Isaac Newton Sixth Form Free School, a specialist Maths and Science free school, which opens in 2013. The Jane Austen College Sixth Form will specialise in English and the Arts, providing the perfect partner to the Sir Isaac Sixth Form. Another important partner will be the Guild of Teaching, a charitable trust raising standards of learning and teaching nationally. The Guild of Teaching has recently won the contract to advise the government on Key Stage 4 GCSE reform and curriculum. The Jane Austen College will directly benefit from this knowledge and expertise and also the experience of other Principals and staff within the Inspiration Trust.

Rationale

The need for the Jane Austen College is driven by the belief that all parents should be able to choose a high quality local school that provides an outstanding education for their child. They should not have to accept a second rate education or be forced to make the difficult decision of sending their child to a private school, if this is even an option for them. For most it is not. The data from Ofsted and the performance tables demonstrates that there is an urgent need for a new school in Norwich to challenge the current low standards and the high levels of students being disadvantaged as they live in areas of deprivation. This must be addressed.

7% of all students in England attend a private school but numbers are significantly higher in Norwich (12.5%)¹ This statistic makes it clear that many Norwich families are not happy with the state education offered.² Our state education system should provide the highest standards of education and unfortunately many of our local schools are failing to do this. Too few students are being prepared adequately for A level and university study. Too few students are being inspired and motivated to aspire to achieve the highest grades and apply to our best universities.

The college will unapologetically aspire for all its students to go to university. It will promote scholarship and traditional academic values whilst preparing its students highly effectively for future study and successful careers both in this country and internationally.

The UK compared with international standards

Globally, UK schools are sliding down the tables. The Pisa (Programme for

¹ 2011 Performance Tables

² Data from the ISC <http://www.guardian.co.uk/education/2011/mar/16/quarter-medical-dentistry-students-private-schools>

International Student Assessment) showed in 2010 that Britain had dropped to 28th place in maths, 25th in reading and 16th in science.³ Previously, in 2006, it was placed 17th, 24th and 14th respectively. The Department for Education research report 'The Review of the National Curriculum in England' supports this view, stating that: 'the statistics clearly indicate that attainment in England could be substantially improved.'⁴ when compared to the performance of schools internationally.

The standard of reading in this country is low compared to national standards. This evidence supports our aspiration to become an English specialist school. Research carried out in 2011 revealed that GCSE students' reading is more than a year behind the standard of their peers in Shanghai, Korea and Finland. The analysis of the OECD's 2009 Programme for International Student Assessment (PISA) study, carried out by the Department for Education revealed that fifteen-year-olds in England are also at least six months behind those in Hong Kong, Singapore, Canada, New Zealand, Japan and Australia.⁵

Addressing low standards of reading when compared to international standards will be a priority for the Jane Austen College, implemented through its English specialism. It will also implement many of the strategies recognised in the PISA report as being instrumental to raising reading standards:

- recruiting and developing the best teachers
- the highest expectations and consistent standards, assessed by rigorous external examinations
- collaboration and the sharing of best practice through its unique partnerships and links.

Unsatisfactory Standards in Norfolk and Norwich

Norfolk

If the picture of education in England is worrying, the educational situation in Norfolk is extremely concerning. The Norfolk average for 5 A*-C GCSEs including Maths and English remains stubbornly below the national average. (55% in 2011, compared to 59% nationally) This has predominantly been the case over the last eight years. The trend was briefly reversed in 2008 and 2009, with standards dropping again in 2010 and 2011. In comparison, Ormiston Victory Academy (in Norwich, where [REDACTED]) achieved 64% on the gold standard in 2011 and 68% in 2012, demonstrating that these low standards do not have to be accepted.⁶

The number of GCSE C grades and A grades achieved in Norfolk dropped in 2012. A grades fell by 1.4%, the biggest drop of any region in the country. Norfolk also

³ *England's "plummeting" PISA test scores between 2000 and 2009: Is the performance of our secondary school pupils really in relative decline?* London: Department of Quantitative Social Science, Institute of Education, University of London Jerrim, J. (2011).

⁴ *The Review of the National Curriculum in England' What can we learn from the English, Maths and Science curricula of high performing jurisdictions*, The Department for Education, November 2011

⁵ PISA 2009 Study: How big is the gap? - A comparison of pupil attainment in England with the top-performing countries - Brief, Department for Education (October 2011)

⁶ 2011 Performance Tables, Department for Education

consistently underperforms compared to the more successful regions of the country - in the south (and particularly the south east) of England. The number of students making three levels of progress in English is also below the rest of England (69% in Norfolk compared to 72% in the rest of England). Attainment of the English Baccalaureate is also lower in Norfolk than the rest of England, 14% and 18% respectively. This supports our intention to focus on English Baccalaureate subjects within our curriculum.⁷

The Ofsted data also reveals poor standards in Norfolk compared to the East of England and the rest of England. Norfolk has far more inadequate schools and far fewer outstanding schools. The biggest percentage are satisfactory - so now 'require improvement'.

Ofsted Inspection Data (Source: Ofsted Data View, releases 27/11/2012)*

% of inspections	1	2	3	4
England	26%	40%	30%	3%
East of England	23%	39%	34%	4%
Norfolk	15%	32%	43%	11%
Cambridgeshire	21%	46%	29%	4%
Suffolk	21%	44%	33%	2%

East of England ranks 7th out of 9 regions - data based on Secondary schools only

*** Includes all Provision types (LA maintained, Academy converter and Academy Sponsor-led)**

The picture in Norfolk primary schools is also very concerning. Attainment at Key Stage 2 in Norfolk is below the rest of England (27.2 compared to 27.7) The 2010 league tables state that Norfolk ranked 135th out of 152 Local Authorities for KS2 performance - a shocking statistic. Of the primary schools in Norfolk, only 47% are ensuring their students make the expected 2 levels of progress between Key Stage 1 and 2.

This demonstrates that over half of Norfolk's primary school children begin secondary school with below average attainment. They are disadvantaged.

This is not to say that the attainment at some primary schools is not good. Norwich is a 'tale of two cities', with above average attainment in a handful of schools masking widespread underachievement. The cohort of students potentially enrolling at the Jane Austen College will have a wide range of prior attainment and very differing needs. There is a clear need for a school in Norwich that understands how to raise outcomes for students from diverse and challenging contexts, with potentially low prior attainment at Key Stage 2. The team behind this bid have a proven track record of doing just that. There is an urgent need for the Jane Austen College.

⁷ 2011 Performance Tables, Department for Education

Poor Standards in Norwich

A culture of coasting and complacency is becoming entrenched in Norfolk schools and this is particularly evident when considering the schools in Norwich itself. Of the nine secondary state schools in the city of Norwich, six were graded as satisfactory at their last Ofsted inspection. Under the new Ofsted evaluation schedule this would classify them as requiring improvement. This means 67% of the schools in Norwich are not providing an acceptable standard of education.

44% of the Norwich schools did not meet the government's floor target of 50% 5 A*-C in 2011. 50% of Norwich schools are also not meeting the national average (72%) in terms of students making three levels of progress in English. In fact the Norwich average is 68%, below even the Norfolk average. This supports our vision for an English specialism. The average number of students in Norwich schools making the expected progress in maths is 61.7% against a national average of 65% - significantly below. Our partnership with the Sir Isaac Newton Sixth Form (with its Maths and Science specialism) is strongly validated by this statistic.

What this data hides however, is a huge gap in attainment between schools in Norwich. The schools highlighted in red are significantly underachieving. City of Norwich School and Sprowston High School are in line with, or just below, national averages⁸

School	5 inc M & E	% making 3 levels of progress in English	% making 3 levels of progress in Maths	% achieving EBacc
Notre Dame High school	80%	78%	80%	36%
Sewell Park College	39%	58%	50%	2%
The Hewett School	36%	56%	40%	9%
City of Norwich School	62%	74%	71%	17%
Sprowston Community High School	57%	71%	65%	13%
The Open Academy	35%	54%	48%	0%
City Academy Norwich	42%	58%	53%	2%
Hellesdon High School	67%	80%	73%	8%
Thorpe St Andrew School	87%	87%	76%	22%

This is not an acceptable situation for the families of Norwich and our consultation and survey of parents clearly demonstrates that parents are not happy with the secondary school choices they currently have. Our vision for a centrally located school would enable us to address low standards in the catchment areas for the Norwich schools which are currently failing their students.

⁸ 2011 Performance Tables

There are of course, individual schools which are performing better, but overall the educational standards in Norfolk are not satisfactory. And the region has the untapped potential to be so much more - to be outstanding. And the Jane Austen College will be just that. The evidence also suggests that a centre of excellence in Norwich will raise standards locally.⁹

High levels of deprivation in Norwich

Norwich is a divided city, with high levels of social deprivation and poor standards of education being masked by the affluence of other areas. Norwich is actually the second most deprived local authority area in the east of England.¹⁰

A report carried out by Norwich City Council showed that: 'Mile Cross, Mancroft and Catton Grove wards showing the greatest level of need but with significant issues also present in Sewell, Thorpe Hamlet, Crome, Wensum and Bowthorpe.'¹¹ The Jane Austen College, with its proposed city centre location, would be ideally placed to address social mobility issues in these areas of the city.¹²



An OCSI (Oxford Consultants for Social Inclusion) report on Norwich Needs concludes that two of the biggest challenges for Norwich are¹³:

- Improving outcomes for children in low income and out of work households
- Strengthening transition pathways from school into education or employment

The Jane Austen College would improve outcomes for children from low income households by raising their aspirations and ensuring they received the best academic education and extra-curricular opportunities. Our university aspirations for all would ensure they were not disadvantaged.

The need for Jane Austen College

- Addressing significant underperformance in Norwich schools (and also Norfolk)

⁹ <https://www.education.gov.uk/publications/eOrderingDownload/RB675A.pdf>

¹⁰ www.eveningnews24.co.uk/news/a_tale_of_two_cities_revealed_the_hidden_deprivation_in_norwich_1_1682189

¹¹ www.eveningnews24.co.uk/news/a_tale_of_two_cities_revealed_the_hidden_deprivation_in_norwich_1_1682189

¹² <http://www.norfolkinsight.org.uk/Custom/Resources/Children%20and%20Young%20People.pdf>

¹³ <http://www.norwich.gov.uk/YourCouncil/CityOfNorwichPartnership/BackgroundInformation/documents/Norwichneedsphaseone.pdf>

- Addressing significant underperformance particularly in English, maths and the EBacc in Norwich schools.
- Providing a centre of excellence for learning and teaching for Norwich, Norfolk and beyond.
- Giving the families of Norwich a high quality first choice, making an outstanding education accessible to all. There is currently a significant lack of parent choice when it comes to high quality secondaries.
- Addressing low reading scores for children in Norwich and beyond (compared to performance internationally) through our English specialism.
- Preparing students highly effectively for university study and employment to raise outcomes and aspirations for the students of Norwich.
- Addressing current underachievement at Key Stage 2 - there is a clear need for a school which will address this and accelerate progress for these students.
- Improving outcomes for young people in Norwich, who have perhaps not made the expected levels of progress in primary school, and come from a background of social deprivation.

A Team with a Proven Track record

The group presenting this application have a proven track record of raising standards in schools and transforming education.



The Inspiration Trust will transform standards of education in Norfolk. Great Yarmouth Primary, which was the trust's first school, has successfully raised the attainment and progress of its students in its first year. The Sir Isaac Newton Sixth Form Free School, is partnered with many organisations and institutions including Cambridge University. The Jane Austen College will also have prestigious links with a number of organisations including: the Theatre Royal Norwich. We are in talks with The Royal Shakespeare Company and the media and publishing group Archant. The local community arts group NORCA, is also confirmed as a partners. These links will directly support the college's vision for being an English specialist school and also support outstanding extra-curricular provision.

All of this experience and expertise will ensure the Jane Austen College is a highly successful school, with a national profile.

Vision

The Jane Austen College will be at the heart of Norfolk's renaissance as a centre of teaching and learning. It is our intention to work with our partner schools within the Inspiration trust to develop an outstanding education system that learns from and rivals the best school systems in the world.

The Jane Austen College will seek to restore rigour and standards to education in Norwich and also nationally. The curriculum will focus on ensuring students receive a high quality academic and traditional education. English, Maths, Science, Humanities and Languages will be given enhanced curriculum time to ensure a broad foundation for learning. Wider academic subjects will also be offered, such as philosophy, Latin, classics, art and music. Parts of the curriculum will also be dedicated to developing rounded students, with strong character, resilience and social confidence. The college will ensure academic achievement is accessible for all students, regardless of background, developing students' social skills and knowledge so they become independent. Social mobility is key to our vision. 1:1 mentoring, focused on improving aspirations, motivation and self-discipline, delivered by highly skilled academic mentors will be an important part of our pastoral care programme. A high value will also be placed on culture and the arts. This is important for two reasons. We feel these wider experiences will enrich our English specialism and provide memorable learning experiences but will also be key to social mobility. If our students come from deprived contexts, they may not have access to these opportunities and we will build their social confidence. Through links with local and national theatres, such as the RSC and the Theatre Royal, galleries and museums, our students will have high quality and cultural experiences. Our extra-curricular provision, made compulsory through our extended day, will allow students to choose 'electives' to enhance their academic timetable. These will include sports, drama, Duke of Edinburgh and musical groups and also opportunities to develop leadership and communication skills, such as a debating society. Against a national backdrop of universities and industry repeatedly making the claim that our schools do not adequately prepare students for undergraduate study and employment, we wish to ensure that for the students of Norwich, there is a school that will do just that.

Our team consists of educators who have a proven track record in developing outstanding teachers and of transformational school systems. Our approach has been proven highly successful. We will take an evidence based approach to developing outstanding learning experiences and couple this with a sophisticated model of monitoring, tracking and professional development. Our staff will have no more than 80% teaching timetables to facilitate coaching and reflection. Key influences are the 'uncommon schools' model from the US and the work of Doug Lemov (who has developed teaching systems and strategies which are proven to support university aspirations and raised achievement) and Carol Dweck (particularly her ideas about growth mindsets and motivation and how this can enable students to be more successful). Our links with The Guild of Teaching will facilitate and support this.

Key Principles:

- The best quality education - All students deserve a high quality education that will allow them to achieve their academic potential, and progress to university if they choose.
- Academic success - This is achievable for all young people, if they are given the right support and teaching and learning opportunities. We can provide those opportunities.

- Academic Rigour - A belief in academic rigour underpins our curriculum vision. It is important for young people to be able to achieve success in important 'enabling' subjects - English, maths, science, Languages and Humanities if they are to continue successfully to higher education.
- Cultural Literacy - we believe that it is important for students to have a wide understanding of British and international culture ¹⁴. An appreciation of history, culture and the Arts enables young people to engage more fully in society and confidently develop their own ideas about the world they live in. This facilitates social mobility, which is key to our vision.
- Aspirations - we will encourage our students to aim high and have ambitious goals. It is important that they understand that improvement and self development is always possible if they are determined to achieve it.
- Independence - we want our students to be reflective, resilient and self motivated young people and we will provide the right support and environment for them to achieve this. We believe this will support our aspirations for them to progress to higher education and eventually university.
- Scholarship - we will promote and instil an intrinsic love of learning amongst our school community. This is in line with our vision for high academic standards and a traditional curriculum.
- Respect - Earned and mutual respect will ensure that all students at the college feel valued and strive for personal success. We will support our students in developing the highest personal, social and intellectual standards and skills. This will be our social mobility ethos.
- Transformational learning and teaching - innovative approaches to teaching and learning. We take an evidence based approach to developing outstanding learning experiences and will be influenced by the best practice from around the world.

Our Aims

- We will provide an outstanding academic education for future generations in the Norwich and Norfolk area. We want to produce the leaders of tomorrow and address poor outcomes for students in areas of social deprivation.
- We will develop and provide a challenging, innovative and wide curriculum that will build independence, character, resilience, leadership skills and a love of learning.
- We will create a culture that is relentlessly focused on promoting excellence and supporting our students in achieving their academic potential and aspiring to go to university. Our 1:1 academic mentoring will be key to this.
- We will emphasise traditional values and create an ethos of mutual trust and respect.
- We will revitalise English teaching both locally and nationally through the development of a unique academically driven curriculum. A key part of this will be an emphasis on reading skills oracy and particularly skills of inference.
- We will become a centre of outstanding teaching, establishing an organisation, as part of the Inspiration Trust, committed to playing a leading

¹⁴ Cultural Literacy: What Every American Needs to Know (Vintage) by E. D Hirsch, Joseph F. Kett and James S. Trefil (1 May 1988)

part in developing standards of learning and teaching across Norfolk and beyond. Believing strongly in collaboration and being outwards facing, we will support local schools to raise their standard.

- We will set challenging, high targets for both ourselves and our students and we will use innovative methods of personalised support and intervention to ensure students achieve their target grades.
- We will acknowledge and reward academic success and create a culture and ethos of success, where scholarship is valued and aspired to.
- We will provide excellent personalised support for all students and have clear packages of support particularly for those students with a specific learning need. Our expertise in supporting Able, Gifted and Talented students will enable us to provide excellent opportunities for these students to be stretched and challenged - creating the leaders of tomorrow. Our excellent support for students with special educational needs or disabilities will also enable us to ensure that all students can succeed - regardless of background or situation. A key strength of our bid team, is our previous expertise in improving outcomes and provision for AG&T and SEND students. This is evident in the results of Ormiston Victory Academy and Barnfield West Academy.
- Our partnerships with the Sir Isaac Newton Free school and other prestigious businesses and organisations will enable the college to deliver a curriculum that is innovative, flexible and creates unique experiences.
- We will address the concerns increasingly expressed by leading universities about the restricted nature of GCSEs and A levels, which they feel fail to prepare students for university and employment. Our high standards, combined with a wide extra-curricular experience will give our students the best preparation for university.

Proposed Outcomes

1) Academic Success

The Jane Austen College will not have a selective intake. We believe that all the families of Norwich deserve a high quality, first choice secondary school. On this basis, we will set aspirational and highly challenging personal targets for our students. These will be based on four levels of progress being made between key Stage 2 and key Stage 4. We will also set challenging targets at Key Stage 5. We would expect all our students to take a 'core curriculum' in key stage 4 that includes English Language and English Literature, Mathematics, two or three Sciences, at least one language and a Humanities subject. They will choose two additional GCSE options to accompany this core curriculum. Although we will offer high quality work placements, through our links with partner organisations, we will not offer vocational qualifications. We will set targets for 85% of our students to achieve 5+ A*-C including M & E. Our key Stage 5 targets will also be aspirational. We will set a target for 90% A*-C at A Level and 60% A/A*.

2) Literacy and Numeracy

Our students will achieve the highest standards of literacy and numeracy. This is a given. Literacy is an enabling competence and as such, it is essential that our students gain the skills needed to communicate confidently and accurately in both

written and spoken contexts. Our students will be critical readers - with the ability to interpret the world around them, and texts of increasing complexity, astutely. Daily reading lessons, and a strong focus on accuracy in writing, taught using the Direct Instruction model will ensure our students have excellent spelling, punctuation and grammar skills.

We will set a target of 100% of our student making at least 3 levels of progress in English and Maths between key stage 2 and 4. We will set a target of 70% of our students making 4 levels of progress.

3) EBACC

Our students will develop competence and proficiency in at least one language. It is our expectation that all students will aim to achieve the English Baccalaureate. They will all follow an EBacc pathway. We believe this is essential for our students, to prepare them for A Level and University study.

Our target will be for 70% of our students to achieve the English Baccalaureate.

4) Progression

A key expected outcome is that 100% of our students will progress to sixth form study and then subsequently to university. This will be a success measure for the college and part of our target setting process. The expectation is that our students will then progress to Russell Group universities. If any students do not, it will be because they have chosen an alternative pathway, not because their choices were limited by their attainment. 100% of our students will go to university if they wish to.

5) Outcomes for the organisation

The Jane Austen College will be the flagship school of the East Norfolk Academies Trust. We aim to lead nationally on learning and teaching methodologies and teacher development programmes. A particular specialism will be the teaching of English. We will pioneer a collaborative approach across the federation, which will raise standards in all aspects of our provision. We will develop and maintain strong relationships with our partners and be truly outwards facing.

A key target will also be to achieve an Ofsted outstanding judgment upon inspection.

Section D: Curriculum Plan

The proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Year 6								
Year 7		180	180	180	180	180	180	
Year 8			180	180	180	180	180	
Year 9				180	180	180	180	
Year 10					180	180	180	
Year 11						180	180	
Year 12						100	100	
Year 13							100	
Totals		150	320	480	640	1000	1100	

Curriculum Principles

The curriculum offer will be guided by five clear needs, which link to our overall vision and ethos:

- The need to provide a curriculum that fully meets the specific needs of our potential students.

- The need to improve academic outcomes and raise standards for students in Norwich
- The need to raise English standards and particularly reading skills. This will be supported by the college's English specialism.
- The need to fully prepare students for continued academic study and progression to the UK's best universities.
- The need to develop well rounded young people who are independent, resilient, confident and have a love of learning.
- The need to be flexible and meet students' different needs, through a stage not age approach.

Our Student Profile

Our student profile is likely to include students with very wide ranging attainment. Given that over 50% of primaries in Norwich are not ensuring that students make the expected progress, we can expect a large number of students to arrive with below average attainment. We will also expect between 10% and 15% to have special educational needs. A small number, between 2% and 5% may be EAL. At the same time, we can also expect to have high ability students. Our curriculum must meet the needs of students with a wide range of abilities from a wide range of contexts. A key feature of the potential student profile is that many will have low aspirations due to social and economic context or low prior attainment. Our curriculum will be specifically tailored to meeting the needs of this student profile.

Types of Curriculum

Our curriculum will go beyond simply meeting the academic needs of our students. Our curriculum will be wide and flexible, providing challenge and support and also rich, memorable experiences. It is our intention that we will follow the National curriculum, as it provides a solid, academic foundation for learning and future study, in keeping with our vision. We will differentiate our curriculum to meet student needs, whilst retaining our key principles and ethos.

The curriculum for the college will be organised into Upper School, Lower School and Sixth Form. Upper School will include years 9 to 11 and Lower School will include years 7 to 8. Upper School students will begin GCSE study in year 9. The rationale behind this is that:

- Students will avoid a year 9 'dip' which can occur when students follow a traditional three year key stage 3. We will operate using a 'stage not age' approach. Students who are able to do so, may take qualifications early, therefore not being held back by a more traditional curriculum model, as can be the case in other schools. (We will however use early entry with caution, and only when students are completely ready)
- A three year key stage 4 will allow for 'deep learning' and for a focus on scholarship and wide reading. Students will be able to develop their own interests and areas of study independently to support the core learning for their courses. This will be facilitated through our prep curriculum
- If needed, lower ability students will undertake a foundation year in Year 9. Master classes will also be used to address specific learning needs. This will

be particularly important for students who have low prior attainment or special educational needs.

Our curriculum will combine high expectations and a traditional academic focus, with rigorous systems of support to ensure that students be successful. Students will be expected to take GCSEs and the English Baccalaureate but at the same time, master classes, mentoring and 1:1 support will ensure no child is left behind.

A Traditional Academic Curriculum

We will offer a curriculum that is based on traditional academic subjects. This is because we feel that rigour and standards are important in education and also that at Key Stage 4, traditional GCSEs prepare students in the best way for continued study and employment. The same is true at Key Stage 5. We believe that traditional A levels are the best curriculum offer for our students. Low prior attainment and challenging backgrounds should not disadvantage students and prevent them from being able to undertake high quality qualifications. It will be our responsibility to accelerate their progress so they are able to achieve in a way that meets or exceeds the progress of their peers.

Alongside English, Maths, Science and Languages, the Humanities subjects will be part of our core curriculum, providing a solid learning foundation for all our students. We believe strongly that all our students should take the English Baccalaureate. We believe historical and cultural knowledge is something our students have an entitlement to. It is essential for students to gain certain types of knowledge so they are not disadvantaged in society. We support the views of ED Hirsch, who writes about the essential knowledge and cultural literacy that young people need. This is essential for social mobility.

The ethos of scholarship, aspiration and academic rigour will underpin the curriculum throughout the college and students will be immersed in this culture and ethos from joining in year 7. In this way, they will be ready for commencing GCSE study in Year 9.

Extra-curricular electives

It is essential that young people develop as well rounded, resilient individuals with their own interests and passions and our extra-curricular electives will allow them to do this. This supports our belief that students should be able to achieve both academic and personal success. This is achievable for all young people, if they are given the right support and teaching and learning opportunities. We can provide those opportunities.

In addition to the academic curriculum a wide range of extra-curricular activities and enrichment session will be available as part of the college's compulsory extended school day.

Three days a week, students will take part in electives, which they have personally selected, to supplement their academic timetable. The element of personal choice will improve levels of engagement and commitment and encourage independence. These electives will allow them to take part in clubs/activities they enjoy and will be wide ranging. Taking part in these extended activities will develop self-discipline, whilst also allowing students to develop important team work, leadership and social skills.

