

# **Free Schools in 2014**

## **Application form**

### **Mainstream and 16-19 Free Schools**

**Chapel St Community Schools Trust**

**BURNLEY  
HIGH SCHOOL**

**Submitted to DfE: 4<sup>th</sup> January 2013**



**Department  
for Education**

## Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Merton Park Surrey [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] Mobile number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <span style="float: right;"> <input type="checkbox"/> A parent/community group  <input type="checkbox"/> A teacher-led group  <input checked="" type="checkbox"/> An existing Free School sponsor  <input type="checkbox"/> An academy chain  <input type="checkbox"/> A federation  <input type="checkbox"/> An independent school  <input type="checkbox"/> A state maintained school  <input type="checkbox"/> Something else </span>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
10.	If Yes, please provide more details: We are working with community groups in Merton and Kingston, London to set up a Free School.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	
13.	Company name: Chapel Street Community Schools Trust
14.	Company address: 79 Craven Gardens Wimbledon London SW19 8LU
15.	Company registration number and date when company was incorporated: Company Number: 07885963

	Date of Registration: 19 <sup>th</sup> December 2011	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details:  Atherton Community School (Wigan) opened September 2012. We are also working on pre-opening tasks for Tyndale Community School (Oxford) due to open September 2013.	
<b>Company members</b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	Chapel Street Community Fund
	4. Name:	██████████

<b>Company directors</b>	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: Chapel Street Community Fund
	4. Name: ██████████
	5. Name: ██████████
	6. Name: ██████████
	7. Name: ██████████
21.	Please provide the name of the proposed chair of the governing body, if known: We are currently in the process of recruiting a Chair for the Local Governing Body.

	Note: <span style="background-color: black; color: black;">[REDACTED]</span>
<b>Related organisations</b>	
22.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <div style="float: right;"> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </div>
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>Chapel Street Community Fund  Charity number: 1131258  Company number: 06905803</p> <p>Chapel St Community Fund is a Corporate Member and Corporate Director of CSCST and will fulfil its functions, along with the other Members and Directors, in appointing and co-opting other Directors and in appointing members of the Local Governing Body of the Free School and in participating, through an authorised representative, within the decision-making activities of the Board of Directors. Apart from this the Community Fund will not have any direct interaction with the governance and management of the Free School. However, Chapel Street Community Fund, as a fundraising charity, will seek to explore ways to support the community around the Free School through fundraising for projects in the locality and will welcome application for grants for such projects, should funds become available to the charity.</p> <p>Chapel Street Community Interest Company  Company number: 06709585</p> <p>Two of the Directors of Chapel Street Community Schools Trust are also Directors of Chapel Street Community Interest Company (CIC). Chapel Street CIC licenses the Chapel Street Community Fund to use the Chapel Street branding and provides shared infrastructure for administration. As a corporate body, Chapel Street CIC will not play any direct part in the Free School.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p>

	Our designated religious authority is Churches Together England, but Chapel Street Community Schools Trust has no other formal institutional links with specific religious denominations and is therefore non-denominational, whilst being committed to a broad Christian ethos.	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	n/a
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>See sections 17 and 23 above – Chapel Street Community Schools Trust is currently working upon ‘pre-opening’ tasks for Tyndale Community School which will open September 2013 (subject to Funding Agreement). Atherton Community School (Wigan) opened September 2012.</p>	

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



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

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

**Signed:**

**Position:** [REDACTED]

~~Chair of company~~ / **Member of company**  
(please delete as appropriate)

**Print name:** [REDACTED]

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	Burnley High School
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020/2021
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	This will be a non-denominational Christian School where the curriculum will be underpinned by its Christian ethos. After Funding Agreement, it will be registered as a School of Religious Character. We will not select on the basis of faith as part of our oversubscription criteria.



9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
11.	If you have a preferred site, please give details, including the post code:	Former site of [REDACTED] [REDACTED], Burnley, [REDACTED] / [REDACTED], Burnley, [REDACTED]
12	Please tell us how you found this site:	The former [REDACTED] is well known to the Burnley community. The development land has been brought to our attention by Life Church, our partner.
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/Government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	n/a
15.	Local authority in which the proposed school would be situated:	Lancashire County Council Burnley Borough Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Pendle Borough Council Hyndburn Borough Council Ribble Valley Borough Council
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application. n/a	

## Section C: Education vision

### SUMMARY

As the prospective sponsor, Chapel St was invited to work with local educationalists, parents and community groups to develop this proposal for Burnley High School. As a change agency, opening the door to opportunity in local communities, we aim to affect a step-change in the lives of children and families through the provision of an outstanding school, transformative family services and a creative community hub.

