



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

73034 WOOTTON PARK FREE SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below? <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application

11. Have you sent:

- a copy of Section A (tab 1 of the Excel template); and
- copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and
- a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days

by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

(See guidance for dates and deadlines).

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 6th May 2014

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

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

Section A: Applicant details

COMPLETED IN EXCEL APPLICATION FORM.

Section B: Outline of the school

COMPLETED IN EXCEL APPLICATION FORM.

Section C: Education vision

Introduction

Our aim is to establish an all-through 4-19 school for 1,260 learners, opening in Northampton in 2016. The vision for Wootton Park School has developed as a result of a unique partnership between many organisations, including the [REDACTED], [REDACTED], local communities, Northamptonshire County Council and elected representatives of local and national government. The Northampton Free School Trust was established to set up and then run the new school.

The school's intake is likely to closely mirror that of the near-by all-through school, with:

- 10% pupils with Special Educational Needs
- 5% gifted and talented pupils
- 10% pupils with English as an Additional Language
- 10% pupils entitled to free school meals

The education plan and curriculum model will meet the learning needs of our pupils. The curriculum model and associated staffing model are fully deliverable and have been developed by a proposer group with considerable capability and capacity. The application enjoys the full written support of Northamptonshire Police Force, Northamptonshire County Council and the University of Northampton. Wootton Park School with its areas of curriculum focus as set out in Section D will increase choice and diversity for parents, make a major contribution to raising standards in the local area and meet the needs of pupils in an area of growing basic need.

The preferred site for the school is [REDACTED]. It is anticipated that learners will join the school not only from the town but also from outlying areas, including the significant new developments occurring to the south of the town, making the location ideal for meeting demand.

Rationale

There are four compelling reasons to create this unique school:

- Demographic need for new school places;
- Lack of high quality education options for parents and young people in our local area;
- The unique opportunity created by the synergy between the Government's Schools Policy and our local Police and Crime Commissioner's ambition to make Northamptonshire the Safest Place in England by transforming the county's Police Force and the wider Criminal Justice System;
- Additional choice for parents and carers.

Demographics

We have worked with Northamptonshire County Council to establish the level of need for new school places at both the primary and secondary phases, and officers have provided us with their projections as the source for the need to match our collected evidence of demand. As is the case in much of the country, a rise in the birth rates locally is in itself creating pressure on existing schools; in Northampton, this rise is projected to be up to 15% by 2020/21. In addition to this, significant development projects across and just outside the town will continue to add to the number of children requiring school places across all age groups.

Once the LA has completed its process of expansion of the Pupil Admission Numbers (PANs) of some primary schools, there will be a total capacity of 2,880 places available per year group. However, data released by the Office for National Statistics (ONS) in July 2013 shows that there have been over 3,300 live births in Northampton each year since 2010, rising to 3,369 live births in Northampton in 2012. Demographic pressures are already having an impact in the primary phase, with some primary schools close to our proposed site over capacity by more than 30 pupils. In addition to this natural rise in pupil numbers, there will also continue to be a rise in numbers from local developments and inwards migration, particularly of young families to the area.

The need for new places in the secondary phase is also critical. Council projections show that by the academic year 2016/17, when the school will open, the shortfall in secondary places will be almost five forms of entry. By the academic year 2020/21, the shortfall is projected to be up to 19 forms of entry. By providing 4FE from 2016 onwards, Wootton Park School will contribute to meeting this need as it becomes more extreme, whilst not causing an undue surplus in places in its early years of opening when the school is in its growth phase.

Choice and Diversity

There is a lack of sufficiency in high quality educational options. During our programme of community engagement, many parents and carers have reported their concerns about the options available to them for their children's education. We have conducted an analysis of local primary and secondary schools which demonstrates that this concern is well-founded (all data sourced from the 2013 DfE performance tables).

There are seven primary schools within two miles of our proposed site, all of which received a 'Good' rating from Ofsted following their most recent inspection. In terms of educational outcomes however, the quality of provision offered by these schools is inconsistent. Whilst five of these schools reached or exceeded the national average of children achieving L4 or above in English and Mathematics at the end of KS2 in 2013, the two which did not fell significantly short, with 60% and 62% of children attaining this measure (15% and 13% below the national average). The numbers of children making expected progress also varied significantly between schools, with a range of 67-96% in reading and 67-100% in Mathematics. It is evident, therefore, that the quality of primary education a local child receives is highly dependent on which school they are admitted to; we do not believe this is appropriate, and nor do local parents.

This inconsistency of quality continues into the secondary phase. There are three secondary schools within three miles of our proposed site, one rated 'Outstanding' by Ofsted, one rated 'Good' and one rated 'Requires Improvement'. In the school rated RI by Ofsted only 57% of students achieved 5 GCSEs at A*-C, including English and Mathematics in 2013. It is also the school with the highest proportion of students eligible for the Pupil Premium (30% compared to 7% and 12%), indicating that children living in challenging circumstances are at risk of educational disadvantage compared with their peers. Across all three schools, the average attainment gap for the GCSE measure cited previously is higher than the national average, at 30%. We do not believe that this level of underachievement by disadvantaged students is either inevitable or acceptable, and as with the primary phase we share the concerns of local parents about the inconsistency of provision. Our offer will support gains in learning for under-educated pupils.

We appreciate that there are good schools in our local area, and look forward to creating exciting relationships with the local family of schools which will enrich the experience of all learners. However, our analysis has shown that some learners, and disproportionately those who may be more vulnerable, are not able to access the highest quality options and are instead in schools which fail to reach national averages, let alone more ambitious targets.

Unique Opportunity

A unique opportunity has been created by the synergy between the Government's Free Schools policy and our local Police and Crime Commissioner's ambition to make Northamptonshire the Safest Place in England by transforming the county's Police Force and the wider Criminal Justice System.



The combined opportunities presented by the Government's Free Schools Policy; a site which lends itself well already to a school; and a shared commitment to prevention and the contribution of young people have led the Northampton Free School Trust to present this application. The Trust intends to take full advantage of the freedoms available within this Government policy to establish and promote a unique free school which not only strives for high academic achievement but also fulfils the core of the Commissioner's ambition and produces disciplined, respectful, enabled and engaged citizens who actively contribute to creating the safest County in England.

Summary

Wootton Park School will address the pressing demographic need for new school places, as well as providing a superior quality of academic attainment and educational offer that learners and parents are rightly demanding.

Our new school will be unique. It will offer something very different in terms of its curriculum and enrichment emphases (See Section D) and as a result it will increase choice and diversity locally. 'Attainment for All', 'Public Service', and 'Stronger Society' will be the three core distinctive principles which underpin the school.

A rigorous academic curriculum will bring genuine choice to learners in Northampton and tackle under-education. The core subjects will be taught and assessed through Cambridge University's International Curriculum and Examinations, which provide highly regarded accreditation options for key stages four and five, as well as a rigorous curriculum and assessment regime for 4-11 and older pupils.

Wootton Park School will recognise that all children are unique. Free School freedoms will allow innovative approaches, while an extended school day and a well constructed and diverse enrichment programme will ensure that each child is treated as an individual and their talents nurtured in terms of both academic achievement and personal development.

Through the freedoms Free Schools allow, coupled with its innovative teaching approaches and vision, the school will offer significantly higher standards than existing local schools and will be reputed regionally, nationally and indeed internationally for its academic achievement, distinctive specialisms and most importantly for the character and calibre of its learners.

Parents and future learners have responded extremely positively to our vision and plans for the school, and we have been able to take community feedback into account whilst developing these plans further (see Section E2). At the time of application, we can evidence 407 parents who have committed to choosing the school as their first choice across 2016/17 in the primary phase and 431 in the secondary phase. These levels of demand form a strong part of the rationale not only for a new school in this area, but for Wootton Park School specifically.

Wootton Park School must and will be a place that invests all its passion in what is good, recognising the powerful reality that what is done in the lives of our young people has to count, “for what we do outlives us”.

For more information on all demand-related aspects of the rationale for Wootton Park School, see section E.

Vision

Ipsa quod faciendum est diutius durat – ‘What we do outlives us’

Wootton Park School must be and will be a place that invests all its passion in what is good, recognising the powerful reality that what is done in the lives of our young people has to count, “for what we do outlives us”.

Wootton Park School will be the school of choice for parents who are proud to be ambitious for their children, value academic success, and who want them to achieve to the fullest of their ability with school performance consistently above local and national averages.

Wootton Park School will lay a strong and enduring foundation stone in each and every child’s life who walks through its door, by engaging their young minds in the value of public service, ensuring that all children graduate as responsible, active citizens, driven in all that they do by a strong moral compass.

Pupils will be thoughtful, lawful, disciplined, community-minded, respectful and embracing of diversity and aware of the often complex ethical and moral conflicts in our communities and the wider inter-connected world around them.

Wootton Park School will recognise that all children are unique and so free school freedoms will allow innovative approaches, while an extended school day will help us to meet the needs of our diverse community of learners.

The one-of-a-kind provenance of the school with its deep-rooted and enduring connections with ‘blue-light’ services, where officers in uniform on school grounds is an everyday occurrence, will give every child a unique insight of the world around them.

Utilising unique access to facilities and non-teaching staff the teaching of applied crime science, one of the school's specialisms, will enrich every subject and give children a thorough understanding of technology, behaviour, evidence, outcomes and more.

A distinctive range of activities, opportunities and experiences will be offered – so in the course of an average week a pupil might take part in a crime prevention activity day with the Police Cadets, do a musical recital in a residential care home and do a forensic analysis of a peer's finger print.

Consistent with the founding aspirations of the Northampton Free School Trust who are committed to the Commissioner's belief in prevention and the value and contribution of young people, Wootton Park School will play its role in contributing to the safest place in England.

Finally, Wootton Park School will be a happy place, where friends are made, families are welcomed and the wider community is involved and valued.

The three distinctive principles for Wootton Park School are:

Attainment for All, Public Service, Stronger Society

Attainment for All

Because at steady state the school will be 2FE in Reception and 4FE in Y7, and due to the inherent benefits from continuity and progression in an all-through 4-19 educational environment, learners will all be well known to staff. Appropriate and bespoke support will be placed around each child ensuring the best possible framework for promoting attainment. All children including SEN, gifted and talented, EAL and FSM will achieve their personal best together. Our proposed leadership structure – having five second tier senior leaders each responsible for a particular age range spanning traditional Key Stages - will make for tight accountability while maximising support for pupils.

The 'whole child' will be brought into the classroom; each child's home life will be understood and their needs met. The school will offer a range of early intervention programmes to reduce the impact of negative factors in children's lives. We will offer a rigorous academic curriculum and bring genuine choice to learners in Northampton. The core subjects will be taught and assessed through Cambridge University's International Curriculum and associated Examinations which provide highly regarded accreditation options for 14-19 pupils, as well as a rigorous curriculum and assessments for pupils aged 4-13. Thanks to data from Cambridge's annual Progression Tests that will be completed at the end of years three through nine so no learner will 'fall through the cracks' each child will achieve academically to the fullest of their potential.

The school will have an academic specialism in applied crime science, which will enrich learning across the curriculum for all pupils. This will benefit from the experience and expertise of proposers and the agencies with which Wootton Park School will work from day one. More details are set out in Section D.

Rich and diverse enrichment will ensure that all pupils gain a breadth of opportunity to spark their engagement and fulfil their dreams. One of the school's EKPIs is that all school leavers will be able to identify at least one sport, craft or hobby that they actively pursue outside of school. In a typical term a key stage three student may take part in French exchange, deliver a full primary school assembly and learn to sew.

Wootton Park will be a constantly striving, learning organisation with access to cutting edge research through its strong links with Northampton University's and Northamptonshire Police and

Crime Commissioner's 'Institute for Public Safety, Crime and Justice'. Through this Institute the school will be able to systematically record and analyse pupils' progress throughout their school career and beyond. This data will enable accurate assessments and adjustments to be made of the school's approaches and innovations.

While at Wootton Park School, all pupils will enjoy and achieve. Whilst all learners will be recognised as individuals and their distinctive talents and interests nurtured, the Wootton Park family will be united by a joint sense of aspiration and fulfilment.

Public Service

Wootton Park School has its origins in the vision of Northamptonshire's first Police and Crime Commissioner. Indeed the School will occupy buildings and land currently used as the shared Headquarters for the county's Police Force and Fire and Rescue Service. This legacy will resonate and forever endure since the core focus of Wootton Park School will be serving the public.

Wootton Park School will lay a strong and enduring foundation stone in each and every child's life who walks through its door, by engaging their young minds in the value of public service, ensuring that all children graduate as responsible, active citizens, driven in all that they do by a strong moral compass.

There is a general public sense that community ties and consideration for others in need is increasingly eroding in societies up and down the country. All learners will be encouraged to take part in activities which engage them as citizens, and empower them to recognise both the value and their own potential of doing good. These activities will draw on the Trust's close relationships with local 'blue light' services.

Learners will have the opportunity to serve as Police or Fire cadets. Activities will be aligned to the local Police and Crime Plan and the priorities of the county in terms of public safety, health and wellbeing. Examples of activities might include working with 'Licensing' as test purchasers for alcohol and fireworks, stewarding community events such as Remembrance Sunday and Silverstone and running anti-bullying campaigns in other schools.

Learners will also have the opportunity to experience public service by taking part in well structured and meaningful work placements with the Office of the Police and Crime Commissioner, the Police Service and the Fire and Rescue Service.

Additionally, lectures and activities run by personnel from the 'blue-light' services will be a regular feature at Wootton Park School as will visits and engagements with other features of the criminal justice system such as forensic science, the courts and democracy activism.

Crime Science will feature across the curriculum. Crime Science is the study of crime from multidisciplinary perspectives, with a focus on the use of scientific methodology and the objective of reducing crime. Crime Science draws on the study of statistics, geography, environmental design, psychology, biology, chemistry, physics and economics.

Applied Crime Science theory, concepts, application and emerging research into crime science will be threaded into lessons across the curriculum. Case studies and unique access into 'blue light' facilities and systems will illuminate the school's curriculum specialism.

Themes will include cyber security, crime mapping, collection and analysis of intelligence, evaluation of evidence and hypothesis testing.

There will be a requirement for at least one member of SLT to participate in training provided by the Institute for Public Safety, Crime and Justice to maintain awareness at this senior level of theory, concepts, application and emerging research in Crime Science.

Learners will leave the school with an understanding of how science and scientifically based techniques can be used to understand crime problems, develop strategies for preventing crime and can increase our ability to detect crime and catch criminals. Learners will be well placed for further learning and / or career opportunities across the criminal justice sector.

Stronger Society

Wootton Park School will build on its heritage and grounding in public service to develop all learners to create a stronger society through the promotion of citizenship and community.

The School will aim to shape learners' characters through the promotion of strong values, who will participate passionately in their communities, develop a progressive view of society which encourages an understanding of what it is to be a British citizen and to build cohesive communities.

Meaningful and appropriate enrichment 'community service' activities will aim to benefit significantly the wider community, especially those sections of the community which are vulnerable or in need. Examples will include, litter picks, musical recitals in residential care homes and contributing to hospital radio. The Northamptonshire Police and Crime Commissioner's Office of Faith based and Community Initiatives will provide one mechanism through which such activities will be sourced and delivered.

Our vision is for a school recognised as central to the community, which works with whole families rather than just young people. The School will have a Parent Centre which is open before and after the school day and incorporates an adult education facility which provides parents with the skills to participate fully in the community and support the learning and development of their children. Crèche facilities will encourage parents to use the Centre.

Finally we expect Wootton Park School to become an active member of the local educational community. We aim to become a centre of excellence able to support neighbouring schools, through sharing staff, resources and expertise in order to boost outcomes for all young people in our county.

Ambitious Targets

Section D2 includes a full description of our targets, both academic and broader. The following is an overview of some of the core aspirations from this section. Our high expectations, taken from the EKPIs set out in more detail in Section D, include the following.

- 75% of pupils achieving GLD at the end of Reception in EYFS
- 80% of pupils achieving the expected standard of phonics decoding in Y1
- 85% of pupils achieving L4+ in RWM at KS2
- 80% of pupils achieving 5+ GCSE grades A*-C including En Ma at KS4
- 15% of pupils achieving 3 A*/A grades at A-level in KS5
- 0 NEETs

Public Service

All learners will embrace the School's principle of public service and either join the Police or Fire cadets for one or more whole academic year; and /or take part in at least three work experience opportunities with the Office of the Police and Crime Commissioner, the Police Force or Fire and Rescue Service before the end of key stage five.

Aspects of our curriculum are delivered by officers of the local 'blue light' services, and a range of activities and experiences for our pupils are delivered in partnerships with those services.

Applied Crime Science is embedded across the curriculum in a way which develops a unique and practical understanding of technology, behaviour, evidence, outcomes as well as illuminating distinctively the study of topics such as statistics, geography, environmental design, psychology, biology, chemistry, physics and economics.

Stronger Society

All learners take part in a least one form of community service in every year that they attend school. These opportunities will be managed in an age-appropriate way for children in every school year across both phases.

Wootton Park School will quickly become a learning hub for the community and will offer a vibrant and thriving Adult Education facility which provides parents and local citizens with the skills to participate fully in the community and support the learning and, for parents, the development of their children.

We will adopt a collaborative stance from the day we open. Wootton Park School will be recognised as a centre of excellence able to support neighbouring schools, through sharing staff, resources and expertise in order to boost outcomes for all young people in our care.

Wootton Park School proposers are ideally positioned to capture this opportunity for children and young people.

Section D: Education plan – part 1

	2016	2017	2018	2019	2020	2021	2022
Reception	60	60	60	60	60	60	60
Year 1	60	60	60	60	60	60	60
Year 2		60	60	60	60	60	60
Year 3			60	60	60	60	60
Year 4				60	60	60	60
Year 5					60	60	60
Year 6						60	60
Year 7	120	120	120	120	120	120	120
Year 8	120	120	120	120	120	120	120
Year 9		120	120	120	120	120	120
Year 10			120	120	120	120	120
Year 11				120	120	120	120
Year 12			60	60	120	120	120
Year 13				60	60	120	120
Totals	360	540	780	1020	1200	1260	1260

Section D: Education plan – part 2

Section D1:

The Curriculum

Wootton Park School will offer a broad, balanced and bespoke curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in an increasingly technological and global society. As a 4-19 all-through school we will exploit the advantages of continuity and progression to maximise pupil achievement and well-being. The curriculum will reflect our areas of focus as outlined in Section C and address core areas of learning 4-11 in terms of literacy, numeracy and ICT-computing skills. In addition there will be a variety of enrichment activities to ensure pupils' wider personal development.