This extra-curricular provision will be particularly appropriate to our students who may come from contexts of deprivation and may not have these opportunities otherwise. Aspirations will also be raised through developed social confidence. The skills developed through the electives programme will be essential in preparing students for employment. Sixth form students will have more choice regarding their electives as they need to demonstrate independence. The programme will however, be an important feature of the sixth form curriculum. Sixth formers will be expected to take a leadership role and lead sessions for younger students or undertake challenging activities such as the Duke of Edinburgh Gold Award.

We will also link with the Sir Isaac Newton Free School to develop further extra-curricular opportunities and give our students wider choice.

Our unique links with local partners and businesses will also support the range of activities we can offer. Our students will be able to have wide real life and cultural experiences because of this. This will support progression to university and employment.

Academic Monitoring

Our curriculum must meet the needs of our students who have low prior attainment and potentially special or different needs. This will be essential for our student profile, as there will be a need to raise aspirations amongst many of our students. This will be important to support our targets for university progression.

As part of the curriculum, all our students will receive 1:1 academic mentoring. The mentoring will be based upon Carol Dweck's theories on student motivation and 'attribution theory'. This will allow us to raise the aspirations of students with low prior attainment particularly. Dweck's theories will also be incorporated lesson planning and our reward systems.

Master Classes

Master Classes will be essential to ensuring our curriculum is right for our student profile. This type of intervention will allow us to address low attainment on entry. Rigorous tracking and monitoring (explored fully in D5) will enable us to identify underachievement early and act appropriately with timely intervention. Master classes will be run for small groups of students to address specific barriers to learning or skills of knowledge gaps. Our first priority will be literacy and numeracy master classes. They will run alongside the prep curriculum and House Time.

English - our specialism

The Jane Austen College will specialise in English. This subject will therefore be at the heart of the curriculum vision for the school.

English (which will include Drama) will of course be a very important core subject, and in Y7, 8, 9, 10 and 11 students will have 4 hours of English teaching a week. This will also be supplemented by half an hour of reading every morning. Students who read make greater progress in all their subjects. This will largely be reading for pleasure with students able to self-select their reading book, with support from trained staff. We will appoint only the best English teachers. As English will be a specialism, we aim to leading nationally in terms of the teaching of this important subject. We will seek to find passionate and intelligent educators with an enthusiasm for English Literature that will support the development of reading for pleasure and genuine scholarship.

We will train all our English staff in important basics such as phonics, so that our students have a solid foundation for future study. We must ensure that students master these core skills so their progress can then accelerate. Literacy is an enabling competence and as such is vitally important.

Teaching inference skills will be essential to English teaching and reading development. As part of this we will teach the different kinds of inference skills: coherence inferences (also known as text-connecting or inter-sentence inferences), elaborative inferences, local inferences, global inferences and also on-line and off-line inferences.

The research suggests that, in order to be good at inferencing, pupils need to:

- be an active reader who wants to make sense of the text
- monitor comprehension and repair misunderstandings
- have a rich vocabulary
- have a competent working memory¹⁵

Our curriculum approaches will embed these skills. Our English teachers will also not be afraid to use the correct terminology when teaching students. From year 7, the expectations will be high. We will respect our students by stretching challenging them appropriately. A personalised approach will of course be key, as will be master-classes in specific skills or knowledge when appropriate and required.

Reading - an important part of our proposed curriculum

There is widespread evidence to support the importance of reading and also reading for pleasure.

- Young people who enjoy reading for pleasure are more likely to perform well on reading assessments compared to pupils who do not.
- Whether or not a child reads for pleasure or not can be a greater indicator of academic success than a child's socio-economic status
- reading for pleasure can impact positively on a student's emotional and social behaviour and wellbeing
- Reading for pleasure can have a positive impact on text comprehension, spelling and grammar.¹⁶

¹⁵ *Effective Teaching of Inference Skills for Reading - Literature Review*, Anne Kispal National Foundation for Educational Research(2008)

Link - <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-RR031>

¹⁶ 'Research evidence on reading for pleasure', Education Standards Research Team, ESARD (May 2012)

Link - http://media.education.gov.uk/assets/files/pdf/r/evidence%20note%20-%20reading%20for%20pleasure_may%202012.pdf

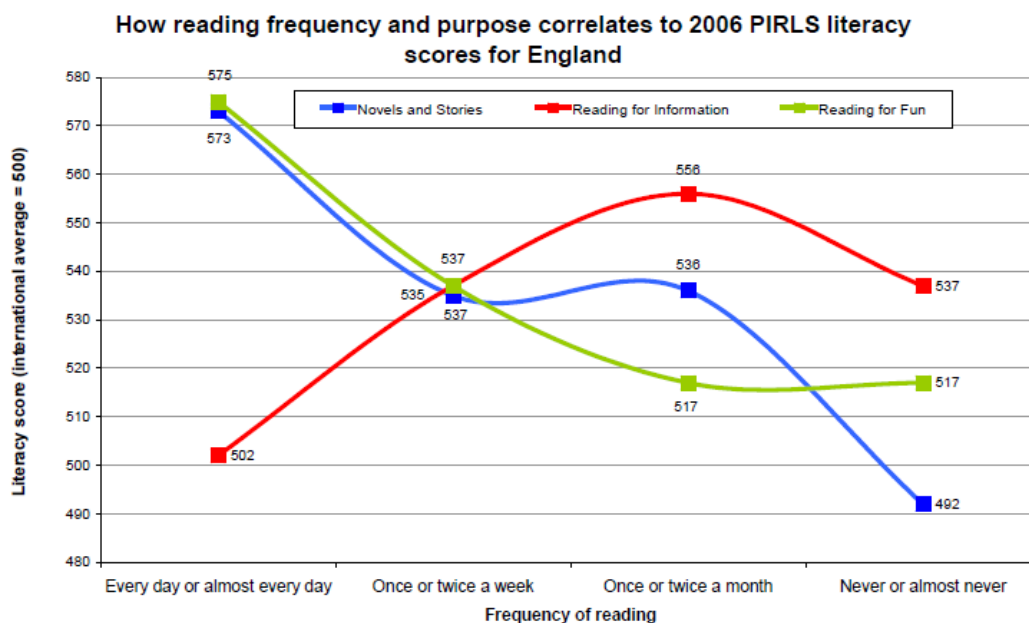
'International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement' (Anderson, Wilson and Fielding, 1988).

'Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006)' ¹⁷

Embedding reading as an integral part of our curriculum and allowing students to choose their own reading books will have a direct impact on attainment. The improvements in comprehension, inference, spelling and grammar will have cross-curricular impact and support student's increased confidence.

Our approach when it comes to daily reading is that, as often as possible, the students should read fiction - novels and stories. This is because, research suggests that reading fiction regularly for pleasure has the biggest impact on students' reading scores and improved outcomes.

Figure 1:



Source: DfE internal analysis based on PIRLS data (2006)

The chart above demonstrates the relationship between reading, test scores and types/purposes of reading very clearly.

The evidence also suggests that parents reading with their children can have a

¹⁷ Clark, C., and Rumbold, K. (2006). Reading for Pleasure a research overview. The National Literacy Trust.

strong and lasting effect on student reading ages. With this in mind we will work closely with parents to ensure that they are part of their child's reading development. Whilst, on the whole, homework for lower school students will be done as part of compulsory 'prep' (independent learning time at the end of each school day) we will create reading progress plans for our students to follow at home, with input and support from parents.¹⁸ This will also develop social, oracy and comprehension skills, as students develop confidence discussing their reading with their family.

Prep Curriculum

Prep will be an important part of daily life at the college. Every day, an hour after school will be spent on focused, independent study. The prep curriculum will be set by subject teachers and the majority of time will be spent on the core subjects. Daily Prep will encourage self discipline, scholarship and independent learning skills. Students will be supported in organising their own independent work and setting their own targets.

Prep will take place for all students across all year groups. Incorporating daily prep into the extended school day has three main aims:

- students will develop self discipline and independent learning skills and value scholarship - one of our core principles
- As students carry out this independent work as part of the school day this leaves them free to enjoy their free time with their families at home. This also reflects one of the strongest messages we have heard from parents during consultation. This idea is something they would welcome.
- The extended school day, incorporating prep, ensures that students have the time to take a full part in compulsory extra-curricular electives. This makes the curriculum broader and will support the development of character and individuality in our students.

For lower school students, daily prep will be their only prescribed independent study outside of lessons and no additional homework will be set, although they will be expected to read at home. Upper school students would be expected to undertake further independent revision and study. This approach will support our families who will know that family time for our year 7 and 8 students will be just that. We will take care of homework, within our extended day, where students can receive the best support and access the best resources.

Our sixth form students, will also be expected to complete prep as part of an extended day, although they will require slightly less direct supervision and would be encouraged towards independence.

Pedagogy and Teaching Methodologies

Jane Austen College will be at the heart of Norfolk's renaissance as a centre of

18

<http://www.oecd.org/edu/preschoolandschool/programmeforinternationalstudentassessmentpisa/pisa-letsreadthestorytheparentfactorineducation.htm>

teaching and learning. It is our intention to work with our partner schools to develop an outstanding education system that learns from and rivals the best school systems in the world.

Our team consists of educators who have a proven track record in developing outstanding teachers and of transformational school systems. Our philosophy has been proven highly successful. We take an evidence based approach to developing outstanding learning experiences and couple this with a sophisticated model of monitoring, tracking and professional development.

Course and lesson design

Our course design is influenced by the 'uncommon schools' philosophy of 'ready for college' and Wiggins and McTighe's 'Backward Design' methodology. Backwards design specifies that the course is built around the standards and outcomes we want to achieve for our learners. A thorough understanding of the nature of the assessments, whether developed within the school or external, is essential before the content of the course is developed. There will never be an occasion where the students have not been carefully prepared for their assessments.

We have designed our teaching around focussed practice and mastery of carefully identified skills. We intend to make use of empirical psychological evidence on learning and evidence to ensure highly effective learning for all of our students. There are two learning biases in particular that we mean to exploit: the testing effect and the spacing effect. Evidence shows that long term retention is optimised when recall is brief but frequent. Learning is also found to be more effectively embedded when the information is recalled in test style situations. We have therefore designed our long and medium term plans to revise whole course knowledge through brief but frequent testing and re-teaching where required.

Independent, self-motivated learners

Our aim is to help our students develop into independent, well-motivated learners who are eager to accept challenges. We have used the work of Carol Dweck to inform our curriculum design and philosophy of teaching so that students are encouraged to challenge themselves at every opportunity.

Specific Jane Austen College Training

To prepare colleagues for the 'house style' of teaching and learning at the College, we intend to deliver a thorough induction programme for classroom teachers and middle leaders.

The skills we need for each teacher include:

- Designing long and medium term teaching plans that ensure students are prepared for their exams and the next phase of their study. We have borrowed the term 'ready for college' from the 'uncommon schools' in the United States.
- Creating and using effective and efficient tracking: how to ensure that each student is frequently assessed using standardised assessments.
- Analysing and evaluating classroom data: using tracking and other student data to ensure teachers and middle leaders have a clear view of each student's performance and the performance of the class as a whole.

- Planning lessons using individual and class data: ensuring that lessons are challenging for all students and that no student is left behind.
- Designing courses and lessons that encourage independence of attitude.

Continuing professional development

CPD at Jane Austen College will ensure that teachers receive the very best training and development opportunities. Our CPD will create and nurture reflective and innovative practitioners, who are able to evaluate and improve their own practice. This will be facilitated partly through their 80% timetables. Teachers will be able to investigate areas of interest in collaboration with other colleagues and will have the opportunity to disseminate their ideas with the staff as a whole. We will also be carrying out collaborative work with the Guild of Teaching.

The programme will consist primarily of the following parts:

- Expert-led training sessions
- A personalised programme, supported by short, routine observations and coaching
- Departmental time
- Action research

The expert-led training sessions will ensure staff receive the most up to date knowledge of the changing landscape of pedagogy. These sessions will include the fundamentals of teaching as well as input towards school development targets. This will be facilitated through the Guild of Teaching.

The personalised programme of CPD sessions are designed to meet individual's specific needs. Staff training needs will be identified through the performance management process, formal and informal lesson observations and skills audits carried out with line managers. Training will involve peer to peer coaching as well as 1:1 support where required. Staff will have a reduced teaching timetable to facilitate the coaching programme (roughly 20% reduction).

As part of the personalised programme, middle and senior leaders will be supported in developing skills such as: the writing of schemes of learning, effective and rigorous performance management and leadership.

Subject departments will have dedicated time to meet and receive training specific to their subject's needs. Departments will work with line managers to identify subject specific training needs through: monitoring, self-evaluation and student achievement. Departments will be able to link with subject specialists from other institutions and associations in order to share and develop best practice.

Action research is a key part of the CPD provision, leading to reflective and research-driven practitioners. Staff will engage with pedagogical theory and test strategies to affect change in areas which are identified as foci for school development, ensuring that teaching staff are applying the most effective pedagogy. Staff will have the opportunity to publish their work and will be able to present their findings to parents, governors and other stakeholders at the end of each year. Findings can be used to drive changes in policy and practice, not just within the

school but across partner schools. Staff will be encouraged to continue to masters and further study.

To support the induction of new staff there will be a week long intensive programme of training to ensure that staff are well prepared to begin teaching at JAC. The programme will cover day to day tasks, the style of T&L as well as how to teach outstanding lessons every day. The sessions and content will be adapted for each staff member to ensure that they receive the relevant training. They will also be a year-long induction programme to support NQTs.

The CPD provision will be evaluated regularly throughout the year to ensure that it continues to meet the changing needs of staff and the school. It will also be evaluated against the performance of the school with regard to lesson observations and student outcomes.

Improving Outcomes

Our curriculum offer will be firmly focused on improving outcomes for our projected student prolife, as will the academic qualifications we will offer. Our high expectations, combined with support, will raise aspirations.

Our flexible 'stage not age' approach and use of master-classes will ensure that no student is left behind. No student will also be left 'standing still' and prevented from accelerating if it is right for them. 1:1 intervention will be used when necessary to ensure progress. It is our three year Upper School and extended school day which will enable us to approach the curriculum in an innovative and flexible way, meeting the needs of students. Early entry will be used with caution. Our students will take exams when they are ready to. Close monitoring and tracking, combined with precise curriculum design will help us to determine and ensure 'readiness'.

Our pedagogical approach, influenced by the practice of 'Uncommon Schools' in the USA, will ensure students' progress and help them to achieve academic success. The principles Lemov explores in 'Teach like a Champion' will ensure our students are disciplined and focused on their destination - university. The implementation of Dweck's motivational theories will challenge our students' preconceptions about what they are truly capable of.

Qualifications we will offer

We intend to offer a wide range of academic qualifications to meet our student's needs. Our ethos and vision are very much focused on the academic. At Jane Austen College, students will be supported in gaining the best academic qualifications possible. All students, regardless of background, are entitled to this. Vocational opportunities, such as work placements and high quality work experience will be arranged, to supplement the academic curriculum, but will not be formally assessed by examination.

Core GCSEs in Upper School: Our students will study a core curriculum in Upper School, supplemented with personalised options. The core subjects will be: English Language, English Literature, Maths, Science (double or triple), a language,

Geography or History, Philosophy (not examined, when part of core), PE

Additional GCSEs that will be offered: History, Geography, French, Spanish, German, Latin, Music, Art, Drama, Computer Science, Classical Civilisation, Systems and Control, Religious Studies

Additional Qualifications: As part of our stage not age approach, we will look to offer appropriate qualifications to provide stretch and challenge. This might include GCSEs such as Additional Mathematics, but also AS courses, where this is appropriate for our students. Our curriculum planning for Year 11 students will be very much dependent on the needs of our students. The Extended project Qualification Level 3 may also be offered to students who are capable of taking on an additional challenge. The Extended Project Qualification would also support the development of our scholarship ethos and independent learning skills.

Sixth Form Qualifications

As the sixth form, will be a joint organisation with the Sir Isaac Newton Sixth Form Free School, the Jane Austen Sixth Form will be a specialist English and Arts provider. Students will be able to progress to the Sixth Form Centre that suits them best and potentially attend lessons in both.

We initially intend to offer A levels in:

English Literature
English Language
History
Geography
Psychology
Sociology
Philosophy and Ethics
Drama
Music
Art

We would also consider a wider more flexible curriculum at sixth form including qualifications such as the Pre-U and EPQ. Students would be able to take Maths and Science subjects at the Sir Isaac Newton Sixth Form Free School, thus widening the curriculum offer. They would also be able to take part in Sir Isaac's innovative Leadership Programme and take advantage of the Sixth Form's unique relationship with Cambridge University.

Plans for Transition

Successful transition between schools and key stages is essential for students to maximise their achievement and enjoy school.

The transition points for Jane Austen College will be:

- between Y6 and 7, when students first join the school

- Between lower and upper school, when students move from Year 8 to Year 9
- Post-16 transition
- Transition to university or employment

To enable successful transition at all points, transition would be an agenda item on staff meetings. Careers advice and guidance would also be delivered through the House Time programme throughout the year. This would of course be supported by 1:1 academic mentoring.

Transition from primary to secondary

We would aim to work closely with feeder primaries and visit every single student who will join the school in year 7, in their primary school before they start. We would also meet with teachers from feeder primaries to gather a wide range of data and information about our students before they start. This might include:

- teacher assessment
- test results
- SEND info
- AGT info
- 'pen pictures' to build up an understanding of the child.

We would also arrange a number of transition 'induction' days for Year 6 students, so they have an opportunity to familiarise themselves with the school and meet teachers. Part of this would involve a summer project, so that students arrived at the college, having already undertaken Year 7 work.

Aspects of our extra-curricular programme would be opened up to Year 6 students, so that they would begin to feel part of the community before joining the college. This, combined with induction days would enable students to make friendships, which is helpful for successful transition.

We would also meet with all prospective parents before students join the college, to ensure they understand the college ethos and support the college's values. It will also be an opportunity to talk to parents about the support we offer and how we can work in partnership.

The first week at the college for Year 7 students would be an induction week - where students are inducted into the pedagogical approach of the college and have the opportunity to fully understand the expectations and routines at the college. This is an essential part of transition, as 'getting used to their new routines and school organisation with ease' is a key feature of successful transition from primary to secondary school.¹⁹

¹⁹ What makes a successful transition from Primary to Secondary School?

Author(s): Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P. and Siraj-Blatchford, I.
 Publisher: DCSF, 2008, Research Report DCSF – RR019.

In the second year of opening, we would operate a peer mentor scheme, with year 8 students supporting year 7 students. This would work particularly well within our partially vertical tutoring system, where year 7 and 8 students are in joint tutor groups.

Transition from Year 8 to 9

All year 8 students will have a careers interview before choosing GCSE options and information evenings will be held for parents and students. Individual meetings with parents will be held to give individual advice where required. House Tutors will deliver an 'options' programme in form time, designed to support students and advise them about their choices and how they will link to their future career aspirations.

Post - 16 transition

As with the Year 8 to 9 transition point, all students will be given careers interviews to support sixth form transition. This is particularly important due to the Raising of the Participation Age. It is essential that students remain in education and make the right choices. Progression to post 16 study and university is central to our vision so this transition point is imperative.

We will also engage with Sutton Trust (and other related) events as widely as possible to raise aspirations and support students in making appropriate decisions about A level courses.

Taster Sessions will be run for students during Year 11, in partnership with the Sir Isaac Newton Sixth Form Free School. We will also benefit from the Sixth Form's unique partnership with Cambridge University.

We will hold Sixth Form Open Evenings to enable students to make appropriate choices and see what different options are available for post 16 study. Once students have applied, we will run an extensive induction programme so that students can ensure they have chosen the right courses for them, including summer study projects.

As we will operate a stage not age approach it is possible that some students would commence A Levels in Year 11, which will of course aid transition further.

Transition to University/Employment

We would expect all of our students to progress to university, or at least be able to do so if they choose. Engagement with the Sutton Trust and local institutions such as UEA would support our students. We would also trips to Oxbridge and Russell Group universities. Parent meetings would support with the UCAS process. The Sir Isaac Newton Sixth Form's links with Cambridge University would also be essential in supporting transition. Work Experience would take place in year 12, to support the transition to employment and careers advice and guidance programmes would be delivered through the 6th House tutoring programme.

Our curriculum offer and high expectations, combined with the mentoring and electives programmes would also be vital in gaining students wider experiences and social confidence.

Summary

Our curriculum rationale is driven by our aim of raising standards and outcomes for young people. We feel that the best way to do that is to provide a traditional academic education, combined with outstanding support and extra-curricular opportunities. This is the curriculum that will best support our aspiration of all our students going to the country's top universities.

Our students will all take the English Baccalaureate route - they will all study a language until year 11 - and they will all complete GCSEs. We believe that with the right support and the best teaching all students are capable of academic success.

This is particularly relevant considering the mixed student demographic in Norwich. Many students will join the college with low prior attainment and will come from challenging contexts, but we do not accept that those barriers to learning should be allowed to prevent students from making the progress that they should. Our flexible stage not age approach and use of master classes to address underachievement (combined with the intervention strategies that will be set out later in section D) will ensure that all students are given the opportunity to be successful.

Our curriculum offer will also be enriched by fantastic extra-curricular opportunities, delivered partly through our partners in the arts and culture industries. Our curriculum will be aspirational and traditional but also inspiring for our young people.

D2 Curriculum plan and organisation of learning:

Curriculum Model

The college will follow a conventional school calendar over 39 weeks, structured into 6 half terms. This will be in line with other schools in the developing federation and will support cross-collaboration. This curriculum structure is also well suited to public examination schedules.

We would also adhere as closely as possible to local term dates, to support parents with children in different schools. However we would also run weekend/holiday master-classes or extra-curricular enrichment as appropriate and required.

The school day will be from 09.00 until 16.30, with an extended day (until 17.30) three days a week, on Tuesday, Wednesday and Thursday to accommodate the extra-curricular electives. The start time allows for students to travel in using public transport. The later finish time supports working parents. The later finish also allows students to access our prep curriculum. The prep curriculum supports our academic vision of scholarship and independence, but also supports our families. When our students go home, on most occasions, they will have completed their independent learning (homework) leaving them free to spend quality time with their families. This also supports our social mobility aims, with all students having the right support and environment to successfully complete their independent learning. The extended school day and prep curriculum was very popular on our parent consultation

evenings.

The prep curriculum will run from 15.30 until 16.30 every day. A theme voiced by consulted students was that they were often frustrated by homework which was too easy or too difficult. The prep curriculum will allow our students to access school facilities and resources (necessary for students who do not have these facilities at

<i>Timings</i>	<i>Content</i>	<i>Rationale</i>
-----------------------	-----------------------	-------------------------

home) and allow them to draw on teacher support and expertise.

The extra-curricular electives will run from 16.30 until 17.30 three days a week. Students will select electives from a range of activities and clubs, which will be specially developed to support the academic curriculum and students' personal development. The electives offered will be in line with our overall vision and ethos. Students will begin each day with House Time, with their House Tutor. This will ensure a consistent start to each day and also facilitate registration. A programme focusing on organisational skills, study skills and thinking skills will be specifically delivered during this time. 1:1 and small group mentoring will also take place during this time, with academic/pastoral mentors.

9.00 - 9.15	House Time	<p>A consistent start to every day with House Tutor. This will ensure academic and pastoral needs are met.</p> <p>A programme focused on organisation, study and thinking skills will be delivered.</p> <p>Assemblies/Academic mentoring will also take place.</p>
9.15 - 9.45	Reading	Daily reading which supports our vision and English specialism.
9.45 - 10.45	Lesson 1	
10.45 - 11.00	Break	A short break to refresh students.
11.00 - 12.00	Lesson 2	
12.00 - 13.00	Lesson 3	
13.00- 13.30	Lunch	A short lunch maximises learning time and also minimises issues with poor behaviour. As student numbers grow we will introduce a staggered lunch time for Upper and Lower School.
13.30 - 14.30	Lesson 4	
14.30- 15.30	Lesson 5	
15.30 - 16.30	Prep	Independent study time to develop independent learning and scholarship.
16.30 - 17.30	Electives/Clubs Tuesday - Thursday	A wide extra-curricular programme to support our academic curriculum and also support our students' personal development

The School Day

Curriculum

Y7	English (including drama)	Maths	Science	History	Spanish	Geography	Art	Philosophy	Technology	PE	Music	Latin & Classics
	4	4	4	2	2	1	1	1	2	2	1	1
Y8	English (including drama)	Maths	Science	History	Spanish	Geography	Art	Philosophy	Technology	PE	Music	Latin & Classics
	4	4	4	2	2	1	1	1	2	2	1	1
Y9	English	Maths	Science	Humanities	Language	PE	Philosophy	Option 1	Option 2			
	4	4	4	3	3	2	1	2	2			
Y10	English	Maths	Science	Humanities	Language	PE	Philosophy	Option 1	Option 2			
	4	4	4	3	3	2	1	2	2			
Y11*	English	Maths	Science	Humanities	Language	PE	Philosophy	Option 1	Option 2			
	4	4	4	3	3	2	1	2	2			

*TBC

*The Y11 curriculum will be personalised to meet students' need

Lower School

The Lower School curriculum will prepare our students for completing the English Baccalaureate in Upper School. The curriculum will also support both our traditional academic vision but also the value we place on culture and the arts.

Lower School core curriculum will be made up of English, Maths, Science, History and Spanish. In addition to this, students in years 7 and 8 will study Geography, Latin and Classics, Art, Philosophy, Technology, Music and PE. They will also have the opportunity to begin a second language in Year 8, as an extra-curricular elective.