Extensive consultation with families, stakeholders and community groups has underlined a pressing need within the local community for a new school in the town. The drivers of demand for Burnley High School are as follows:

1. There is a need for a school that raises aspiration and attainment
2. There is a need for a school with a distinct Christian ethos
3. There is a need for a school that engages pupils and parents through a distinct model of teaching, learning and family support.

Burnley High School will be a globally recognised school specialising in STEM (Science, Technology Engineering and Maths) and Sustainability. Learning from existing educational practice and new models of teaching and learning, it will equip students to become leaders with character, capacity, competence and confidence. Burnley High School will be unique in its focus on sustainability and a low-carbon future, positioning Burnley and its residents to take full advantage of the opportunities that arise as society and industry change. Burnley High School will be a dynamic hub, educating and resourcing the wider community and drawing investment and interest into the town.

The children of Burnley face a fast-changing world and deserve a twenty-first century education so that they, and their community, can thrive in the future. The economic, social and environmental challenges that the future presents, and the success in teaching and learning that local educators have found through engaging students' minds through these challenges, has prompted this proposal for a new High School in Burnley. The fundamental premise for Burnley High School is that the challenges facing both the local community and the planet in which we live are greater than ever before. To thrive in the future, it is vital that young people take a lead in establishing new economic, social and environmental habits and behaviours. Burnley High School students and graduates will live at the forefront of these challenges and opportunities.

In a town that was once a symbol of the industrial revolution, Burnley High School will be a centre of excellence that inspires and equips the Burnley community to reimagine itself, face the challenge of sustainable living and be competitive in the emerging economies. It will raise educational attainment among students, provide children and families with the knowledge and skills they need to thrive in the future and will set a benchmark for innovation and collaboration in education. A school of sustainability, Burnley High School will be:

- A secondary school (3FE with 90 students per cohort) and 6th Form (200 students with 100 students per cohort) serving up to 650 students, their families and community in the Burnley Central West ward (Lancashire County Council)
- A school that uses proven educational models such as Project Based Learning (PBL) from around the world, driving up attainment and promoting personal

development.

- A school that promotes an unhesitating pursuit of knowledge, skill and understanding, enabling its students to live, learn and lead in a fast-changing world.
- A school that develops enquiring, thoughtful and articulate citizens empowered to engage in real issues and solve real problems.
- A school that is an incubator of innovation, providing an environment for experimentation and entrepreneurship that will shape the future.
- A school that provides an innovative, personalised, family-focused and community-oriented approach to education with a Christian ethos.
- A school that enhances community education, with parents and children helping to develop each other's potential.
- A school that has a clear commitment to help students and families to operate within the carrying capacity of the planet.
- A school that is a nurturing community, fostering holistic development, growing in body, mind and soul.
- A school in a location within Burnley that focuses on STEM subjects and sustainability through a combination of Project Based Learning and traditional teaching.

Grounded in a 21<sup>st</sup> Century Christian worldview with an emphasis on stewardship and concern for one another, Burnley High School will provide a centre of excellence in learning for local families and place the town at the centre of a revolution in sustainability, empowering its community to be the authors of, and full participants in, a low-carbon, creative economy and society.

## **RATIONALE**

Burnley shares a context similar to many northern mill towns. Since the days of the industrial revolution, the ensuing decline in manufacturing has led to severe deprivation, a trend that has continued in recent years. In 2007, Burnley was the 21<sup>st</sup> most deprived town in England. Three years later, according to the Indices of Deprivation, the town had risen to become the 11<sup>th</sup> most deprived LA in the country.<sup>1</sup> Although described by the report into the 2001 disturbances as a 'town in transition,' Burnley is still struggling to reinvent itself and find a place in the fast-changing global economy.<sup>2</sup>

The emerging eco-revolution, with its emphasis on adaptability, sustainability and creativity, offers Burnley the chance to redefine itself and position itself at the centre of the next socio-economic movement.<sup>3</sup> Primary schools in Burnley are already playing their part in this future. In developing Pop-Up Farms and the Thoughtful Coffee Company (a primary school-led initiative importing, roasting and selling coffee from Uganda), Burnley children are already enjoying a form of Project Based Learning that increases engagement, builds skills, broadens horizons and positively

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<sup>1</sup> Office for National Statistics 2010. Indices of Deprivation 2010, Local Authority Summaries.