As an all-through Reception to Year 13 free school we will derive maximum benefit from the longer-term teacher-pupil relationships that will be established and the lack of discontinuity between KS2/KS3 and KS4/KS5, alongside detailed planning for continuity and progression in terms of curriculum delivery. Pupils will enjoy continuity of contact with teachers and support staff, which will allow teachers to establish and maintain a greater depth of knowledge and understanding concerning pupils' strengths and areas for development, and to support each learner individually in achieving their full potential.

Across Northampton there is considerable variation in pupil intake profiles as shown by the table below.

Schools in Northampton	Number of pupils	% eligible for free school meals	% of pupils whose first language is other than English	% special needs
Caroline Chisholm 4-18 *	1865	4	7	6
Duston School 11-18	1342	18	14	10
NSB11-18	1497	7	5	9
NSG11-18	1715	11	18	5
Abbeyfield 11-*18	1295	19	12	12
Hunsbury *Primary 4-11	216	30	18	9
Wootton *Primary	414	7.5	8	5

*All figures are rounded, * indicates closest neighbours*

As per Section C it is expected that our intake will have characteristics close to the following profile:

- 10% pupils with special educational needs
- 5% gifted and talented pupils
- 10% pupils with English as an additional language
- 10% pupils entitled to Free School Meals

The education provision on offer will be appropriate to this inclusive intake profile and will meet their learning needs. We anticipate a full range of abilities and aptitudes, where some pupils who will be under-educated at the point of entry will benefit from the high expectations and quality of teaching and learning available, leading towards valued qualifications.

Our aim is to create an outstanding and unique all-through free school which ensures high levels of achievement and personal development for all, while promoting the value of public service and building a stronger society. Our school will provide a 'foundation for growth', where every child will thrive and prosper. The approach to teaching and learning in Wootton Park School will develop children's intrinsic motivation by showing them the positive difference they can make to society and by giving them the confidence and skills to contribute to local communities and global society.

This curriculum offer, in terms of the platforms of EYFS and NC with our areas of focus matching proposer experience and expertise, and alongside the viable staffing structure and growth pattern at the core of secure financial planning, is eminently deliverable.

The core features of our curriculum offer will support Attainment for All, Public Service and a Stronger Society:

- All pupils will *achieve and celebrate* their academic and personal potential;
- We will provide *high quality educational experiences* with excellent opportunities for all irrespective of ability, background, disability, faith, gender or race;
- The school will foster *unity, responsibility and citizenship* through interactions with the community;
- A strong element of *public service* will be promoted within the curriculum and through work with blue light services and voluntary organisations including St John Ambulance and Voluntary Service Overseas;
- An atmosphere of *respect*, where adults and learners work together in a spirit of *co-operation* will be maintained;
- The curriculum will be *broad, balanced and internationally recognised* as being of high quality;
- *Continuous monitoring* of each learners' progress will maximise success;
- A focus on preparing learners for *life beyond school*;
- *An academic specialism in Applied Crime Science*, drawing on our unique links with blue light services in our area;
- Developing an *open, inclusive and welcoming* school that provides inspirational learning for all learners and members of staff and a learning hub for the wider community.

In Reception within the EYFS we will address the 3 Prime and 4 Specific areas of learning, make use of the 17 Early Learning Goal descriptors to facilitate planning, delivery and for assessment and reporting, while monitoring the 3 Characteristics of Effective Learning leading to a narrative statement for each pupil at the end of the Reception year. Through the high quality of teaching available we confidently expect to exceed the proportion of pupils achieving a Good Level of Development (GLD) nationally as indicated in the targets set out below within this section. SLT and MLT will ensure effective planning for pupils' transition to Y1 in terms of the Cambridge Primary curriculum (details provided below) and we will prepare pupils for the Phonics Reading Test in Y1 where we also aim to exceed the national average for pupils achieving the expected standard of phonic decoding.

The Cambridge International Examinations (CIE) curriculum is designed to be delivered in all-through schools, and includes a high level of flexibility which, within our high expectations for EBACC completion, will enable us to respond to particular learner needs, preferences and abilities. The CIE curriculum meets the requirements of the English National Curriculum and provides a broad and balanced curriculum for all learners. It includes a strong framework for assessment both of progress and in terms of external accreditation (see below). The curriculum also includes particular elements which are highly relevant to our vision, such as the Global Perspectives course which will be core for all learners in KS4 and KS5. Qualifications achieved through this curriculum will enable our learners to access a wide variety of routeways on leaving school, including entry to top universities in the UK and abroad.

We are confident that by offering this international curriculum we will be well placed to attract high quality teachers who will bring real depth of life experience for the benefit of our learners. CIE programmes do not require the significant additional training and additional workload required for, for example, the International Baccalaureate; instead, training and on-going professional development is straightforwardly accessible, and time during pre-opening induction INSET will be given to this.

Alongside academic subjects, Wootton Park School has both a compulsory and optional enrichment curriculum, both of which are central to achieving our vision. The compulsory enrichment curriculum involves significant careers education. Through exposure to a wide variety of career paths and options, we expect to achieve our learners' buy-in to the process of achieving highly in the academic subjects so that they can access as much choice as possible throughout life after school (see below sections on enrichment and transition).

We believe this complement of academic subjects and enrichment will equip learners with the essential skills of literacy, numeracy and critical thinking alongside knowledge of the best of what's been thought, written and discovered around the world and the experience and exposure needed to build confident, contributing citizens.

Curriculum Delivery

The school day at Wootton Park School will be slightly longer than is typical, starting at 8.40am and finishing at 3.30pm. For learners in KS4 it will extend further with an additional session on Mondays and Tuesdays until 4.30pm. This effectively accommodates the enriched curriculum and global perspectives without our having to limit the number of GCSE options available. The schedule for learners in the EYFS, KS1, KS2, KS3 and KS5 will run as follows, with an additional hour long session two days a week for learners in KS4:

8.40 – 9.40	Session one
9.40 – 10.00	Morning break
10.00 – 11.00	Session two
11.00 – 11.30	Assembly/tutorial time/PSHE
11.30 – 12.30	Session three
12.30 – 1.30	Lunch
1.30 – 2.30	Session four
2.30 – 3.30	Session five

The basic school day affords three one hour sessions in the morning when children have higher concentration levels, and two sessions in the afternoon. These will be punctuated by a 20 minute morning break time followed by a half hour period used once a week for assemblies, once for phase assembly, twice for tutorial sessions (see below: vertical tutoring) and once for PSHE. Lunchtime will be an hour, allowing for this communal hot meal to be made an important learning and socialisation experience for pupils, and enrichment clubs to run. Small alterations to this timetable may be made by the relevant Assistant Heads - for example, in light of their age, Reception pupils may finish school at 3pm and take an additional 10 minutes afternoon break. Generally, however, this structure will be used across the whole school in order that teachers can work across phases (see below).

Teaching will take place over the standard Northamptonshire school term of 39 weeks in order that parents with children in different schools are able to access Wootton Park without being unduly inconvenienced, which would have a potential impact on demand and admissions. Pupils will therefore attend for 190 days, with additional days set aside for INSET for teaching staff members. Four of these INSET days will be taken at the end of August for induction, preparation and expectation setting by the leadership for the staff. The remaining time will be used to allow staff to reflect together and improve the various initiatives recently introduced thereby preventing any emerging suboptimal positions from becoming established.

Wootton Park School's annual calendar will be punctuated with whole school events that create a sense of belonging and shared mission. For example, we will hold an annual summer BBQ for all parents and families, a Christmas production, other cultural celebrations reflecting our pupil profile, and an annual awards ceremony.

Pupil Grouping and Scheduling

Throughout the 4-11 age range, timetabling will be common across the two classes that make up a year, allowing the flexibility to group children by ability e.g. for literacy – including phonics - and numeracy, while enabling us to operate mixed ability groupings during the rest of the day. This will also afford greater opportunities to team-teach and bring classes together for lessons such as PE and music which might be delivered by specialist teachers.

In KS3 and KS4 learners will be set according to ability in English, Maths and Science. The broader curriculum will be taught in mixed ability groups, with further setting at the judgement of the Principal where numbers and timetables allow for it in KS4. As in the primary phase, this allows for the most targeted teaching in the core subjects, whilst also giving opportunities to experience mixed ability groups across the broader curriculum which will use differentiation to ensure matching, pace and challenge remain appropriate.

Most classes in KS3 will have 30 learners, with the exception of Maths and English in Y7 (and, in the school's first year, Y8), which will be taught in classes of 20 in order to provide intensive support in these subjects (see below, on curriculum content). In KS4, classes will be up to 30 learners in size, although some will be smaller depending on the number of learners who have chosen particular learning routeways and accreditation options.

Pupil grouping in lessons will be by age and, as set out above for some subjects, by ability. In terms of tutorial time and some assemblies, pupils will also be placed in vertical tutorial groups of mixed-age at a time when, on the judgement of the Principal, the school has sufficient year groups populated to allow this arrangement to operate effectively as intended.

At this stage it is envisaged that due to EYFS and other age-related considerations including group size constraints, infant classes will remain in place while Y3-8 and Y9-13 will be subject to vertical grouping for tutorial purposes. This arrangement will maximise the continuity and progression benefits in an all-through school and ensure close liaison between MLT as part of the vertical grouping benefits inherent to the approach.

Research evidence from both NFER and verticaltutoring.org shows significant benefits from vertical grouping which can be categorised in two key areas, personal development and academic achievement.

Personal Development

- Vertical grouping reflects the external environment and wider society;
- Enhanced relationships form between pupils of different ages;
- A reduction in 'sub-culture' groups is seen;
- A reduction in incidents of inappropriate behaviour occurs;
- Mutual benefits accrue to older and younger pupils alike;
- Parent and carer involvement is potentially enhanced;
- Improved pupil responses lead to a reduction in exclusions.

Academic Achievement

- A better understanding of 'what happens next' arises via older pupils;
- Pupil potential is better identified via continuous relationship(s) with staff;
- Improved longitudinal monitoring of individual pupils' progress occurs;
- A greater level of autonomy and responsibility in pupils develops;
- A growth in pupil leadership is facilitated;
- The option of more formal peer mentoring is available;
- A stronger role for pastoral leaders linking to achievement is developed;
- Support for stage-not-age (personalised learning routeways) is achieved;
- Raised levels of pupil achievement occur.

Pedagogy

Rather than being prescriptive around teaching styles, we expect teachers to use varied styles and learning methods which will enable them to support learners to achieve their full potential, based on informed professional judgement. We expect teachers to plan lessons to meet the needs of every individual pupil in each lesson and to work in the long-term to achieve the school's EKPIs as set out in section D2 below.

We aim to develop young people who have the knowledge, skills and understanding to achieve high levels of academic success and make a contribution to their local and worldwide communities. We seek to develop learners who are:

- Confident in working with information and ideas;
- Responsible for themselves;
- Responsive and respectful of others;
- Reflective;
- Innovatively equipped for new and future challenges;
- Engaged intellectually;
- Ready to make a difference in the world.

We believe that learning extends across the entire school day, including transitions, lunch and break times. For example, all children will eat a healthy cooked meal at a civilised dining table at lunchtime, being responsible for serving and clearing their table, and joined by a member of staff who is both supervising and sharing the meal. This is why lunchtime is given a whole hour so that staff, and pupils, can also have some time to themselves.

Wootton Park will be a school in which teachers as well as young people see themselves as learners, and where individuals are able to make and learn from mistakes. Non-judgemental

observations which pick out a single developmental feedback point will be essential to our achieving a school where everyone is learning. Teachers will be accustomed to peers, school leaders and visitors coming in and out of lessons unannounced, and to receiving a piece of targeted, constructive feedback after each visit, which will include positive reinforcement. For more information, see section D2 below.

Curriculum Focus: Applied Crime Science

Wootton Park School's curriculum specialism will be in applied crime science. The theory and concepts of crime science will be threaded into lessons across all phases of the school and all subjects in the curriculum, with the aim of developing a unique and practical understanding of this area in all our learners. Subjects such as geography, the sciences and business will be enriched by this specialism, particularly as learners move through the school. The process of enhancing the curriculum in this way will be overseen by a small committee of experts, brought together by the Trustees. This team will work through the schemes of work put forward by the Principal and indicate how lessons can be enhanced by crime science, how and by whom, and what additional topics to insert in which places. This small applied crime science committee will meet annually with subject staff to review schemes of work and reassure themselves that the school is maximising opportunities to integrate the specialism into their curriculum planning and delivery.

Specific topics which might be taught through this integrated approach include:

- Cyber security alongside coding and computer science;
- Forensic science in science;
- Analysis of local geo-demographic datasets in geography;
- Problem solving in maths;
- Justice, the courts and the Crown Prosecution Service in PSHE/philosophy;
- Fraud, counterfeit and fair trade investigations in English;
- Evidence collection and evaluation over time in History;
- Human rights in Global Perspectives.

Senior members of staff will receive specific training around applied crime science (see below in D2) including in the induction period before the school opens. These members of staff will, in partnership with the blue light services, develop a resource base which all teachers can draw upon in order to thread our specialism into their future lesson planning.

EYFS

Laying a solid foundation of learning during the Early Years Foundation Stage (EYFS) in Reception classes will be critical to achieving our ambitious targets for learner progress and attainment in the primary phase and beyond. We regard EYFS as a first and critical opportunity to level the playing field as much as possible in terms of our remedy for under-education by making sure children from educationally disadvantaged homes get the best grounding possible. We will meet all EYFS requirements as set out above, and the key priorities for the curriculum at this stage will be as follows:-

- Rigorous monitoring and assessment of the quality of teaching and learning to inform personalised learning, maximise pupil progress, and create a culture of continuous improvement;
- Access to specialist resources and expertise to ensure particular needs are proactively and promptly identified;
- Development of literacy skills in particular and numeracy skills also in order that pupils are prepared to begin the Cambridge Primary Curriculum in Y1;
- The development of social inter-action and learning through play;
- Multi-sensory learning opportunities indoors and outdoors;

- Engagement with parents and families to secure their lasting involvement in their children's school life.

Wootton Park School will serve its community by hosting and being involved in the running of onsite early years provision. Wootton Park's Nursery facility will look to provide affordable places for two as well as three year olds. Although this provision will not be directly part of the school, it will enable Wootton Park's ethos to have an impact on some of our learners before they join fully in Reception. All Reception pupils will have a daily phonics lesson taught using Read, Write Inc. as well as a period of story time, and some time to practise writing. We have allocated 2 hours to literacy daily in order to cover this and give teachers adequate opportunity to expose children to a broad vocabulary that they might otherwise not encounter at home. Daily numeracy sessions will be taught so as to build strong concrete and pictorial understanding of mathematical concepts and fluency in counting. Beyond this two hours per day are allocated for flexible/personal development. This time will be planned by the class teachers for children to lead their own learning at times under the guidance of staff, will cover EYFS requirements in terms of Early Learning Goals and the Characteristics of Effective Learning, and provide the context needed for Wootton Park School to exceed expectation with EYFS outcomes (GLD).

Assessment throughout this year will be continuous and aided by Development Matters and software that support teachers to build EYFS profiles. Our systematic use of Durham University's CEMS PIPs monitoring will begin in Reception with the baseline which, taken both at the start and the end of the year will enable us to monitor progress in reading, maths and phonological development, and to set annual and termly milestone targets very accurately from the first year in which children join the school. This will facilitate effective tracking and early intervention where needed. We will begin to inculcate the expectations and routines of school when children join us. For example, Reception pupils will be expected to sit at a communal table in the canteen and to eat a cooked meal with their peers; or sit still on the carpet and listen to a story for increasing lengths of time as agreed by staff. Our behavioural expectations, as described below, will be set from Reception so that the attitudes and behaviours for learning are second-nature from very early on.

The below table shows the curriculum model which will be used in Reception:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	% curriculum time
Literacy	10	M	40%
Numeracy	5	M	20%
Flexible/Personal Development ensuring coverage of 3 Prime and 4 Specific areas	10	M	40%
Enrichment	variable	V	
Total	25*		100%

* plus variable voluntary enrichment time

KS1 and KS2

The key priorities for the curriculum at this stage will be:

- Maximising progress in literacy and numeracy.

- Continued rigorous monitoring and assessment of teaching and learning to inform personalised learning and create a culture of continuous improvement.
- Continued access to specialist resources and expertise to ensure particular needs are proactively and promptly identified.
- A continuing strong focus on the development of core ICT-computing skills.
- Focus on developing knowledge and skills in core subjects including science, which form an excellent foundation for future study.

The Cambridge Primary programme will be used as the basis for the curriculum in English, Mathematics, ICT and Science. Cambridge Primary provides a flexible framework with assessment tools which will support staff in monitoring progress and reporting to parents (see section D2). Cambridge Primary is an excellent preparation for Cambridge Secondary 1, and for progression to other educational systems should any learners transfer to other secondary schools. CEMS PIPS tests will be administered at the start of Yr 1, 2, 3 and 5. From year three, pupils will be continuously assessed using the internally marked Cambridge primary progression tests. As well as sitting KS2 SATS, learners will be assessed through the Cambridge primary checkpoint test at the end of KS2.

The Cambridge Primary curriculum will be blended with a topic-based approach to extend coverage beyond the broader new national curriculum that includes geography and history, ICT, design and technology, art and design. PSHE will be delivered once a week during the period that on all other days is assembly/tutorial time. MfL, PE and music will be delivered by classroom teachers and specialists as required. All learners will become increasingly involved in the enrichment programme and the development of activities in line with the school's focus on citizenship and the community as outlined in the subsection on enrichment, below.

Our rigorous approach to assessment, incorporating PIPS at the start of Yrs 1,2,3 and 5 and the Cambridge Primary assessment framework in KS2, will ensure timely and targeted interventions can be deployed to support individual learners' progression in core subjects. Continuous formative assessment using the principles of Assessment for Learning will be used to measure pupil progress and plan ahead, and the national phonics test at the end of Y1 will provide additional information. Each child will have targets to help them develop both socially and academically. Regular feedback will be provided so that pupils know what is required to improve, and feedback to parents will inform and advise about their child's particular needs.

The table below shows the average number of hours spent per week across a year, rather than an exact number per week, as our topic-based approach to the delivery of the broader curriculum will mean that some weeks have more focus on, e.g. history, whereas others have more focus on e.g. RE. Time allocated to literacy appears to drop slightly in KS2 because we intend for it to be taught increasingly in a cross-curricular manner through and during topic lessons which involve significant reading, comprehension exercises, note taking and so on. We will expect pupils to read texts and produce written work in topic lessons demonstrating both their knowledge and understanding of new material, and also their ability to write about what they have learned. The hour of numeracy each day will be divided into a time to practise operations, and building more complex understanding.