These subjects support our vision for a traditional academic curriculum.

Master classes, in important areas such as English and Maths will be used to support individuals or small groups of students who need additional support with their learning. No child will be left behind.

Upper School

Upper School will include years 9 to 11. The distinction between Lower and Upper School will mean that students in Upper School will be treated as young adults and expected to work more independently and with greater self-discipline. They will undertake GCSE study, unless they are able to take examinations early and begin A level study.

Sixth Form

We will also offer post 16 provision through a joint sixth form with the Sir Isaac Newton Sixth Form Free School. Students who are aged 16-18 will therefore be able to progress to Sixth Form after Upper School.

Programmes of Study

Planning for programmes of study will be done in subject teams, under the leadership of the Principal, Vice Principal and Head of Faculty in the first two years. All programmes of study will continue to be closely monitored by the Senior Leadership team as the school grows. Collaborative planning, across subjects will be facilitated by joint planning meetings.

English

Students will have 4 hours of English a week, which will include Drama. The English Curriculum in Lower School will be driven by a strong focus on literary heritage texts, in addition to high quality modern novels, poems and drama texts. We will also devote a large amount of curriculum time to writing skills and teaching grammar basics.

In year 7 and 8 a different Shakespeare play will be studied, in addition to other literary heritage texts. Students will study a novel, drama text and poetry in year 7 and 8. Wide reading will be supported. Texts will be made accessible through drama, group work and discussion. Students will regularly be expected to offer their views on texts, characters and writers and make links and comparisons between texts. Creative writing will be essential to the English curriculum in both Upper and Lower school. Creativity and imagination will be nurtured, alongside the explicit teaching of

writing skills. Students will be encouraged to share their ideas and support each other's creative processes.

Links with local organisations and writers and poets in residence will bring literature to life, as will theatre trips and drama lessons. Students will engage with national competitions such as the Carnegie prize. World Book Day will be an important day in the college calendar, with a range of events and competitions bringing together the school community. Throughout the year, poetry competitions and writing competitions will encourage motivation, ambition and healthy community competition. Also, by embedding drama within English, we will be able to make clear links between drama texts and performance.

Many of these important aspects of the English curriculum: reading, oracy and creativity will be supported by extra-curricular clubs, where students can develop their passions and talents.

In Upper School, the English Curriculum will be driven by the GCSE specification. Our current first choice would be the AQA specifications in English Literature and English Language, as we believe it offers the best academic rigour, of the specifications on offer currently. However, specifications and qualification are currently under review. As in Lower school, extra and cross curricular opportunities would enrich the timetabled curriculum.

Mathematics and Science

Although the college's specialism will be in English, Maths and Science are clearly important core subjects. Through our unique link with the Sir Isaac Newton Sixth Form Free School, a specialist Maths and Science sixth form, we will have access to some of the best teaching and expertise in the country. This is a very privileged position to be in and it will benefit our students greatly.

The Sir Isaac Newton Sixth Form also has direct links with Kings College at Cambridge University.

Students will have four hours a week of both Maths and science in Lower School. This will continue into Upper School. A clear and cohesive numeracy policy will ensure that all students develop essential numeracy skills.

In Lower School, a strong emphasis will be placed on mental maths and problem solving. The use of calculators will be restricted and students will be encouraged to use mental arithmetic strategies instead. This approach will build a solid foundation for Upper School maths and GCSE, and potentially A Level.

Once students commence GCSE study, they will follow a programme of study, determined by the GCSE specification. We will offer Additional Mathematics GCSE and AS Maths dependent on student need. Our links with the Sir Isaac Newton Sixth Form will ensure we have the best facilities and resources to offer this.

Languages

All of our students will study a language from Year 7-11. The year 7 language will be Spanish. Students will be able to choose an additional language in year 8 as part of the extra-curricular programme. We also expect our students to continue studying a Language at GCSE in Upper School. This will be an entitlement for all our students. This will be supported by Latin and Classics. The two subjects will complement each other. By including Latin and classics, we are creating a traditional and classical

curriculum. This fully supports our vision of university aspirations and social mobility. Students may also choose to study two languages at GCSE and the curriculum offer in Year 7 and 8 allows them to do this if they choose. Fluency in one or more additional languages will support both our students' university applications and also future career prospects. This also gives us the flexibility to differentiate the curriculum for students if needed.

Trips, exchanges and extracurricular electives will support Language learning. We will aim to recruit native speakers as far as possible to teach Languages. Oracy will be a strong focus of language lessons, to develop confidence and social skills. There will be strong cross curricular links between English, drama and Languages. There will also be strong links between History and Latin.

History and Geography

History and Geography in Lower School will prepare students for the EBacc, but will also have a strong focus on British history and heritage. In Upper School, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Trips and extra-curricular events will bring history to life. Cross curricular links between English and Humanities will be strong. Close links will also exist between History and Classics, which will be taught as part of Latin lessons.

Philosophy

Through their philosophy lessons students will study RE and also their social, moral, spiritual and cultural curriculum. Students will be encouraged to discuss their ideas and take part in debates on important issues and topics. An extra-curricular debating society will support these skills as an elective.

As part of the Philosophy curriculum students will learn:

- about our society and political system
- about spirituality and cultural diversity
- about philosophical ideas
- to listen and also express themselves confidently

Importantly, they will start to form their views about the world around them. In Upper School, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Art and Music

Culture and the Arts are essential to our curriculum and overall vision. As such, all our students will study music and art in Lower School. These subjects will combine theory with practical skills. Extra-curricular electives, such as orchestra, will extend the cultural curriculum.

Strong cross-curricular links will exist between Music and Art and History, with the history of Music and Art being a key part of the programme of study. We would also hope that as many students as possible would learn to play an instrument and would support them in undertaking this.

Alongside our key principals of scholarship, academia and aspirations, we will also value creativity. Through our proposed links with local organisations, such as the Theatre Royal, NORCA and the RSC, our students will experience culture and the arts first hand. Dance and theatre performances, art exhibitions and gallery trips will all be important parts of the learning experience.

In Upper School, the programme of study will be influenced by the GCSE specification, although wider reading and study will be encouraged.

Technology

Technology will be an innovative new subject in Lower School and an important part of our curriculum. This subject has been designed to give our Lower School students an important introduction to STEM and Computing careers.

ICT will be embedded across all of the lower and upper school curriculum, but within technology, students will develop the higher level skills that they would need to progress to a Computer Science GCSE course in Upper School, if they chose.

Technology will be a largely practical subject, where students will learn in a hands-on way about electronics, design and ICT.

Through our direct link with the Sir Isaac Newton Sixth Form Free School, we will be able to access the very best teaching and facilities for our Technology curriculum.

The curriculum followed in Lower School in this subject will fully prepare students for further study at GCSE and potentially A Level, in Upper School and Sixth Form.

PE

Health and wellbeing are essential to the development of young people and our students will have two hours of PE a week. A focus on fitness and also team sports will build teamwork skills, resilience and healthy competition.

Sports electives such as football, netball and athletics and tennis club will also offer further opportunities for students to get involved in sport. Matches and fixtures with other local secondary schools will further develop a spirit of competition and teamwork. Sporting success will be highly valued within the college.

Extra-curricular Electives for Upper and Lower School

The extra-curricular electives will, as far as possible, be delivered by high quality providers, enabled through our local arts and culture partners. However all staff will also be expected to contribute to the electives programme and this will be discussed at the staff recruitment stage. Students will choose electives on a half termly basis. At least six electives will be offered each half term. Some electives, such as orchestra or French will run all year round, whereas some will be delivered on a half termly basis. We will respond to student demand as far as possible.

- Football
- Netball
- Debating Society
- Drama Society
- Creative Writing Society
- Orchestra/Choir
- Duke of Edinburgh (from Y9)
- Language Society
- Book Club
- Art Club
- French/German (additional language opportunity in year 8)

Lesson Organisation

Our lessons will be an hour long, with the exception of daily reading. An hour long lesson will best facilitate the different stages of effective learning within the lesson, ensuring progress and rapid gains.

The structure of our lessons:

- Engage
- Explore
- Challenge & Apply
- Review

School Timetable

The Jane Austen College will use a weekly timetable, which will be fixed throughout the year. Students will however be able to select new elective choices each half term.

Organisation of students

Academic Arrangements

We will set our students according to ability. There will be seven sets in each year group. We feel that a combination of vertical and parallel setting, best supports our vision. This will enable staff to effectively differentiate for students - stretching the most able and providing the best support for the least able.

Set 1	
Set 2	
Set 3 (two parallel sets of same ability)	Set 3 (two parallel sets of same ability)
Set 4 (two parallel sets of same ability)	Set 4 (two parallel sets of same ability)
Set 5	

The parallel sets support aspirations and also our challenging target setting. The sets will not be labelled numerically. Instead - letters of the alphabet will be used. Different letters will be used for different sets in each year group.

This setting model will be in place across years 7 to 11. Our timetable structure will allow students to be able to move sets based on assessments and reviews throughout the year. Our students will be able to be in different sets for English and Maths. Our experience suggests that it does not support learning and progress when the setting of these two subjects is fixed against each other. Students may have very different abilities in Maths to English for example and if ability sets are to be used, it is important that they are the right ones.

Pastoral Arrangements

Pastoral arrangements will be based on our House structure. Each year group will have 8 forms, with two forms belonging to each House. Each tutor group will be named after their House Tutor, establishing the House Tutor as role model and

leader. The four Houses (each named after a literary figure in line with our English specialism):

- Chaucer
- Shakespeare
- Eliot
- Thackeray

We will adopt a semi vertical tutoring system, as will enable us to give more specific support to different year groups, for example support with making Options Choices or Sixth Form applications. However there will also be the social benefit of a mix of two year groups.

Sixth Form students will also be in Tutor groups - four in each year, and will belong to a House. The Sixth Form will be a full part of the college community in this way - taking part in House activities and events, and where possible, leading them.

Pastoral and Academic Mentors will be attached to the pastoral Houses, so relationships with mentors can be established. (In the first years, mentors will be shared across Houses until the college is fully staffed)

Throughout the college calendar, House competitions, be they academic, sporting or otherwise, will create healthy competition and a sense of identity, pride and community. For example, an annual, local charity event will be a key part of this, with each House selecting a local charity and organising events.

Summary

Our curriculum arrangements are simple and traditional, giving students a very structured day, which will encourage organisation and self-discipline. At the same time, they are given choices - which electives to participate in - to encourage independence and allow them to design a curriculum that meets their needs and interests.

Our Academic arrangements and approach to setting supports both aspirations and the personalisation of learning, whilst our Pastoral arrangements encourage competition and community.

However, innovation is also part of our pastoral and academic vision for our curriculum, seen in the unique 1:1 mentoring programme and our semi vertical tutoring system.

Overall, our curriculum plan must challenge our students whilst also supporting them. As they develop their pride in their community and take advantage of curriculum opportunities through electives, their aspirations will rise, supported by the mentoring programme. It is our aim that they will be proud of belonging to the college and also want their college to be proud of them.

D3 Staffing

Our staffing structure and organisation will very much reflect our vision and ethos. Staff will be recruited to ensure that:

- the highest academic standards are achieved.
- Students are fully supported in achieving their academic potential
- The college fulfils its English specialism and is a centre of excellence for English Language, Literature and literacy teaching and provision.
- A wide extra-curricular programme is offered
- Students receive the highest levels of pastoral care.
- Excellent safeguarding practice is always implemented to ensure the safety of students.
- Outcomes will be improved for our young people

Within the senior and middle leadership teams, emphasis will be placed on teaching and learning and curriculum expertise. We will also benefit from our unique link with the Sir Isaac Newton Sixth Form Free School, which would support our teaching of Science and Mathematics.

Our House Structure, which organises pastoral care will also be linked to the leadership and management of faculties. In this way, pastoral and behaviour management support structures will be intrinsically linked.

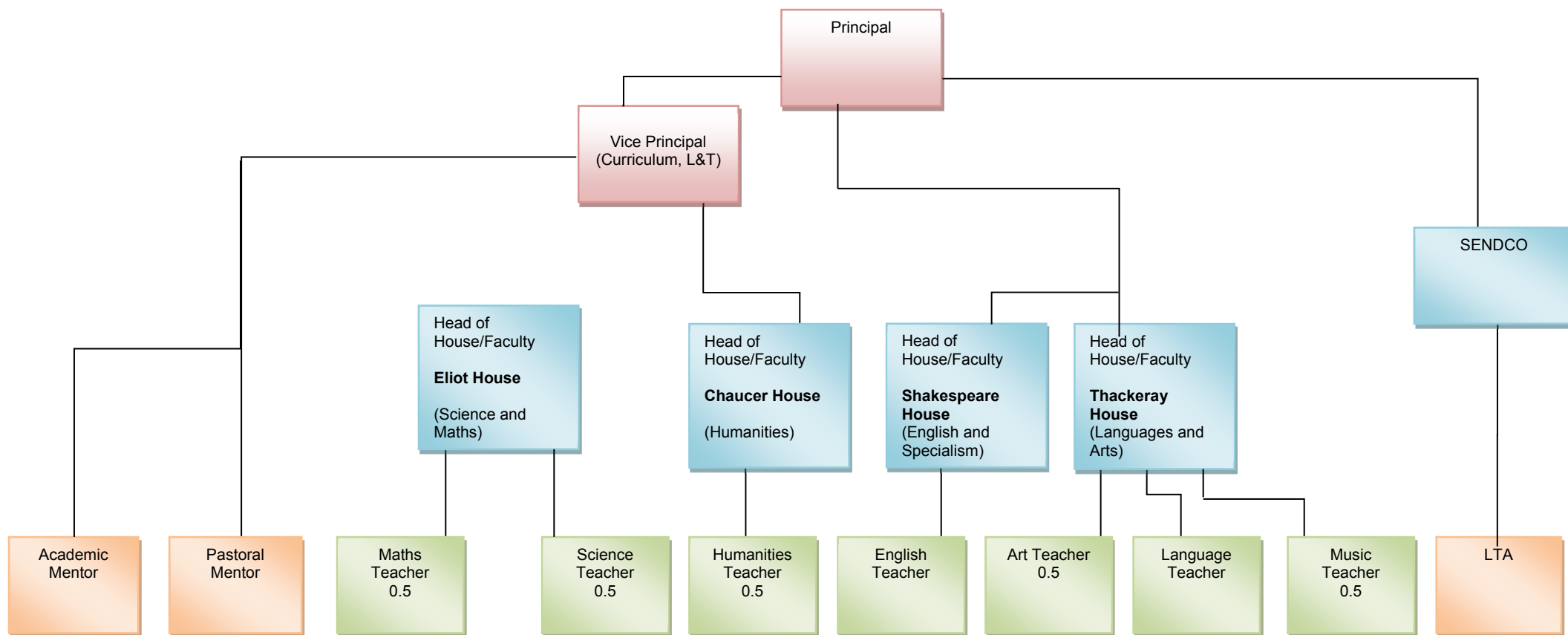
Non-teaching support staff will be vital to the staffing structure, as pastoral and academic mentors and Teaching and Learning Assistants (LTAs) and Teaching Technicians. Teaching Technicians will support teaching staff to ensure that their valuable time is spent doing just that - teaching. Technicians will support with organising managing resources including reprographics and displays and will be a valuable part of the staff team. In practical subjects such as science and technology they will organise specialist resources and equipment. Academic and pastoral mentors will carry out a vital role. These non teaching staff will be skilled mentors who will deal with any pastoral or academic support needs. They will work closely with Heads of Houses (Faculties leaders) and the Senior Leadership Team to ensure the needs of the students are met. An enrichment co-ordinator will also lead the development of the extra-curricular electives programme as the school develops.

Financial Efficiencies

We will also have capacity within our federation - the Inspiration Trust, to support our staffing, recruitment and staff development. As part of a larger federation, we would be able to share the cost of essential 'backoffice' services such as human resources, finance services, and share staffing costs, in order to make financial savings. This would enhance the viability of the Jane Austen college and represent good value for money. This would be explored more fully in Section G.

The 80% timetables would also allow us to ask staff to cover for absent colleagues if needed which will mean supply costs will be removed except for extreme situations.

Education Staff Structure - at opening



This staffing diagram indicates line management and also levels of accountability

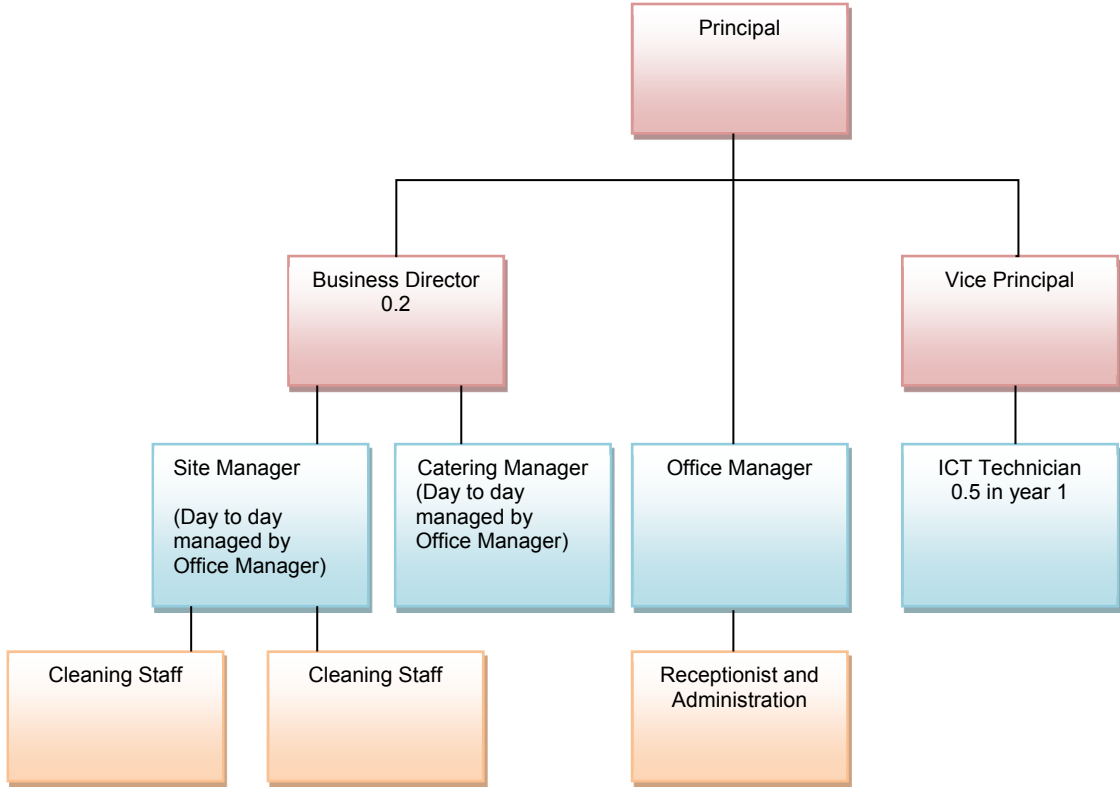
PE lessons will be delivered by non-specialists in the opening year. This is a model used successfully in independent schools and is in line with our view that our teachers should be innovative and flexible. We will ensure any training needs are met to facilitate this.

Commentary on the opening education staffing structure

As we will open with a relatively small teaching team it will be preferable to have a more horizontal and 'flatter' leadership and management structure to begin with. This will ensure close links between the SLT and the teaching team, facilitating close monitoring, support and collaboration to ensure the highest standards of teaching. The SENDCO will be directly managed by the Principal in the first year to ensure the needs of all students are met and particularly those with additional needs or SEND. (At full capacity the SENDCO will be managed by the Vice Principal.) The SENDCO will be an important staff member who will ensure the needs of all students are met. The Vice Principal will be responsible for teaching and learning and curriculum. Heads of House/Faculty will lead curriculum areas and also pastoral Houses. A reduced senior and middle leadership team will meet needs in the first years of opening and also represent value for money as it minimises the use of the POG. The pastoral academic mentors will report directly to the Vice Principal and will be non-teaching staff, to enable them to carry out their roles more effectively. The Pastoral Mentor will manage behaviour and student welfare, liaising with teachers, parents and students to provide consistent support. The Academic Mentor will support student achievement and learning in a range of ways, communicating with parents and teachers to ensure students make rapid progress. They will be expected to act on initiative and support the highest standards, as such they will be on a higher pay scale than offered in many schools for such a role. This is to ensure the best staff are recruited. We will only require two mentors in the first year of opening, however in the second year additional mentors would be recruited, increasing to 6 academic mentors and 6 pastoral mentors at full capacity. A pastoral and academic mentor would eventually be attached to each pastoral house and additional mentors would work with Year 11 and 6th form students on university/employment transition. The LTAs will provide in class and 1:1/small group support for students with SEND. As the subject specialisms of all the SLT will not be known until appointment, for the purposes of staffing calculations, ideal subject specialisms have been assumed. Adjustments will be made if necessary after SLT are recruited. As set out in our vision, teaching staff will be on 80% timetables to allow for increased CPD time e.g. timetabled coaching. They will also contribute to the elective extra-curricular timetable and prep curriculum. This will be part of their directed time. Our staffing plans include part-time teaching, particularly in the opening year when there will be just one year group in the school. However it is our intention to address this in two ways to avoid part-time staff where possible, as part-time staffing can sometimes be less flexible and is not always advantageous:

- Staff will be shared with the Sir Isaac Newton Sixth Form Free School.
- Staff will be recruited who are flexible and innovative and confident to teach across two specialisms in Lower School.

Business Staff Structure at opening

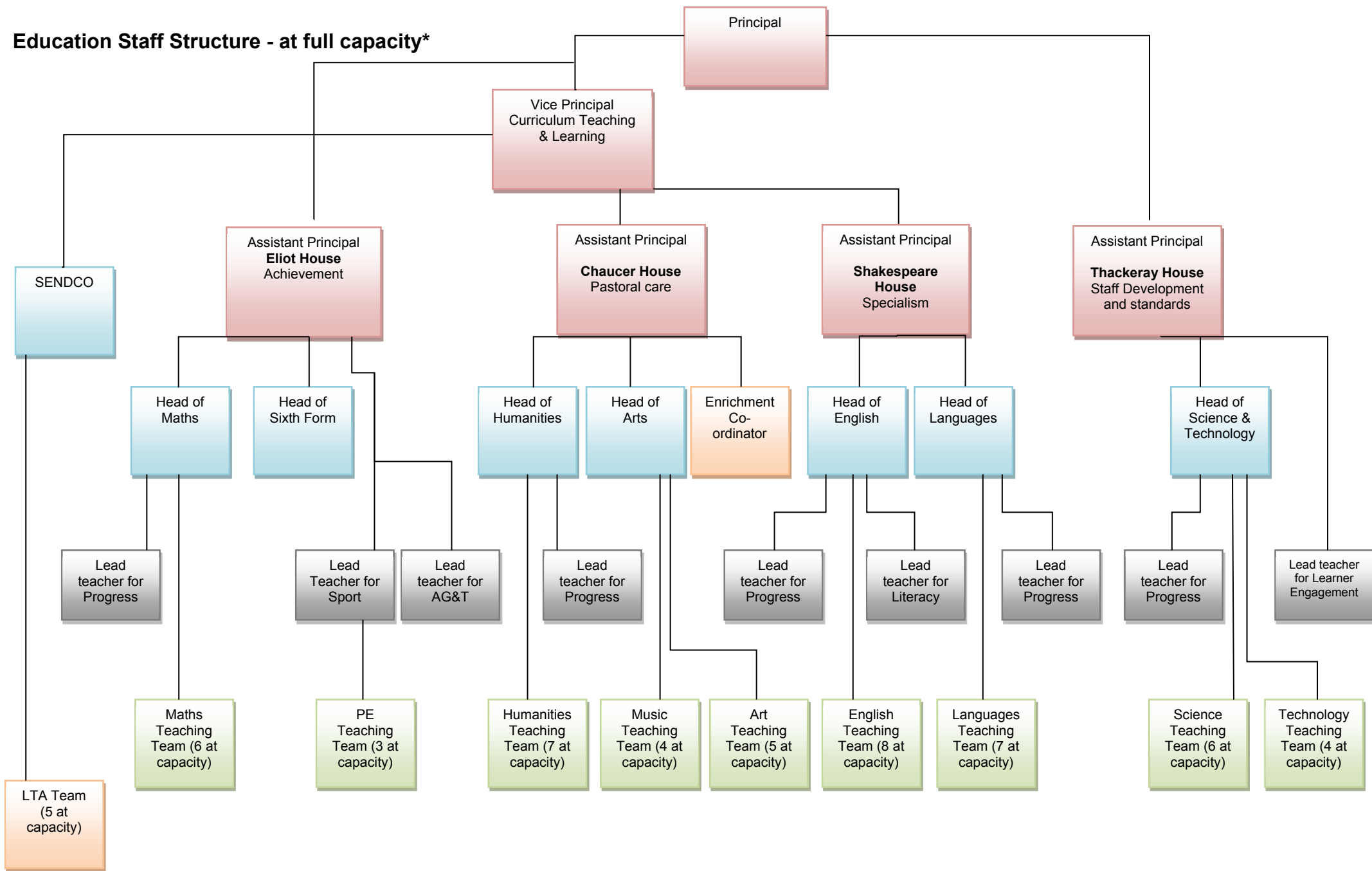


This staffing diagram indicates line management and also levels of accountability

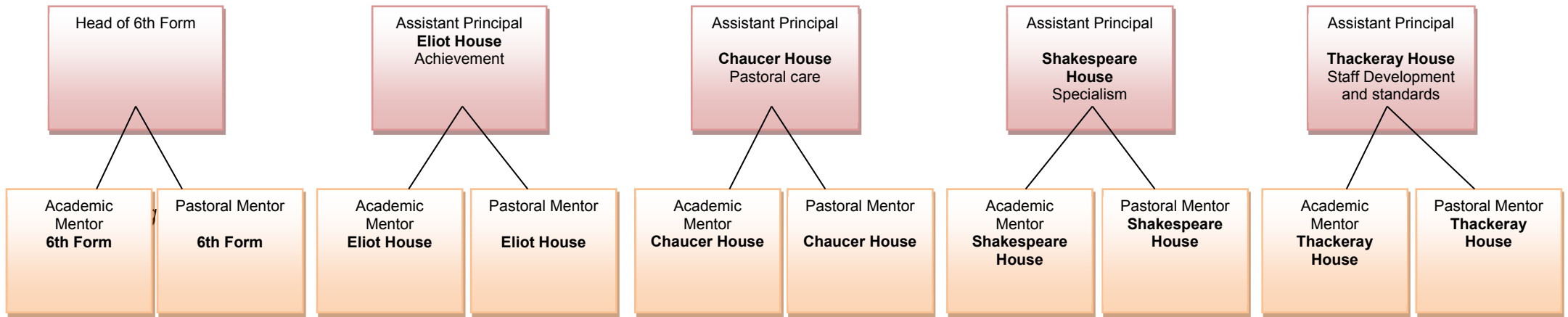
Economies of scale will be employed to ensure value for money and efficiency in terms of business support. The Financial Director and Business Director, Data manager and ICT manager will be employed to work across the schools within the federation. It will be necessary to employ some business support staff solely at the Jane Austen College however, and this is set out in the staffing phases table.