<sup>2</sup> Burnley Task Force, 2001. Burnley Speaks Who Listens? A summary of the Burnley Task Force report on the disturbances in June 2001.

<sup>3</sup> The Environmental Audit Committee cited the value of the global environmental sector as £3 trillion per annum. The sector was forecast to grow to £46 billion per annum in the UK, providing 100,000 jobs. (HMSO, 2009. House of Commons Environmental Audit Committee, Green Jobs and Skills, Second Report of Session 2008-09.)

impacts their neighbours at home and abroad. Burnley High School will extend and expand this approach to learning for secondary school students.

There is a cogent need for a secondary Free School with a new approach to education and community. Effective, ground-breaking schools make major contributions, not only to the life chances of their students, but to the wider economy and fortune of their communities. Schools such as High Tech High in San Diego<sup>4</sup> and Lumiar São Paulo<sup>5</sup> attract international interest and inward investment. To meet this need Burnley High School will apply and develop best practice in Project Based Learning, a unique pedagogy among Burnley secondary schools, and a style of learning that prepares students for the challenges of the future. Our pedagogy and curriculum will do something different and achieve different results for our students, then their families and their town.

Burnley High School will have a curriculum that focuses on sustainability with specialisms in STEM and BIM, a unique syllabus among Burnley schools and the rest of the UK that will position Burnley at the heart of contemporary thought and industry. We will achieve this in collaboration with our educational partners at the Darwen Aldridge Community Academy who are utilising a project-based approach to STEM for their new Studio School (opening September 2013). Burnley High School will have a 6<sup>th</sup> Form that allows its students to continue to develop their project skills, critical thinking, social entrepreneurship and interest in sustainability and prepares them for Higher Education. Over the past months the community has expressed significant support for Burnley High School as a school with a Christian ethos and a specialism in STEM, equipping students to live and lead sustainable communities. The key drivers of demand are outlined below:

**There is a need for a school that delivers.** Despite recent improvements, Burnley does not compare well to other Local Authorities across a range of educational measures. Data classifying student performance across England, according to the Local Authority where they live, has Burnley at 3<sup>rd</sup> from bottom when measured by the 'Number Of Pupils At The End of KS4 Achieving 5+ A\*- C Including English And Maths' (45.1%). It is also 3<sup>rd</sup> from bottom when measured by 'All Pupils At The End of KS4 Achieving The Basics' (46%). It is the 8<sup>th</sup> worst authority in England when measured by 'Average GCSE and Equivalent Point Score Per Pupil At The End of KS4 (406.9).<sup>6</sup> As a consequence, around 9% of secondary students attend schools in other towns (twice the national average).<sup>7</sup> Our research demonstrates that more parents wish to send their children out of town but cannot do this due to oversubscription in the most popular schools or, in the case of more deprived families, the costs incurred in travel. As a result, social mobility is constrained and the most disadvantaged are denied. It is clear that current approaches to education are not working. We will build on new models of learning (as outlined above and in more detail in Section D) that are beginning to demonstrate results around the globe and will have a distinctive curriculum that uniquely positions students to have creative, adaptable, problem-solving skills that will be required to take advantage of the opportunities a low-carbon economy affords.

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<sup>4</sup> <http://www.hightechhigh.org>

<sup>5</sup> <http://www.lumiar.org.br>

<sup>6</sup> <http://www.data4nr.net/resources/183/> - GCSE and Equivalent Results for Young People by Gender in England (Referenced by Location of Pupil Residence) 2010/2011.

<sup>7</sup> Pupil Census 2012

**There is a need for a school with a distinct Christian ethos.** Burnley is home to one Roman Catholic school that admits on a basis of faith (e.g. preference is given to those families of the Catholic faith) and no Anglican secondary schools.<sup>8</sup> While there are good and outstanding church primary schools, there are no other secondary schools with a Christian ethos. This is another factor that contributes to the outward migration of children to schools in nearby towns. Data on pupil choices from one church primary school indicated that 74% of parents identify a Christian ethos school as their first choice for secondary education. Of the 400 children who travelled to secondary schools outside of Burnley last year, 232 students attended CofE schools in other districts.<sup>9</sup> Burnley High School will be an inclusive school underpinned by a clear Christian ethos that will welcome people of all faiths and no faith.