Subject/activity	Hours per week		Mandatory /Voluntary	% curriculum time	
	Key stage 1	Key stage 2		Key stage 1	Key stage 2
Literacy	10	6	M	40%	28%

Numeracy	5	5	M	20%	20%
Science	1	2	M	4%	8%
History	1	1.5	M	4%	6%
Geography	1	1.5	M	4%	6%
PE and enrichment	3	3	M	12%	12%
ICT	0	1	M	0%	4%
RE	1	1	M	4%	4%
Music	½	1	M	2%	4%
Art and design technology	1½	2	M	6%	8%
Modern Foreign Language	1	1	M	4%	4%
Total	25	25		100%	100%

Key Stage 3

The key priorities for the curriculum at this stage will be:

- Ensuring smooth transitions for pupils as at all times, exploiting the benefits of continuity and progression KS2-KS3 in an all-through school to secure maximum pupil progress;
- Continued rigorous monitoring and assessment of the quality of teaching and learning to inform planning and optimise personalised learning within a culture of continuous improvement;
- Continued access to specialist resources and expertise to ensure particular needs are proactively and promptly identified;
- A continuing strong focus on the development of core skills in literacy, numeracy and ICT;
- School staff working together to deliver learning programmes that are motivating for pupils in Key Stage 3 which build seamlessly upon learner's previous experiences;
- The development of knowledge, understanding and skills to enable pupils to make informed choices about future curriculum routeways;
- All learners becoming increasingly involved in the optional enrichment programme and the development of activities in line with the school's focus on applied crime science, citizenship and the community.

Key Stage 3 will be a time of real expansion of learners' horizons and knowledge. Through the expertise of subject specialists they will use the literacy, numeracy and ICT-computing skills acquired during previous years to continue accessing and understanding what is known about our world.

Towards the end of the summer in Y6 before they join Y7 the next year's "external" cohort will participate in an induction programme that will include being invited in for a day when, as well as seeing their new school they will sit the CIE end of Year 6 Checkpoint tests in English, Maths and Science. For more information on the transition process for new Y7 learners, see the subsection on transitions, below. We intend that any attainment gap between existing Wootton Park School learners and new Y7 learners will be closed by the end of Y9. The Assistant Principal for KS3 will be empowered to flex pupil groupings and timetables to this end.

We will also re-assess our whole intake during the first week in September by having them sit the CEMS MIDYIS tests. Pupil groupings and targets for English, Maths and Science will be determined according to outcomes on this and, where known, the results of the CIE Year 6 checkpoint.

In KS3 we will offer the Cambridge Secondary 1 programme. Whilst this will be a natural progression for our own Y6 pupils, we realise that the Y7 transition for pupils from other primary schools is likely to involve more challenge, both as a result of the new environment and the focus of our curriculum. In order to address this, and depending on the actual intake profile as measured for Y7 intake pupils, the option will be available to our Principal to run 5 teaching groups averaging 24 per class, rather than 4 averaging 30 pupils per class in core subjects. We will also offer the same option with our inaugural Y8 class in the first year of the school's opening. This would enable us to meet the needs of new Y7 and Y8 pupils more quickly and effectively should baseline testing suggest a need.

We will also maintain the capacity within our timetable to increase English and Maths teaching hours for children who arrive at the school not having made expected progress in the primary phase.

PSHE will be delivered instead of assembly/tutorial time on one day per week. It will include sex and relationship education and for pupils of a relevant age, IAG and careers input to help guide choices.

On top of the CIE annual progression tests, in Y9 pupils will sit the Cambridge checkpoint tests in Maths, English and Science which will give teachers, pupils and parents a robust indication of what minimum grades they are likely to achieve at GCSE level, as well as detailed feedback on areas of strength and others for improvement. We will maintain high expectations and a high quality of teaching to ensure pupils achieve their personal best. See later for target setting information.

The table below gives the curriculum model which will be used in KS3

Subject/other activity	Hours per week	Mandatory/ Voluntary	% curriculum time
English	5	M	20%
Maths	5	M	20%
Science	3	M	12%
History	1	M	4%
Geography	1	M	4%
PE and enrichment	3	M	12%
ICT	1	M	4%
RE and Philosophy	1	M	4%
Music	1	M	4%
Art and design	1	M	4%

Design technology	1	M	4%
Modern Foreign Language (MFL)	2	M	8%
Enrichment	variable	V	
Total	25		100%

Key Stage 4

Key priorities for the curriculum at this stage will be:

- Maintain pupil progress from KS3 to KS4 within the smoothly managed continuity and progression available in an all-through school;
- Maintaining a high quality of teaching across the curriculum;
- Continued development of pupils' core skills in Literacy, Numeracy and ICT-computing;
- Delivering our curriculum to stretch learners and inform future intentions with an appropriate range of vocational and academic routeways;
- A flexible structure to facilitate fast tracking of able pupils with early entry to examinations, and the provision of additional support to those who need it;
- Opportunities to explore future career pathways, including though career coaching platforms such as <http://www.wygu.com/>
- Increasing involvement in the enrichment programme and the development of activities in line with the school's focus on citizenship and the community.

At KS4, following appropriate preparation, discussion and career path planning, learners will follow a core curriculum with an additional element of choice to enable them to focus and specialise for IGCSE examinations or vocational qualifications. Learners will have an entitlement to make subject choices which may be two academic IGCSE programmes or one vocational option. If they opt for the former they will choose History or Geography as one option and thereby support achievement of the EBACC.

All learners will follow a core curriculum centred on Cambridge IGCSE Maths, English, Science, Modern Foreign Language and Global Perspectives. All learners will study for at least a Double Science award, with the most able learners studying towards IGCSEs in all three separate science subjects. Global perspectives, the world's most popular international curriculum, will reinforce the school's aspiration to engage pupils fully not only in the local community, but in connecting learning with real world issues, for example law and criminality. PSHE, including sex and relationship education, will be delivered to all learners once a week during the period used on other days for assembly/tutorial time.

Learners will then have the opportunity to broaden their curriculum by selecting options from a range of courses from the Cambridge IGCSE programme including Music, Art, DT, RS, a second MFL or Humanity, and Business and Economics. The school will offer technical and vocational programmes, working in partnership with the local Further Education and Agricultural Colleges. These partnerships will be key to ensuring that the school is able to offer breadth and flexibility in the vocational curriculum during KS4. Post-opening the school will seek to join the local 14-19 partnership in order to extend the range of options open to learners. We will deliver one BTEC course within the school itself: Public Service. This BTEC will be delivered with the support of our partners in the blue light services and has been selected as a high quality qualification which is very relevant to Wootton Park's vision and ethos.

The BTEC in Public Service is designed to equip learners for the option of a career in the Fire and Rescue Service, Ambulance Service, Prison Service, Army, Royal Navy, RAF or Royal Marines. It is available at Foundation Diploma Level 1, Intermediate Diploma Level 2 and Advanced Extended Diploma Level 3. Example topics covered include: government policies, leadership and teamwork, citizenship and diversity, understanding discipline, physical preparation, skills for land based outdoor adventurous activities and command and control. As part of our inclusive curriculum offer we will also deliver, where appropriate for individual pupils, ASDAN's established Personal Development Programmes (Bronze, Silver and Gold) which offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. Learners will work towards Bronze, Silver or Gold accreditation depending on their needs and other learning options.

ICT-computing will be taught across the curriculum and play an important part in opening up new and innovative opportunities for learning. 'Any time any place' learning using the latest technology will support growing independent learning at this stage. To this end we will procure an appropriate ICT solution and MIS package.

Where appropriate, some learners will follow fast track entry programmes enabling them to achieve level two qualifications and progress to higher level programmes. Opportunities will be made available during discrete enrichment periods for learners wishing to undertake further study to do so with guidance from the teaching staff. Learners who are not on track to achieve a C grade in Mathematics or English will be provided with additional support through additional sessions with one to one coaches. In exceptional cases this may also require pupils to reduce the number of subjects they study to ensure adequate achievement in the core subjects. All pupils will follow a programme of community service, including work shadow opportunities with frontline services and community-based organisations, explained in detail in the 'enrichment' section below. On 2 days of the week KS4 pupils will stay in school an extra hour until 4.30pm to accommodate their full curriculum as well as PE and enrichment.

The below table gives the curriculum model for KS4 including extended day time.

Subject/other activity	Hours per week	Mandatory/ Voluntary	% curriculum time
English	4	M	15%
Maths	4	M	15%
Science	5	M	19%
Global Perspectives (incorporates core elements of history and geography)	2	M	7%
Modern Foreign Language	2	M	7%
PE and enrichment	2	M	7%
Two options from IGCSE and Vocational option lists	2 x 4	M	30%
Total	27		100%

Key Stage 5

The key priorities for the curriculum at this stage will be:

- Maintaining high levels of achievement via continued high quality teaching, tailored IAG and appropriate subject choices;
- Providing an aspirational curriculum offer, appropriate to pupils' abilities, interests and future intentions within an appropriate range of routeways;

- Flexibility in learning methodology including increased independent learning via use of new technologies;
- Zero NEETs with pupils progressing to university, training or employment;
- Active engagement in the enrichment programme and activities in line with the school's focus on citizenship and the community, including leading aspects of it for the rest of the school.

In KS5 there will be 2 main routeways between which learners must choose:

Routeway 1: most pupils at Wootton Park School will study Cambridge International AS and A Levels. For the most able this will be extended by completion of the Cambridge Pre-U, which effectively means supplementing their AS and A Level studies with completion of AS and A Levels in Global Perspectives and Research (GPR).

Routeway 2: some learners will choose vocational options. Wootton Park School will seek to join the local 14-19 partnership and work with a variety of partners to ensure we can deliver appropriate programmes for KS5 learners with a vocational preference (see above).

We have chosen to use the Cambridge programmes for AS and A level because, alongside continuity and progression considerations, they enjoy an outstanding reputation with university admissions departments and their courses can be studied over different periods of time, thereby increasing the flexibility and options available to our diverse intake. Subjects on offer will include: English Language and Literature, Mathematics and Further Maths, three science subjects, two modern foreign languages, humanities and social science subjects, and Business Studies.

Each subject will be taught with 180 guided learning hours per year, or 5 hours per week. Most learners will study three subjects plus Global Perspectives. Alongside this they will continue to attend twice weekly assemblies and thrice-weekly tutor time. Tutorials in Y2 and Y13 will be used to cover some of the compulsory sixth-form enrichment calendar such as the *Managing your Finances* course, or participating in support classes for younger pupils.

The below table summarises the Wootton Park School curriculum model for KS5. It is worth noting that by KS5 we would expect learners to be supplementing their 2 hours of timetabled independent study time with at least a further 10 hours per week.

Programme	Hours per week	Mandatory/voluntary	% curriculum time
Global Perspectives AS/A	5	M	20%
Option1	5	M	20%
Option2	5	M	20%
Option3	5	M	20%
Independent study time	2	M	8%
PE and enrichment	3	M	12%
Total	25		100%

Qualifications

Phase	Qualifications	Comment
Key stage 2	CIE ICT qualification External KS2 SATS at the end of Year 6 to include level 6 for more able learners	See subsection content above on KS2 curriculum
Key stage 4	IGCSEs ASDAN for pupils with additional learning needs BTEC in vocational subjects	Examinations will be determined by each individual learner's programme of study. See subsection 4 in this section for details on the subjects which will be made available.
Post-16	3AS/A Levels plus Global Perspectives Cambridge Pre-U Vocational qualifications	All pupils will be on individual learning programmes. See subsection above for detail of the subjects which will available.

As well as the externally validated and benchmarked CIE and CEMs tests (see below) our pupils will undertake the phonics assessment in Year 1 and SATS at the end of KS2.

We are aware of the planned assessment reforms but for the purpose of this application we are using NC Levels as the currency in operation at the time, by which targets can be set with benchmarks available for comparison.

During KS 4 learners will be able to study for IGCSEs, BTECs and ASDAN qualifications. For further information see the subsection on curriculum content above.

Assessment for Learning

As mentioned above, AfL will be prevalent in Wootton Park School. AfL principles require assessment to be a motivating process that is planned for, carried out in a sensitive and constructive manner, provides pupils with narrative feedback on how to improve as well as any scores or grades, supports capacity to self-assess, and encourages action planning on the basis of assessment. Teachers will be supported by the senior leadership team in terms of best practice use of data within AfL.

Enrichment

Enrichment will be central to the lives of our learners at Wootton Park School. We believe that by opening learners' eyes as early as possible to the wealth of wider activities and hobbies available we will achieve their commitment and self-motivation to succeed in school, thereby boosting academic as well as broader outcomes. One of our KPIs is that all our school leavers by age 16 or 19 will be able to identify at least one sport, craft or hobby that they actively pursue outside school.

The Trust is committed to extending learning for all its learners through a range of learning, social and recreational activities that will take place before school, during school, after school, at weekends and during holidays. This broader and innovative part of the curriculum is a key part of our commitment to citizenship and contribution to supporting community cohesion. The school will develop close partnerships with local businesses and public services to provide a range of enrichment activities which supplement those provided by members of the school staff.

We will provide both an enriched curriculum of compulsory activities during the school day, and a separate optional enrichment programme. Further details on the latter are set out later in this application.

Throughout the school, all learners have four hours of discrete time which will be allocated to activities which are designed to enrich learning. As standard, this time will be allowed for PE; it will then be reallocated to specific enrichment activities where these are planned. For examples of the specific enrichment activities that pupils will be involved in each year see the two tables below.

This enrichment time will also be used, where necessary, as an opportunity for academic catch up sessions. Assistant Heads, who will have clear, ambitious targets for pupil outcomes at the end of every year, will have the discretion to remove pupils from up to two enrichment sessions per week for further study in their core academic subjects. We expect the need for this to be minimal; however, it will send a clear message about the importance of academic progress in mainstream lessons, and enable us to support those learners whose needs are not being met, for whatever reason, within core curriculum time. It is likely to be particularly valuable in Year seven when young people will join the school from other primary schools and may need catch-up or a reminder of the consequences if they don't take their academic progress sufficiently seriously.

SLT and MLT will work to develop close partnerships with local businesses, charities and community organisations - as well as the blue light services - to support delivery of the ambitious calendar set out below.

The table describes how Wootton Park School's unique Blue Light and other partnerships will support delivery of some elements of the compulsory enrichment calendar. It will be finalised in consultation with parents and the new school's staff. This entitlement will ensure that all children gain a breadth of opportunities and a set of skills that will enable them to become contributing citizens.

WOOTTON PARK PRIMARY SCHOOL INDICATIVE ENRICHMENT CALENDAR

Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Take part in Forest Schools Program	Help develop the school grounds	Grow a flower from a seed	Design a poster to raise awareness of eco-friendly living	Fundraise for the local community	Run all the way around the school without stopping	Run all the way around the school faster
Learn a class song	Learn a class song	Learn the recorder	Learn a musical instrument	Learn a musical instrument	Visit a farm	Sing in a Year 6 choir and perform at an old people's home
Take part in a class performance	Stand up and speak in assembly	Present something or perform in assembly	Speak to a large audience	Learn and recite a passage of literature by heart	Complete the cycle proficiency test	Take part in a school performance
Cook some healthy food	Cook some healthy food	Learn about keeping healthy (visiting dentist)	Learn about keeping healthy-school nurse session	Design a healthy meal for school dinners	Prepare a healthy living presentation for parents/carers	Attend fitness club at lunchtime
Visit a local market	Visit a museum	Visit a museum	Visit an art gallery	Visit a historical museum	Visit a theatre to watch a play	Visit the Houses of Parliament in London
Take part in a group sports event	Take part in a group sports event	Learn to dance different styles	Learn to swim	Attend a skipping day	Run all around school grounds without stopping	Run faster all the way around the school grounds
Raise money for a charity	Raise money for a charity	Organise a cakesale and choose a charity to support	Organise a used toy sale and choose a charity to support	Fundraise for an international appeal	Attend a sailing and watersports day	Support a local organisation in Northampton
	Learn about e-safety	Keeping safe course 1	Learn about e-safety	Keeping safe course 2	'Cluedo' investigation day	Produce and deliver e-safety presentation for the whole school
				Listen to an assembly from our Year 8 pupils	Visit a London University	Visit Oxford or Cambridge

WOOTTON PARK SECONDARY SCHOOL INDICATIVE ENRICHMENT CALENDAR

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Residential outward bounds trip	Careers talks	Learn how to sew on a button or up a hem	Run 5k	Careers talks	Cambridge Master classes OR apprenticeship visits	Run a lunchtime class for younger pupils
Police and Fire cadets intro presentation	Learn to Code	Take part in a French Exchange	Chess	Host children from an SEN school for a day		
Learn and recite a passage of literature by heart	Deliver a year 4 assembly	Deliver a full primary school assembly	Work experience week 1	Work experience week 2	Work experience week 3	Take part in a school performance
Introduction to debating	Learn to make pizzas, bread and cakes	Learn to cook sausage and mash and various vegetables	Learn to cook a roast chicken, various soups and Bolognese			Quick and healthy recipes for life
History day trip	Geography day trip	Visit an art gallery	Visit a place of worship	Visit a theatre to see a Shakespeare play	Subject visits	
Visit a red brick university	Complete a cross country run	Visit a red brick university	Go orienteering	Organise sports day for the primary		
Sell ice pops at break to raise money	Organise a cakesale and choose a charity to support	Run a series of stands at the Summer picnic	Set up and run a young enterprise company	Fundraise for an international appeal	Support a World Challenge or Raleigh International trip	Run targeted support classes for younger children
Community Taskforce	Wellbeing	Understanding the justice system	Complete St John's First Aid training	Politics		
Receive e safety training from Yr 9	Receive e safety training from Yr 10	Prepare and deliver e safety training to Yr 7	Prepare and deliver e safety training to Yr 8	Regular visits to an old peoples' home	Managing your finances course	

WOOTTON PARK SECONDARY SCHOOL INDICATIVE ENRICHMENT CALENDAR

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Residential outward bounds trip	Careers talks	Learn how to sew on a button or up a hem	Run 5k	Careers talks	Cambridge Master classes OR apprenticeship visits	Run a lunchtime class for younger pupils
Police and Fire cadets intro presentation	Learn to Code	Take part in a French Exchange	Chess	Host children from an SEN school for a day		
Learn and recite a passage of literature by heart	Deliver a year 4 assembly	Deliver a full primary school assembly	Work experience week 1	Work experience week 2	Work experience week 3	Take part in a school performance
Introduction to debating	Learn to make pizzas, bread and cakes	Learn to cook sausage and mash and various vegetables	Learn to cook a roast chicken, various soups and Bolognese			Quick and healthy recipes for life
History day trip	Geography day trip	Visit an art gallery	Visit a place of worship	Visit a theatre to see a Shakespeare play	Subject visits	
Visit a red brick university	Complete a cross country run	Visit a red brick university	Go orienteering	Organise sports day for the primary		
Sell ice pops at break to raise money	Organise a cakesale and choose a charity to support	Run a series of stands at the Summer picnic	Set up and run a young enterprise company	Fundraise for an international appeal	Support a World Challenge or Raleigh International trip	Run targeted support classes for younger children
Community Taskforce	Wellbeing	Understanding the justice system	Complete St John's First Aid training	Politics		
Receive e safety training from Yr 9	Receive e safety training from Yr 10	Prepare and deliver e safety training to Yr 7	Prepare and deliver e safety training to Yr 8	Regular visits to an old peoples' home	Managing your finances course	