STAFF PHASES TABLE	2014 - 15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Vice Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	2.00	2.00	4.00	4.00	4.00
Head of Sixth Form	-	-	-	-	-	1.00	1.00
Head of House (English & Specialism)	1.00	1.00	-	-	-	-	-
Head of House (Maths & Science)	1.00	1.00	-	-	-	-	-
Head of House (Humanities)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Head of House (Arts and Languages)	1.00	1.00	-	-	-	-	-
Head of Languages	-	-	1.00	1.00	1.00	1.00	1.00
Head of English	-	-	1.00	1.00	1.00	1.00	1.00
Head of Maths	-	-	1.00	1.00	1.00	1.00	1.00
Head of Science & Technology	-	-	1.00	1.00	1.00	1.00	1.00
Head of Arts	-	-	1.00	1.00	1.00	1.00	1.00
Lead Teacher for Learner engagement	-	-	-	1.00	1.00	1.00	1.00
Lead Teacher for able, gifted and talented	-	-	-	1.00	1.00	1.00	1.00
Lead Teacher for literacy	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Progress and Attainment - Maths	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Progress and Attainment - English	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Progress and Attainment - Science	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Progress and Attainment - Humanities	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Progress and Attainment - Languages	-	-	-	1.00	1.00	1.00	1.00
Lead teacher for Sports	-	-	-	1.00	1.00	1.00	1.00
SENDCO	1.00	1.00	1.00	1.00	1.00	1.00	1.00
English Teachers	1.00	2.00	4.00	5.00	6.00	7.00	8.00
Maths Teachers	0.50	2.00	3.00	4.00	6.00	6.00	6.00
Science Teachers	0.50	2.00	3.00	4.00	6.00	6.00	6.00
Technology Teachers	0.50	2.00	2.00	3.00	4.00	4.00	4.00
Humanities Teachers	0.50	2.00	3.00	4.00	5.00	6.00	7.00
PE Teacher	-	1.00	2.00	3.00	3.00	3.00	3.00
Art Teachers	0.50	1.00	2.00	2.00	3.00	3.50	5.00
Language Teachers	1.00	2.00	3.00	4.00	5.00	6.00	7.00
Music Teachers	0.50	1.00	2.00	2.00	3.00	3.50	4.00
Pastoral Mentor	1.00	2.00	3.00	4.00	5.00	6.00	6.00
Academic Mentor	1.00	2.00	3.00	4.00	5.00	6.00	6.00
Business Director	0.20	0.20	0.20	0.40	0.40	0.40	0.40
Finance Director	-	0.20	0.20	0.40	0.40	0.40	0.40
ICT Manager	-	0.20	0.20	0.40	0.40	0.40	0.40
Data Manager	-	0.20	0.20	0.40	0.50	0.50	0.50
Site Manager	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Site Worker	-	1.00	1.00	1.00	2.00	2.00	2.00
Enrichment Coordinator	-	-	1.00	1.00	1.00	1.00	1.00
Catering Manager	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Catering support staff	-	1.00	2.00	3.00	4.00	5.00	6.00
ICT Technician	0.50	1.00	1.00	2.00	2.00	2.00	2.00
PA and Office manager	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PA	-	-	1.00	1.00	2.00	2.00	2.00
receptionist and admin	1.00	1.00	2.00	2.00	2.00	2.00	2.00
Student Receptionist	-	-	-	-	1.00	1.00	1.00
Reprographics Assistant	-	-	1.00	1.00	1.00	1.00	1.00
6th form admin support	-	-	-	-	-	1.00	1.00
Finance Officer	-	1.00	1.00	1.00	1.00	1.00	2.00
Head of Finance	-	-	-	1.00	1.00	1.00	1.00
HR Officer	-	-	1.00	1.00	2.00	2.00	2.00
Data Support	-	1.00	1.00	1.00	1.00	1.00	1.00
Attendance	-	1.00	1.00	1.00	1.00	1.00	1.00
Exams office	-	-	0.50	1.00	1.00	1.00	1.00
Cleaning Staff	2.00	2.00	4.00	5.00	6.00	8.00	8.00
Teaching technicians	-	1.00	2.00	3.00	4.00	6.00	6.00
Learning and Teaching Assistant	1.00	2.00	3.00	4.00	5.00	5.00	5.00

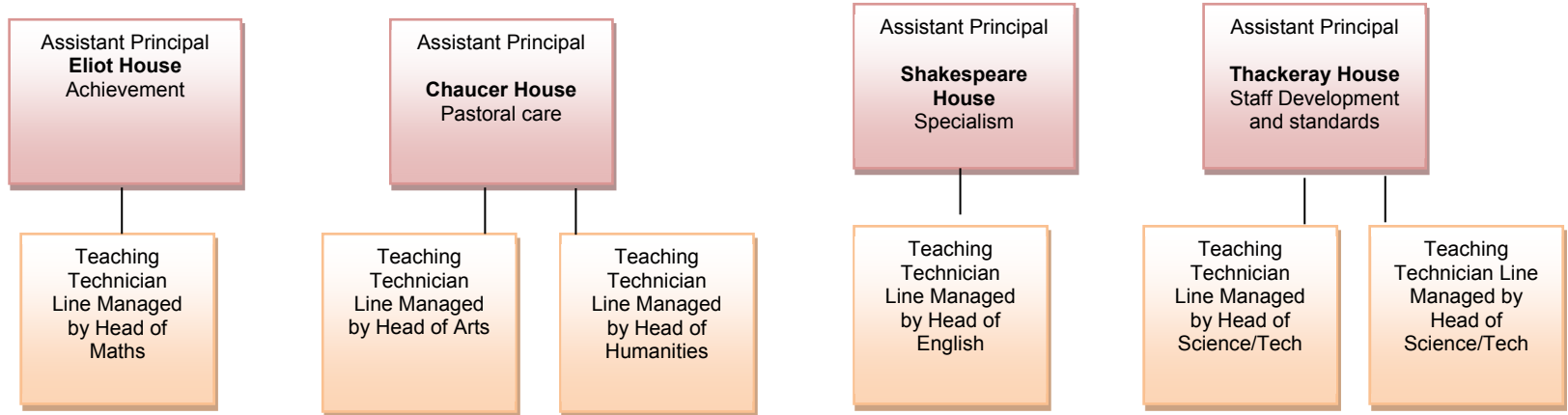
Education Staff Structure - at full capacity*



Education Support staff at full capacity
Pastoral and Academic Mentors



Teaching technicians are attached to each House and support all teaching staff within that House. Specific managers are identified to make line management clear. The technicians are attached to Houses so they can develop **subject specific skills**



Middle Leadership

Heads of Faculty

A small middle leadership team is preferred as it allows for clearer and more purposeful strategic decision making. Six Faculty Heads will be important leaders within the school and will be clearly accountable for the performance of their faculty areas. The Faculty Heads will have a pastoral role in the first two years, but after that, and most importantly, once students begin GCSE study, their main role will be the successful performance of their area in terms of outcomes. These roles with a Head of English, Maths, Humanities, Languages, Science and Technology and Arts reflect our academic English Baccalaureate focus set out in our vision and also the value we will place on the Arts. Once we take students into 6th Form for the first time, a Head of 6th Form will be appointed. This will be a middle leadership rather than senior leadership post and the Head of 6th Form will be line managed by the Assistant Principal with responsibility for Achievement

Rather than being supported by Seconds in Department, as is traditionally the case in secondary schools, Lead Teachers will be appointed.

Our experience is that the role of second in department can lack clarity and strategic direction. Instead, our lead teachers will have clear targets and strategic remits. This will increase accountability and motivation. The roles will be clear and purposeful.

Lead teachers will be appointed with specific roles which will include:

- Able Gifted and talented Provision
- Learner Engagement
- Literacy
- Sport
- Progress in Maths, English, Science, Languages and Humanities.

These roles reflect our focus on aspirational outcomes and also our vision for our English specialism and meeting the needs of all our students. The Lead Teacher for Sport will play an important role in developing extra-curricular sport provision in addition to developing the PE curriculum.

The Senior Leadership Team - our structure at opening and capacity is clear from the staffing structures included

Principal

The Principal will be accountable and responsible for the strategic leadership of the college and day to day running and organisation of the school, staff and students. The Principal will be responsible for ensuring the strategic vision and ethos is maintained and that outcomes for learners and the institution are of the highest standard. At opening, the Principal will be supported by one Vice Principal. The collaborative and supportive nature of the federation will be vital and the Principal will work closely with other Principals within the group and also [REDACTED], the [REDACTED]. In the first year, this will be a teaching post, to enable the Principal to establish high expectations and monitor teaching quality and provision closely. In later years the Principal will not teach, as the school grows and develops. The Principal teaching in the first year, will support financial efficiency and add more teaching capacity, representing good value for money.

The Principal's role:

- To ensure that the College meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the College's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, students, parents/carers and the wider community
- To ensure the College's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the College's education vision is delivered. This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the College's Board of Governors
 - Maximising the College's resources by seeking additional funds from external sources
 - Managing and regularly reviewing the use of available resources, including human resources, to improve students' learning and achievement
- Recruiting and retaining staff of high quality and with appropriate qualifications
- Ensuring effective performance management of all staff and effective workforce development
- Using ICT to support personalised learning, curriculum development and delivery
- Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
- Ensuring the maintenance of the College's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)
- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the College's education vision.
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the College, providing information and advice to the Board of Governors, and developing self-evaluation and accountability
- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the College's Board of Directors

Vice Principal

The Vice Principal will be responsible for standards of Learning and Teaching in the college, as well as curriculum and wider standards. This focus on teaching and learning supports our vision for the college to be a centre of excellence for teaching and learning. This will be a teaching post, with a reduced timetable. Because of the support available within the federation, only one Vice Principal will be required. This

will be financially efficient. The Vice Principal will be the 'right hand' of the Principal.

Key purpose of the position

To support and assist the Principal in providing dynamic and professional leadership for the school, ensuring an excellent academic education for all our students, and supporting and promoting the school's vision

Main areas of responsibility

- Curriculum
- Staffing
- Teaching and Learning
- Standards

Assistant Principal - Head of House

The Assistant Principals (APs) will be accountable for both academic standards and pastoral care within the Houses for which they are responsible. At opening, Assistant Principals will not be required. The first AP will be appointed in the second year and will have a raising achievement responsibility. In the third year, an additional AP will be appointed. The rationale behind this is that, in the third year, the Year 9 students will commence GCSE study. More capacity will then be needed to support the students fully. At this point, the APs will take on the pastoral leadership of two Houses each, to allow the Heads of Faculty to concentrate fully on curriculum and learning and teaching. We would have four APs at full capacity. The APs will be a figure head for their House(s) and be responsible for the pastoral care of students within that House. This will be done with the support of non-teaching pastoral and academic mentors.

Staffing of Sixth Form Provision

In its 6th year, the college intends to continue its provision into sixth form. This will be facilitated through a joint sixth form with the Sir Isaac Newton Sixth Form Free School. Teaching staff will be shared across the two organisations and staffing will be dependent on options chosen by students. However our staff phases table includes assumptions about staffing requirements given our vision and specialism.

D4 Meeting the needs of all students

All students at the Jane Austen College will be entitled to support for their learning needs enabling them to develop skills, knowledge and understanding to their full potential and maximum personal benefit. Our vision is clear - that we will provide a high quality education for all and therefore meeting the needs of all students is essential to the aims and principles of the college. We are aware that a particular challenge for us will be to support students in meeting their needs and ensuring they will be able to achieve academically.

Our Student Profile

Our student profile is likely to include students with very wide ranging attainment. Given that over 50% of primaries in Norwich are not ensuring that students make the expected progress, we can expect a large number of students to arrive with below average attainment. We will also expect between 10% and 15% to have special educational needs. A small number, between 2% and 5% may be EAL. At the same

time, we can also expect to have high ability students. Our curriculum must meet the needs of students with a wide range of abilities from a wide range of contexts. A key feature of the potential student profile is that many will have low aspirations due to social and economic context or low prior attainment. Our support will be specifically tailored to meeting the needs of this student profile.

All students will be part of our 1:1 mentoring programme and will benefit from the highest standards of pastoral and academic support, but some students will need different and additional support.

The college will of course adhere to the Equalities Act (2010) and the SEN Code of Practice.

Principles

- All students are entitled to a broad, academic and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods. All students are entitled to access the college curriculum fully. Whilst personalised intervention will be implemented, this will never mean withdrawing a student fully or significantly from the curriculum. Our aim will always be to ensure that we support students in being part of mainstream lessons within the college.
- The culture, practice, management and deployment of resources in the college will be designed to ensure all students' needs are met
- Interventions for each student will be reviewed regularly to assess their impact, the student's progress and the views of the student, their teachers and their parents.
- Students' learning should happen alongside their physical, emotional and spiritual development
- All teachers at the college are responsible for meeting the needs of the students they teach, with support from key staff such as the SENDCO and LTAs.
- Parents have an important role in deciding suitable support. Our staff and parents will work in partnership. This approach is supported by the recent SEND Green Paper²⁰
- We will work together with the LEA to ensure that any child's special educational needs are identified early. We will ensure there is close co-operation between all the agencies concerned
- Governors have responsibility for ensuring the Academy implements its special needs policy

These principles are in line with the 'Critical Success Factors' set out in the SEN

²⁰ <http://www.education.gov.uk/childrenandyoungpeople/send/b0075291/green-paper>

Code of Practice

Types of Different Needs

In some cases that will mean ensuring that we meet the needs of students who have a special or additional need or a medical need or disability. In order to achieve the academic outcome we are aspiring to, these students will need structured and highly effective support. A priority for the college will be to ensure that all students can read - including both reading for meaning and inference and make expected progress with regards to reading.

'More than a fifth of children (21%) in England are said to have special educational needs (SEN) - about 1.7m children'²¹. This is a large amount of students. In Norfolk, on average, there are also 21% of students in each school that have a special educational need. In terms of our demographic, it is vital for us to plan effectively to meet their needs.

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

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.²²

We define special educational needs in terms of a staged level of difficulty a child has compared with the majority of children of the same age. Provision and resources are available at each stage*.

School Action	characterised by short-term difficulties in understanding, temporary drop in self-esteem and minor emotional problems. Low basic skills or specific learning difficulties supported by basic skills programme.
School Action Plus	characterised by very weak basic skills, emotional and behavioural difficulties, or specific learning difficulties . Supported by basic skills programme created in conjunction

²¹ <http://www.bbc.co.uk/news/education-11296012>

²² SEN Code of Practice
<http://media.education.gov.uk/assets/files/pdf/s/special%20educational%20needs%20code%20of%20practice.pdf>

	with external agencies
Statemented	characterised by very weak basic skills, emotional and behavioural difficulties, or specific learning difficulties supported by a programme prescribed by a statement of support.

**The government is however, currently proposing a single category of SEN.*

There are many different types of needs, which our prospective students may have. The figures referred to in this section are from the Department for Education SEND Green Paper (2011)²³ Often a student may have complex needs which arise from a number of different needs and the college will be mindful of this.

A clear SEND policy will be in place at Jane Austen College, which will outline clearly all SEND procedures and roles and responsibilities.

Moderate learning difficulties

Nationally 24.2% of students with a special educational need have a moderate learning difficulty. This is the largest category. We are therefore likely to have a large number of students with this kind of need. This is supported by the wide experience of teachers in our proposer's group.

Speech, language and communications needs

Nationally 16.3% of students with a special educational need have a speech, language and communications need. Based on this we can expect a slightly smaller percentage of our special educational needs students to have this kind of need.

Physical and medical needs

Students in Norfolk schools currently, with physical and medical needs in Norfolk schools include children and young people with: Leukaemia, Muscular Dystrophy, ME, Perthes Disease, loss of limbs, acquired brain injuries, Diabetes, Epilepsy and Cystic Fibrosis amongst others. This may include students who are disabled.²⁴

The college will have a policy for the education of pupils with medical needs, and a named contact to ensure communication is effective between the student, school and parents and any other agencies. This named person will be the SENDCO.

Often, it is the case that students on medication may need this to be administered within school hours. The college will have a policy on the administration of medicines.

²³ <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

²⁴ <http://www.schools.norfolk.gov.uk/view/NCC097385>

There will be a care plan in place which clearly shows what the regime is, who is responsible and what to do in the case of an emergency. Health professionals will support in the preparation and development of these plans and may offer training to designated staff.

Medical Needs can also include students with autistic spectrum disorders, ADHD, ADD and ODD. Students with autistic spectrum disorders are less common in mainstream schools, but it is very possible the college may have some students with this need, especially given the national statistics. 8.1% of students nationally, who have a special educational need are on the autistic spectrum. Students with ADHD and ADD are more common and often this medical need is combined with an emotional, behavioural and social need.

Visual and Hearing impairment is another medical need that can be linked to a learning need. 3.4% of students nationally who have a special educational need have a visual or hearing impairment.

Behaviour, emotional and social difficulties

Nationally 22.7% of students with a special educational need have a behavioural, emotional and social difficulty. As with moderate learning difficulties, it is likely that a large proportion of our students with SEN (up to a quarter) will have this kind of need. This may be accompanied by a medical need such as ADD or ADHD. This is supported by the wide experience of teachers in our proposer's group.

Students with social and emotional needs will need specific support. This can (although not always) be clearly linked to issues with poor behaviour in school. This can be a barrier to learning and must therefore be properly addressed. Increasingly in schools, students are also having mental health needs. Often, the support of outside agencies will be necessary, if a student's needs go beyond what is offered by the college's pastoral care systems. Pastoral Support Plans may also be implemented, as set out in D7.

Additional Educational Needs

EAL Students

The number of EAL students in Norwich and Norfolk is significantly lower than the national average. Students in Norfolk schools are predominantly white and British. However in recent years, largely due to the increase of Eastern European immigrants moving to the area, more EAL students have enrolled in Norfolk schools. The East of England is experiencing high numbers of East European immigration. Almost all of the students, on arrival are at an early stage of learning English. Students from Poland, Latvia and Hungary are becoming common in Norwich schools. This makes support for EAL students very important. It will be essential for us to overcome barriers to learning for these students, in order that they will achieve their academic potential. It would be important to seek support from the specialist Norfolk EAL support services to ensure these students' needs are met.

Children who are looked after (CLA)

It is likely that some potential students of the Jane Austen College will be children who are looked after. The needs of these students will be varied according to the individual. It is the experience of the proposer's group that often children who are looked after, often need particular support with aspirations in order to fulfil their academic potential. The different needs of these students would be assessed and monitored. Pupil premium funding would be used to improve outcomes.

Disabilities

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.²⁵ However some students with disabilities may also have a learning need. This is not always the case, for example a student may have a physical disability and need a wheelchair, but this may not affect them in terms of learning. (Provided the necessary adjustments to the college environment are made of course)

Gifted and Talented

There are many different definitions of Gifted and talented students. One definition, which the Jane Austen College will adopt is:

"Children and young people with one or more abilities developed significantly ahead of their year group or with the potential to develop these abilities."²⁶

Traditionally, gifted and talented students are the top 5-10% attainers. However the Jane Austen College would be careful not to let this percentage guide identification too rigidly. We will also be aware of the possibility that students may have dual or multiple exceptionalities

A G&T register would be set up to record students. This would be set up using a wide range of data to inform identification, including:

- prior attainment data
- assessment and tracking data
- parent referral
- student self referral

Alongside the register, individual learning profiles would be created, in communication with the students, to enable staff to effectively support these students.

²⁵ Section 17 (11), Children Act 1989

²⁶ <http://www.nagcbritain.org.uk/schools.php>

The college's aspirational ethos would directly support G&T students. It would be an excellent environment for G&T students to thrive. Our 'stage not age' curriculum would be particularly suitable in meeting their needs. A clear G & T policy would be in place to make the roles of staff, identification and monitoring processes clear.

Students from deprived contexts

With our particular student profile in mind, one need which many of our students will have is that they will have low aspirations and/or prior attainment due to coming from a background of deprivation. It might be that these students are in receipt of FSM. However this will not be the only indicator, as it is sometimes the case that families do not claim for FSM due to a perceived stigma. Prior attainment data and up to date monitoring of attainment behaviour and attitude will also be used to identify needs.

The need here is twofold:

- Raising Aspirations
- Closing gaps in attainment.

It is central to our educational vision to ensure that these students are successful. We will raise aspirations through our 1:1 mentoring programme and careers advice and guidance. Also, our extended day and extra-curricular provision will ensure that their peer groups value learning and achievement. Our rewards strategy (set out more fully in D7) will motivate and reinforce success. We will successfully bring about ethos change for these students. Our prep curriculum and academic curriculum will encourage scholarship.

In addition to raising aspirations, master-classes and 1:1 support will address attainment gaps and address low confidence. Literacy and numeracy support will be the first priority. Academic Achievement Plans will be implemented, with the support of Academic mentors to ensure these students are supported fully.

Support for students

Some of the structures and systems that may be used to support students with different needs are:

- Literacy and/or numeracy intervention programmes including master classes and 1:1
- Reading, comprehension and inference support - delivered alongside the morning reading programme,
- Individual sessions working on IEP targets
- Personalised curriculum e.g withdrawal from additional language for literacy intervention
- In class support from LTA or mentor
- Support as part of prep curriculum
- Enhanced Mentoring
- Planning meetings with all staff involved
- IEP is written, distributed and used to ensure the student's needs are planned for carefully.

- Review of progress at each data point (half termly)
- Training for teaching and support staff
- Support from external agencies as required.

If the student continues to make little or no progress this will be discussed with teachers, SENCO and parents at each review of the child's IEP or Academic Achievement Plan. Intervention, or a referral for further support will be implemented as needed.

The triggers for intervention will be that despite receiving individualised support under the child:

- Continues to make little or no progress in specific areas.
- Continues working at National Curriculum levels/GCSE grades substantially below that expected of children of similar age
- Continue to have difficulty in developing literacy or mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme
- Has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication and/or interaction difficulty that impede the development of social relationships and cause substantial barriers to learning.

Students with a statement of education need will be supported by LTAs in class support, as outlined in their statement. A programme of additional support, in line with their specific needs would then be implemented. Annual statement reviews and half termly IEP reviews would monitor progress carefully.

The classroom and staffing

Role of Teaching Staff

It is the role of teaching staff to ensure that they:

- provide support which is additional or different from those provided as part of the school's usual differentiated curriculum offer and strategies. They are required to read IEPs and Academic Achievement Plans and use these, alongside additional prior attainment data to plan effectively to provide this support.
- All teaching staff have a responsibility to be familiar with the college's Inclusion Database and Register of Special Educational needs. They also have a responsibility to provide the necessary resources a student might need in order to learn and progress effectively.

- With regard to students with care plans, they have a responsibility to read and be familiar with the care plans of all students in the college, not just those that they teach.
- Teaching Staff also have a responsibility to seek advice and support from the SENCO or their line manager, should they feel they require further support or training in order to meet the needs of all students highly effectively.
- Monitor prior attainment data and information on student groups, ensuring that concerns are reported to line managers.