**There is a need for a school that is highly engaging for pupils and families.** In 2011, Burnley was ranked as the eleventh most deprived town against 32,000 other locations,<sup>10</sup> tabling the fourth highest score for deprivation on the Local Concentration Indicator, used by England's 326 local authorities.<sup>11</sup> Significant numbers of young people are failing to achieve (see above) or are falling out of education. Currently, only 18% and 19% of students achieve level 3 in English and maths respectively, with 24% on Free School Meals and the same proportion registered with an SEN.<sup>12</sup> Families, community groups and employers are keen to see a school model that employs innovative learning alongside excellent teaching of traditional curriculum subjects, maximising student engagement and attainment and providing young people with the knowledge and skills that they need to enter the workplace and make a difference in the world (see Section E). Burnley High School will offer a mixture of Project Based Learning and outstanding traditional teaching to do this.

**There is a need for a school that prepares young people and families for sustainable living in the twenty-first century.** Not limited to this one community, our young people will face social, economic and environmental challenges that previous generations have not had to live with. Burnley High School will turn these challenges into opportunities for engaging learning and successful living. By focusing on a specialism in STEM and sustainability, Burnley High School will help students to acquire knowledge and skills in areas that are vital for their personal future and the future of their local and global community.

**There is a need for a school that meets the needs of local employers.** Local business leaders express a pressing need for a school that better prepares students to enter the workplace, providing the knowledge and skills that are necessary to fuel growth in local industry. The school's emphasis on STEM and PBL is a direct result of this and will provide students with both the qualifications and skills required by local employers.

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<sup>8</sup> Blessed Trinity RC College 2012. Revised Determined Admissions Policy for 2012-2013

<sup>9</sup> Conversation with Lynn Mappin, Lancashire LEA

<sup>10</sup> ([http://www.lancashire.gov.uk/office\\_of\\_the\\_chief\\_executive/lancashireprofile/main/deprivation.asp](http://www.lancashire.gov.uk/office_of_the_chief_executive/lancashireprofile/main/deprivation.asp)).

<sup>11</sup> (<http://www.burnleyexpress.net/news/business-news/burnley-drops-10-places-in-deprivation-table-1-3246288>).

<sup>12</sup> (<http://www.education.gov.uk/rsgateway/DB/SFR/s001060/index.shtml>).

(<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=36735>)

**There is a need for Burnley High School.** 75% of parents and carers surveyed said that Burnley High School would be their first choice.<sup>13</sup> Out of 200 families surveyed, over 97% support the creation of Burnley High School with 93% and 83% of parents and carers indicating that the respective focus on sustainability and an education with a Christian ethos was 'Good' and would provide the town with something new and needed. Likewise, the location of the school within the town would meet the needs of the 86% of families looking for a first choice school that is closer to home.

Chapel St is uniquely placed to sponsor Burnley High School. A Christian organisation, with a growing reputation as a change agent in UK communities, Chapel St has secured the involvement of leading thinkers in education and sustainability and has the support of key teachers and stakeholders in the Burnley community. Through this application, Chapel St intends to deliver a school that will drive up attainment for students, provide a secure and nurturing environment with authentic Christian values, offer a distinctive pedagogy and curriculum and plays its part in the social regeneration and environmental renewal of Burnley and the wider world.

### **ETHOS**

Burnley High School will provide outstanding education with a Christian ethos offering learning to people of all faiths and no faith and providing a place of hospitality where all can gather to towards the good of the whole community. Our ethos meets the demand for a new secondary school with Christian values and the need to develop a sustainable school that positions the town for the low-carbon economy of the future. Care and concern for creation and all humanity therein is fundamental to the Christian worldview that led to the creation of public education in England and motivates Chapel St and our community partners to this day. It is important to note that creationism or intelligent design will not be taught at Burnley High School.

For students and families at Burnley High School, the ethos of the school will affect every aspect of school life. The school will be enlivened by three foundational values of Christian life and living that Chapel St and our partners believe provide a foundation for a good life across many communities namely; Grace, Love and Fellowship.