	Enrichment activity or course	Delivery to be led by:
Year 2	Keeping safe 1 - This will cover road safety, fire and fireworks, canals and rivers, how to contact agencies; police/fire/ambulance and 'what if scenarios'	Frontline practitioners across policing, fire and rescue, health services, particularly police safer community teams and across agency 'prevention' teams Local Resilience Forum Special constables and volunteers
Year 4	Keeping safe 2 - This will cover staying safe in public and at home, security marking of belongings, keeping valuables safe	
Year 5	'Cluedo' Investigation day - Forensic science and solving a crime	Academics and practitioners in forensics, link to Institute for Public Safety, Crime and Justice
Year 7	Police and Fire Cadets intro presentation - introducing pupils to the Cadet forces they can join in year 8.	
Year 7	Community Taskforce - Supporting community 'clean up' projects that provide the initial impetus to local residents to become more involved in their communities to increase pride, reduce vandalism and understand 'broken windows theory'. Links will be made with photography and creative representation of the environment in Art.	Frontline practitioners; police, fire, ambulance, GPs, magistrates, judges, solicitors Crime prevention experts Volunteers; local organisations, community groups, photography pupils and artists
Year 8 and Year 11	Careers talks -A series of panels with speakers from as many careers as possible	Volunteers from across the levels of blue light services and the community
Year 8	Wellbeing - This will include reflecting on individual character strengths using Character Lab's scale, goals and mindfulness	Local volunteers including from businesses and blue light services
Year 9	Understanding the justice system - This will involve visits to youth, magistrates or crown courts, a prison and a court trials simulation led by criminal justice professionals.	Institute for Public Safety, Crime and Justice University of Northampton court simulator Volunteer lawyer, barrister or magistrate
Year 10	First Aid training	St John's Ambulance
Year 11	Politics - This will involve learning about democracy and elections, government revenue and expenditure, equality and elections. It will include expose to debate and opportunities to become involved in; Youth Circle - participation in local policy making across policing, justice, public safety, education, environment and social care; and Youth Parliament.	Elected representatives of any level Charities such as DebateMate or the English Speaking Board University of Northampton Office of the Police and Crime Commissioner Local charities and providers of services across victims, drug and alcohol programmes, youth diversion programmes
Years 10, 11 and 12	Work placements - organised by pupils with support from the school. All pupils will do at least one placement with frontline practitioners across policing, fire and rescue, paramedics, GPs, dentists, social services, policy makers and leaders in local education and community organisations. Work placement with the Office for Faith-Based and Community Initiatives will give pupils the chance to develop innovative solutions to crime problems.	As above plus opportunities beyond, in particular with appeal to teachers and governors to suggest contacts.

Wootton Park School will be home to thriving new 13-19 Police and Fire cadet schemes open to pupils from our school and beyond. Police and Fire cadet schemes are open to children aged 13-19 and will be offered as an option after school on one night a week for children in year 9 upwards. Additional sessions may be provided as determined in response to demand and capacity.

The cadet schemes engage children and young people in the practical work of these frontline services, raising awareness of community safety and increasing representation of children and young people in service design, evaluation and delivery. High participation in these schemes will promote positive images of young people in the County, reduce negative stereotypes between police/fire/justice agencies and young people, improve reporting of victimisation and witnessed crime by young people, and improve participation of young people in key decisions.

Activities will be very closely aligned to the local Police and Crime Plan and the priorities of the County in terms of public safety, health and wellbeing. They will include:

- Working with Safer Community Teams to distribute information leaflets and posters, undertake street surveys, support at police surgeries/community panel meetings, provide crime prevention advice and property marking;
- Running workshops in other schools educating young children about the dangers of fire;
- Working with 'Licensing' as test purchasers for alcohol and fireworks;
- Running anti-bullying campaigns in schools that provide buddies and advice and raise awareness in particular of cyber-bullying;
- Training in self defence and other 'Street Smart Teens' approaches to preventing robbery and combating street violence in particular;
- Running drug education and awareness programmes that encourage people to report any worrying behaviours, and providing advice about the consequences of taking or dealing drugs;
- Undertaking attachments to specialist areas of policing, such as computer crime and road safety, to support their work and share insight with fellow Cadets and peers;
- Stewarding community and other high profile events such as Remembrance Sunday, Silverstone and local sporting days;
- Learning how to shoot with a pistol in the police firing range;
- Learn how to extinguish fires using fire training facilities;
- Training in mentoring and coaching to enable older pupils to support the learning of their younger peers;
- An expedition to the Brecon Beacons;
- Working with Northampton Saints at their learning centre to support challenging pupils in a different environment.

Optional after school clubs will be run onsite in addition to the activities contained within our enriched curriculum; the exact nature of these clubs will be determined by demand from learners and families. In order to deliver a rich programme of sports clubs, PE teachers will be contracted to run school sports teams and matches on three nights of the week. We will also encourage external organisations, such as karate or ballet clubs to use our facilities in the evenings so that pupils can take part. Where learners are eligible for the pupil premium, the school may cover fees for participation in these external clubs.

Breakfast Club

Separate to any of the activities mentioned above, a Breakfast Club will run from 8am to 8.40am and an after-school club will operate from 3.20pm to 6pm. There will be a small charge for attendance at these sessions in order that they are cost-neutral for the school whilst remaining an affordable option for parents. SLT will participate in these sessions to support other staff.

Meeting the Needs of All Learners

Wootton Park School is committed to inclusion of all young people. Continually challenging and raising aspirations will play a key role in our inclusion strategy. Staff will be charged with ensuring all learners have identified further education or a work place to enter on leaving.

SEN

What follows is subject to implications arising from the current version of, and possible future amendments to, the document "Indicative Draft: The (0-25) Special Educational Needs Code of Practice". Currently proposers are intending to adopt and adapt the Northamptonshire approach and Caroline Chisholm School's SEN policy specifically as being an example of excellent practice.

At Wootton Park School we recognise that a range and degree of learning difficulties, behavioural problems, physical or sensory disabilities will be experienced by some of our pupils. We are committed to supporting all pupils to achieve and thrive, and will operate a proactive approach to SEN which will be laid out in a rigorous SEN policy and driven by the school's SENCO. We will at all times comply with the SEN Code of Practice as recently revised in draft indicative form and will meet best practice standards.

The following key aims will underpin our SEN policy, and therefore our whole-school approach to supporting these pupils:

1. To ensure full entitlement and access for pupils with SEN to high quality education within a broad, balanced and relevant curriculum, and stimulate pupil interest and enjoyment of their education. A particular focus will be closing the performance gaps for children and young people who are otherwise vulnerable to educational disadvantage, e.g. those who are also eligible for FSM.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of the school, after giving due consideration to the wishes of the pupil and parents, and to their individual needs.
3. To enable pupils with SEN to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
4. To identify and assess pupils with SEN at the earliest opportunity in order to put appropriate support in place.
5. To involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies involved.
6. To work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Bill s 25).
7. To ensure that pupils have an individualised learning plan that documents any additional support or effective strategies. The IEP will have been prepared with parents/carers and learners, and will be the key document supporting the personalisation of learning.
8. To achieve effective communication about IEPs so that staff are well informed to support all learners.

The School Principal and SENCO will monitor our annual admissions process to ensure that pupils with Special Educational Needs are not discriminated against. We will liaise closely with the local authority to ensure that all children and young people with SEN are able to access a place at the school most appropriate for them.

Those with a Statement of Special Educational Needs or an Education, Care and Health Plan (ECHP) which names the school as the most appropriate provision for that young person will be admitted as a priority, even where this admission causes the school to exceed its PAN.

For those who have SEN but are not in receipt of an ECHP or Statement, we will consider applications on the basis of our published admissions criteria as part of normal admission arrangements.

Identification of Need: 4-11

Some pupils may join the primary phase of Wootton Park School having already had their SEN identified by professionals with whom they have previously come into contact. In these cases, the SENCO will conduct a transitional visit to their Early Years setting, as well as gaining access to their existing ECHP or Statement, where one is in place, to ensure that appropriate support is prepared for and can be implemented from the child's first day at school. Pupils with a Statement naming Wootton Park School will be admitted as required by the national Schools Admissions Code which, together with the Appeals Code, governors will abide by at all times.

Where class teachers believe that a child might have an unidentified SEN, they will notify the SENCO, who will then either conduct an appropriate assessment or organise assessment by an external professional.

All pupils will be tracked via Development Matters in the foundation stage, and subsequently via PIPS for age-related progress and CIE for progression against international benchmarks. Both of these can be mapped to current National Curriculum levels. This may lead to identification of pupils who are not making expected levels of progress, who will then be assessed by the SENCO as above.

Parents will be kept informed at all times if the school is assessing their child for SEN, and on the decision that is reached. Where a child is identified with SEN, the parent and where possible the child will be involved in planning the school-based support which will be provided and in on-going discussions about how this support might be developed.

Identification of Need: 11-19

The needs of those pupils who transition from our primary phase will be well understood by the time they reach secondary and much work will have been undertaken to ensure that the appropriate support has been put in place.

In order to provide the same high quality support to new pupils joining in Y7, the SENCO will co-ordinate visits to other primary schools to begin the process of identification and assessment during the spring term of those pupils' year six. The school will also make home visits as required.

As well as the CIE Year 6 Checkpoint on induction day and the CEMS MIDYS baseline, during the first three weeks of September any Year 7 pupils being assessed for SEN will be given a reading and spelling test (which provide reading/spelling ages and standardised scores) and Cognitive Ability Test (measuring verbal, non-verbal and quantitative skills). The results of these tests will be analysed by the SENCO. When a pupil with SEN are in any class the teacher and support staff will have constant access to their IEP to ensure that planning and provision meet the needs of all learners.

School Action (SA) and Early Years Action (EYA)

Differentiation within curriculum planning and teaching during lessons can largely address the needs of pupils with a range of abilities within a class. Sometimes, however, children's needs either generally throughout their work or in a specific subject or topic will be outside the scope of this level of learning support and other interventions will be needed. School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for further action to be taken to meet their specific learning needs. SA will include the involvement of support staff working under the guidance of the class or subject teacher and the SENCO. This will be detailed in the pupil's Individual Education Plan (IEP).

Where remedial intervention via SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will apply. This involves more detailed and closely tailored interventions alongside the use of external specialist expertise working alongside the SENCO and teachers.

School Action Plus (SA+) and Early Years Action Plus (EYA+)

If the pupil's progress within School Action intervention is monitored by the class teacher and SENCO and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that stage and parents will be informed. If a pupil's progress remains a concern the pupil may be placed on the School Action Plus regime. At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given which usually involved external expertise. The IEP will be reviewed as required. There will be an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Pupils with a Statement of Special Educational Needs

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school following formal assessment involving the LA. Provision for these pupils will be identified in their statement and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight. All statutory requirements will be met at all times.

Curriculum Provision

Each individual's timetable will:

- Allow for differentiation according to individual needs;
- Be balanced to offer equality of opportunity and access to the different curricular and skill areas;
- Be subject to regular review by teachers, MLT and SLT.

Wootton Park School recognises that all teachers are teachers of special educational needs. We will ensure that staff members are made aware of the special educational needs of any pupils in their charge, and that they have access to any relevant information which can be appropriately

shared and will support them in their work with those pupils, including the IEP. The SENCO will offer advice as needed, and formal INSET (training) opportunities to teachers, higher level teaching assistants and teaching assistants on how to employ differentiated teaching methods and resources to meet the needs of a wide range of learners.

A range of support will be offered to learners depending on their type and level of need. This range will include: access to shared LSA support in lessons; access to specialist teachers; intervention programmes such as literacy, numeracy and social support; use of alternative provision where appropriate; and reduced class sizes in some subjects. The support programme will reflect the needs of any given cohort and as such will change over time. The school will also work with outside agencies to supplement the provision to support learner health, safety and attendance.

The progress of all pupils at Wootton Park School will be monitored on a regular basis (see below). Progress of pupils identified as having special educational needs will be routinely monitored by the SENCO on a termly basis; s/he will be responsible for analysing the progress and attainment data both of the entire cohort of pupils with SEN and individuals against whole school targets and those set out in IEPs. S/he will then be responsible for putting appropriate interventions in place where a particular pupil or cohort is not achieving in line with our ambitious expectations (see below).

Role of the SENCO

In line with our commitment to ensuring that all pupils are able to achieve and thrive at Wootton Park School, the SENCO will be a member of the school's leadership team. Their role will encompass responsibility not only for the co-ordination of SEN support, but for support for all pupils with additional educational needs, including gifted and talented pupils, pupils who are Looked After children, and pupils with English as an additional language. The SENCO will develop a core team of staff to support their role in line with the expansion of the school (see section D3).

The core responsibilities of the SENCO and their team will be to:

- Ensure that statutory and related requirements (SEN Code, Equality Act 2010) are met
- Arrange for testing as required for identified pupils including diagnosis of specific learning difficulties
- Liaise with external agencies as required
- Work with pupils and teachers in lessons in order to meet their special educational needs via best practice approaches & high quality teaching
- Work with class/subject teachers and support staff to develop individualised strategies for pupils and plan for SEN pupils' learning
- Meet with parents as required, and consult with them and inform them
- Inform SLT on relevant issues relating to the SENCO role
- Maintain their own personal professional development
- Provide expertise in the education of pupils with a variety of SEN, including learning difficulties, social, emotional and behavioural difficulties;
- Coordinate the learning programmes for children for whom English is a second language, including the development of intensive language learning, recognising that these pupils do not necessarily have additional learning needs and will include gifted and talented pupils
- Manageliteracy recovery programmes;
- Deploy learning support assistants efficiently across the school;
- Coordinate briefings and training for staff including tutorial time;
- Monitor the progress of pupils with additional educational needs and, where necessary, initiate interventions on a cohort or individual level;

- Establish and develop, as the school grows, the learning support team.

EAL

Pupils with English as an additional language (EAL) will be supported by a combination of careful preparation where information is available in advance, through diagnostic assessment when first attending school, and tailored support in lessons. Wootton Park School recognises that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning. EAL pupils will be integrated within lessons, with extraction for support as an option at times arranged by the SENCO. We will take particular care to identify individual needs in EAL pupils in terms of support, and extending gifted and talented pupils, including via appropriate use of ICT-computing resources such as the Clicker application.

EBD

Learners with emotional and behavioural difficulties (EBD) will be supported by the SENCO, teachers and support staff. Where necessary, external professional support will be sought and we will always work closely with parents and carers of all SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. Our inclusive curriculum offer and quality of teaching will give all pupils an opportunity to discover what they can do well, and achieve to the best of their ability. This includes progress in academic subjects as well as participation in enrichment and social contributions to the school and wider community, an approach consistent with the ethos of Wootton Park School.

Looked After children (LAC)

The SENCO will be responsible for co-ordinating the support the school gives to pupils who are Looked After by a local authority. We recognise that many Looked After children present with a range of needs, some of which will be individual and some of which will affect them as part of a cohort, e.g. having SEN, having EAL, etc. Our support will therefore be highly individualised; the SENCO will work with each Looked After child, their carers and other relevant professionals to put an Individual Learning Plan in place which reflects their needs and circumstances, whilst not compromising our ambitious aims for all pupils. We believe Wootton Park will be a good school for LAC because it is a through school with significant enrichment so could provide the long term stability that makes all the difference to otherwise changing lives.

Looked After children will receive priority in our admissions arrangements in the case of oversubscription, in accordance with the national Schools Admissions Code. They will then be supported through a multi-agency approach which addresses both their vulnerability to educational underachievement and the causes of this underachievement. The SENCO will analyse the progress and attainment of all Looked After children against whole school targets and their IEPs, and will initiate interventions as necessary to ensure that they have equality of opportunity with their peers throughout the school. We will publish online our use and intended use of Pupil Premium monies as required by regulations (see also below). Pupils with disabilities admitted to the school will have full access to the curriculum as provision will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001 and will develop an appropriate 3-year accessibility plan and strategy

Gifted and Talented Pupils (G&T)

The school will identify pupils who are gifted and talented by means of prior assessment data as well as recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

G&T pupils may be extremely gifted academically as identified by teacher observations and/or data analysis, or possess a sporting, artistic or musical talent and skill that needs to be nourished and developed – again as identified by teachers. These pupils will be encouraged in line with our ethos of aspiration, and provided with opportunities to enter early external examinations, especially in KS4, and to continue their studies to the next level in every phase of the school. Where a child has a talent, this will be promoted through concerts, art shows, national competitions and in assemblies.

G&T pupils will, in addition to personalised learning within timetabled lessons, have access to a range of extension opportunities designed to provide extra challenge and stretch in their learning. These opportunities will be tailored to their learning needs, interests and talents, and will include: master classes from specialists in particular areas, residential study weekends at Universities such as the University of Cambridge, and focussed visits. Pupils will be linked with a mentor to ensure opportunities are maximised.

FSM: Using the pupil premium

Our use of the pupil premium to support children and young people from disadvantaged backgrounds will be based on the pupil premium toolkit developed by the Sutton Trust and the Education Endowment Foundation. We will ensure that the use of these funds is effective, evidence based and provides good value for money in terms of impact on pupil achievement. The SENCo will lead on the development of a whole school strategy for using the pupil premium. They will prepare the annual report on spending and ensure it is used for interventions such as:

- Appropriate use of teaching assistants to support individual pupils and classes;
- Subsidised access to enrichment activities and trips, including residential trips;
- Effective implementation of phonics and mastery programmes in the EYFS and KS1, and for pupils who require on-going literacy and numeracy support;
- CPD for teaching staff focusing on differentiation and the provision of high quality feedback;
- Programmes which involve parents in their children's learning and the broader life of the school.

The effectiveness of these interventions will be carefully monitored and the package of support adjusted accordingly to ensure that we implement best practice as the school grows and develops.

Transitions

As an all-through school, Wootton Park will exploit the inherent continuity and progression available and so ease the challenges often faced by children and young people during transition periods including school transfers (which our pupils joining the Reception classes will avoid) and provide a safe and aspirational environment for all its pupils from either Reception, Y7 or Y12 onwards. Our approach to each transition is based on the following key principles:

- 1) SLT and MLT will work with colleagues to make movement through Wootton Park School's year groups a seamless and enjoyable experience;
- 2) Transition is a positive opportunity for new learning challenges, and should not be an excuse for dips in standards of attainment or wellbeing;
- 3) Communication – between the school, parents, pupils and other organisations – is key to ensuring that transition is smooth and does not result in any loss of information about or understanding of the pupil;
- 4) Transition will begin before the pupil actually joins, moves within or leaves the school;
- 5) Vertical tutoring will be used to support pupils in ways outlined earlier;
- 6) Transition does not end until the pupil has settled into the new phase of their education; support may be needed for longer or shorter periods of time depending on individual needs.