Role of SEND Co-ordinator

The Special Educational Needs Co-ordinator is responsible to the Vice Principal. The responsibilities of the SEND Co-ordinator include: (as set out in the SEN code of practice)

- The day to day operation of the college's Special Educational Needs and Disabilities Policy
- Drawing up a strategic plan for the development of SEND provision at the college
- The deployment of support staff e.g. LTAs
- Liaising with and advising fellow teachers
- Initial assessment and diagnosis of students including liaison with primary feeder schools
- Advising and arranging INSET with regard to SEND issues
- Taking the lead in managing provision for students in key stage 3, 4 and 5
- Updating and overseeing the records of all students with Special Educational Needs and Disabilities, including those with medical needs.
- Writing IEPs in consultation with teaching and support staff
- Monitoring and reviewing IEPs
- Working in partnership with parents of students with Special Educational Needs and Disabilities
- Liaising with external agencies
- Arranging and chairing the annual review of students with statements.
- Making referrals for a Statement of Education and providing sufficient evidence
- Making special arrangements for SEND students undertaking assessments and GCSE examinations with subject teachers and examinations officer
- Monitoring the progress of students in terms of the development of basic skills
- Monitoring the progress of students across the curriculum using evidence that comes from the half termly data tracking.

The Role of the Governing Body

It is the role of the college's governing body to be up to date and knowledgeable about the SEND provisions available, including how funding, equipment and personnel resources are deployed. There will be a nominated Governor for SEND. It is their role as governor to ensure that the SEND provision is an integral part of the

academy development plan and that the quality of the SEND provision is continually monitored. The governing body will also hold the college, through the Principal, to account regarding the provision for and progress made by all students who have a different or additional need.

The Role of the Support Staff (LTAs)

- To take responsibility for supporting named students with identified special needs and/or statements
- To support the student(s) in class and/or withdraw in order to meet their IEP targets, under the direction of the SENDCO
- To keep accurate records of each student's progress in line with the Academy's tracking and reporting procedures
- To liaise with the SEND Co-ordinator
- To be active in seeking further training provided by the Academy
- To be available to contribute to the Annual Statement Review and Achievement Review Meetings.

ICT

ICT will be key to our support for the different needs of students. This will take three different forms:

- The use of ICT for specific students within lessons e.g. dyslexic students might be able to access the curriculum more effectively if they use a laptop in lessons. ICT can be effectively used to engage student if it allows them to experience success and overcome potential barriers, such as handwriting issues or physical barriers such as undeveloped motor skills.
- Software packages that will be used for 1:1 or small group interventions. For example, we will consider using 'Lexia' software to support reading intervention.
- ICT will also be crucial to our monitoring and tracking systems, through our use of a Student Information Management System, as outlined in D5.
- Through our prep curriculum we will also ensure that students from deprived backgrounds have access to ICT so that they are not disadvantaged.

The deployment of ICT resources to support the different needs of students will be the responsibility of the SENDCO if that child has an special educational need or disability, whilst the maintenance and setup of ICT resources would be the responsibility of our ICT technician. The deployment of ICT resources to support students with different needs e.g. a background of deprivation will be the responsibility of the class teacher.

Other Agencies

The College will have a named school nurse, educational psychologist and counsellor to whom references are made. A 'pay as you use' service is offered by Norfolk. Similarly, contact will be made with the Social Services Department and

Education Welfare Service as appropriate. We also work with the following services provided centrally by the local Education Authority and the Health Authority.

- Speech and language therapy services
- Specialist EAL Support
- Sensory support team
- Medical Needs team
- ADHD support unit
- Physiotherapy
- Disability Co-ordinator
- Paediatric Occupational Therapy team
- **CAMHS (Child and Adolescent Mental Health Services)**
- Travelling Children Services
- Short Stay School for Norfolk (Whilst we do not see this as a service we would necessarily need, this support is available for Norfolk Free Schools on a 'pay as you use' basis.)
- Norfolk Advisory Services (a range of INSET is available to train staff as required)
- Critical Incident Support Service

Partners

- As part of the East Norfolk Academies Trust, we will have links with all the schools which are part of the group. This gives us access to considerable experience and knowledge, which will be invaluable when ensuring we meet the needs of all students.
- Our partner organisation, The Guild of Teaching, will have access to experts in all fields of SEND and will be able to provide INSET and support for teaching staff as required.
- Our cultural and arts partners, such as the Norwich theatre Royal, NORCA, and the RSC will be essential in terms of engaging students with different needs in the curriculum and extra-curricular provision.
- The Open Youth Trust is a key partner. They are a charitable Trust who work to improve outcomes for young people in Norwich, particularly those from challenging contexts.
- An important informal partner will be the Norwich Primary Free School. The Primary Free School have specialist expertise in dyslexia provision, which we would be able to benefit from. This partnership will grow from the positive relationship Ormiston Victory Academy has with the school and its Principal, who is supportive of our bid.

The School Environment

The Jane Austen College will have a SEND suite on site, which will include a classroom environment where groups of students can be taught, but also small rooms where 1:1 support or interviews can be held. It will also be important to have space for teachers, the SENDCO and parents/other agencies to meet and be

ensured confidentiality and privacy. ICT facilities for SEND purposes must also be available. In terms of resources, laptops would be made available to students who required them in lessons.

In terms of pastoral support - which is key to supporting students with different needs, there will also need to be spaces dedicated to 1:1 mentoring.

It will be important for the spaces dedicated to supporting students with different need are centrally placed within the college. This will prevent any suggestion of segregation or difference.

Until a site for the college is identified, the specifics in terms of layout cannot be determined - but the key principles mentioned above will be essential.

Our school will also of course be compliant with the SEN Code of Practice and also the 2012 Equalities Act.

Disabilities

Not all students with disabilities are considered to have a special educational need, however it is essential that all disabled students are able to access the curriculum and we will take all reasonable steps to ensure that they can. For example, if a student used a wheelchair we would take the steps necessary to ensure that they were able to access the curriculum as fully as possible. Under the Special Education needs and Disability Act 2001, it is unlawful to discriminate against disabled or prospective learners by treating them less favourably. The Disability Discrimination Act (DDA) 2005²⁷ sets out the general duties of schools. In line with the Act, we will give due regard to:

- eliminating disability discrimination
- eliminating harassment of disabled students
- promoting equality of opportunity for disabled students
- taking steps to take account of disabled person's disabilities
- promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life.

We will make strategic plans to improve accessibility to the college premises and to ensure written information and resources and delivered in a way that is accessible to disabled students.

Summary

Our aim, when supporting the needs of all students will be to ensure that they can access the curriculum and be able to achieve academic success.

The Jane Austen College is likely to have students with a range of needs, as set out clearly in this section and we will have clear systems in place and resources available in order to meet those needs.

Our curriculum (as set out on D1 and D2) is carefully designed so that aspects of the school day can be adapted to meet individual needs. For example a student might receive 1:1 reading support during morning reading time whilst their peers read individually. Prep time could also be used to facilitate a master-class in skills/knowledge needed by a group of students.

Our tracking systems, set out in D5 will allow us to monitor the progress and attainment of all students closely. This will aid the identification of different needs and also allow us to monitor the progress and attainment of students already identified as having a need highly effectively.

Our pastoral care systems and also our approaches to improving behaviour, attendance and wellbeing will also support the varied needs of students.

Overall it is our clear vision, for all students to be able to achieve academic success and also the belief that all students have the right to a high quality education that will enable us to provide exceptional support for the different needs of all our students.

D5 Monitoring Pupil Progress

We have set out clearly in our vision that the Jane Austen College will be a very aspirational school, with high standards of academic achievement. This ethos will be reflected in our target setting. We are aiming to provide a high quality first choice 16-19 school for the families of Norwich and our aspirations and standards must reflect that.

These targets will be achieved by

- outstanding quality of teaching
- the best pastoral and academic support
- our desire to be the flagship school of the East Norfolk Academies Trust
- The expertise we will have as a result of our English specialism.
- The expertise we will benefit from as a result of our partnership with the Sir Isaac Newton Sixth Form Free School.
- Our partnerships with prestigious organisations, leading to curriculum enhancement (The Sir Isaac Newton Free School, The RSC, The Norwich Theatre Royal etc)
- Our unrelenting aim and ambition of raising standards for the families of Norwich.

Areas of achievement

In our vision we have set out clear targets for what we hope to achieve at the Jane Austen College relating to: achieving academic success; literacy and numeracy outcomes; EBacc outcomes; progression and also the outcomes for the organisation such as achieving an outstanding judgement at Ofsted. These targets will be explored more fully in this section and we will also set additional targets in key areas such as student and parent satisfaction and staff morale and development.

Academic Success, including EBacc outcomes

These targets reflect the attainment of students who will have been attending the Jane Austen College since year 7. The students will have experienced five years of outstanding provision, in order to enable them to achieve these aspirational outcome.

- We will expect at least 85% of our students to achieve 5A*-C in English and Maths. We would aim to raise this target to 90% as the school develops.
- We will set a target of 50% of our students achieving 3 or more A/A* grades.
- We will aim for at least 70% of our students to achieve the EBacc.
- We will set a target of 100% of our student making at least 3 levels of progress in English and Maths between key stage 2 and 4. We will set a target of 70% of our students making 4 levels of progress.

Our students will develop competence and proficiency in at least one language. It is our expectation that all students will aim to achieve the English Baccalaureate. They will all follow an EBacc pathway. We believe this is essential for our students, to prepare them for A Level and University study.

Literacy and Numeracy

- We expect 90% of our students to achieve Level 5 in English by the end of Key Stage 3 (The national average is 82%)
- We expect 90% of our students to achieve level 5 in Maths by the end of Key Stage 5. (The national average is 81%)
- To reflect our English specialism, we will also set a target that 50% of our students will achieve a Level 6 or above
- We will also expect 50% of our students to achieve a Level 6 or above in mathematics
- We will expect our students to make at least 2 levels of progress between Key Stage 2 and Key Stage 3.

It should be noted that all these targets are above national averages and those averages are generally based on students being assessed at the end of year 9. Our students will be expected to reach these levels by the end of year 8. They will be able to do this, because of the excellent quality of teaching and academic and pastoral support they will receive.

The targets reflect our vision, in that they demonstrate our aspirations for addressing underachievement at key stage 2 for our potential students.

Progression

We will set a target of 100% of our students leaving the college and progressing to higher/further education or training. We will have no NEET students. 80% of our students will progress after year 11 to our joint 6th form (with the Sir Isaac Newton Sixth Form Free School) Those who do not, will progress to appropriate training, supported by high standards of advice and guidance. 100% of students leaving the 6th form will progress to university - the best universities.

Achieving an Ofsted outstanding judgment

- We will aim for our achievement to be judged as outstanding by Ofsted
- We will set a target of 100% of teaching being good or better.
- In the year of opening, we will set a target of at least 50% of teaching being outstanding. The 50% is appropriate as we intend to appoint enthusiastic and talented NQTs who need support to teach consistently outstanding lessons. This target will be raised by 10% each year as our staff become more experienced in the college's particular pedagogical vision. The quality of teaching and learning will be closely monitored. This will be supported by the Guild of Teaching, who will also provide tailored CPD and subject/specific area audits.
- We will set a target of achieving at least 97% attendance.
- We will aim for our behaviour to be judged as outstanding by Ofsted
- We will aim to achieve outstanding judgments in all four categories: achievement, quality of teaching, behaviour and leadership and management.

Pupil and parental satisfaction

We will set a target of 100% of our parents and students being happy with the standard of education we provide. This will be assessed through parent and staff surveys and Monitoring of 'Parent View'.

Staff morale, development and retention

We want 100% of our staff to be happy teaching at the Jane Austen College. They will feel supported and that they are receiving the highest standards of professional development. This will be monitored through CPD evaluation, staff surveys, performance management meetings and exit interviews. We will of course expect high rates of retention. However it will also be important to us, to support colleagues when it is the right time for them to progress to the next stage of their careers.

Participation in the prep curriculum and extra-curricular activities

100% of our students will take part in both the prep curriculum and extra-curricular activities. This will be achieved through compulsory participation in our extended day.

These targets in the context of the experience of our team

The team behind the Jane Austen College have a proven track record in achieving aspirational targets and improving schools. In just two years, Ormiston Victory Academy has raised its 5 A*-C including English and Maths from 38% to 68%. This suggests that 85% is possible considering the students taking those examinations at the Jane Austen College will have experienced five years of exceptional provision. Ormiston Victory Academy has also raised the number of students achieving 3 or more A/A* graded from 9% to 36% in just two years.

The number of students completing the EBacc at Ormiston Victory Academy is also increasing. The number of students taking EBacc subjects has doubled each year since the Academy opened and 50% of students began GCSEs in 2012, on the EBacc pathway. We believe these targets are realistic, although highly challenging, and we also believe that the families of Norwich deserve nothing less.

Overall aims

A student who leaves the Jane Austen College will be progressing to one of our country's best universities (Russell Group). They will be independent, ambitious and self-disciplined. They will have a genuine love of learning and be well read. The opportunities they have had will be wide ranging - and they will have been able to pursue their interests and passions through curricular and extra-curricular opportunities. In particular they will have increased extra-curricular opportunities linked to English, culture and the arts. They will be resilient. and will understand that through developing a growth mind set they can achieve great things. They will have many options in terms of their future career or education. Above all, their life chances will have been greatly improved and they will have enjoyed their time at Jane Austen College. They will be proud to be a Jane Austen College alumni.

Types of Assessment

Our curriculum planning will place effective assessment at the heart of our schemes of learning. Curriculum design will be based on the 'spacing effect' and the 'testing effect'. We believe this approach will be essential in developing memory and resilience in our students.

Assessment built into the Lower School curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress. We will also use CAT tests and reading tests to indicate reading age. Working closely with primary schools during transition will also allow us to gather data on student's starting points. All of this data will be used to create suitable intervention packages and plan effectively.
- Day to day assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress
- Half termly formative assessment in each subject.
- Fortnightly formative assessment of independent work undertaken as part of the prep curriculum.

- End of year summative test in each subject. We would consider the use of optional tests for this, but would also like to explore producing our own tests, in partnership with the Guild of Teaching. These assessments would provide us with a national curriculum level but also a measure of progress.

Assessment built into the Lower School curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress.
- Day to day assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress
- Half termly formative assessment in each subject.
- Fortnightly formative assessment of independent work undertaken as part of the prep curriculum and other independent assignments.
- Mock examinations carried out as part of a mock examination schedule to prepare students for GCSE/AS examinations. These will be summative, but will also be used as formative assessments, as students will be set targets based on performance.
- GCSE/AS examinations, which will lead to a qualification. These will take place at the end of year 10 or 11.

Assessment built into the Sixth Form curriculum will comprise of:

- Baseline tests in all subjects which will be completed when students join the school. This will give us an indication of starting points from which to measure progress.
- Day to day assessment - AfL within each and every lesson, will ensure student progress is monitored and teachers can intervene to support that progress
- Half termly formative assessment in each subject.
- Fortnightly formative assessment of independent work undertaken as part of the prep curriculum and other independent assignments.
- Mock examinations carried out as part of a mock examination schedule to prepare students for AS/A2 examinations. These will be summative, but will also be used as formative assessments, as students will be set targets based on performance.
- AS/A2 examinations, which will lead to a qualification. These will take place at the end of year 10 or 11.

Academic Mentoring

In addition to academic assessment, we will also record the targets set in coaching sessions for every individual student and each student's progress towards these targets. This will form their Academic Achievement Plan. Students will play an active role in target setting and creating the AAP. We will regularly assess students' progress towards achieving their goals and support and intervene where needed. Mentoring will take place during House Time and Reading Time every day. Students

may also attend mentoring during lesson time, but this will be organised on a rota so that a student does not miss the same lesson twice. Students will have a mentoring session once a half term. The mentoring will be influenced by Carol Dwecks' theories of 'growth mind set' and the aim will be to raise aspirations and self belief and the idea that intelligence can be developed. Academic Achievement Plans will be electronic but they will also be shared with parents and included in student's diaries.

Purpose of targets

Aspirational targets are essential to drive forward school improvement. They will give our students and staff a sense of purpose, and of course achievement when they are met. Key targets will be shared at the start of each academic year and referred to throughout the year in meetings and CPD. Progress against key targets will be displayed around the school - on staff computer screens and noticeboards.

Targets will be used at several levels - however each level will be influenced by overall targets for the college.

- Whole school - Annual Development Plan and SEF targets
- House level - Heads of House will set targets within their Faculty and Pastoral Development plan
- Curriculum Level - once the college is at full capacity, Curriculum Heads will set targets within their Curriculum.
- Staff Level - staff will set personal targets as part of Appraisals and Personal Development Plans.
- Student Level - as part of the academic coaching and monitoring programme students will set targets for themselves in their Academic Achievement Plan.
- Some students will also have targets as part of IEPs/PSPs (as set out in D4) and these will be closely linked to their Academic Achievement Plan which will take a holistic view.

These development plans will be regularly discussed in line management meetings and referred to in termly appraisal meetings. Appraisal targets for staff will be set, referring to targets as part of performance management arrangements.

Curriculum and teaching and learning

Student's individual targets (set using an expectation of four levels of progress) will support teachers with lesson planning and differentiation within the lesson. Group Academic Achievement Plans may also be implemented if several students within a group are not on track to meet targets.

Once a half term, every member of staff will discuss their classes within their subject/faculty area to share progress against targets. Intervention strategies will be discussed and suggested. In this way, performance against targets is open and transparent and staff will regularly support each other and share expertise.

Whole School Evaluation

The Principal will review the Annual Development Plan and Self Evaluation Form on

an annual basis and also update termly, to enable judgements to be made about the success of the college. This will be a key focus of strategic SLT meetings. The Principal will be accountable to the success of the college and will therefore need to monitor performance of all areas and aspects of the college closely and regularly.

Reporting to Parents

We will openly share some of our important targets with our parents and carers. They are important stakeholders and need to be aware of the organisation's aspirations in order that they can support the college's vision and the achievement of these targets.

We will share:

- their child's targets in all subjects. This will be done at the start of each year in an academic achievement letter home. Progress against these targets will be reported termly in a parent report. Parents will also be able to access this info at any time through our student information system, which they will be able to log in to.
- Progression aspirations - we will talk to our parents about our aspirations for our students to go to university. This will be discussed in initial parent-teacher meetings before students start at the college and also at Open Evenings and Parents' Evenings. Our parents will be an essential part of this. Without their support, it will be difficult for students to progress to university. We will explain clearly that this is our target but also why it will enhance the life chances and opportunities of their child.
- Our Ofsted targets. It is important that our parents know we are aiming to provide an outstanding education for their child.

We will go beyond standard school practice by expecting parents to engage fully in the reporting process. After reports are sent home we will ask parents to discuss the report with their child and complete a termly academic feedback form as a result of their discussion. Any action points or issues will be picked up by House Tutors.

Wider Community

We will publicise our progression aspirations and key attainment targets on our website and also our progress towards these targets. A community newsletter will also share our successes with parents, staff and the wider community. This will include our partner organisations.

Governors

All of the targets we have set will be an integral part of our ADP, which will be reported and monitored by governors. They will therefore be able to hold the Principal and other staff to account.

We will also report our progress against ADP targets directly to the CEO of the Inspiration Trust, so they can monitor the success of the school.

Monitoring and reporting systems

We will use a student information management system to collect and store information and data about students at the Jane Austen College. This could be SIMS or Eportal, but we would explore all the possibilities to choose the system best fit for purpose.

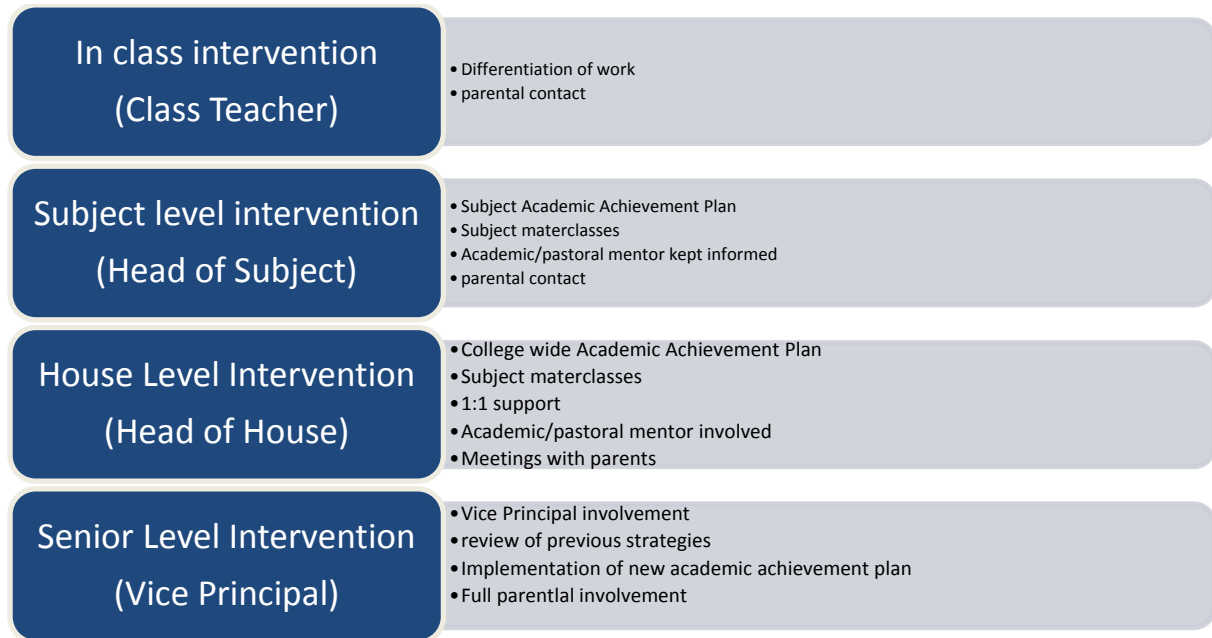
Data will include:

Type of information/data	When will this be collected?	Who will collect this?	Who will this be shared with?	How will this be stored?
Baseline tests including CATs and reading tests	When a student starts at the college	Teaching staff and SEND team	All teaching staff and pastoral and academic mentors	Student data spread sheets Student Information management System
Student group data e.g. FSM/CLA/EAL/SEND/AGT	When a student starts at the college and reviewed termly or when more information is available/updated	Data Manager	All teaching staff and pastoral and academic mentors	Student data spread sheets Student Information management System IEP/PSP/AAP
Half termly formative assessment levels/grades	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	Student data spread sheets Student Information management System IEP/PSP/AAP
Life Ambitions	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors	Student Information management System IEP/PSP/AAP
Academic Targets	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors	Student Information management System IEP/PSP/AAP
Barriers to Achievement	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors Parents/carers	Student Information management System IEP/PSP/AAP
Progression towards growth mindset	1/2 termly/termly in academic mentoring	Academic mentor	All teaching staff and pastoral and academic mentors	Student Information management System

			Parents/carers	IEP/PSP/AAP
Subject Next Steps	Half termly	Teaching Staff	All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers	IEP/PSP/AAP
Full academic report	Twice a year	Teaching Staff	All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers	IEP/PSP/AAP
Rewards	As they occur	Staff issuing reward	All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers via student information system or letter home.	IEP/PSP/AAP
Consequences	As they occur		All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers via student information system or letter home.	IEP/PSP/AAP
Specific incidents of bullying	Staff witnessing an incident or who have it reported to them must inform their Head of House as soon as possible, who will take responsibility for recording	Head of House	All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers	IEP/PSP/AAP
Exam Entries	As necessary	Exams officer (will not be needed in first two years of opening)	All teaching staff and pastoral and academic mentors	Student Information management System
			Parents/carers	
Medical Needs	As necessary	SENDCO	All staff	Student Information management System
				IEP/PSP/AAP
Information on SEND/AGT	As necessary	SENDCO	All teaching staff and pastoral and academic mentors	Student Information management System
				IEP/PSP/AAP

Interventions

We will have a highly rigorous approach to intervention. If a student is not making the expected progress it will be essential to provide timely and highly effective intervention. The staff member responsible will escalate as needed from Class Teacher to Vice Principal. The Principal would be the final escalation point if the top of the intervention ladder is reached.



The SENDCO will be involved at all stages, if the student has a special education need, or if it is thought that they may do.

Accountability and performance management

Our clear staffing structure, with pastoral Houses and faculty areas being led by Assistant Principals ensures that a holistic view of every student's progress and attainment will be held. Accountability will be very clear. For example, if a student is underachieving within Maths, it will at first be the class teacher's opportunity to intervene and liaise with parents. if that is unsuccessful, the Subject Head will intervene (once they have been appointed, which will not be necessary in the first two years). The issue would be referred to the Head of House if that continued to be unsuccessful. After that, the underachievement would be reported to the Vice Principal.

At all points, parents will be kept informed and progress will be discussed with the academic mentor.

This same line management and accountability structure will work in the same way, if any college target is not being met. Regular line management meetings will be an opportunity to discuss progress against targets and meetings will follow a set agenda: achievement, quality of teaching, behaviour and safety and leadership and management. This will focus discussion on the four Ofsted areas. Ultimate, accountability will rest with the Principal, who will be held to account by governors

and the Trust.