	<b>Grace</b>	<b>Love</b>	<b>Fellowship</b>
We believe that...	Every person and part of creation is unique and made in the image of God.	Every person is made to enjoy family.	Every person should benefit from and contribute to their community.
We value...	Personality	Family	Community
In our schools...	Chapel St community schools will personalise teaching and	Chapel St community schools recognise that families take	Chapel St community schools will look to involve the whole

<sup>13</sup> See Section E.

	learning, care and support for each child in accordance with their particular gifts, abilities and challenges, providing every child with a coach and personal development plan.	different shapes and sizes and ensure that parents and carers are fully engaged in their child's learning and development, while seeking to support and enrich the whole family.	community in the life of the school, and students will play a positive part in a local and global community.
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**Grace** is the value that expresses our unconditional commitment to work with students and to increase their personal security and confidence, building upon their unique strengths and skills to ensure that they fulfil their personal potential and make a difference in the world and community in which they live. As a result, Burnley High School will provide a personalised approach to teaching and learning. Students, staff and families will:

- Enjoy teaching and learning with a personal touch, promoting a relational approach to education, enabling students to learn from their mistakes, encouraging generosity to and from all, and equipping students to care for the planet and those who live on it.
- Experience teaching and learning that are personalised to the abilities, needs and context of each child. Staff will work with parents, carers and volunteers to provide a personal pathway, using a mixture of Project Based Learning, traditional teaching and co-curricular activity to accelerate learning, improving attainment and developing character.
- Foster a culture that presents continual challenge, sets aspirational targets, encourages risk and celebrates achievement, encouraging children to reach higher and travel further in life and learning.
- Benefit from personal support with every child receiving regular coaching from a member of staff or volunteer to oversee and accelerate their personal development and every family empowered and equipped to engage in their child's learning.

**Love** is the value that describes our commitment to the long haul, to choose to see and work for the best in each other, to stand by each other in triumph and adversity and to recognise the impact of our decisions and actions on each other. At Burnley High School every action and interaction will be an expression of love between human beings. Teaching and learning will foster greater love for the world in which we live, prioritising the economic, social and environmental wellbeing of our neighbours whether they be near or far. Students, staff and families will:

- Enjoy life together as a family, building meaningful relationships that enable the whole community to learn together, respect creation and love the world in which they live.
- Experience personalised assistance and care for families, equipping parents and carers to support their child's learning, offering extra help to troubled families and offering programmes and opportunities to enrich family life.

- Utilise the Developmental Assets Framework to identify the significant assets and/or deficits that exist in the child's personal, familial or social setting.<sup>14</sup> Staff and volunteers at the school will prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life. The school will work with other community organisations to ensure that families receive the support they need.
- Establish a covenant between the school and each family prior to their child's enrolment. Parents and carers will commit themselves to engage fully in the creation of the family development plan, to help their child reach the targets set out in their student development plan and to contribute to outworking the vision and role of the school in the local community.
- Become equipped with the interpersonal skills and motivation to live socially sustainable lives, building dynamic relational networks, enabling effective connection and collaboration and demonstrating care for others locally and globally.

**Fellowship** is the value that describes our commitment to building and sustaining community. As a community of hospitality and learning we recognise the wider world of which we are a part and develop a determination to work together to make the world a better place. Here, we celebrate the goods and the goals that we share in common. At Burnley High School we will connect children with the local and global community and will grow citizens who have confidence in their own capacity to make an impact on the world. Students, staff and families will:

- Foster a wide array of local partnerships, seeking always to include others and improving the economic, social and environmental outlook for our town.
- Provide hospitality, excluding none and inviting all to come and work with us for the good of the whole community and so discover that we are more than the sum of our parts.
- Participate in social action and fight for social justice, sharing with children, families, schools and communities in the developing world, and learning to make a difference in the lives of the most disadvantaged.
- Recognise the responsibilities we have towards each other and seek to take care of the world through a greater commitment to environmental sustainability.
- Generously share our knowledge, our resources and the benefits that will come with being a globally recognised school, ensuring that Burnley High School contributes to the regeneration and reimagining of Burnley.

In working with local partners, Chapel St have discovered that this ethos can be applied to meet the needs of the Burnley community in the shape of Burnley High School.