Entry at Reception, and Transition to Y1

Transition into reception will be overseen by the Assistant Headteacher with responsibility for Early Years to Y3.

Parents, together with other appropriate adults and children, will be invited in for induction in the summer term before they begin formally in September. Children will be observed engaging in organised play activities by class teachers, while the Assistant Headteacher explains their expectations to parents. In September, arrangements will be in place for parents and carers to accompany their children in school for the first half hour, gradually withdrawing over the first weeks. For some children, half days will be operated for the first two weeks.

The school will assess the children using the PIPS baseline system from CEMS at Durham University after they commence in the Reception class. The results of this assessment will be used to guide classroom teaching, plan individual support, and where relevant to feed into IEPs (see above for more information on IEPs, and below for more information on PIPS).

A similar process for new pupils will be offered to children joining the school from other settings at the beginning of Y1, and again will be overseen by an Assistant Headteacher. Where possible, staff will make visits to other settings to observe the pupils and to talk with them. Visits to Wootton Park will be arranged to familiarise children with the environment of our school during the term prior to starting at the school.

An initial induction and familiarisation programme for all new pupils will be arranged for the start of the school term. This will familiarise pupils with the school site, their teachers and our high expectations, while planned activities will enable initial assessments to be undertaken and, subsequently, results analysed. Teachers will observe learners to look for the early signs of any special talents or additional needs so that support can be implemented as early as possible.

Pupils joining the school in Y1 will be assessed on entry using the CEMs Baseline Assessment for Key Stage 1. This is a computer-delivered, adaptive assessment tool for schools. We will use the CEMs Baseline Assessment for Key Stage 1 for two purposes:

- 1) For teachers to find out in an efficient way what their new pupils know and can do and;
- 2) To give a reliable baseline measure from which progress can be measured.

Transition to Y7

For pupils already attending the school in year 6, moving onto year 7 will be a natural process. Our Assistant Head's roles are structured such that one is responsible for Years 6-8 and therefore also transition to the secondary phase.

For new applicants to the school, a careful transition programme will be in place and managed by an Assistant Headteacher, involving:

- Visits to the Primary School to observe the learners in situ and talk to teachers about the individual pupil's progress, attainment and any additional educational needs;
- Meeting with parents/carers to discuss the pupil's needs, talents and interests, and the school's ethos and expectations;
- A review of the pupil's SATs results; these will also be used in planning ahead (see above);
- Each new pupil will be paired with a 'buddy', an existing pupil who was in Y6 at Wootton Park, to ensure that all pupils become well integrated and feel part of the school community.

All Y7 pupils will follow a distinctive induction timetable to enable full integration into the school. It will include special sessions on study skills, independent learning, note taking, reviewing articles and books, use of the school's leading edge ICT facilities, and sessions explaining what they will be learning in all subjects over the following year. It will conclude with individual one to one sessions to allow any remaining issues to be identified and resolved.

Transition into the Sixth-form

Applications and entry will be overseen by an Assistant Headteacher with responsibility for Post-16 provision. Pupils will be interviewed to allow them to outline their reasons for wishing to join the school and their preferred study programme choices. Careers and options guidance will be provided to Wootton Park School Y11 pupils during the autumn term.

There will be a two-day induction to the sixth-form at the start of Y12. This will involve an introduction to study skills and research techniques. During this induction period, all pupils will have access to career advice to ensure that they understand the UCAS and other processes on which they are about to embark.

Transition into non-standard Entry Points

Pupils who join the school mid-year will receive individualised induction programmes managed by the relevant Assistant Headteacher. They will be baseline assessed according to their stage of learning and any additional educational needs. Their learning records will be reviewed, as will any other relevant information available such as an ECHP or IEP from a previous school. The relevant Assistant Head will ensure each mid-year or mid-phase entrant has an IEP which, if necessary, incorporates catch-up programmes or extension programmes. Each new pupil will be allocated a peer mentor from within their year group to help them settle in quickly.

Destinations

We aim that all pupils will access positive routeways when they leave Wootton Park. It is therefore crucial that we support their preparations for this transition point.

We expect that the majority of pupils will remain in the school until the end of KS5. There will, however, be a minority of pupils who leave the school to pursue other educational or training options at the end of KS4. In order that pupils can make an informed decision, and that they are

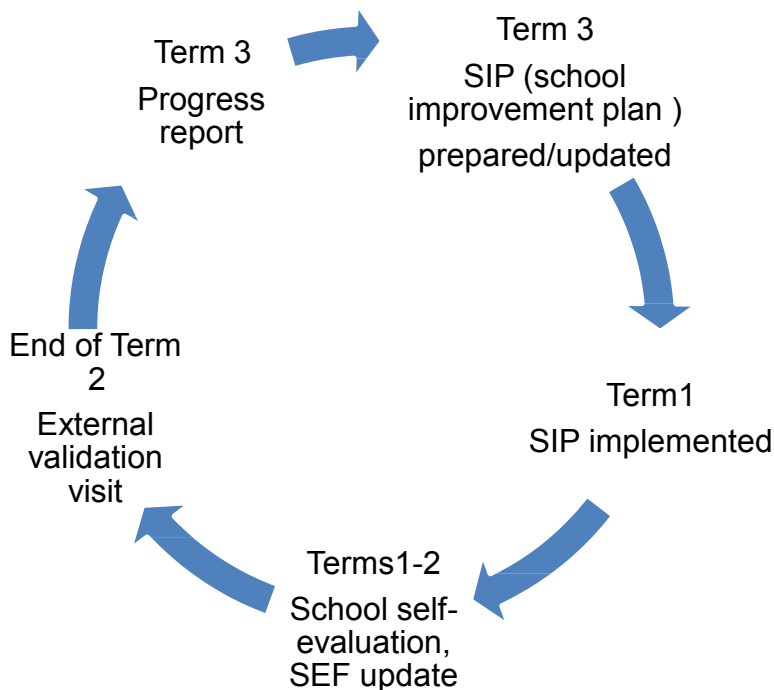
prepared for their post-16 education or training all pupils will have access to high quality careers advice throughout KS3 and KS4. This will take the form of talks from external visitors during enrichment time, and we will be supported in this by our Blue Light partners. Teachers will also be invited to approach friends of theirs who have interesting jobs to come and open learners' eyes to the breadth of opportunities available. Y11 and Y12 pupils will attend a Higher Education Fair in Autumn term to enable them to meet experts from a variety of sectors and talk through future opportunities. We will establish links with universities including Russell Group (in keeping with our high expectations for our pupils) prior to the establishment of a KS5 cohort in order to offer the best possible advice and opportunities to our pupils.

During Y10, Y11 and Y12 all pupils will be expected to complete work experience placements which relate to their interests and the subjects they have chosen to study (see EKPIs below). In addition we will welcome visitors to the school to discuss professions such as law and hi-tech.

Pupil Performance Measurement and Target Setting

Whole-school Review Cycle

Wootton Park School's governing body will hold the Principal and thereby the staff to account through a rigorous quality assurance process. This will consist of an annual cycle of review, which will over time build up a picture of the quality of the provision in the school which identifies strengths and areas for development. School self-evaluation will provide the means for our school to understand its strengths and weaknesses, and, most importantly, enable the governors and staff to use the information to inform school improvement activities that will be set out in a school improvement plan. The annual review cycle is illustrated below:



The draft reporting and monitoring cycle is summarised in the draft annual calendar below (see next page).

In terms of monitoring evaluation and intervention, we will track progress against the metrics identified by our EKPI and implement early intervention strategies where progress is seen to be below expectation in any area. This will involve the generation of informal but monitored termly milestones so that we can intervene before an annual target has been missed, rather than wait until it has been missed.

In terms of in-school assessments, for example in terms of quality of teaching and pupil progress, we will arrange for external verification and moderation to take place so that governors have accurate information on which to act.

	September	October	November	December	January	February	March	April	May	June	July	August
School Management team	Receive departmental reports on student baseline attainment and progress in external examinations. Set targets accordingly.	Cycle of teacher observation begins	Review of outcomes from lesson observations in terms of KPIs 4, 6, 7 and 10	Initial budget preparation, to include curricular developments and staffing plans.	Preparation of school self-evaluation form(SEF)	Second report on lesson observations				Principal prepares report on performance management outcomes for the year for discussion at FOC	Report on student attainment (KPI 1) compared to targets	Analysis of external examinations, university entrance etc.
At each meeting standing items will include attainment, behaviour, attendance, pastoral care issues, professional development.		Monitoring of behaviour and attendance	Curriculum plan for following year prepared	Review of progress tests	SEF surveys to teachers, students and parents issued		Receive external consultant report		Preparation of school improvement plan (SIP)draft		Implementation of SIP begins	
						Analysis of survey responses						
Full Governing Body (GB)	Individual Governors linked to phase and /or subject area, agree year plan for 'visits' to areas of responsibility and activities to be undertaken	Principal reports on student attainment and progress in external examinations against targets. New targets agreed.		Term 1 report on progress against SIP and all KPIs		Budget approval meeting.						
At each meeting standing items will include safeguarding, health and safety, LAC, pupil progress, behaviour and exclusions.	Report on previous year progress against SIP re KPIs	Actions identified		Principal report at each meeting focuses on SIP and KPIs		Audit report	Term 2 report on progress against SIP and all KPIs			Approval of SIP		
						SIP update				Approval of budget		
Teaching and Learning sub-committee	Detailed report and discussion on external examination results. Draft action plan report prepared for full GB		Discussion with Curriculum leaders to discuss student progress, teaching, learning resources, new developments, repeated at each meeting of committee	Review of student achievement in progress tests		Survey report received and discussed KPI 5/7			Performance management report received.	Review of check point test data	SEN co-ordinator report	
At each meeting standing items will include safeguarding and professional development.	Baseline assessment report for new entrants reviewed and interventions agreed		Staffing plan for next year discussed.KPI8						Professional development plans for next academic year received			
Finance and operations sub-committee (FOC)	Budget monitoring report (prepared for each meeting by senior staff)			Initial review of proposed budget and staffing plan	Approval for new posts to be advertised and recruited to					Review and approval of proposed performance management scheme for next academic year		
Audit sub-committee	Receive external auditors report on school's financial operations for previous financial year..			Review of managers proposals for next academic year...								
	Identification of audit requirements for the new academic year.			Commissioning of specific tasks e.g.review of catering operation, review of cleaning etc.				Oversight of year end				

Section D2

Whole-school Education Key Performance Indicators and Targets

Education Key Performance Indicators (EKPIs) will be set to define our progress towards our vision. Our EKPIs, within which ambitious targets have been and will be set and regularly reviewed, are:

- 1) Academic achievement
- 2) Participation in enrichment and community activities
- 3) Attendance
- 4) Behaviour
- 5) Pupil well being
- 6) Quality of teaching
- 7) Learner satisfaction
- 8) Parental satisfaction
- 9) Destinations
- 10) Staff professional development
- 11) Public service

Academic Achievement (in the context of earlier note on assessment reforms)

In setting targets for academic achievement, governors will always aim to exceed DfE floor targets, local authority and national averages.

EYFS	% learners achieving GLD at the end of Reception	75% (national 52%)
Y1	% learners achieving the expected phonics standard	80% (national 69%)
KS1	% learners achieving L2b+ in reading	85% (national 79%)
KS2	% learners achieving L4+ in RWM	85% (national 76%)
	% learners achieving L5 in RWM	45% (national 21%)
	APS	29.5 (national 28.3)
KS4	% achieving 5+ GCSEs including En and Ma at A*-C	80%(national 68%)
	% achieving the English Baccalaureate	45% (national 23%)
	% entrants achieving ASDAN award	100%
KS5	% achieving A*-E grades	100% (national 98%)
	% achieving 3 A*/A grades	15% (national 12%)
DfE	Future DfE Floor Targets	Above at all times
All	Achievement gaps for pupil subgroups at all times at assessment points (b/g, FSM, SEN/G&T, EAL, BME)	Narrowing and less than national

Attendance

Absence	3% or below
Persistent absence	0.5% or below

Behaviour

Our behaviour targets reflect our high expectations on discipline and pupil responses.

Number of fixed term exclusions due to poor behaviour	0
Number of permanent exclusions annually	0
Pupil survey results ranking peer behaviour as at least good (on the Ofsted 1- 4 scale)	95%

Pupil Well-being

Learner well-being is central to our vision for Wootton Park School. The following targets will enable us to identify any issues within the school community and, where necessary, act to resolve them.

Participation in Pupil Voice activities over an academic year	100%
% Y11 and Y13 learners able to identify at least one sport, craft or hobby they will actively pursue outside compulsory school	100%
% learners who report that they feel happy or very happy about coming to this school	95%
% parents who would recommend or highly recommend the school to friends and colleagues with school-age children	95%

Quality of Teaching

High quality teaching will be the single most important factor in ensuring that we are able to implement our vision for the school and ensure high levels of academic achievement and personal development.

% lessons graded good or better using Ofsted criteria (every year)	99%
% lessons graded outstanding using Ofsted criteria (minimum, 1 st year)	33%

Learner satisfaction

At Wootton Park we will truly value learner voice and encourage young people to provide feedback on their experience in the school through an annual survey each year.

% learners satisfied or very satisfied with their learning experiences	95%
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Parental Satisfaction

% parents satisfied or very satisfied with their child's education (min)	95%
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Destinations

NEETs	0
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Staff Professional Development

% teaching staff receiving appropriate professional development linked to the performance review process	100%
% support staff receiving appropriate professional development linked to the performance review process	100%

Public Service

% learners either joining the Police or Fire cadets for at least one academic year, or taking part in at least one work experience opportunity with the blue light services during their time at the school	100%
% learners participating in at least one community-focused activity during each Key Stage	100%

Notes

As outlined above, aspects of our curriculum will be delivered by officers of the local Blue Light services, and a range of activities and experiences for our pupils will be delivered in partnerships with those services.

Applied Crime Science will be embedded across the curriculum in a way which develops a unique and practical understanding of technology, behaviour, evidence, outcomes as well as illuminating distinctively the study of topics like statistics, geography, environmental design, psychology, biology, chemistry, physics and economics.

Associated Performance Statements

All school leavers will be able to identify at least one sport, craft or hobby that they actively pursue outside of school.

Wootton Park School will have a vibrant and thriving Adult Education facility which provides parents with the skills to participate fully in the community and support the learning and development of their children.

Wootton Park School will be recognised as a centre of excellence able to support neighbouring schools through sharing staff, resources and expertise in order to boost outcomes for all young people in our county.

Assessment and Qualifications

The table below outlines the assessment which learners will undergo in each key stage at Wootton Park School. Commentary is provided below the table.

Phase of Education	Assessment	Qualifications
EYFS Reception	EYFS PIPS baseline assessment start and end of year	NA
KS1	National Phonics test in Year 1 CEM PIPS annual assessments at the start of years 1, 2 and 3	NA
KS2	Annual end of year, internally marked CIE progression tests in English, Maths and Science CIE externally validated and internationally benchmarked Checkpoint tests in English, Maths and Science at the end of Year 6 CIE ICT starters CEM PIPS at the start of Year 5 External KS2 SATS at the end of Year 6	NA
KS3	CEMS MIDYIS tests at enrolment (vocabulary, maths, non-verbal reasoning and skills) Annual end of year, internally marked Cambridge Secondary 1 progression tests in English, Maths and Science CIE externally validated and internationally benchmarked Checkpoint tests in English, Maths and Science at the end of Year 9	NA
KS4	Continuous assessment	IGCSE, BTEC, ASDAN
KS5	Continuous assessment	AS/A levels, Pre-U, BTEC

EYFS

In this stage, the school will assess all children using the PIPs baseline system from CEMS at Durham University after they commence in the foundation/reception class and again at the end of the year. PIPS (Performance Indicators in Primary Schools) Baseline is a standardised assessment system designed to monitor pupils' educational progress during the Reception year. It provides an assessment of attainment in the areas of reading, maths and phonological awareness. By assessing children when they enter Reception and then again just before they leave, teachers will be able to build a powerful profile of individual progress for every child throughout the Reception year. PIPs also facilitates comparisons with national data, which will enable teachers to highlight pupils who are gifted and talented, or who may have additional educational needs, early on in their educational career.

In addition to the PIPs baseline test, pupils in the EYFS will be assessed on their phonics.

After this initial baseline testing, progress in this stage will be tracked using the DfE 'Development Matters' guidance and through Early Years Foundation stage profiles.

KS1

On entry to KS1, learners will be assessed using the CEMs adaptive online Baseline Assessment for Key Stage 1. The school will use this tool for three purposes:

- 1) For teachers to find out in an efficient way what their new pupils know and can do;
- 2) To give a reliable baseline measure from which progress can be measured and targets set;
- 3) To plan personalised learning based on individual action plans where appropriate.

We have selected this baseline assessment tool as it is highly reliable, efficient and usable. It is also computer-adaptive, which means the questions are tailored to the individual pupil so that the assessment is an enjoyable and engaging experience for pupils.

Progress Tests

Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase. Teacher assessment will be used in conjunction with annual formal assessment to set individual learners ambitious targets.

During KS1, and as a one-off in Year 5 this formal assessment in the core curriculum areas of reading and maths will take place through PIPS. From year 3 throughout KS2, learners will regularly sit Cambridge progress tests in English, Maths and Science. These are set within the school and marked according to Cambridge's standards. These tests will provide rich information on pupil progress during KS2 which will enable teachers to give structured feedback to learners and parents. Teachers will be able to compare the strengths and weaknesses of individuals in order to amend learning plans to address any issues identified. The Year 5 PIPS test will be useful check for the validity of CIE progression test-generated date.

Phonics will continue to be tested throughout both 5-11 Key Stages and regular reading tests will be used to track development. Similarly national curriculum numeracy outcomes e.g. times table recall, will be tested regularly to ensure standard are being met.

Key Stage Tests

As well as the Y1 phonics test, and notwithstanding the recently announced reform of assessment arrangements, teachers will assess pupils at the end of KS1 using NC Levels, and at the end of KS2 all learners will sit the National Curriculum tests. Progress from their baselines and against individual learner targets will then be reviewed, and analysis of the results will feed into the next round of learner target setting.

In addition, at the end of KS2, all learners will sit the Cambridge Primary Checkpoint tests in English, Maths, and Science. These test skills, knowledge and understanding of the curriculum in English, Maths and Science. These tests provide an international benchmark of learner performance. Following analysis of these test result, each learner will receive a statement of achievement and a diagnostic feedback report that will form the basis of individual action plans moving into secondary schooling.