Support for Staff

CPD will ensure that staff have the skills and expertise to support students' progress highly effectively. The Guild of Teaching will be key to accessing expertise in specific aspects of CPD, as the need arises. Our reduced teaching timetable - 80%, will give staff increased time to ensure they can meet targets and dedicate more time to high quality assessment, teaching and their own professional development. More detail on our CPD programme and approaches is detailed in Section D1.

Engaging parents/carers

As detailed throughout this section, parental engagement will be key to meeting the college's targets. They will be clearly communicated with in the following ways:

- Bi-annual full academic report
- Half termly updates on academic progress, communicated through letter and also through access to their child's section of our students information management system
- Real time access to details of rewards and consequence, also through access to their child's section of our students information management system
- Letters and phone calls home to praise or raise concerns.
- News updates via our website and also our community newsletter.
- Invitations to celebration evenings and assemblies.

Summary

The Jane Austen College will take its responsibility to raise outcomes for its learners very seriously. Our highly aspirational targets clearly demonstrate this. A large part of this will relate to academic attainment of course, and we have detailed a rigorous and robust system of intervention and accountability to help us achieve this, but it is also important to us that our students develop as young people. Our students will not progress successfully to university if they do not develop independence and resilience. We need to motivate them to be the best that they can be. For example, this is why we will track our students' development of a growth mindset, as well as their grades and levels. Both are essential to their success.

The involvement of parents/carers is essential. We will work in partnership with parent/carers to secure the best future for our young people.

D6 Admissions

Jane Austen College is a state funded, co-educational secondary school for children aged 11-18. The college will share a joint sixth form with the Sir Isaac Newton Sixth Form. It has an agreed intake of 180 students for year 7 commencing September 2014. Jane Austen College operates a non-selective admissions policy in line with the Schools Admissions Code²⁸. It is our aim to have a fair and transparent

²⁸ 'Schools Admissions Policy' Department of Education which came into effect 1st February 2012

admissions policy. We will not have a specific catchment area, as it is important to us that we are accessible to the wider Norwich community.

The Inspiration Trust is the Admissions Authority for Jane Austen College and has responsibility for the process of admitting students.

Consultation:

- We will seek to ensure consistency in our policy year on year but if there are changes, we understand that these will be subject to a public consultation and then the Schools Adjudicator must be informed in the following manner:
- Public consultation will last at least eight weeks between 1st November and 1st March in the determination year²⁹ and will include the following parties:
 - Parents with children between the ages of two and eighteen
 - other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
 - all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
 - the local authority
- During this time the proposed admissions policy will also be placed on the College website.
- Once the period of public consultation is complete, following determination of arrangements (to be made no later than 15th April every year), any objections to those arrangements will be sent to the Schools Adjudicator by 30th June. The Admission Authority will provide all the information that the local authority needs to compile the composite prospectus no later than 8th August, unless agreed otherwise.
- After seven years, even if there have been no changes in the admissions policy, it will still be subject to public consultation as outlined above.
- In accordance with the timetable issued by Norfolk County Council to all secondary schools, Jane Austen College will adhere to the following timetable (although specific dates will change from year to year):
 - September: Prospectus published for entry in hard copy and online
 - October: Common Application Form to be completed and returned to the student's home LA to administer
 - Norfolk County Council sends *Jane Austen College* applications to the Academy Trust
 - Academy Trust sends list of students to be offered places at *Jane Austen College* to Norfolk County Council

²⁹ The determination year is the academic year preceding the offer year

- February: Norfolk County Council applies agreed scheme for own schools, informing other LAs of offers to be made to their residents.
- 1st March: (National Offer Day) offers sent out by first class post to parents.

Application Process

For admissions in September 2014, the Jane Austen College will be participating in Norfolk's coordinated scheme for planned admissions.

Applications to the Jane Austen College are made on the Common Application Form provided by the Local Authority in which you live.

Where applications do not exceed the number of places, all applicants will be offered a place at Jane Austen College.

Students with a statement of special educational need

We will admit any child with a Statement that names our school.

Oversubscription criteria:

1. If there are more applicants than places, priority will be given in the following order: to children with a Special Educational Need³⁰; children who are currently or who have previously been looked after³¹ but who immediately after being looked after became subject to an adoption, residence, or special guardianship order; and children who have a brother or sister living at the same address who will be on roll at the school at the time of the child's admission. Brother or sister means a full, half or step brother or sister, or a child living as part of the family unit.³² If there are more siblings than places available, the places will be offered to the siblings living the nearest distance to the secondary school.
2. Once those in the above categories have been placed, any remaining places will be offered to children who live nearest to the school, based on home to school distance.
3. Home to school distance is measured as a straight line from a single fixed point in the centre of the home address to the main entrance of the school. If more than one applicant lives in a multi-occupancy building (eg flats), priority will be given to the applicant whose door number is the lowest numerically
4. The home address is considered to be where the child resides as their only or principal residence. For children who reside with a relative or carer other than

³⁰ The Admission Authority will take into account the changes to SEND provision and consider the 'Education, Health and Care Plans' due to replace Statements of Educational Need due to take effect in 2014 as outlined by the Department for Education <http://www.education.gov.uk/inthenews/inthenews/a00209040/changes-to-sen-support-for-2014> (accessed 04/12/12)

³¹ A "looked after child" is a child who is in the care of a local authority, including foster care.

³² As there won't be any students on role in the first intake of year 7s in 2014, this rule will not be used. The only exception to this is where 'siblings' comprises twins, triplets or other same year siblings.

a parent, a residence order or other court order will be required. Where parental responsibility is shared, the address at which the child is registered with their GP will be taken as the permanent address.

5. Proof of residence (such as proof of the tenancy period or Council Tax statement) can be requested at any time throughout the admissions process.
6. If false or misleading information is used to gain entry to the school, the offer of a place will be withdrawn.
7. In the event of a tie break under the distance criterion random allocation will be used to determine which child is offered a place.
8. If the school's permanent site has not been determined by the closing date for applications, the Admission Authority will, if possible, use as the address the main entrance to the proposed location of the permanent school site. If this is not feasible, it will use the main entrance to the proposed location of the temporary school site.
9. We will participate in the Norfolk Fair Access Protocol.

Appeals:

- The Academy Trust will ensure that if parents and children are dissatisfied with the admissions decisions they have the right to take their appeal the Admission Authority in the first instance and if they wish to continue further, to an Independent Appeal Panel. Parents should notify the Academy Trust of their wish to appeal within 14 days of being notified that their child has not been offered a place. The Admission Authority and Independent Appeal Panel will be guided by the Department for Education School Admissions Appeals Code³³ when making their decisions. Any decisions made by the Independent Appeal Panel must be adhered to by all parties.

Waiting List:

- If the College is oversubscribed, a waiting list will be in place from National Offers Day until September 30th of the academic offer year.
- Where a place becomes available it will be allocated to a child on the waiting list.
- After the 30th September of the academic offer year, parents will need to provide a written request to remain on the waiting list. After the 30th September of the academic offer year, the oversubscription criteria set out will still be in effect.

Other admissions (in-year or casual admissions)

³³ 'School Admissions Appeals Code' Department for Education
<http://media.education.gov.uk/assets/files/pdf/s/school%20admission%20appeals%20code%201%20february%202012.pdf>
<http://media.education.gov.uk/assets/files/pdf/s/school%20admission%20appeals%20code%201%20february%202012.pdf> (accessed 04/12/12)

Applications for the vacancies that arise outside the normal annual admission round for Year 7 will be considered at any time of the year and we will adhere to Norfolk admissions procedures. Information and Application Forms may be obtained from the School. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the over-subscription criteria we have set out. Unsuccessful in-year applicants will be allowed to request that their name be added to the waiting list and will be advised of their right to appeal against the decision not to admit them.

Sixth Form applications

The Jane Austen College intends to offer sixth-form provision from its sixth year of operation – the academic year 2019-20. Our admissions policy for post-16 students will be fair, transparent, and objective and comply with the Equalities Act 2010 and the School Admissions Code and the School Admissions Appeals Code.

Applications

Applications will be made in line with local arrangements, or directly to the institution itself. Currently, this would mean using the 'Help You Choose' website.

The Sixth Form will not be selective, but in our prospectus we will give guidance on academic requirements, to assist students in making choices about their suitability for courses.

In the case of sixth form applications, a meeting may be held to discuss options and academic entry requirements for particular courses, but this meeting will not form part of the decision making process on whether to offer a place.

Students with a statement of special educational need

We will admit any child with a Statement that names our school.

Oversubscription criteria for 6th Form Places:

1. If there are more applicants than places, priority will be given in the following order: to children with a Special Educational Need³⁴; children who are currently or who have previously been looked after³⁵ but who immediately after being looked after became subject to an adoption, residence, or special guardianship order; and children who have a brother or sister living at the same address who will be on roll at the school at the time of the child's admission. Brother or sister means a full, half or step brother or sister, or a child living as part of the family unit.³⁶ If there are more siblings than places

³⁴ The Admission Authority will take into account the changes to SEND provision and consider the 'Education, Health and Care Plans' due to replace Statements of Educational Need due to take effect in 2014 as outlined by the Department for Education <http://www.education.gov.uk/inthenews/inthenews/a00209040/changes-to-sen-support-for-2014> (accessed 04/12/12)

³⁵ A "looked after child" is a child who is in the care of a local authority, including foster care.

³⁶ As there won't be any students on role in the first intake of year 7s in 2014, this rule will not be used. The only exception to this is where 'siblings' comprises twins, triplets or other same year siblings.

available, the places will be offered to the siblings living the nearest distance to the secondary school.

2. Once those in the above categories have been placed, any remaining places will be offered to children who live nearest to the school, based on home to school distance.
3. Home to school distance is measured as a straight line from a single fixed point in the centre of the home address to the main entrance of the school. If more than one applicant lives in a multi-occupancy building (eg flats), priority will be given to the applicant whose door number is the lowest numerically.
4. The home address is considered to be where the child resides as their only or principal residence. For children who reside with a relative or carer other than a parent, a residence order or other court order will be required. Where parental responsibility is shared, the address at which the child is registered with their GP will be taken as the permanent address.
5. Proof of residence (such as proof of the tenancy period or Council Tax statement) can be requested at any time throughout the admissions process.
6. If false or misleading information is used to gain entry to the school, the offer of a place will be withdrawn.
7. In the event of a tie break under the distance criterion random allocation will be used to determine which child is offered a place.
8. If the school's permanent site has not been determined by the closing date for applications, the Admission Authority will, if possible, use as the address the main entrance to the proposed location of the permanent school site. If this is not feasible, it will use the main entrance to the proposed location of the temporary school site.

D7: Behaviour Attendance and Wellbeing

Attendance

Our educational vision is for our students to gain the very best academic outcomes. This will not be possible without high attendance.

'The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely to be (NEET) when they leave school.'³⁷

In addition, the 2012 Taylor Review on attendance states that '73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C.'³⁸ If we are to achieve our aspirational and challenging goals, we will need to ensure the highest standards of attendance.

³⁷ <http://media.education.gov.uk/assets/files/pdf/t/improving%20attendance%20at%20school.pdf>

³⁸ <http://media.education.gov.uk/assets/files/pdf/t/improving%20attendance%20at%20school.pdf>

All parents/ carers will have the link between pupil progress and attainment overtly explained to them as they enrol their child. Whilst the County persistent absence benchmark is 85%, we will use the following when managing attendance:

Attendance	Category	Outcome
99-100%	Excellent	Praise through House system; positive contact home
96-98%	Good	Encouraged towards excellence through reward system
93-95%	Satisfactory	Letters sent home to share herringbone data from Facility to parents/ carers outlining the number of time missed in terms of lessons and potential consequences of sustained absence
91-92%	At risk	Parents/ carers invited into school for an informal meeting to discuss attendance concerns with child present. Child closely monitored; tailored support and intervention package devised by Pastoral Manager, Head of House and Academic Mentor where appropriate.
85-90%	Persistent absence	Depending on the need of the child, parents/ carers invited in for either a Health Panel or Attendance Support Panel, both of which have the aim of creating an action plan and outlining consequences of further absence. These consequences could include authorising absence only once medical evidence has been provided or Fast Tracking the case for prosecution, depending on the severity and causes of the absence. In certain cases a CAF may be raised to co-ordinate a multi-agency approach.

Holidays will not be permitted during term time. Any request for absence of leave for educational purposes will only be considered where a student's attendance is good or excellent. Occasional instances of lateness will be dealt with by same day detentions at lunch time or after school at the discretion of the form tutor. Repeated lateness will increase the severity of the sanction and parents/ carers will be asked to attend a meeting where appropriate. In order to reduce the instances of lateness, House Time will be prompt and of clear purpose to the students.

Behaviour

The Jane Austen College will accept nothing less than outstanding behaviour. High standards of behaviour and wellbeing are fundamentally linked to students' academic engagement and ability to reach their full potential³⁹, which is key to our

³⁹ 'The Impact of Pupil Behaviour and Well being on Educational Outcomes', Department for

educational vision for achieving ambitious academic outcomes. We will ensure that there is a clear and consistent system of sanctions and rewards to enable all students to learn in a positive environment. Our vision also sets out our aim of helping young people to become independent and socially confident. To this end, our approaches to behaviour management have the aim of increasing self-discipline and responsibility in our students. We will make no excuses for poor behaviour and will encourage our students to take responsibility for their decisions and choices. This increased independence and self-discipline will support progression to university as well as improving academic outcomes. These two outcomes are key targets for the college and are set out in D5.

Our vision of outstanding behaviour will encompass:

- Ensuring that students' learning behaviours always promote a highly positive learning environment.
- Ensuring that our students have excellent attitudes to learning. This means demonstrating independent learning skills, being highly supportive of their peers and taking responsibility for their own learning. Their behaviours for learning should support raising academic outcomes at all times. This is key to our vision.
- Our students will be expected to demonstrate excellent attitudes to staff including support and administrative staff, new and inexperienced staff and cover teachers. This is in keeping with our respect ethos.
- Ensuring low rates and patterns of fixed-period exclusions. Fixed term exclusion data will be analysed, monitored closely and acted upon to reduce rates. Permanent exclusion will of course be very much a last resort, and we would aspire to never permanently exclude. However this option will be considered if, to act otherwise would be to the severe detriment of other students. We will operate an internal seclusion system in order to avoid FTEs.
- Ensuring that students are respectful, courteous and good mannered towards each other and adults, and take pride in themselves and their school.
- Ensuring that no types of bullying are tolerated and that rates and patterns of bullying and the effectiveness of the college's actions to prevent and tackle all forms of bullying and harassment are monitored closely. We will have a zero tolerance approach to all kinds of bullying – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Ensuring that our students do not use discriminatory, derogatory or taboo language.
- Ensuring that our students' behaviour is perceived in a highly positive way by staff, parents, governors and the local community.

- Ensuring that all groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

These principles are directly linked to the Ofsted Handbook for School Inspection and demonstrate our commitment to meeting the Ofsted outstanding criteria in terms of behaviour and safety.

The Ofsted criteria for outstanding would be our behaviour benchmark⁴⁰:

- Pupils' attitudes to learning are exemplary.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

Behaviour Strategies

Our behaviour system will be based on Lemov's principles⁴¹ which include the use of clear procedures for outlining instructions, gaining 100% of pupils' attention at all times, high expectations and the use of non-verbal gestures to outline expected behaviours. All teaching staff will complete an induction programme to ensure they have trained in and subsequently have mastery of these techniques. We will link behaviour to high expectations for all, emphasising to students not only the short term benefits of positive behaviour but the long term goals of academic achievement and the path to success. In this way, our approaches to behaviour will have a positive impact on student outcomes.

At the start of the academic year, all year 7s will take part in a week long induction to enable successful transition from KS2 to KS3. It will include an explanation of the behaviour expectations alongside opportunities to build positive relationships with staff and students. We therefore envision that students will have a thorough understanding of the behavioural expectations; these expectations will be consistently reinforced as students progress through the College.

Behaviour and our curriculum

Our curriculum will support positive behaviour for learning. Good behaviour is often linked to stimulating teaching and a curriculum that is well matched to the needs of learners. Our high expectations and 'stage not age' approach will ensure that students are challenged and not demotivated, which can lead to poor behaviour. Our support for SEND students, including those who have EBSD needs and also our

⁴⁰ Ofsted Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended) from September 2012

⁴¹ *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*, Lemov, Doug. (John Wiley & Sons, San Francisco, 2010)

programme of support for AG&T students will ensure that all students access the curriculum fully and that it is differentiated for their needs. This will impact on positive student behaviour.

Our links with partner organisations and the rest of the federation will also allow for frequent memorable curriculum experiences, to engage our students effectively in learning.

Our pedagogical approach, using Lemov's 'toolbox' in 'Teach like a Champion' will ensure that our curriculum planning and positive behaviour management in the classroom promotes outstanding behaviour. The consistent application of these approaches and our shared teaching style will ensure that students always understand our high expectations in terms of behaviour. Consistent expectations, underpinned by Lemov's strategies are key to our vision.

Academic outcomes and university progression are the drivers of our curriculum model. This will be made transparent to students, so they understand why excellent learning behaviours are so important – they will be motivated by the desire for academic success and value their learning intrinsically. This links to our vision of scholarship. However, it will be necessary to have a clear system of consequences and rewards in place to both reinforce and recognise good behaviour and deter poor behaviour. Our sanctions will be underpinned by the concept that actions have consequences. The same will be true of our reward system.

Rewards

- 1 • Student is given verbal praise *
- 2 • Student is given a House Point
- 3 • Students' achievements are mention in House assembly
- 4 • A letter of commendation is sent home
- 5 • An award is given in House Awards assembly (half termly)
- 6 • Invitation to Principal's lunch
- 7 • An award is given at Academic Achievement Evening (annual)
- 8 • Appointed as part of student leadership team

*We will use task orientated or process orientated praise. This is in line with our implementation of Dweck's motivation and attribution theory. For example 'That was a really good way of approaching that problem' rather than 'You're good at this'. This promotes the idea that success comes from striving and from the use of effective strategies, rather than being down to personal attributes

Consequences

1	• Putting the behaviour right - Student will be expected to repeat an action more appropriately.
2	• Acknowledgment of poor behaviour and consequence - Student will be expected to make a full apology. (They may also be asked to repeat an action more appropriately) All consequences after this point will require students to make an apology
3	• Loss of privilege - Student will complete a 10 minute detention at break
4	• Parental Contact and loss of privilege - The student will lose their lunch break and parents will be contacted.
5	• Parental Contact and serious loss of privilege - Student will not be permitted to take part in their chosen elective that day. For serious behaviour problems, they might be withdrawn from a week of electives, or not permitted to play/participate in school teams/events.
6	• Parental Meeting and day in Consequence Room (Internal seclusion) - Student will attend the consequence room for a day. A meeting with parents will be held with a pastoral manager to agree targets and expectations. This consequence might also involve an element of community service.
7	• Fixed Term Exclusion - This is a very serious consequence and would also involve a re-integration meeting with parents.
8	• Permanent Exclusion

Some examples of how this might be applied:

i) A student is not listening properly in lesson and has talked over the teacher, and has continued to do this, despite being given non-verbal signals. The student is warned that the consequence, if they do it again will be a 10 minute detention. If the student continues they will then be given a 10 minute detention. If the student still persists, they would lose their lunchtime and parents would be contacted. The student would be expected to apologise for their behaviour.

ii) A student has called another student names. As this is quite serious, as repeated name-calling would be perceived as bullying, the student would lose their lunch time and parents would be contacted. If the incident was to re-occur, this would be very serious indeed as it is bullying and would result in a day in the consequence room. The student would be expected to apologise for their behaviour.

iii) A student has presented work poorly and not taken due care. They would be expected to redo the work to the required standard.

These consequences would be shared with students and parents openly. Pastoral managers would be involved at all stages.

If a student, had reached consequence 6 more than once, or was being issued lower level consequences on a regular basis, this would result in a pastoral support plan being put in place. This would be monitored by a Pastoral Manager and also the Head of House. Students who reach consequence 7 would automatically have a pastoral support plan out in place.

We would of course take all steps possible to support our students and avoid permanent exclusion.

Parental and carer engagement:

It is vital to ensure that parents and carers are fully engaged with the College's vision and aims in order for them to support their child's learning. This will be achieved through a variety of strategies. Firstly, parents/ carers and their child will attend an interview at the College before the start of term. During this interview a home-school

contract will be put into place; it will outline the College's expectations of students and their parents/ carers, as well as committing to high educational provision from the College itself. Specific guidance regarding attitude to learning, behaviour, attendance and uniform will also be defined in the agreement. There will be a number of information evenings for parents and carers where this information will also be disseminated.

In addition to this, there will be frequent events for parents and carers to engage in the celebration of their child's success, thereby enhancing positive relationships with the College. Academic Achievement Assemblies and Evenings are examples of these events. Finally, opportunities to enhance the learning of parents and carers, both in their own right and alongside their children, will also firmly place the College at the heart of the community. As recommended in the report 'The Role of aspirations, attitudes and behaviour in closing the educational attainment gap'⁴², any programmes for parental and carer engagement will be carefully monitored and rigorously evaluated to ensure their effectiveness.

Wellbeing

House Tutors will be a daily point of contact for all students and the initial point of contact for parents and carers. They will monitor students' diaries, monitor attendance and set attendance targets, monitor rewards and sanctions for their tutees and deliver a programme that teaches organisational, communication and thinking skills. In House Time, behaviour and uniform expectations will be reinforced daily.

A smart uniform, reinforced strictly, will be worn by students. This will encourage student pride and a sense of belonging to a school community that they are proud of. Non-teaching members of staff, Pastoral Managers, will act as mentors, mediators and disciplinarians as the situation demands in order to support students in their emotional and behavioural wellbeing. This approach is particularly important given that 'As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement'⁴³. It will also allow teaching staff to fully focus on the learning taking place in their classroom. The Pastoral Managers will be supportive, but will not accept excuses for poor behaviour. Academic Mentors will be essential to student achievement and wellbeing. We aim to attract recent graduates to these posts. These highly skilled non-teaching staff will be trained in our own coaching programme, which has been developed in partnership with the Guild of Teaching. The programme will be underpinned by Carol Dweck's motivational theory and will encourage students to challenge their pre-conceived ideas about their own intelligence and potential. We will teach students a growth mind-set.⁴⁴

Year 7 students will receive 1:1 coaching once a half term with their academic mentor. In years 8-10, students will receive a termly coaching session, although

⁴² 'The Role of aspirations, attitudes and behaviour in closing the educational attainment gap.' Charlotte Carter-Wall, Grahame Whitefield, *JRF Roundup* (April 2012, ref: 2759)

⁴³ 'The Impact of Pupil Behaviour and Well being on Educational Outcomes', Department for Education, (November 2012) Available online: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR253.pdf> (accessed 29/11/12)

⁴⁴ Mindset: The New Psychology of Success, Dweck, C, 2006

some students will be coached more frequently if needed. In Year 11, students may need half termly coaching to ensure academic success and fully support students at this important time.

The College will be split into four Houses: Shakespeare, Chaucer, Eliot and Thackeray, to encourage healthy competition, peer support and leadership skills. Tutor groups will be vertical between years 7-8 and 9-10 in order for students to gain a vision of the trajectory of their learning. Some of the thrice weekly electives will be linked to House competitions to foster a sense of engagement and identity with the College, particularly sporting activities. Electives will include school cadets, a debating society and a drama club to develop the wellbeing of students holistically. Strong leadership qualities and a sense of ownership will also be developed through the use of student voice, and the students leadership team, made up of House Prefects and Head Boys and Girls. We will develop a peer mentoring programme once the school expands to enable positive transition between key stages.

The Heads of Houses (Assistant Principals) will play a crucial role in monitoring and improving the academic success and overall wellbeing of students. As a figurehead for the house, they will strategically implement intervention packages where there is an identified need. They will be supported in their role by Academic Mentors and will liaise closely with Pastoral Managers to ensure that there is a cohesive approach to students' learning and wellbeing. The Head of House will also be responsible for creating regular opportunities to celebrate success through House assemblies, Academic Achievement awards evenings and extra-curricular activities.

As set out in our curriculum vision – all students will take part in elective (our extra-curricular programme) to ensure they participate fully in college life.

Our curriculum includes two hours a week of PE to promote health and wellbeing, but in addition to this sports will be a key part of our electives programme. As part of our curriculum we will also deliver a sex education programme. We will have a clear Sex Education Policy that sets out how this will be delivered. This is key to their health and also emotional wellbeing. their emotional wellbeing.

Overall, it is our vision that every student engages fully with life at the College. We believe that a strong sense of engagement and wellbeing significantly enhances students' academic attainment and ultimately, their opportunities to succeed in life. In addition, the opportunities they are given, and the benefits of the Academic mentoring programme will equip them excellently for progression to university, which is key to our aspirations for the college and its students.

Safeguarding

It is our duty to ensure that our student are safe and also feel safe. To this end a safeguarding and child protection policy will be implemented to ensure that all staff are clear about their safeguarding responsibilities. Our Safeguarding Procedures will be in line with the 2004 Children's Act.⁴⁵ and our aims are to achieve the outcomes

⁴⁵ <http://www.legislation.gov.uk/ukpga/2004/31/contents>

below for our students:

- Physical and mental health and emotional well-being
- Protection from harm and neglect
- Education, training and recreation
- Making a positive contribution to society
- Social and economic well-being.