KS3 Baseline Testing

All pupils joining the school in Y7, as well as any learners joining the school in Y8 or Y9, will undertake Durham University's MidYIS tests. These tests are designed to measure, as far as possible, ability and aptitude for learning, rather than achievement. MidYIS is designed to provide a measure of typical performance so that teachers can judge what will be required to ensure that pupils are able to succeed in external examinations. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections. All sections will contribute to an overall measure of ability that will strongly predict subsequent achievement. Test results will be used to identify pupils' strengths and weaknesses, inform teaching and learning, identify gifted pupils and help identify pupils with special educational needs. Non-verbal measures will be particularly important for appropriate assessment of pupils for whom English is an additional language.

Ongoing Assessment

Formative assessment to aid learning will be undertaken and for English, Mathematics and Science using annual Cambridge secondary progress tests. These will be set within the school and marked according to Cambridge's standards. These tests will provide rich information on pupil progress year on year during KS3 which will enable teachers to give structured feedback to learners and parents. Teachers will be able to compare the strengths and weaknesses of individuals in order to amend learning plans to address any issues identified.

At the end of Y9, learners will sit the Cambridge secondary checkpoint tests in English, Mathematics and Science. These test skills, knowledge and understanding of the curriculum in English, Science and Maths in KS3. Analysis of these will provide evidence of each learner's readiness to progress to the next stage, and will serve as an accurate forecaster of their likely achievement in the IGCSE examinations. Teachers will therefore be able to analyse pupil achievements and set stretching targets for each learner for KS4.

Key Stage 4

As outlined above, the majority of pupils will follow a programme of IGCSE subjects with regular testing and progress reviews. Pupils for whom an IGCSE programme would not be appropriate will follow a more vocational routeway leading to BTEC qualifications. Some learners will access ASDAN programmes, as appropriate to their needs as detailed above

Key Stage 5

Assessment during this key stage will be ongoing throughout each learner's individual programme of study, culminating in external examinations involving AS and A-levels. We expect that the majority of pupils will take 3 A-levels for which we would normally expect a minimum of grade B at GCSE.

Monitoring and Tracking

As detailed above (Whole-school Review Cycle) we will adopt a thorough and rigorous approach to all aspects of self-review. At half termly intervals, the Principal, Vice Principals and Assistant Heads will meet with their teams to review the progress of pupils in each year group. The school's data analysis system will have identified pupils at risk of missing their targets, information will be available from review of termly milestones, and using a RAG approach we will enable each meeting to focus on learners who require interventions. Each meeting will cover academic, behavioural and attendance data for the relevant groups. Twice a year subject leaders will be required to report progress against their departmental targets.

All interventions will be subject to periodic review to look at the impact of the intervention in terms of learning outcomes. Information will be shared with the appropriate teaching staff and parents/carers, as described in the 'liaison with parents' section below.

Pupil achievement will be a standing item at Governing body meetings, senior leadership and middle management meetings (see section F2). The Principal will report on pupil progress and achievement at each meeting using RAG to provide reliable and relevant information to governors. Governors will receive training to help them to analyse and interpret this data, enabling them to monitor the effectiveness of teaching and learning in terms of outcomes achieved and so hold the school leaders to account as critical friends.

External Verification

Once per term an expert external consultant will be employed to visit lessons, meet with pupils and staff to review teaching and learning, and agree key actions with the leadership team. External validation of the school's judgments will be particularly important during the early life of the school.

At steady state the school will seek international accreditation from the Council for International Schools which will audit how well the school is achieving the criteria for recognition.

Liaising with and Reporting to Parents

At Wootton Park School, parents (including other adults with parental responsibility) will be full members of the school community. We recognise the benefits that parental engagement can bring both to individual children's achievement and wellbeing and to the school community as a whole. Wherever possible, the school will engage with parents in a way that is convenient for them, understanding that adults have a variety of experiences with and attitudes towards school, and that some may be initially harder to engage than others.

All parents will be asked to attend culture and ethos sessions when their children begin at the school, and then on an annual basis at the beginning of the school year. At these sessions, teachers will re-explain the school's aims, and enlist parents' support in achieving them. Each year, as part of this process, we will ask the whole school community to evaluate their character strengths against CharacterLab's list of 7 key strengths. The objective of this will not be to rank or judge people, but rather to open a dialogue about character with parents; this process will help to create a culture in which self-reflection, honesty and improvement are in-built, and the language of character is broadly used and understood.

On-going reporting to parents and communication between parents and the school will primarily be centred on our use of an ICT system (VLE) which can be remotely accessed. Parents will have access to an appropriate and secure parent area of the website and in terms of their child(ren) an individual electronic file for each other their children which contains:

- Up-to-date records of pupil achievement and progress across subjects;
- Detail of participation in enrichment and extra-curricular activities;
- Feedback from teachers on specific pieces of work which will indicate any action the pupil needs to take and record once the action is completed by the pupil.

This will enable closer assessment of pupil progress and for parents to easily identify where further support may be needed.

Most communication with parents will occur over e-mail. The first point of contact for parents will be their child's tutor, and any issues which cannot be resolved this way will be escalated to the appropriate Assistant Headteacher. In addition, the pupil planner will be where they record all homework so that tutors and parents can check what has been set and whether it is being done. Parents and tutors can also communicate through the planner on issues and targets for improvement. This flexible and transparent method of communicating across teachers, parents and children is designed to maximise the effectiveness of each 'party' in the child's development and to highlight any issues or concerns as quickly as possible.

Formal progress reports will be sent to parents on a termly basis; parents will be encouraged to discuss these with their child's tutor. Twice a year each parent will be invited into school to discuss their child's progress in learning. The length of appointment will vary to reflect each pupil's need and the phase of learning.

A weekly electronic newsletter will be prepared by administrative staff to inform parents about the life of the school, key dates, events and opportunities to participate.

Wootton Park School will be accessible and open to parents. We wish to work closely with them as they have been each child's first educator and we wish to ensure that the perfect triangle of parent, child and teacher working together is established from the very beginning. We envisage a strong PTA which will help provide a sense of ownership and assist in the establishment of a strong working partnership. We will seek parents' and carers' views through e.g. undertaking a parent-led review via questionnaires and surveys via telephone sampling.

Parents will be encouraged to support the learning in the school e.g. by volunteering in the classroom to listen to reading where evidence shows that the parent is suitable for this role. The school will offer ECRIC (every child reading in class every day) to improve reading, and parents will be encouraged to continue this at home.

Opportunities will be provided for parents to learn about the work being undertaken at the school in all subjects such that they may support our approach at home. These will include opportunities to join their children for specific learning events such as science experiments with child-led explanations around the work they are doing.

Quality of Teaching

All staff at Wootton Park School will be prepared to deliver good and outstanding lessons, and to both role model and teach our values. We will recruit high quality staff and ensure that they receive induction and training which enables them to have a positive impact on learning from the very start of their time at the school.

We are confident that our rigorous international curriculum and full enrichment programme will enable us to attract the best staff to Wootton Park School. We are also excited to be in a position to attract music, dance and PE specialists with the opportunity to work with the full age range of school children; and the chance for subject teachers in areas such as Maths and Humanities to work alongside 4-11 practitioners, and vice versa.

If we receive approval to enter the pre-opening phase, we will implement our full recruitment plan which will involve TES and online marketing including through: our website to explain the unique opportunity of this school; targeting networks of teachers who are experienced in using the CIE

curriculum; and our Trustees will generate media coverage both locally and nationally that encourages the best candidates to come forward.

We will recruit for values and other skills as well as excellence in teaching. Candidates who have experience of community engagement, volunteering, sports, expeditions, etc, as well as being able to demonstrate an outstanding record in the classroom, will be prioritised. In addition to a body of qualified teachers (who may also have qualified abroad), we will seek to recruit other members of teaching staff, such as those with instructional experience from the blue light services, in order to deliver the broader elements of our curriculum in line with our vision (see sections D1 and D3).

All new staff at Wootton Park School will go through a week long induction before they begin teaching. During this week, school leaders will bring new staff into the school's culture and give them the tools to communicate it to pupils; in this way, staff members will be prepared to create the collaborative community culture that will be essential to our achieving our vision. As part of this induction, teachers will be introduced to the school's policies to ensure consistency. For example, if a learner is caught chewing gum, the behaviour policy will enable all teachers across the school to respond with similar expectations, thereby very quickly establishing a pervasively strong school culture. All new staff members will also spend at least one day during their induction period shadowing a member of our community partnership e.g. blue light service in order that they gain a deeper understanding of the opportunities of that partnership, and have the opportunity to begin to think about how this might impact on their own teaching and enrichment delivery.

Wootton Park School will be a data-rich environment. As well as a robust system for evaluating and acting upon data concerning learners, we will also implement a rigorous policy of monitoring the quality of teaching across the school.

Lesson Observations

Lesson observations will be a normal part of school life. All teachers will undergo at least two lesson observations per term from the Principal and members of the senior leadership team. A standard approach based on Ofsted criteria will be used across the school to report the results of this observation, and will cover teaching, learning, pupil attitude, behaviour, learning activities, impact of teaching and quality of learners' written work.

The school will adopt best practice guidelines for planning the lesson observations: talking with the teacher in advance, sharing expectations, agreeing how the observation will be undertaken and then providing time for a proper opportunity for the observed teacher to share his/her observations on the lessons, from which the observer may lead discussion of strengths and areas for improvement. An outcome, including the support which will be given if improvement is required, will then be agreed.

Training in lesson observation will be provided for all members of the leadership team. Paired lesson observations will also be incorporated into the observation programme to ensure that staff use the same standards across the school. Data from lesson observations will be aggregated to summarise the quality of teaching and learning across the school and will form part of the Principal's reporting to governors (see section F2).

Peer Observations and Mentoring

In addition to observations by the leadership team, peer observations will be used to evaluate and improve the quality of teaching within the school. Directline managers will regularly review teaching and learning amongst their staff through lesson observations, learning walks and book reviews. The school will establish an internal file sharing system to share lesson plans, resources and other elements of the best practice found across the school.

The school practice of distributive leadership will incorporate joint planning and ownership of lessons, open classrooms, with pupil learning in different ways to meet their different needs.

Teachers will work occasionally across different phases, which will support a programme of mentoring between teachers where those with experience or further qualifications in specific subjects will be positioned to mentor less experienced teachers in each phase. These mentors will be expected to provide a 'safe environment' in which concerns and issues can be raised and addressed. See section D3 for further details.

Continuous Professional Development (CPD)

Staff members will be our most important resource, and meeting their professional development needs will be a priority. The school will appoint the very best staff from around the world, and will pay attention to their retention and invest in their professional development.

Working within and across the traditional phases of education will enable teachers to draw on best practice from both. This will ensure that all teachers understand the roles of their colleagues, best practice around pedagogical development, and the learning journey pupils have undertaken through their life at the school. The school and its staff will become expert in all-through teaching and learning in order to maximise learner opportunities.

On-going professional development opportunities which will be offered to staff across the school as appropriate will include training in

- the use of data to improve performance
- teaching of literacy and numeracy, including through the broader curriculum
- differentiating teaching for learners with different needs
- assessment for learning
- mentoring and coaching skills
- managing interventions to improve specific aspects of learning
- managing behaviour
- outdoor education leadership
- middle and senior leadership
- first aid
- maximising the voice of learners.

In line with the school's specialism in crime science, one of the Vice Principals and all the Assistant Principals will participate in leadership training. This training will include provision to maintain, at this senior level, an awareness of the theory, concepts and emerging research in - and the application of - Crime Science. Support staff will have an equivalent CPD entitlement.

Behaviour

Discipline for effective learning is foundational to any school's success, not least a school with such a strong vision around citizenship. We will fulfil our ambitious goals for learner achievement by developing our pupils' personal responsibility, leadership and resilience to fulfil their potential. Pupil leadership will be a feature of vertical tutoring sessions, supporting a sense of responsibility and self-discipline. A range of pupil leadership roles will be developed, to be allocated in keeping with the age, aptitude and interests of the holder, which will relate to aspects of school life and operations, in order to develop pupil leadership and further the well-being of all. In keeping with established best practice in this area, these roles will include Researchers, where pupils assist the school by taking part in activities which add to our self-knowledge and development; Environment Advocates with a brief relating to the school environment and use of resources; Mentors, who will assist other pupils to enjoy and achieve in their time at school; the Corporate Team which will assist when the school has visitors and help with the public-facing aspect of school operations; and the Community Team which will be active in promoting good relations and helping members of the wider community including in terms of the school as a local learning hub.

In line with our strong links with the blue light services, particular attention will be paid to: personal appearance and presentation; punctuality; time management; reliability; attendance; composure; attitude; and performance. In addition to any specific leadership role, all pupils will be expected to act as Ambassadors of Wootton Park at all times on and off the school site. We will create a strongly cohesive culture in school that reduces poor behaviour because this will be seen as an infraction against the whole community. Orderly communal lunchtimes will be a powerful driver of this culture.

The school will take a proactive approach to behaviour management which will be made clear to all learners, parents and other members of the school community. Our behaviour management system will, importantly, reward positive pupil responses and good behaviour. It will work well because all learners will understand the consequences of their behaviour, both good and unacceptable. We will use restorative justice techniques, adapted in order that they are age appropriate, to give learners the opportunity to understand and make recompense for any behaviour which is harmful to others or prevents their learning, and this will be a feature of our anti-bullying policy.

Responsibility for ensuring good discipline will be shared amongst all members of staff at the school. The senior and middle leadership teams, beginning with the relevant Assistant Head, will be responsible for dealing with all but the most minor disciplinary issues; written into our behaviour policy, this will demonstrate to learners that our expectations of behaviour are taken seriously by the school and ensure that teachers are not expected to resolve challenging behaviour at the expense of supporting pupils' learning.

Attendance

High levels of attendance are vital to enable children to learn. At Wootton Park we will ensure that all parents and young people are aware of the importance of maintaining good attendance, and provide significant rewards to the very highest attenders – for example a trip to a theme park – to demonstrate how we value it. Our expectations around attendance will be shared with all parents and pupils during the induction period when they join the school; these will then be updated at the start of each year during the annual whole-school discussion of the school's ethos and aims. As well as an educational issue, attendance is a safeguarding issue. There may be pupils for whom absence is a result or symptom of a deeper issue with roots either inside or outside school. Where this is the case, the pupil's tutor will be responsible for initiating an on-going discussion with the pupil about how this issue can be addressed so that they are able to maintain high attendance

in the future. This may involve the nomination of a responsible adult who is not a family member, e.g. a social worker, with whom to discuss attendance and absence issues. Safeguarding is a priority for the school, and the procedures outlined below are subject to variation in cases where they or other issues around attendance may render a young person vulnerable.

Parents will be made aware of our procedure for reporting a child's absence, which must be completed before the start of the school day on which the child is going to be absent and on all subsequent days if the absence continues. Parents will be able to inform the school of an absence by phone or by email; both will be monitored by a member of the administrative team who will then input the details of the absence onto an online system. The relevant Assistant Head will then be responsible either for authorising the absence or for deciding not to do so, depending on the circumstances of the absence. All absences and their justifications will be stored in the pupil's electronic file, which will be accessible by staff members and parents.

Where an absence is not reported but the child or young person does not arrive in school, a member of the administrative team will contact the parent or other responsible adult during the morning of the absence to discuss the reason for that absence. The parent will then be reminded of the necessity to follow the procedure for reporting absence. Where a parent is unaware of the absence, it will not typically be authorised.

Where there is an unauthorised absence, the tutor will contact the parent and, where relevant, the pupil in order to make clear that this is unacceptable and that high attendance must be a priority.

Persistent Absence

The most effective way to address persistent absence will be to address its causes. For some young people, challenges outside school may affect their ability, or their perceived ability, to attend. The pupil's tutor will discuss these issues with the pupil, and where relevant their family or other involved adults, to facilitate solutions which enable the young person to attend. Our robust approach to behaviour (see above) will enable school staff to identify if there is any problem within school which might affect a pupil's willingness to attend, and to address it. Where persistent absence continues, it will be reported to the relevant officer at the local authority, whose work would then be supported by the school as required. In some instances, persistent absence might be authorised, e.g. if a young person needed an extended stay in hospital. In these cases, provision will be made to ensure that that pupil will be able to continue to access learning, e.g. through online programmes. This will be co-ordinated by their tutor, with the assistance of other subject teachers.

Section D3

Staffing Structure

Our staffing structure has been designed to ensure that Wootton Park operates as one school across all phases. Staffing levels grow in keeping with pupil numbers and at all times are capable of delivering our curriculum while back office functions will support efficient support for teaching and learning.

The Principal Designate will be appointed in order to take up their post 2 terms prior to the school's opening in order to publically front the school and manage all preparations.

Careful consideration has been given to the initial size of the staff, building in experience and expertise to ensure that the full curriculum for pupils attending the school is in place while allowing

for planning in terms of imminent population of other Key Stages. At this point it has been determined to run grounds maintenance, premises and catering as in-house operations as staff do feel more ownership and give greater commitment when not employed through contractors.

Critical appointments such as the Business Manager, Vice Principal and Assistant Heads will all be made in order to support the Principal when it comes to hiring staff in their phase group. In the early years, some senior staff will have a higher teaching commitment than at steady state.

In terms of cross phase teaching, it is our intention that teachers will work within and sometimes across the traditional phases of education. We will use the flexibility afforded by a large all-through school to attract good teachers and ensure they remain highly skilled. The whole-school timetable will be managed by one of the Vice Principals, in consultation with Assistant Heads. Together they will identify whole school priorities and place staff accordingly. For example if KS2 Maths outcomes at L6 are below target according to milestone monitoring, they may allocate a secondary maths specialist to support Y6 staff.

The below table shows the build-up of staff from the first year of the school's opening to the year in which it will reach capacity (2021):

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pupil roll	360	540	780	1020	1200	1260
Leadership Team						
Principal	1	1	1	1	1	1
Vice Principal	1	1	2	2	2	2
Business Manager (non teaching)	1	1	1	1	1	1
Assistant Head (AH), leader of learning: EYFS-year 3	1	1	1	1	1	1
AH year4-5			1	1	1	1
AH 6-8	1	1	1	1	1	1
AH 9-11			1	1	1	1
AH 12+ inc Post-16					1	1
Total	5	5	8	8	9	9
Teaching team						
Middle Leaders(teachers)	2	4	5	5	5	5
SENCO	1	1	1	1	1	1

EY Teachers	2	2	2	2	2	2
Primary teachers	2	4	6	8	10	12
Secondary teachers	6	9	15	24	27	36
Cross phase specialists(Music, dance, PE)	2	4	6	6	6	6
Teachers	15	24	35	46	51	62

When comparing the posts below with the budget, some roles are not f/t
e.g. first year pupil support: $14 \times 0.77 + 1 \times 1.0 = 11.78$ (rounds to 11.8)

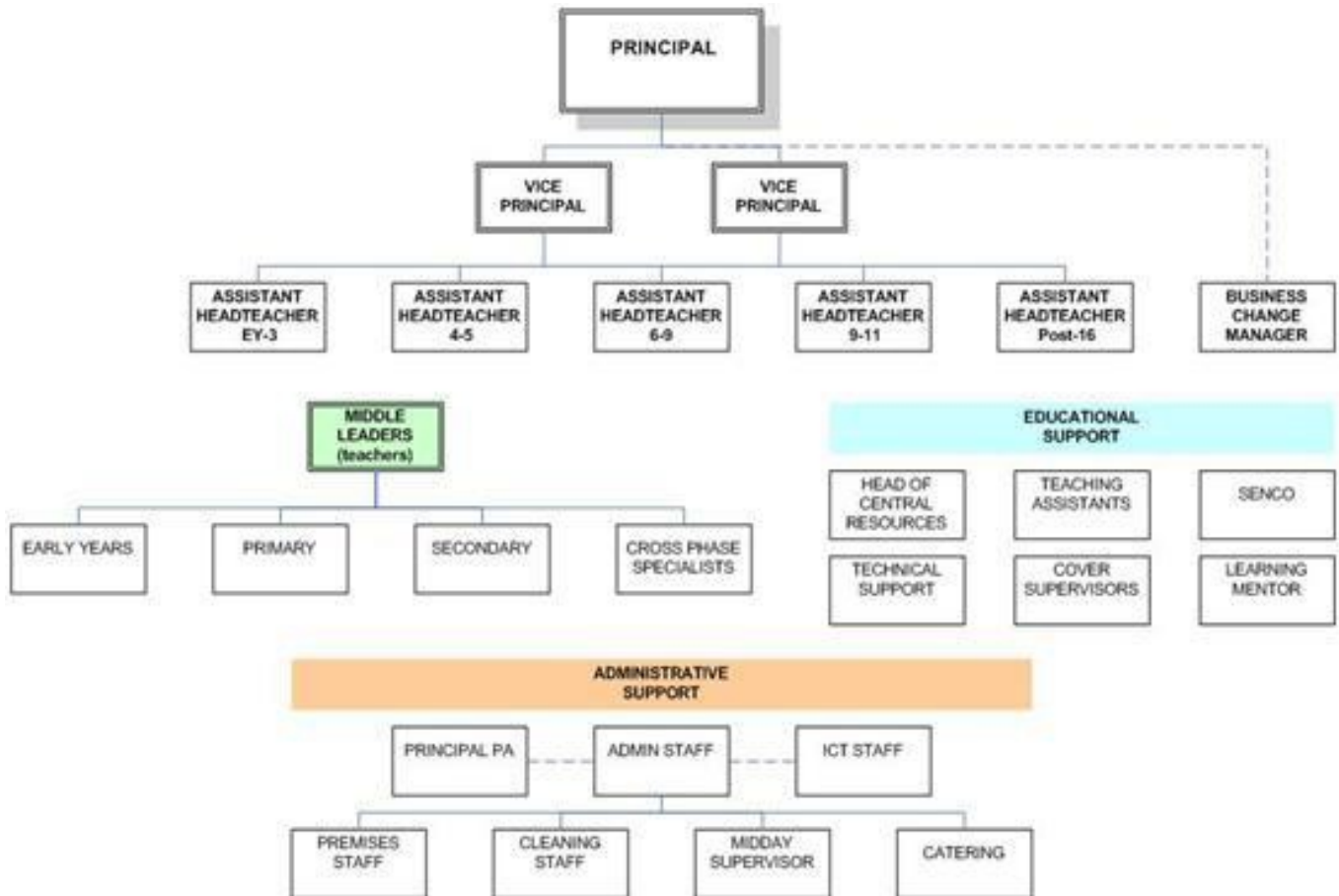
Pupil Support	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Teaching Assistants	6	7	9	11	11	11
Head of central resources(ICT/books etc)	1	1	1	1	1	1
Cover supervisors	2	2	2	2	3	3
Technical	5	6	6	7	7	7
Learning Mentor	1	1	1	1	1	1
Admin Support						
Principal PA	1	1	1	1	1	1
Admin staff	1	2	3	4	6	6
ICT staff	1	1	2	2	2	2
Midday supervisor	2	4	4	5	5	5
<i>Premises staff</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
<i>Cleaning staff</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>6</i>	<i>6</i>
Catering	2	4	5	6	7	7

For comparison and showing consistency, this table is from our budget.

SLT	5.0	5.0	8.0	8.0	9.0	9.0
Teaching	15.0	24.0	35.0	46.0	51.0	62.0
Pupil support	11.8	14.3	16.1	18.4	19.3	19.3
Administrative	3.0	3.8	5.3	6.1	7.6	7.6
Premises	4.0	6.0	8.0	9.0	9.0	9.0

Organogram

The staffing structure for the school is shown in the chart below:



Our plans to adapt the above staffing structure should the school attract fewer learners than our PAN as it grows can be found in section G3. These plans enable us to continue to deliver a high quality education across the school in keeping with proposers' vision for Wootton Park School.

Senior Leadership Roles and Responsibilities (see also Section F)

Principal

The Principal will be responsible for ensuring that all pupils across all phases of the school achieve outstanding academic outcomes and for ensuring that learners gain the experience and character strengths to become active and responsible citizens. In particular, the Principal will be charged with effective line management; promoting citizenship, of engaging our partners in the life and work of the school, especially in relation to 'blue light services'.

Vice-Principals

The Vice Principals will have specific whole-school responsibility and deputise for the Principal in his/her absence. Importantly will hold phase-spanning responsibilities that will ensure the school operates as one all-through school and not three or even five within one. The VP will initially be responsible for developing the timetable; community strategy and establishing the enrichment framework and plans for the 'blue lights work'. The role of the first Vice Principal will be reviewed with the appointment of the second Vice Principal in the third year of the school.

In order to achieve our vision and establish the ethos that will make Wootton Park School special, key SLT roles will be raising aspirations and community links(Vice Principals) in establishing the strategy and yearly programme of enrichment that genuinely raises aspirations and sense of possibility amongst children. They will also oversee our blue lights programme, our cadet programmes and community partnership work.

The staffing growth plan shows Assistant Headteachers with Year responsibilities that cross traditional Key Stage boundaries, this is entirely in keeping with the nature of Wootton Park School as an all-through school. Such an arrangement will facilitate effective planning and delivery from Reception to Y13, drawing maximum benefit from all aspects of continuity and progression.

The teachers we appoint to work with Infant pupils will be specialists in the relevant age range e.g. EYFS. For the effective support of high quality teaching and to enable planning in core subjects, the two posts of responsibility relating to 11-19 pupils that will be appointed first are Head of English and Head of Science and Mathematics. We will recruit experienced teachers in other subject areas who are capable of working with the SLT to deliver high quality lessons and effective planning for future years. We anticipate that these teachers will be strong candidates for future posts of responsibility in relevant subject areas such as Humanities and Languages. In terms of the staffing contingent in the plan, this is sufficient to deliver our curriculum throughout the growth phase to steady state operations.

As shown by the pupil-teacher ratio in the Summary tab of the financial planning spreadsheet, teaching staff levels are appropriate, reasonable and in keeping with our vision from the first year through to steady state and beyond. At all times the support staff contingent is sufficient to facilitate effective teaching, learning and administrative functions and is also efficient in terms of pupil adult ratios remaining within expectation. As required, we have incorporated an appropriate balance of roles, as illustrated by the senior and middle leader growth pattern and support staff phasing. In the early years of the school's life we anticipate that senior leaders will undertake more teaching than later on but we have still allowed sufficient time for effective future planning. Also the PA will assist with general administrative functions in the first year when the support staff complement is at its earliest stage. We are adopting standard pay and conditions at appropriate levels as can be seen e.g. from the Principal pay point on the current leadership spine (which will attract the very best school leaders to apply for the Principal post) and teacher salaries; we also offer TPS / LGPS.

Throughout the growth phase within our staffing growth plan and resourcing schedule there is an appropriate annual surplus providing the flexibility needed to cope with unforeseen events, and the school is seen to be financially viable. In Section G we show how we will adapt to the event of reduced funding caused by lower pupil numbers, including in terms of staffing, retaining fidelity to the proposers' vision and maintaining quality of provision.

Section D4
Not Applicable.

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60		144	240%	60		89	148%
Year 1	60		174	290%	60		144	240%
Year 7	120		137	115%	120		159	133%
Year 8	120		135	113%	120		137	115%
Totals	360		590	164%	360		520	144%

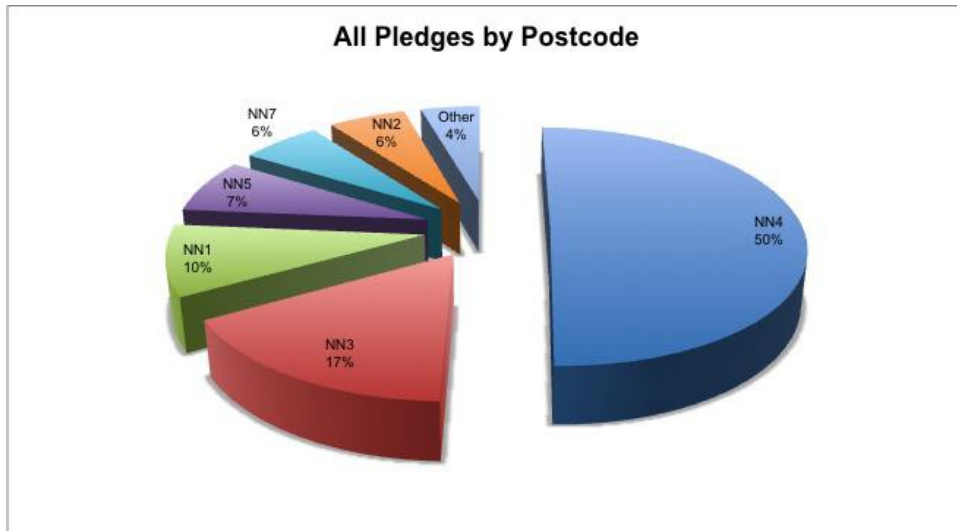
Section E: Evidence of need – part 2

We have received a hugely encouraging response from parents of children at the appropriate age ranges, as shown above, the Trust has worked hard to engage with the wider community in line with the requirements both for the school but also the obligations of the Equality Act 2010.

Our work to collect demand was divided between gathering support for entry to Reception and Y1 (in the first year of opening) and Y7/Y8 (likewise). For the infant age ranges we organised and attended meetings with local nurseries and other childcare settings where we spoke with parents and carers, sharing information about the proposed school and its vision. Those parents wanting more information were given a leaflet for the school and directed to the website and Facebook pages. For Y7 and Y8 entry, work was concentrated at events and meeting places for children and families in the older age range. Engagements included football and rugby tournaments, canvassing at shopping centres and also leafleting outside local primary schools. Parents were excited about the school and also comforted by the fact that the school will have a fully inclusive admissions policy that will make it a local school in all senses of the word.

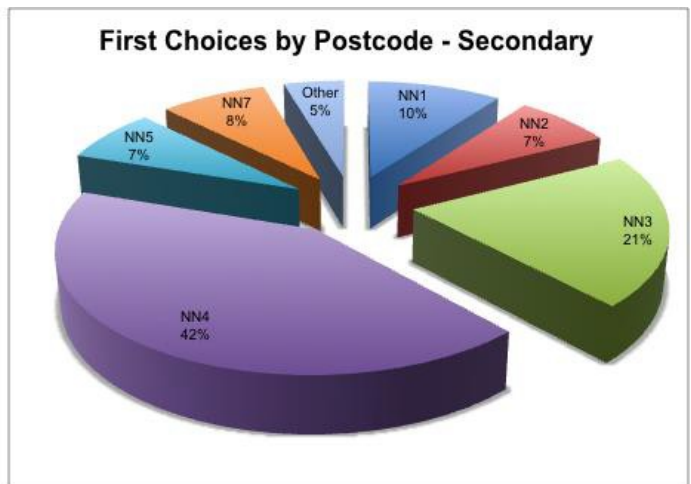
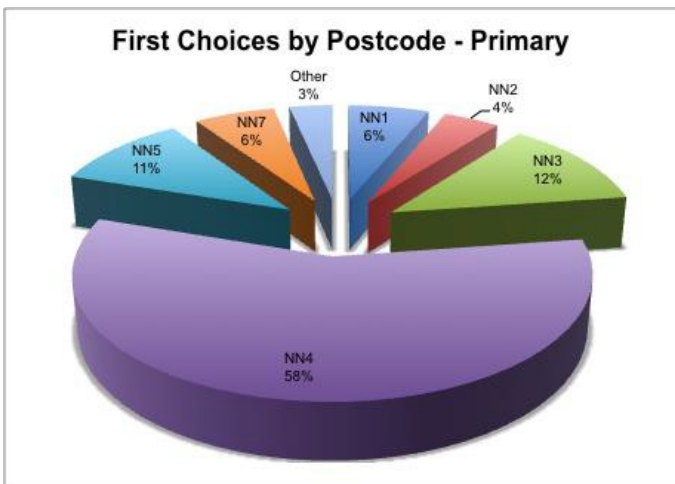
In addition to the engagements above, we organised a 'launch event' for the vision of the school at Sixfields football stadium on Friday 11th April which was very well attended by representatives from across the community. We have also received written statements of support from a number of important stakeholders. These include a full endorsement from the Leader of Northamptonshire County Council, a letter of support from [REDACTED], [REDACTED] and written confirmation from [REDACTED] pledging support for curriculum delivery.

The following charts illustrate the strength of positive feelings towards the school in the locality in which it hopes to serve.



Postcode Analysis for Wootton Park School

The charts and map below show demand in terms of the postcodes nearest [REDACTED], our preferred site. As confirmed by information provided in Section C, these postcodes are home to significant and growing levels of basic need with a shortage of school places.



Wootton Park Demand Survey

To ensure demand for the proposed school was most likely to transfer into actual applications for places if approved, work was focused within a 3 mile radius of the site. As can be seen, the significant majority of pledges are focused in postcode areas nearest the site of the school

Data was collected face to face and through an online questionnaire, both forms asked for the important confirmation that parents/carers would select Wootton Park School as their first choice and any data where this was not the case has not been included in the specific figures supplied.

Face to face engagements were re-enforced with a promotional leaflet for the school which outlined the specific features of the proposal for Wootton Park School and provided the URL to the website in order that parents could find out more.

A promotional leaflet for Wootton Park School. The top half features a photograph of a large, multi-story building at night, illuminated by streetlights. The text 'Wootton Park School' is written in large white letters, with 'A new school for Northampton' below it. The bottom half of the leaflet has a dark background with white text. It includes a paragraph about the school's opening in September 2016, a list of key characteristics, and contact information for the school's website and email.

Wootton Park School
A new school for Northampton

Wootton Park School is a new 4-19 school proposed to open in September 2016 to meet the growing need for high quality school places in Northampton.

We plan to open with two Reception and two Year 1 classes and four Year 7 and four Year 8 classes – each made up of 30 pupils. We will grow organically from this point to full capacity which will include a Sixth Form.

To find out more about our vision for the school, please visit www.woottonparkschool.org.uk or email: info@woottonparkschool.org.uk

Key Characteristics

- The highest aspirations and ambitions for all.
- A rigorous academic curriculum which achieves high standards.
- Tailored support to individual pupils.
- A focus on instilling the values of citizenship, community and service.
- Non-selective, non-fee paying.
- A school from the community, for its community.

Demand and Local School Standards

As outlined in Section C there is a significant and growing need for high quality 4-19 education provision in this area of Northampton. The birth rate is out-stripping the capacity for Reception places even when the expansion plans of the LA are accounted for as detailed in Section C. In the secondary phase there is a predicted shortfall of five forms of entry from 2016 when Wootton Park School proposes to open. It is little wonder that our plans for the school have been so warmly welcomed, with the school significantly over-subscribed across the first two years of entry for Reception, Y1, Y7 and Y8.

While it is recognised that Ofsted rates the 7 local primary schools nearest the proposed school as 'Good', a more detailed analysis shows considerable areas for improvement, most notable in those children leaving primary school having achieved Level 4 in English and maths. In the secondary phase there is also a mixed picture. One of the three secondary schools nearest the proposed Wootton Park School is currently in an Ofsted category.

Online and Social Media

Plans for the school and further information has been made available to parents and the wider community through a specific website - www.woottonparkschool.org.uk - to further promote the school and to engage with a wider audience. A Facebook page and Twitter feed was also established. A steady stream of support and demand has been generated by these methods and form part of an ongoing marketing strategy that focuses on ensuring full subscription for opening in 2016.

Community

In keeping with our vision for the school, Wootton Park School will take its place at the heart of the local community. Building on already established links with the Local Authority and other education providers, we will seek to foster collaborative relationships with other local schools and academies who may benefit from the unique opportunities our site and facilities can offer. We will establish mutually beneficial links with voluntary groups and local businesses, undertake to strengthen community cohesion, and will meet our obligations under the Equality Act 2010.

Section F: Capacity and capability

F1 The necessary experience and credentials to deliver the school to opening

The proposers of Wootton Park School believe they have the requisite range of skills and experience to manage the pre-opening process and ensure the school opens successfully. Where skill gaps have been identified, we have a robust plan for addressing these. CVs are included in the Annex.

We have assembled a high-performing team of professionals, each with extensive experience and a track record of success in their chosen areas. We have also recognised that while many of the team have been involved in high-profile government initiatives, we do not have specific experience in opening a school under this programme.

F1 (a) Pre-opening skills and experience

Please see table overleaf

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Kettering	██████████	██████████	15
██████████	Y	Walgrave	██████████	██████████	10
██████████	Y	Northampton	██████████	██████████	15

██████████	Y	Kettering	██████████	██████████	10
██████████	Y	Rutland	██████████	██████████	15
Brian Binley MP	Y	Finedon	██████████	██████████	5
██████████	Y	Northampton	██████████	██████████	10
██████████	Y	Northampton	██████████	██████████	10

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Legal	We will tender to engage a law firm with specific expertise in free school funding agreements.
ICT	We are currently networking to find an ICT lead in pre-opening and for the governing body. In pre-opening we may look to second this expertise or include it in the specification for any professional services tender we look to run.

Section F2

Prefacing Note to Governance

Having taken legal advice on the formation of the Trust we are aware of the regulations pertaining to the make-up of the governing body. Specifically, we are aware that at no time should there be more than 20% representation from individuals connected with the local authority. In respecting this, we have secured commitment from individuals to join our governing body. However (and as detailed later), we will seek to recruit openly to the governing body of the school from the wider local community. At the completion of this process, the Members will appoint the individuals indicated in Table F3(a) should they be deemed by the Members to be the most appropriate appointments from the field of candidates. These appointments will only be made if the 20% stipulation is met.