Our policy will be underpinned by the following principles which are drawn from 'Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004'⁴⁶

- Our Senior Leadership team and Governing Body will be committed to the importance of safeguarding and promoting children's welfare
- a clear statement of the school's responsibilities towards children will be available for all staff in our Safeguarding Policy
- The college will have a clear line of accountability for work on safeguarding and promoting the welfare of children. The college will have a Senior Designated Person, trained in Safeguarding and Child Protection.
- All of our staff will be trained annually on safeguarding and promoting the welfare of children
- We will have safe recruitment procedures in place
- We will work effectively with other agencies to safeguard and promote the welfare of children

Recruitment of Staff

Clear recruitment procedures will be implemented that ensure staff are recruited in a way that protects our students. These procedures will be in line with the guidance contained in the 2006 publication 'Safeguarding Children and Safer Recruitment in Education'⁴⁷ As is mandatory, at least one person on all interview panels will have complete the 'Safer Recruitment in Education Training' Qualification. We will keep a single central record of recruitment and vetting checks

Disclosures

Our Safeguarding and Child Protection Policy will make the procedures for when a child makes a disclosure clear. Procedures will also be in place for instances when a staff member has a child protection or safeguarding concern they need to pass on. A Senior Designated Person will be in place, to whom all concerns or disclosures should be reported to. During annual staff training these procedures will be made clear. A member of the governing body will also be appointed as a safeguarding governor. In an instances where an allegation is made against the Principal, this should be reported to the designated governor.

E-Safety

An acceptable use policy will be in place and signed by all staff and students - setting out the safe and appropriate use of technology within the Jane Austen College. In addition to this e-safety will be part of the assemblies and House Time

⁴⁶ <https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>

⁴⁷ <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04217-2006>

programme in order to educate our students particularly regarding internet safety. Resources such as The Think You Know website ⁴⁸ created by CEOPs (Child Exploitation and Online Protection Centre) would be used.

Bullying

A clear anti-bullying policy will set out the roles and responsibilities of all staff with regard to bullying and also reporting procedures. Bullying will not be tolerated and will be treated as a serious behaviour issue.

Students will be encouraged to report instances of bullying to either a Pastoral manager or their House Tutor, although they can of course report bullying to any member of staff.

Incidents of bullying would always be discussed with parents, for both perpetrator and victim.

Section E

E1 - Part 1: Evidence of Demand Table

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	90		50%	180	87		48%
Year 8					180	90		50%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

⁴⁸ <http://www.thinkuknow.co.uk/>

E1 - part 2: Evidence of demand:

We conducted a parent survey to determine demand for the Jane Austen college. Through our parent surveys, we have found a deep vein of concern about the quality of secondary education and the pressing need for high quality schooling. We asked parents to complete a survey form and also spoke with parents. We asked them:

- Name
- Postcode
- Email Addresses
- Date of Birth of child(ren)
- Would you choose the Jane Austen College, as the first choice for your child?
- Would you like to find out more information about Jane Austen College

During our consultations, we have taken a longer view, talking to parents of Year 1–Year 5 children. We believe this demonstrates a wider and continuing demand for the College rather than just Year 4-5s, although in our evidence of demand table we have just included details of children who could start in the first two years. We will continue to gather evidence of demand which we would present at the interview stage if successful.

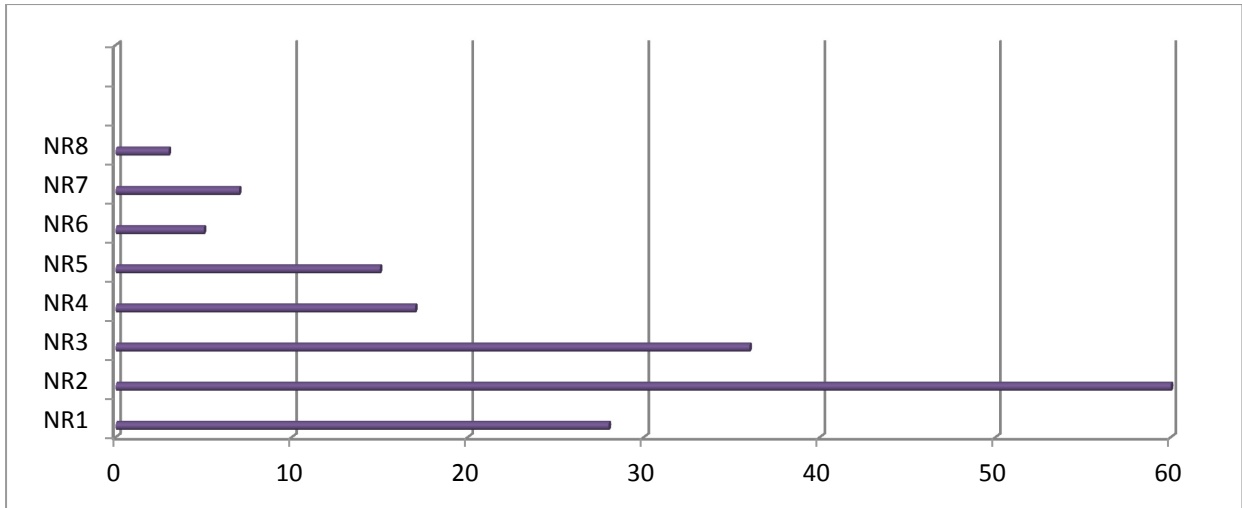
Results

We have gathered the details of 209 parents who support the ethos of our proposed school and would select it as the first choice for their son/daughter. As some of these parents have more than one child, this accounts for 258 children and potential students. The majority of these would be able to start in the first two years of opening and all live within a reasonable distance from the proposed sites.

Summary of Responses

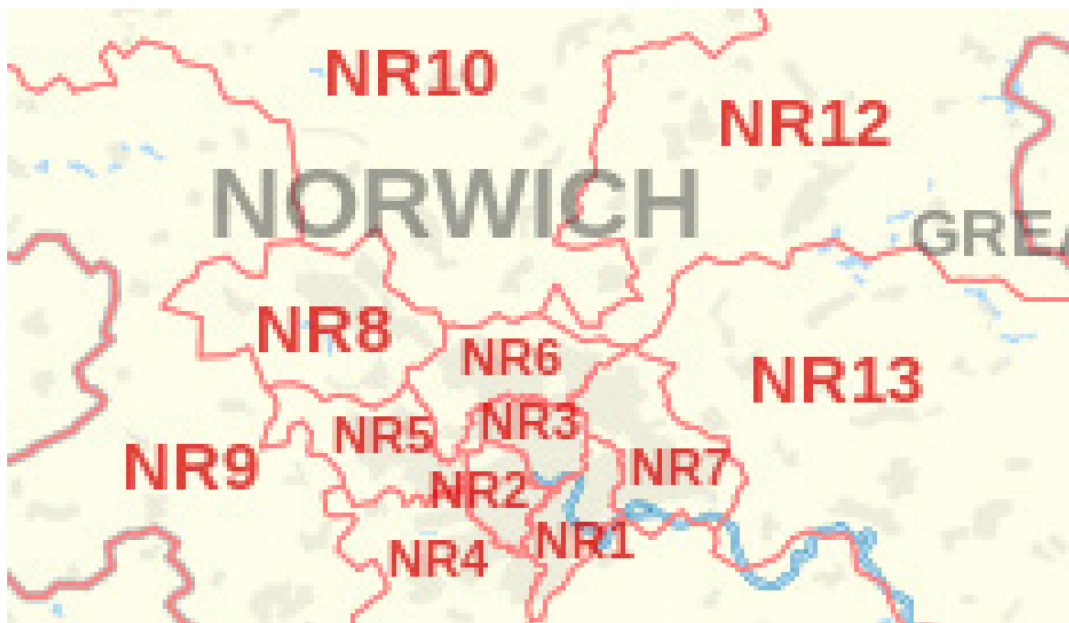
- Many parents expressed concern about current secondary schools.
- All parents were highly supportive of our plans to open a new secondary school in Norwich.
- All parents were highly supportive of our plans for an extended school day and wide extra-curricular programme.
- All parents were also very supportive of our plans for all our students to take a language.
- Parents were supportive of our plans for an English specialism.

This chart demonstrates the distribution of our potential families by postcode, as demonstrated in our survey. The chart includes just those students who could start in the first two years.



The majority of families live in the NR1, NR2 and NR3 areas, followed by NR4, NR5. This supports our plans for a city centre location. Students living in NR6, NR7 and NR8 could realistically travel to the school using public transport.

Norwich Postcode Map - this shows where in Norwich there is demand



Detailed results - for students who could start in first two years of opening

The table below shows details of children whose parents were surveyed and said they would choose the Jane Austen College as their first choice. It is clear from the results that for these parents, the school would be a realistic option. They:

- live within a reasonable distance
- have children of the appropriate age

We asked parents whether they would choose our new school as their first choice for their child if the school opened. We explained our school to parents as follows:

JANE AUSTEN COLLEGE

The Jane Austen College will an 11-19 secondary school, for around 800 students, in Norwich. The school will provide a high quality academic education for all its students. With a specialism in English, the school will provide a traditional academic curriculum, whilst also providing personalised support for each of its students. We will have the highest expectations for our students and help them to achieve their ambitions. Our students will go to the UK's best universities.

Our students will be encouraged to love learning and value the gaining of knowledge. We will also have excellent pastoral support systems to help our student develop as young people.

Our extended school day and wide range of extra-curricular clubs and activities means that our students will develop a wide range of skills and interests as well as reaching their academic potential. Through the college's unique links with local and national organisations, students will gain rich, cultural and real world experiences. History, culture and the Arts will be central to our extra-curricular provision, delivered through our extended day. We believe school life is about more than just lessons and exams - important though they are.

Date of Birth/age	2014-15	2015-16	Postcode
	✓		NR4
	✓		NR5
	✓		NR4
	✓		NR1
	✓		NR1
	✓		NR1
	✓		NR3
	✓		NR7
	✓		NR7
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR4
	✓		NR2
	✓		NR5
	✓		NR3
	✓		NR5
	✓		NR1
	✓		NR2
	✓		NR2
	✓		NR7
	✓		NR4

	✓		NR8
	✓		NR4
	✓		NR2
	✓		NR7
	✓		NR2
	✓		NR2
	✓		NR4
	✓		NR1
	✓		NR1
	✓		NR5
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR1
	✓		NR2
	✓		NR3
	✓		NR3
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR7
	✓		NR2
	✓		NR1
	✓		NR1
	✓		NR3
	✓		NR1
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR1
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR2
	✓		NR4
	✓		NR3
	✓		NR3
	✓		NR2
	✓		NR5
	✓		NR5
	✓		NR2
	✓		NR2
	✓		NR4
	✓		NR2
	✓		NR4

	✓		NR2
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR6
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR7
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR3
	✓		NR3
	✓		Nr1
	✓		NR1
		✓	NR4
		✓	NR1
		✓	NR5
		✓	NR5
		✓	NR8
		✓	NR7
		✓	NR7
		✓	NR7
		✓	NR2
		✓	NR4
		✓	NR2
		✓	NR2
		✓	NR2
		✓	NR2
		✓	NR7
		✓	NR2
		✓	NR6
		✓	NR5
		✓	NR1
		✓	NR1
		✓	NR2
		✓	NR2
		✓	NR2
		✓	NR2
		✓	NR2
		✓	NR7
		✓	NR1
		✓	NR1
		✓	NR2
		✓	NR2
		✓	NR2

		✓	NR3
		✓	NR2
		✓	NR2
		✓	NR1
		✓	NR5
		✓	NR8
		✓	NR2
		✓	NR7
		✓	NR3
		✓	NR2
		✓	NR2
		✓	NR4
		✓	NR6
		✓	NR6
		✓	NR1
		✓	NR7
		✓	NR5
		✓	NR2
		✓	NR1
		✓	NR1
		✓	NR1
		✓	NR3
		✓	NR3
		✓	NR5
		✓	NR5
		✓	NR2
		✓	NR2
		✓	NR3
		✓	NR1
		✓	NR3
		✓	NR3
		✓	NR3
		✓	NR2
		✓	Nr2
		✓	NR2
		✓	NR2
		✓	NR4
		✓	NR3
		✓	NR1
		✓	NR4
		✓	NR4
		✓	NR4
		✓	NR3
		✓	NR3
		✓	NR3
		✓	NR5
		✓	NR1
		✓	NR5

			✓	NR3	
			✓	NR2	
			✓	NR2	
			✓	NR2	
			✓	NR2	
			✓	NR2	
			✓	NR4	
			✓	NR1	
			✓	NR1	

How we did it

We engaged with the local community in a wide number of ways. As part of all of our community engagement strategies, we surveyed parents to gather evidence of demand.

Parental Consultation meetings: We held two parental consultations evenings, where parents were invited to hear about our proposals and also give us feedback. This consultation was essential as it engaged parents in the project but also allowed us to take on board parental feedback. This fed into our proposals for curriculum specifically. The consultation evenings were publicised and held at the Open Youth Trust in the centre of Norwich. This venue was chosen as the Open Youth Trust has a social welfare remit and works with a wide range of young people in Norwich, particularly those who are disadvantaged. It was important to us to engage a wide range of parents, including those from areas of social and economic deprivation and using this venue allowed us to do this.

Visits to an extensive number of primary schools: We visited a wide number of Norwich primaries in order to survey parents. This included:

- Larkman Primary
- Heartsease Primary
- Bignold Primary
- Lakenham Primary
- Wensum Junior School
- Sprowston Junior School
- Catton Grove Primary School
- Lionwood Junior School
- Falcon Junior School
- Angel Road Junior School

Larkman Primary (Bowthorpe Area) and Catton Grove primary (Catton Grove/ Mile Cross area) are in areas of deprivation, so we specifically engaged with parents and students at those schools.

Attendance at community events: We attended community events for young people at the Open Youth Trust, including a number of dance and performing arts workshops. As stated earlier, using this venue allowed us to engage with a wide range of parents and students, particularly those from areas of deprivation. We surveyed parents at these events.

Leaflet handouts: Our marketing team handed out leaflets in various city centre

locations, including areas of social deprivation. We spoke with and surveyed potential parents and students.

Website: We also set up a website for the Jane Austen College to engage the wider community and provide information for potential students and parents. The address for the website was publicised on our leaflets. Although a survey monkey form on the website did allow us to gather further evidence of demand through the website, we found the most effective methods were those where we spoke to parents and students first-hand.

Summary

In order to gather evidence of demand we have used a range of strategies and clearly shown that there is demand for the Jane Austen College. This demand is from parents with children of the right age, to start at the school in 2014 and 2015. Our proposed city centre location would make the school highly suitable for these students.

A copy of our survey

JANE AUSTEN COLLEGE

THE HIGHEST ACADEMIC STANDARDS

The Jane Austen College will an 11-19 secondary school, for around 800 students, in Norwich. The school will provide a high quality academic education for all its students. With a specialism in English, the school will provide a traditional academic curriculum, whilst also providing personalised support for each of its students. We will have the highest expectations for our students and help them to achieve their ambitions. Our students will go to the UK's best universities.

Our students will be encouraged to love learning and value the gaining of knowledge. We will also have excellent pastoral support systems to help our student develop as young people. Our extended school day and wide range of extra-curricular clubs and activities means that our students will develop a wide range of skills and interests as well as reaching their academic potential. Through the college's unique links with local and national organisations, students will gain rich, cultural and real world experiences. History, culture and the Arts will be central to our extra-curricular provision, delivered through our extended day. We believe school life is about more than just lessons and exams - important though they are.

Name	Postcode	Child's date of birth/age	I would select the Jane Austen College as first choice for my child(ren) <i>Please sign</i>	OR: I am interested in finding out more information	Email address

--	--	--	--	--	--

E2: marketing

With our plans for a site in central Norwich near the major transport links, we have consulted with parents and carers across a wide area of the city. We have attended community events, visited schools, talked to business leaders, spoken to parents and carers, distributed leaflets and undertaken street surveys. We are also speaking to a range of community leaders, including MPs, councillors and representatives of community bodies. In the New Year, we are planning a programme of public meetings as well as enlisting the support of Norwich radio, TV and newspapers. Reflecting community interest, both the Eastern Daily Press and the Norwich Evening News cover education issues extensively with a dedicated senior education reporter.

One point made by community leaders is that the Jane Austen College and its specialism is a perfect fit with Norwich being declared recently a UNESCO City of Literature.

With our commitment to equality and diversity, we are developing a comprehensive marketing and public relations plan to take our recruitment to every section of the community, regardless of background, faith or ability. Proactive rather than reactive. We believe that all children are capable of achieving the government benchmark of 5 A*-C GCSEs, including English and Maths, with the right teaching and school structure. Our target for our first Year 11s will be 85% 5 A*-C GCSEs, including English and Maths. With this in mind, no child will be excluded within the context of our 180 students/year plan.

Our experience is that some parents with limited education, especially with a tradition of poor education in the family, may have low aspirations and few hopes for their children. Thus they may not take advantage of the Jane Austen College offering. Part of our marketing plan is to target these parents and engage with them as much as possible.

Ethnic Groups

The figures below show the proportions of people from various ethnic groups living in Norwich, according to a Norwich City Council survey.

Ethnic Group Norwich (%)

White 96.9
 Black Caribbean 0.1
 Black – African 0.1
 Black – other 0.1
 Indian 0.3
 Pakistani 0.0
 Bangladeshi 0.0
 Chinese 0.3
 Other Asian 0.1
 Other 1.0
 Multi-coded (mixed origin) 1.2

Despite the small numbers, we will be directing some of our marketing at the various communities where appropriate. We are working with the Open Youth Trust in Norwich. Its OPEN Venue is used as a base to socialise by a young people from a range of ethnic minorities, abilities and faiths.

Our experience, particularly in Great Yarmouth where we sponsor the Great Yarmouth Primary Academy, is that some recently-arrived immigrant families are unaware of the opportunities available for their children. We will make a particular effort to engage with these families in Norwich.

Marketing Strategies

Strategy	Community Target group	Timeframe
Public Meetings	Other educational establishments, community figures, potential parents.	February - June 2013
Website	Wider community - parents who may not be able to attend community events. Supporting word of mouth.	From November 2012 and ongoing
Leafleting	Particularly in NR1, NR2, NR3 (some areas of deprivation) and NR5 (areas of deprivation)	Carried out in October - December 2012. Further campaign in January 2013
Local Radio Advertising	Local parents and students	August - September 2013
Primary School Visits	Targeting students with a range of backgrounds, faiths and abilities - the primaries will be chosen with this in mind.	September - December 2013
Local Press campaign	Other educational establishments, community figures, potential parents. The campaign will stress our vision for a high quality education for all.	January 2013 and ongoing
Involvement in community events	Targeting students with a range of backgrounds and abilities, including those from disadvantaged families. Open Youth Trust will be the main venue for this.	Carried out in October - December 2012. Further involvement continuing in January 2013.
Correspondence with local and national business and education leaders.	Business and education leaders	Began in October - December 2012. Ongoing in January 2013
Open Evening	Potential families. Our presentations, speeches and displays will stress our vision for a high quality education for all.	September - December 2013
Open Days	Potential families	July - December

Community engagement

All Inspiration Trust schools will, or already do, use their buildings and other assets as a resource for their community. We are committed to a leadership/provider role in our local communities, we are part of our community and seek to create opportunities wherever possible. For example, the Trust is involved with the David Copperfield Saturday School in Great Yarmouth where there was a clear need for extra free tuition.

Part of the job description for our Business Manager will be to administer any hiring out scheme or staging of community events. Beyond that we will be looking at many other ways of serving the community – adult education, involvement with our enrichment programme, Friends of Jane Austen College, Jane Austen Volunteers, business meetings, to name but a few. Our schools also make a point of involvement in community activities where possible – festivals, charity work, supporting old people's homes. These activities will be led by our SLT with help from our support staff. Specific community engagement will include:

- Links with local organisations - such as the Theatre Royal, Open Youth Trust and NORCA,
- Work Experience - we will ensure our students have high quality work placements that will benefit them and support transition to higher education or employment, but this will also meant them contributing widely to the local community.
- Links with primaries - throughout the year, we would engage with primary schools, inviting them to engage in extra-curricular and transition events.
- Annual Charity Events - these would be important events on the school calendar
- In 2012, Norwich was named by UNESCO as England's first City of Literature. This will be celebrated by the Jane Austen College, in partnership with the Norwich Writer's Centre
- The Norfolk and Norwich festival is an important event on the Norwich calendar and the Jane Austen College, with its city centre location would engage fully with the event and hope also to contribute to it.

Evidence of Support

In response to the marketing and campaigning strategies employed so far, we have already received the following letter and emails of support.

From: [REDACTED] [mailto:[REDACTED]]
Sent: 20 December 2012 16:34
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Jane Austen College Letter of Support

Dear [REDACTED],

Thank you for outlining your exciting plans for Jane Austen College. We are certainly committed to ensuring all children have every opportunity to excel. I look forward to hearing more of your plans for your Humanities College in Norfolk as you progress.

Best wishes, thank you and good luck,
[REDACTED]

From: [REDACTED] [mailto:[REDACTED]] On Behalf Of SMITH, Chloe
Sent: 03 January 2013 12:40
To: [REDACTED]
Subject: RE: Jane Austen College Letter of Support

Dear [REDACTED],

Thank you for your letter of 20th Dec. I am delighted to see your passion extend and also to have had the chance to talk it through a little with [REDACTED] when I understand you were ill. I hope you're feeling better for a strong start to 2013!

As you might remember, I have always taken the stance of supporting the concept of free schools and new institutions because they give students and parents choice and quality. That said, by the same token I think it is for students and parents to choose amongst the offerings, rather than politicians to endorse, so I will refrain from giving a specific quote to back the Jane Austen College. However, you may also know that I'm a literature graduate myself and passionate about the arts so I am excited to hear about the venture and I wish it well.

Best wishes,

Chloe (MP)

Summary

We have already, and will continue to, engage the wider Norwich community, ensuring that our marketing campaigns make the school attractive to pupils of all backgrounds, faiths and abilities. We have, and will, target schools and events that include young people from diverse backgrounds and will market the Jane Austen in a way that makes it accessible and attractive to the wider community. Local advertising and press campaigns, attendance at community events, leaflet hand-outs, primary school visits, public meetings and of course our website will all be crucial.

Section F: Capacity and capability

F1 Governance

The Governing Body will have a largely strategic role in the running of the College. It will establish a strategic framework by:

- setting aims and objectives for the College;
- setting policies for achieving those aims and objectives;
- setting targets for achieving those aims and objectives.

The Governing Body will monitor and evaluate progress as the College progresses towards achievement of the aims and objectives set and regularly review the strategic framework for the College in the light of that progress.

In exercising the functions above, the Governing Body will:

- comply with the trust deed relating to the College.
- consider any advice given by the CEO and Principal under regulation

The Governing Body will act as a “critical friend” to the CEO and Principal; they will support them in the performance of their functions and give them constructive criticism.

The role of the Governors

Responsibilities will include:

- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Oversight of strategy and policy development to achieve the vision and ethos, and deliver the business plan
- Agreeing educational objectives with the Principal
- Monitoring the performance of the Principal
- Setting conditions of service, personnel policies and procedures
- Administration, monitoring and auditing of the school’s finances and significant contracts, ensuring value for money
- Reviewing admissions, appeals and exclusions policy;
- Approval of key operational policies
- Staff discipline appeals
- Oversight of health and safety, risk management and safeguarding
- Fostering links in the local and wider community
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes
- Assessing and supporting the Principal.

Risk/Compliance

Governors will monitor the full range of activity in the College and will take a particular interest in those areas where risk is particularly high or compliance critical. These will include finance, HR (including recruitment and employment law), safeguarding, insurance, security, fire and health and safety. Failings in any of these areas could have profound impacts on the financial stability or reputation of the College and could put its future in jeopardy.

Clerk to the Governors

The Governing Body will appoint a clerk to administer their meetings. To serve the whole Governing Body, the clerk will take an independent view and be impartial in their record of proceedings. They must perform their administrative tasks efficiently, freeing the Governing Body to concentrate on its strategic role. The clerk must keep abreast of the law and regulations to provide quality advice and support. The Clerk will have accredited training and on-going support necessary to be competent in their role. They will maintain accurate records and store useful information.

The role of the Principal under the strategic guidance of the CEO (Chief Executive Officer of Inspiration Trust)

The Principal shall be responsible for the internal organisation, management and control of the College and the implementation of the strategic framework established by the Governing Body. The Principal will advise the Governing Body in relation to the establishment and review of the strategic framework, and in particular the Principal will:

- formulate aims and objectives for the College, for adoption, with or without modification, or rejection by the Governing Body;
- formulate policies for the College for achieving those aims and objectives, for adoption, with or without modification, or rejection by the governing body; and formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Governing Body.