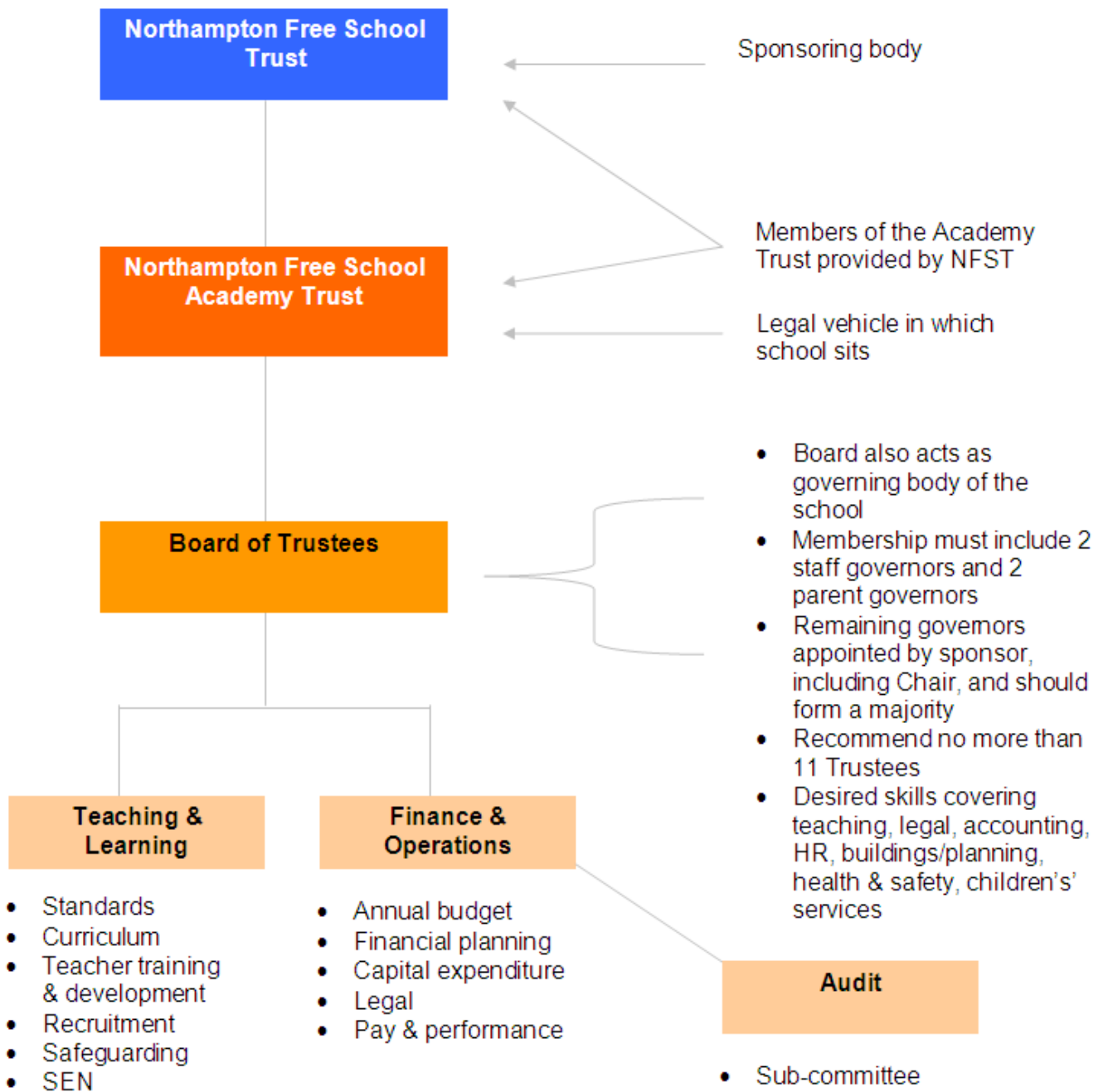
Governance Overview

Sound governance is critical to provide the challenge and support necessary for the effective running of the school. The Trust is committed to ensuring that the appropriate lines of accountability, reporting procedures and, where necessary, interventions, are put in place in order that this occurs effectively. Our Members are aware and comfortable with their powers and obligations under company – namely (but not exclusively) appointing and removing directors, voting rights and the ability to change the constitution of the company.

The Directors of the company will be responsible for the strategic direction of the company in addition to their legal duties as company Directors. We recognise the further responsibilities of Directors as Trustees under charity law.

Governance Structure

The following diagram (below) shows the governance structure for Wootton Park School.



Role of the Governors (Trustees)

The Governing Body (GB) will be made up of no more than 11 governors. The proposed constitution of the GB for Wootton Park School is as follows:

- Up to six governors appointed by the Members
- Two parent representatives
- Two staff representatives
- The Principal (ex officio)

The Governing Body will be supported by an experienced Clerk who will perform administrative tasks such as arranging meetings and taking and circulating minutes.

The Governing Body is responsible for determining the strategic direction of the school and for monitoring the work of the senior leadership team as a critical friend, holding the school to account in accordance with the school's development plan within the school's overarching vision. The GB will in particular provide support and challenge to the Principal, holding him or her directly to account for their work. The GB will be the primary performance management mechanism for this.

The Governing Body will retain oversight over all aspects of the school's successful operation. The GB will be constituted with the requisite skills and expertise to perform this role effectively. Furthermore, the GB will provide support and challenge to the school's staff while recognising the role of the Principal in this regard. The GB will also be involved directly in some elements of school life, such as the recruitment of key members of staff and through regular interaction with pupils, whole school CPD opportunities and parent events.

The full Governing Body will meet termly as a minimum, but fully expects to meet more regularly as the school develops through pre-opening. In order to fully discharge its responsibilities, the GB will include governors with at least the following skills/areas of expertise:

- Teaching
- School improvement
- Safeguarding
- Legal
- Accounting
- HR/Recruitment
- Capital works
- Health & safety
- Childrens' services

Committees

The Governing Body will have two main committees. These committees will include a majority of governors, but may also co-opt expertise to provide specialist input if required. This flexibility also allows the GB to access high quality professionals who are not able to fully commit to the time requirement to be a full member of the GB.

Committees will be responsible for oversight over their particular areas of expertise, at a level of detail which is not typically necessary for discussion by the entire Governing Body. Where appropriate, issues will be referred to the full GB for further scrutiny or a decision as will be outlined in the school' scheme of delegation.

Committees will work more closely with members of school staff to understand the successes, challenges and on-going work in their areas of responsibility and to recommend courses of action where necessary.

The two main committees will be:

1. Teaching and learning

Work in this committee will include but not be limited to:

- Standards
- Curriculum

- Teacher training & development
- Recruitment
- Safeguarding
- SEN

2. Finance and operations

Work in this committee will include but not be limited to:

- Annual budget
- Financial planning
- Capital expenditure
- Legal
- Pay and performance
- Audit (separate sub-committee).

We will also establish and maintain a trained Discipline Committee as required, and the full GB will establish other committees as needed to fulfil all statutory governance obligations within an efficient and effective structure. Consideration is being given to the following (non-main) committee structure which will be taken further when the full GB is appointed as forming committees and deciding on membership is one of the functions of the full GB:

- Discipline Committee
- Premises Committee
- Complaints Committee
- Admissions and Appeals Committee

Recruitment of governors

The majority of governors will be appointed by the Members of the Trust. Members will be responsible for ensuring that there is an appropriate balance of skills, experience and expertise on the Governing Body at all times. All governor recruitment will be conducted through an open process following safer recruitment guidance.

When recruiting governors, members will bear in mind the principle of independence. Central to the recruitment process will be our core principle of community: members will aim to form a governing body which represents the views of the community as well as harnessing its capacity and talents to serve the school. Governor training will be available at all times to meet governors' needs, either by arrangement with the Local Authority, through specialist providers or through national bodies such as NGA and NCSL.

Staff and parent representatives will be appointed during the first term of the school's opening. These governors will be co-opted from the staff and parent bodies. Our intention is that one parent representative will be elected from those with children in the primary phase and one from those with children in the secondary phase. In respect of staff governors, our intention is one will be elected from the body of teaching staff and one from the non-teaching staff. This balance will ensure that all members of the school community have representation in and input to the school's Governing Body.

Managing Conflicts of Interest and Maintaining Independent Challenge

A register of interests will be set up in advance of the formation of the Governing Body. Declarations of interest will be a fixed first agenda point of all Trust, GB and committee meetings. Any conflicts arising will be managed in strict accordance with the Trust's Conflicts of Interest Policy. This policy will be developed in line with national guidance and in full cognisance of the law, the seven principles of public life and sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'.

In some cases, the interest can be mitigated in a proportionate and appropriate way. The mechanisms for doing this may include:

- Requiring the individual to abstain from voting on a particular issue;
- Requiring the individual to abstain from discussion on a particular issue;
- Requiring the individual to physically leave the room during discussion and voting on a particular issue.

Where a potential conflict is identified, all other members or governors must agree on the course of action to be taken to mitigate it, and all must be satisfied that appropriate measures have been taken before proceedings can continue.

Role of the Senior Leadership Team

For detailed information on the role of the senior leadership team, including additional information relating to the Principal, see sections D3 and F4.

F3 (a) Proposed governors

Section F3

1: Proposed Governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
[REDACTED]	Kettering	[REDACTED]	[REDACTED]	[REDACTED]	15
[REDACTED]	Kettering	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	Rutland	[REDACTED]	[REDACTED]	[REDACTED]	15

Brian Binley MP	Finedon	██████████	██████████	██████████	5
██████████	Northampton	██████████	██████████	██████████	10

* Please see prefacing note. ██████████ and ██████████ have agreed to join the Governing Body of the school, but have not been appointed as Directors to avoid over 20% representation by Local Authority related individuals. As outlined, they will be invited to join the Governing Body subsequent to their application through an open recruitment process for Governors.

F3 (b) Skills gap for governing body

Skills Gap Analysis

The following is our analysis of skills gaps for our proposed governing body:

Skills/experience missing	How you plan to fill the gap
Staff representation	Staff governors will be elected within the first term of the school's operation.
Parent representation	Parent governors will be elected within the first term of the school's operation.
Legal	We have identified this in section F2 as an area of expertise we feel is essential. Our initial approach to filling this gap will be to seek to recruit a governor from the local community; we will approach community organisations, locally based legal practices and organisations with significant legal expertise to find an appropriate individual. If we are unable to identify an individual in this way, we will use recruitment services such as SGOSS which specialise in recruiting school governors.
Health and Safety	As above, we have identified this area of expertise in section F2 as one we wish to see represented on our Governing Body. As with legal expertise, above, we will use a combination of local recruitment techniques amongst community organisations, local businesses and professional bodies, and where necessary targeted recruitment through specialist organisations, to fill this gap.

Section F4

The Role of the Principal

We understand that attracting and recruiting a high quality Principal will be central to the success of Wootton Park School. We have not yet identified a Principal Designate and aim to recruit for this role early during the pre-opening phase with a view to naming the successful candidate in good time to enable them to engage with parents looking to choose Wootton Park School for their children. The Principal Designate will play a central role in the pre-opening phase as well as once the school has opened and the final job description will be amended in light of the progress made during the pre-opening phase. See also subsection D4.

We believe that the opportunity to join a strong team of experienced individuals who are dedicated to having a positive impact on the lives of local young people will attract the best quality candidates to apply for the role of Principal at Wootton Park. To reflect the level of experience we require from candidates, and to demonstrate our commitment to their professional development, we will offer a salary at the top end of the national leadership pay scales. Job Description and Person Specification details for the post, defining the role when open, are given below (next page). If the application is approved, in pre-opening the Principal Designate will work with the Trust on recruitment, school documentation including policy development, site and accommodation aspects, parental engagement and further evolution of the vision and associated financial planning, and preparation for plus participation in remaining checkpoint events including the ROM and Pre-registration Ofsted Visit.

The Recruitment Process

The nature and scale of this appointment naturally means that the candidate pool will be limited. Furthermore, those of the calibre to apply for the role are likely to be in well-paid and well respected positions and unlikely to be actively seeking their next move. This being the case, we will seek to engage the services of a search and selection company to 'headhunt' suitable candidates to supplement the results of national advertising in specific media such as TES.

The high level timeline for this activity is as follows:-

Action	Target Date
Agree JD, PS and recruitment materials	October 2014
Procure and brief recruitment company to support process	October 2014
Advertising and headhunting activity	November 2014
Closing date	December 2014
Short-listing and due diligence process	December 2014
Interviews	January 2015

Provisional offer made to preferred candidate	January 2015
DBS checks instigated	January 2015
Public announcement of appointment	September 2015
Official start date	January 2016

Candidates will be shortlisted against our person specification and those on this shortlist will undergo a rigorous interview process involving:

- observing and feeding back on another teacher’s lesson;
- leading an assembly about a character virtue;
- a conversation about their underlying philosophy of education including key influences;
- a discussion about how they would expect to work with parents, the challenges they’d expect and how they’d deal with these;
- a situational and scenario based interview; and
- a data based exercise.

In line with our rigorous approach to safeguarding, the role will be subject to an enhanced Disclosure and Barring Service check, and the receipt of appropriate references, which will be completed before the successful candidate takes up the role.

Our aim is to appoint the selected candidate in time for them to take up the role during the autumn from January 2016. However we would seek to make an announcement at the start of the 2015/16 academic year and negotiate with the current employer to allow the Principal Designate to contribute to the development of the new school.

Induction and Training

We will design an induction and training package which will be uniquely attractive to the kind of high quality Principal Designate we will recruit. As described in section C, our vision is that Wootton Park School will quickly become a centre for the development of the whole community. Much of our inspiration for this is taken from the work of Geoffrey Canada in the Harlem Children’s Zone(HCZ) - where education and community building programmes have been combined in one place to the benefit of all generations in a neighbourhood. Following appointment we will arrange for the new Principal and Chair of Governors to spend a week visiting HCZ as well as number of high performing schools on the East Coast of America.

Job Description Principal Designate

Reports to: the Governing Body.

The Role: The Principal will ensure that all Wootton Park students achieve outstanding academic outcomes and gain the experience and character strengths to become active, responsible citizens.

Main accountabilities

1. Leadership

- Developing a collegiate and studious school culture that enables staff and students to thrive while working effectively towards the school's vision;
- Providing clear and measurable strategic direction for the school;
- Developing and implementing accountability mechanisms at all levels;
- Remaining informed about educational research and practice that will benefit the school, including around ICT;
- Leading effective external relations, including with the community and wider national and international stakeholders;
- Ensuring that the proposed construction works at Wootton Park are minimally disruptive to establishing the strong school culture desired.

2. Staff

- Selecting, appointing and nurturing all staff to maximise benefits for learners;
- Developing and implementing an appropriate framework of professional development and performance management;
- Appointing and managing a School Business Manager to ensure smooth and cost effective management of school business;
- Providing information and discussing issues of staff performance with the Governing Body.

3. Curriculum Leadership

- Selecting and continually evaluating the curriculum such that it matches the Trust's aspirational vision for academic and personal development plus active citizenship;
- Ensuring staff are equipped to deliver the curriculum effectively, and governors to evaluate it;
- Ensuring the curriculum is broad and balanced and has provision within it for all children.

4. Standards

- Establish stretching academic targets for all students that meet school targets;
- Using data effectively to track performance and identify problems early;
- Implementing effective interventions to maximise all learners' progress;
- Sharing data appropriately with students, staff, parents and governors;
- Setting process targets for the development of citizenship in students;
- Facilitating effective liaison across the different phases of the school to ensure clear accountability and effective student progression e.g. from primary into secondary.

5. Pre-opening Phase

- Work with Proposers to recruit teaching and support staff;
- Liaise with contractors and EFA/DfE including in terms of site and buildings development and financial planning;
- Participate in consultation and marketing activities involving prospective parents and carers, students, community members and all stakeholders;
- Develop school documentation including policies, education planning and financial planning;

- Assist fully with preparation for, and participation in, free school processes for registration as an Independent School, the Pre-opening Ofsted Visit and the readiness to Open meeting and any remaining Checkpoint meetings.

No job description can account fully for all tasks needing to be performed by a Principal, and as such the contents of this document should not be seen as exhaustive. The Principal will be required to carry out any and all duties reasonably required by Governors in the conscientious execution of their duties.

Person Specification

Minimum education	<ul style="list-style-type: none"> • Teaching qualification • Undergraduate degree or higher
Minimum experience	<ul style="list-style-type: none"> • Headship or senior leadership experience in a successful school • Experience in a range of different schools
Professional skills and knowledge	<p>Abilities - the candidate will be able to:</p> <ul style="list-style-type: none"> • establish high expectations and foster a culture of ownership and continuous improvement; • inspire and develop virtues and self-belief in students and staff; • take everyday decisions that reflect the school's long term vision; • build positive relationships with internal and external stakeholders; • reflect on and develop their own weaknesses; • develop the leadership skills of others; • challenge and effectively manage underperformance. <p>Knowledge- the candidate will know:</p> <ul style="list-style-type: none"> • what steps must be taken to secure and maintain consistently high standards of behaviour in a school with a comprehensive intake; • how to use data effectively in schools; • how to manage a budget effectively; • how to attract and retain the very best staff; • how to develop strong parent, community and alumni links; and • how to make the most of input from Trustees and Governors.
Core attributes	<ul style="list-style-type: none"> • A self-starter who sees academic and civic potential in all students;

	<ul style="list-style-type: none"> • A commitment to the safeguarding and welfare of all pupils; • An effective communicator to different audiences as well as in written contexts; • Likely to be committed to the school for at least the next 5 years; • Demonstrable character strengths; • Ability to work collaboratively with other schools and stakeholders for the benefit of students.
<p>Developmental activities/training to support role competencies</p>	<ul style="list-style-type: none"> • Evidence of having developed a range of senior leadership skills and experiences in current or recent roles and the ability to reflect and learn from them.

Section G: Budget planning and affordability

██████████

Please see table G3 below which summarises the position under reduced funding.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████			
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
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Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████			██████████

██████████

Section H: Premises

COMPLETED IN EXCEL APPLICATION FORM.

Annex – Curriculum Vitae

[REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p> <p>[REDACTED]</p>

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		[Redacted]
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		[REDACTED]
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[REDACTED]		
		[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's 	

[Redacted]		
	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	[Redacted]

[REDACTED]		
		[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]



[REDACTED]		
[REDACTED]		[REDACTED]

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[REDACTED]		
	<p>student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

[REDACTED]		
		[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	[REDACTED]

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		Name:
		Position:
		Time period:
		Name:
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