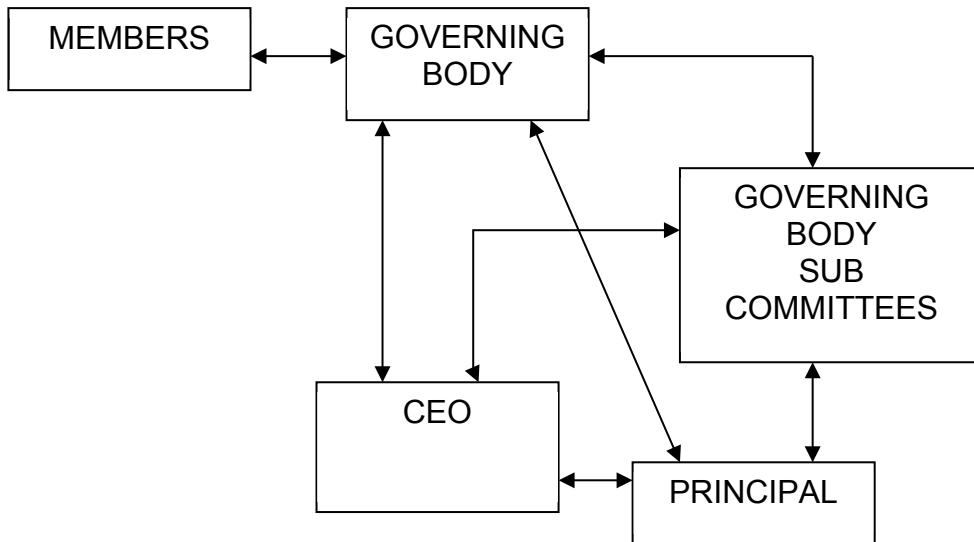
The Principal will formally report at least once every school year to the Governing Body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

The balance between the autonomy given to the Principal-designate and the control retained by the Governing Body must be clear. As a guide, the Governing Body is not expected to be involved in the detail of day to day management of the College and should delegate enough powers to the Principal to perform management duties. The Principal is responsible for the internal organisation and management of the College and for implementation of the strategic framework of the Governing Body. The Principal should expect and receive both challenge and support and should give Governors enough information to meet responsibilities.

The Governing Body will establish at least four sub-committees.

- Finance and General Purposes
- Students and Stakeholders
- Curriculum and Standards
- Disciplinary

The following structure chart shows lines of accountability and methods of escalation between the members, Governing Body, CEO and Principal.



The following table shows how the Governing Body intends to delegate functions.

KEY

- Level 1: Full governing body
- Level 2: A committee of the governing body
- Level 3: An individual governor
- Level 4: Principal (supported by CEO)

Column blank: Action could be undertaken by this level.
 Column blocked off: Function cannot be legally carried out at this level.
 The Governors will be mindful that although decisions may be delegated, the Governing Body as a whole remains responsible for any decision made under delegation.

Key Function	No	Tasks	Decision Level			
			1	2	3	4
Budgets	1	To approve the first formal budget plan each financial year	X			
	2	To monitor monthly expenditure.			X	X
	3	To establish a charging and remissions policy			X	X
	4	Miscellaneous financial decisions				X
	5	To enter into contracts (GB may wish to agree financial limits)			X	X
	6	To make payments				X
Staffing	7	Principal appointments (selection panel)	X			
	8	Deputy appointments (selection panel)	X			
	9	Appoint other teachers			X	X
	10	Appoint non teaching staff				X
	11	Agree a pay policy	X			
	12	Pay discretions	X			
	13	Establishing disciplinary/capability procedures	X			
	14	Dismissal of Principal		X		
	15	Dismissal of other staff		X		

	16	Suspending head		X		
	17	Suspending staff (except Principal)			X	X
	18	Ending suspension (Principal)		X		
	19	Ending suspension (except Principal)		X		
	20	Determining staff complement	X			
	21	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights				
	22	Determining dismissal payments/early retirement		X		
Curriculum	23	Ensure National Curriculum (NC) taught to all students and to consider any disapplication for student(s)				X
	24	To establish a curriculum policy				X
	25	To implement curriculum policy				X
	26	To agree or reject and monitor curriculum policy	X			
	27	Responsible for standards of teaching				X
	28	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				X
	29	Responsibility for individual child's education				X
	30	Provision of sex education – to establish and keep up to date a written policy				X
	31	To prohibit political indoctrination and ensuring the balanced treatment of political issues				X
	32	To establish a charging and remissions policy for activities (non NC based)		X		X
Performance Management	33	To formulate a performance management policy		X		X
	34	To establish a performance management policy				
	35	To implement the performance management policy				X
	36	To review annually the performance management policy		X		
Target Setting	37	To set and publish targets for student achievement	X			X
Discipline/Exclusions	38	To establish a discipline policy	X			
	39	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the student is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)		X		
	40	To direct reinstatement of excluded		X		

		students (Can be delegated to chair/vice-chair in cases of urgency)				
Admissions	41	To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body)	X			
	42	To consult annually before setting an admissions policy (VA and Foundation schools)				
	43	To establish an admissions policy (special schools where students do not have a statement) acting with LA				
	44	Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body)				
	45	Admissions: application decisions (VA, Foundation and special schools)				
	46	To appeal against LA directions to admit student(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)	X			
Religious Education	47	Responsibility for ensuring provision of RE in line with school's basic curriculum				X
	48	Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character)				
	49	Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents)				
	50	Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above)				
Collective Worship	51	In all maintained schools to ensure that all students take part in a daily act of collective worship (after consulting GB)				X
	52	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB)				
	53	Arrangements for collective worship (schools without religious character (after consulting GB)				X
	54	Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head)				
Premises & Insurance	55	Buildings insurance and personal		X		

		liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision)				
	56	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)		X		
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan		X		
Health & Safety	58	To institute a health and safety policy (in community and VC schools this would be the LA)	X			
	59	To ensure that health and safety regulations are followed				X
School Organisation	60	To publish proposals to change category of school	X			
	61	Proposal to alter or discontinue voluntary foundation or foundation special school	X			
	62	To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA		X		
	63	To ensure that the school meets for 380 sessions in a school year		X		
	64	To ensure that school lunch nutritional standards are met where provided by the governing body.				X
Information For Parents	65	To prepare and publish the school prospectus				X
	66	To prepare and publish the school profile				X
	67	To ensure provision of free school meals to those students meeting the criteria				X
	68	Adoption and review of home-school agreements		X		
GB Procedures	69	To draw up instrument of government and any amendments thereafter	X			
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	X			
	71	To appoint and dismiss the clerk to the governors	X			
	72	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require	X			
	73	To appoint and remove community or sponsor governors.	X			
	74	To set up a Register of Governors' Business Interests	X			
	75	To approve and set up a Governors Expenses Scheme	X			

	76	To discharge duties in respect of students with special needs by appointing a “responsible person” in community, voluntary and Foundation Schools		X		
	77	To consider whether or not to exercise delegation of functions to individuals or committees	X			
	78	To regulate the GB procedures (where not set out in law)	X			
Federations	79	To consider forming a federation or joining an existing federation	X			
	80	To consider requests from other schools to join the federation	X			
	81	To leave a federation	X			

Code of Conduct for Governors

All Governors will be asked to subscribe to this Code of Conduct. Individual Governors should:

- Support the aims and objectives of the College and safeguard the interests of the College and the students in the wider community
- Support and promote appropriate partnership and collaboration with other schools in the area and Local Authority
- Work co-operatively with Governors in the best interest of the College and attend meetings regularly
- Acknowledge that differences of opinion may arise in discussion of issues but when a majority decision of the governing body prevails, it should be accepted
- Base personal views on matters before the Governing Body on an impartial assessment of the available facts
- Take due account of the views of parents, students, staff and interested parties
- Acknowledge that the day to day running of the College and implementation of plans and policies of the Governing Body is the responsibility of the Principal and senior managers of the school
- Understand that an individual Governor has the right, only when the Chair and Governing Body have given their agreement, to make statements or express opinions on behalf of the Governors
- Resist any temptation or outside pressure to use the position of Governor to benefit himself/herself, other individuals or agencies
- Declare openly and immediately any conflict of interest arising from a matter before the Governors or form any other aspect of governorship
- Respect the confidentiality of those items of business which the Governing Body deems to be confidential
- Take or seek opportunities to enhance his/her effectiveness as a Governor through participation in training, development programmes and increasing his/her own knowledge of the College
- Have regard to their broader responsibilities as a Governor of a public institution. This will include the need to ensure public accountability for the actions of the Governing Body

F2 Educational Expertise Required

Experience and knowledge of:

- National education policy, developments and reform
- School leadership and management
- 11-18 curriculum and qualifications
- Teaching and Learning
- Raising standards in education.
- Evaluation and monitoring including Ofsted frameworks.
- Working with young people and improving outcomes for them
- Raising achievement in schools.
- School Set Up
- Pastoral care in schools
- School Recruitment and teacher development

Our wide educational expertise is evident in our proposer's group, which brings together leading education professionals:

██████████

██████████.

██████████.

██████████.

██████████.

██████████

██████████:

- ██████████
- ██████████
- ██████████
- ██████████
- ██████████
- ██████████
- ██████████
- ██████████
- ██████████
- ██████████

Further biographical details are included in section F5. ██████████

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED] on the application stage for the Jane Austen College and will commit the equivalence of a day/week to the set-up and initial operation of the school, before taking up her post as PD one term before opening if this application is successful. Further biographical details and a CV are provided in section 5.

[REDACTED]

[REDACTED]

[REDACTED] will commit the equivalence of a half-day/week to the set-up and initial operation of the College and has supported during the application stage.

[REDACTED]

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

[REDACTED]

[REDACTED]

[REDACTED]

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

- [REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

F3: Financial Expertise

Expertise Required:

- Experience of school leadership and management, including managing budgets, and understanding school funding.
- Strategic financial and human resources planning
- Experience of school staffing and recruitment, including payroll.
- Experience of the management of school premises, assets and resources
- Experience of annual budgets
- Understanding of financial legislation and procedures and accounting principles.

Our Financial Experience and Expertise

[REDACTED]

More detailed biographical information is given earlier in this section and also in section 5. [REDACTED]:

- [REDACTED]
- [REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED] will commit the equivalence of a day/week to the application, set-up and initial operation of the College, as the CEO of The Inspiration Trust.

[REDACTED]

More detailed biographical information is given earlier in this section and also in section 5. As an [REDACTED]:

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

[REDACTED] has led on the application stage for the Jane Austen College and will commit the equivalence of a day/week to the set-up and initial operation of the school, before taking up her post as [REDACTED] one term before opening if this application is successful. Further biographical details and a CV are provided in section 5.

[REDACTED]

[REDACTED]

[REDACTED]:

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

Recruiting a Business Director

We have identified financial expertise as a potential skills gap for our group. There will be a need to recruit a Business Director to support the set up and opening and subsequent running of the Jane Austen College. This will be a key post for the Inspiration Trust, as the Business Director will work across the Trust.

[REDACTED] is working with the Proposer's Group and will support the appointment and induction of the Inspiration Trust's Business manager who will have responsibility for finances.

The Business Director will work closely with the Principal-designate of the College. Their responsibilities will include:

- participating in the provision of effective strategic, financial and human resources planning and information.

- Providing financial and human resources advice and guidance to the Chief Executive of the Trust
- Researching, preparing and submitting the annual budget
- Preparing detailed reports on financial, human resources and administrative matters
- Providing controllership functions to ensure finances are managed according to legislation, policies and procedures and generally accepted accounting principles
- Completing financial reports to be submitted to the DfE

F4: Other relevant Experience

The Inspiration Trust

The Jane Austen College will be sponsored by the Inspiration Trust, which is a growing federation of primary and secondary schools and academies in Norfolk. It aims to grow to include 6 schools. Its members include [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), [REDACTED], [REDACTED]. The Inspiration Trust will provide invaluable expertise and experience to the Jane Austen College.

The Inspiration Trust Board:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Further Experience and Expertise

Important expertise in addition to educational and financial will be provided in these areas:

- **Governance:** [REDACTED] of the Jane Austen College and will during the set-up phase take lead responsibility for recruiting and training the Directors (Governors) of the College and establishing sound governance procedures. Other governors are being actively recruited but the already committed nucleus of eminent professionals with outstanding national and international reputations will form the core of an exceptionally experienced Board of Directors.
- **Project start up and management, Human Resources and ICT:** [REDACTED]. The Academies and Free School start up projects have been complex in nature involving capital build projects and a refurbishment totalling in excess of [REDACTED] and the creation from scratch of completely new curriculum structure, staffing structure, leadership structure and all the other policy changes necessary. [REDACTED]. These two individuals already have a wealth of experience in start-up projects. If required, other professionals will be recruited on a fixed term consultant contract to deal with refurbishment of premises, HR issues and the development of an excellent ICT infrastructure for the new College. Many of these consultants are well known to [REDACTED] from previous projects.
- **Legal and Accounting:** Among the members and directors (governors) already identified are Chief Executives and Directors of several large institutions, barristers and an existing Academy Chair of Governors. There is a considerable expertise in this group to ensure sound legal and accounting practices are established in the Free School
- **Marketing and media:** [REDACTED]. If the bid is successful, he will contribute a day to the Jane Austen College. His brief will be to promote the profile of the College to potential teaching staff and future students to position the Jane Austen College brand correctly so it becomes the prominent supplier of outstanding English Literature teaching in the area. In the lead up to the College's opening, he will coordinate the production of publications, its media profile and materials for the College to ensure a high profile launch. [REDACTED].
- **Buildings and Site:** [REDACTED] i

[REDACTED] has also worked closely with architects on the Ormiston Victory Academy new build. This provides the necessary expertise for our group, in order to enable us to work closely with architects to ensure the buildings fully match the college's vision. Previously, [REDACTED], a property investment, development and asset management group specialising in high quality urban generation across the UK and Europe. This is a group that could potentially support the Jane Austen College if required.

Additional Support Required

As the project develops, additional advice and support may be needed, particularly in ICT systems and property management. This will be obtained, subject to tender, as and when required.

Our Capacity

Balancing the work for the Jane Austen College against other educational commitments will not be an issue. The Inspiration Trust is a growing multi academy group, with the capacity to include approximately 6 academies in the future. Currently the group includes one primary school and the Sir Isaac Newton Sixth Form Free School, which will open in September. So there is clear capacity to support the opening of the Jane Austen College. [REDACTED], [REDACTED], will become the [REDACTED] on a full time basis, giving her more capacity to focus on the Jane Austen College. If this application is successful, [REDACTED], with her sole focus being the Jane Austen College. Other board members and individuals who have supported this application are comfortably able to support and provide their expertise alongside their current commitments.

As stated, The Sir Isaac Newton Sixth Form Free School will open in September 2013. The experience gained by The Inspiration Trust setting up this free school will give this group unique expertise and enable us to set up an additional free school in Norwich effectively. The timeline is appropriate, as the Trust will be setting up the Jane Austen College a year later. This experience will add significantly to our capacity. By the time this application is hopefully approved the following stages will have already been completed on the Sir Isaac Newton Free School:

- Premises found, planning permission obtained and development work begun, including ICT infrastructure (This stage is already underway)
- Students recruited (This stage is already underway)
- Staff recruited (A Principal Designate is already appointed)
- Curriculum developed (This stage is already underway)

We will therefore have the experience and capacity to dedicate to a new school start up.

As part of the inspiration Trust, we will also be able to call on the knowledge and expertise of other Principals and staff from other academies within the group. This will give us access to a wide range of expertise.

F5 Recruitment

Our Principal Designate

The importance of the Principal-designate cannot be overstated.

OFSTED reports in 2010 showed:

- 93% of schools with good leadership have good standards of achievement
- Just 1% of schools without good leadership reach the same level
- Leadership is particularly important when a school faces significant challenges

School leadership is therefore one of the most important factors determining student achievement.

██████████.

Experience

██████████.

Qualifications

██████████.

██████████ will join the College full-time for two terms ahead of the free school's opening in 2014 and will play a key part in appointing the right staff for the school. The key responsibilities of the Principal, under the strategic guidance of the CEO are:

- To ensure that the College meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the College's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, students, parents/carers and the wider community
- To ensure the College's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the College's education vision is delivered. This will include: maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the College's Board of Governors and maximising the College's resources by seeking additional funds from external sources
- Managing and regularly reviewing the use of available resources, including human resources, to improve students' learning and achievement
- Recruiting and retaining staff of high quality and with appropriate qualifications
- Ensuring effective performance management of all staff and effective workforce development
- Using ICT to support personalised learning, curriculum development and delivery
- Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
- Ensuring the maintenance of the College's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)

- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the College's education vision.
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the College, providing information and advice to the Board of Governors, and developing self-evaluation and accountability
- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the College's Board of Directors

Working with the Jane Austen College's Board of Governors

The Chief Executive Officer and the Principal-designate will work with the College's Board of Governors to ensure:

- The vision, values and ethos of the College are embedded into strategic and operational planning and are evident in the daily life of the College.
- The expectations and aspirations of parents/carers and of students are raised.
- The College meets the needs of all its students.
- The College develops effective and efficient practices, policies and procedures.
- The College remains in sound financial health.
- The College's specialism of English is developed and valued.
- The College's commitment to raising the quality of teaching and learning in English to other schools is prioritised.
- The College exercises sound governance.
- The interests of the College are actively promoted locally, regionally, nationally and, where appropriate, internationally.

CEO of Inspiration Trust

As part of the Inspiration Trust, the Principal will be accountable to the [REDACTED].

[REDACTED] to the Jane Austen College. [REDACTED]. [REDACTED] profile has helped to already attract strong fields of applicants when making any key appointments at Victory Academy whereas the predecessor school frequently attracted single or no applications even to posts carrying a high level teaching and learning responsibility payment. As a result we are confident that her profile will attract quality staff to the College.

The key responsibilities of the CEO will be to:

- Secure the realisation of the education vision of the College
- Maximise the performance of all students through ensuring high quality learning and teaching which motivates, challenges and empowers
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their education experience
- Create a place of learning open to the educational community and develop the College as a wider resource accessible to the schools and teachers of Norfolk and beyond with the commitment to raise standards in the teaching of English.
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, HE partners, the LA, other schools, voluntary organisations, other public sector bodies and employers
- Develop effective relationships with primary and secondary schools, HE providers which drive forward the attainment of students in mathematics and the sciences
- Line Manage the appointed Principal of the College

Recruiting Staff

All new staff should be aligned with the vision and ethos for the College and will complete a recruitment and induction programme to ensure this. The Guild of Teaching, part of the Inspiration Trust, will support the right candidates to have access to the very best CPD as well as opportunities to pursue research projects and publish works.

We will advertise nationally, using the TES, as we believe the Jane Austen College will attract national interest in terms of recruitment.

The key characteristics we want our staff to have are:

- Flexibility
- Ambition
- Creativity
- Commitment
- A love of learning and scholarship

The interview process will use a range of approaches to determine the strengths and weaknesses of candidates, such as interviews, role plays, presentations, group exercises, focused interviews, lesson observations, and written exercises relating to budgeting or data or other areas of importance. Advertisements for senior and middle management posts will be advertised from January 2014. We will however explore the networks like Future Leaders and Middle Leaders to seek out the very best candidates.

The following benefits and professional development opportunities have been designed to attract the very best staff.

Staff training In addition to training at the College, staff will benefit from a range of group training opportunities available from the Guild of Teaching.

MA bursary The Guild of Teaching will offer teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA. The MA bursary covers the majority of the circa [REDACTED] course fee, with teachers expected to contribute just [REDACTED].

Recruiting Governors and their Responsibilities

Due to the high profile calibre of the Jane Austen College we have been fortunate enough to already attract a strong nucleus of a board of governors (directors) with the capacity to offer rich expertise, strategic guidance and support to deliver the vision for the College.

Directors (governors) who are already committed to the project will include [REDACTED], [REDACTED] and [REDACTED].

This group are ideally placed to recruit other high profile individuals to join them, with talks already underway. This group, albeit compact at the moment, has a wide range and of experience, skills and expertise, leaving few gaps to cover. Parent and staff Governors will be appointed by election immediately after opening in September 2014 to widen the perspective of the Governing Body and allow full participation by staff and parents in the governance of the College.

Membership of the Governing Body

- Seven governors appointed by the Members.
- The CEO of Inspiration Trust
- The Principal (ex-officio)
- Two Staff Governors
- Two Parent Governors
- Co-Opted Governors from the Strategic Partners

Our ideal governors would have links with organisations that will develop our English specialism and be committed to working to improve outcomes for young people.

Appendix - CV of Principal Designate

[REDACTED]

PROFILE

[REDACTED]

[REDACTED]

EDUCATION

[REDACTED]
▪ [REDACTED]

[REDACTED]
▪ [REDACTED]

[REDACTED]
▪ [REDACTED]

CAREER SUMMARY & ACHIEVEMENTS

[REDACTED]

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

[REDACTED]

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

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

- [REDACTED]
- [REDACTED]

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

[REDACTED] • [REDACTED]

Section G Initial costs and financial viability

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

Our principles when it comes to the financial planning for the Jane Austen College viable are twofold:

- To ensure that our educational vision can be met in a highly effective way and that the aspirational aims of the college can be achieved, with the available financial resources.
- To ensure that the school will offer good value for money and that our plans demonstrate the financial viability of the school.

[REDACTED]:

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

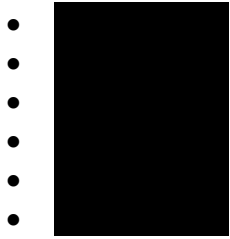
[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]



[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	
	[Redacted]		[Redacted]	



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

Section H: Premises

Our vision and rationale indicates that a city centre location would be ideal for the Jane Austen College. This is supported by our evidence of demand and parental consultation. Our vision also sets out our intention to have a curriculum with an extended school day. Our parents indicated this would be a supportive child care solution which would enable them to drop off and up their children on route to and from work. Both sites set out below are close enough to the city centre to meet this criterion and are well served by public transport networks.

The Jane Austen College will have five cohorts of 180 pupils and two 6th Form cohorts of 100 students; the total size of the school will therefore be 1100. The average class size for years 7-11 will be 25-30 pupils and the average class size for the 6th form will be 15-20 students. To accommodate this number of young people a total of 50 classes will be needed at any one time with no surplus to spare. In addition to this we will require:

- a lecture theatre for our English master classes and to accommodate our artist in residence;
- a space large enough to house an extensive library;
- an assembly hall with a stage area for the school productions which can also double up as a dining area.

Our Preferred location is:

██████████,
Norwich,
██████████.

██████████ is the main road leaving Norwich east. The site provides good access to the City Centre, the inner ring road and the bypass. The railway station is a five minute walk away and public transport connections are excellent.

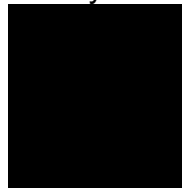
The property is a five-storey modern office building, arranged in two wings off a central core with the following facilities and specification:

- Good natural lighting
- The potential to be open plan
- Central heating
- Double glazed windows
- A DDA compliant lift and toilet facilities
- Parking for approximately 100 cars

The site is currently vacant. The Department for Education has already identified ██████████ to be a suitable free school site for a previous free school application. The site has been well maintained. Any planning development will be straight forward to apply for particularly given that the Jane Austen College intends to embrace the public transport links on its doorstep.

The site is large enough to house the classrooms needed to deliver the academic curriculum if an extension is added to one of the elevations. An external astro-turf court owned by [REDACTED] is located just a five minute walk away and is already used on an occasional basis by the Norwich primary free school to deliver their sports curriculum. The external space is limited for the number of pupils we are proposing for the site but it will be possible to accommodate the number of pupils identified during break times with appropriate timetabling.

[REDACTED] The price for the office space is currently set at [REDACTED] per square ft and provides enough outside land to provide a further development to accommodate the number of classrooms needed. This is the average standard market rate for commercial property in Norwich and represents good value for money.



Our Second Location:

Our second choice site is a five minute walk from Norwich bus station and within easy walking distance of the Norwich train and bus station. It is in the centre of the main business and shopping area of the city. This will enable parents and children who live in the suburbs and in more rural areas to access the school easily.

The property address is:



Norwich,



[REDACTED] is in a prominent position overlooking [REDACTED], close to the junction of [REDACTED]. [REDACTED] is within a short walk of [REDACTED], which forms part of the inner ring road, providing easy vehicular access to the A11 and A140.

[REDACTED] is a distinctive office building, providing mostly open plan offices on ground and six upper floors. The floors will be easily converted to classroom areas and there are additional large communal areas which will serve very well as a school hall, office / reception area, kitchen and dining room, staffroom, careers library and lecture theatre. The lecture theatre will allow artists in residence to have adequate space to facilitate sessions and present to a cohort at any given time. The building has one main stairwell and lift shaft to access the six floors which are of sufficient width for classes of pupils and students to move safely around the college. There are two toilet / washrooms on each floor and also a pleasant, secure courtyard area to the front of the building which can be used to locate an external MUGA and provide adequate space for staff parking. The building has plenty of natural light.

██████████

The property is leased by ██████████ at the cost of ██████████ and has 10 years until it expires. The rental market value is ██████████ refurbished. The property requires planning permission for change of use and general redecoration to create a 6th form free school. The owner would be looking for a sub lease for the 10 year period and will be open to a direct long term lease thereafter.

The owner has been notified of our intentions to convert the property to a Free School and is positive about the idea. The property is empty and available and the 34281sq ft of space would cost ██████████. The size and location of the development will allow for the planned 1100 Jane Austen College pupils and students to gain easy access to its facilities. The site is currently unoccupied.