## **VISION**

Burnley High School will provide outstanding and engaging teaching and learning to young people, supporting local families and will help to catalyse environmental renewal and community regeneration. Burnley High School will be a globally recognised school utilising proven models of teaching and learning to engage and

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<sup>14</sup> A study by the Search Institute of 2.2 million young people and families in the US, has demonstrated that adding to these assets has a long-lasting impact on a child's long-term development.



equip students with character, capacity, competence and confidence. Our vision and ethos will determine every aspect of school life, enabling students to respond to the social, economic and environmental challenges of their time and encouraging local families to embrace the opportunities that changes in industry, society and ecology provide. Burnley High School will be a community hub, gathering, educating and resourcing the wider community and drawing investment and interest from further afield. We will achieve this by placing a clear emphasis on the following:

### **Teaching & Learning**

The school will meet the highest standards of teaching and learning. Following the High Tech High model of Project Based Learning, 60% of lessons will be team-taught with teachers planning, delivering, reviewing and evaluating together with staff forming a learning community. Following the success of Project Based Learning in local primary schools, Burnley High School will work with the Innovation Unit and High Tech High (San Diego) to appropriate new approaches for secondary education. High Tech High aim to see 100% of students graduating into employment or Higher Education, with over 90% of graduates currently entering four-year degree programmes - and we aspire to this same level of achievement.

Research demonstrates that learning accelerates when pupils connect the skills they are learning, with contexts with which they are familiar. In the context of everyday situations, Project Based Learning will enable students to develop cognitive agility, equipping them with skills for flexible working and problem solving – key skills for a low-carbon economy.<sup>15</sup> Project Based Learning will provide students and staff with an engaging and innovative approach to the curriculum and the school's specialisms in Sustainability, STEM and BIM. Through Project Based Learning, Burnley High school will encourage students to explore critical areas of twenty-first century life such as sustainable design, renewable energy, water supply, food production and permaculture. This will facilitate a global understanding and context for knowledge, an entrepreneurial approach to education and enterprise, learning through new and emerging technologies, the promotion of health and wellbeing and an emphasis on culture, arts and craft.

**Curriculum:** Underpinned by the values of our Christian ethos, Burnley High School will be a school of sustainability specialising in Science, Engineering, Technology and Maths (STEM) with an additional emphasis on Business and Information Management (BIM). The school will provide students with the knowledge and skills they need to face the future with confidence. Burnley High School will nurture students who respect and care for the world in which we live. Our students will think globally and act locally. The school will pioneer an approach to sustainable living, equipping students and staff to care for the planet and respond to the social and economic challenges that the future holds. This gives parents a clear choice allowing them to opt for a school that offers:

- A Christian ethos that ensures the highest standards of pastoral care and family support.
- An enquiry focussed curriculum that raises engagement, encourages enterprise and exploration and develops essential skills.
- A sustainability focussed curriculum designed to equip students for a modern

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<sup>15</sup> Thomas (2000) 'A Review of Research on Project-Based Learning' Autodesk Foundation, San Rafael, California ([http://www.bie.org/index.php/site/RE/pbl\\_research/29](http://www.bie.org/index.php/site/RE/pbl_research/29)).

world.

- The opportunity for parents/carers to be directly involved in the 'learning' of their children.
- Utilisation of the outdoor spaces as learning areas with the aim of demonstrating and developing practical sustainable solutions (one of the aims of the school will be to produce food for students and staff).
- Enterprise and partnership working with successful businesses in Burnley.

**Transition:** Working with St Leonard's CE Primary School, Wellfield CE and Methodist Primary School and other primary schools, the school will develop a curriculum that builds on the success of these partners in Project Based Learning. Dovetailing the design and implementation of the curriculum and developing shared transition strategies, Burnley High School will create a through-school feel for children, parents and carers that maximises student and family engagement and maintains the high level of achievement and attainment at primary. With this approach, children will enter secondary education with high levels of confidence and self-esteem, attainment in reading, writing and numeracy, a love for learning and the resilience to face future challenges.

**Key Stage 3 (KS3):** The curriculum will focus on National Curriculum level descriptors in discrete subjects delivered via Project Based Learning work that may combine several subject areas. There will be a strong emphasis on literacy and numeracy, with every teacher considered to be a literacy teacher regardless of their respective specialisms. Three days of the week will be given to Project Based Learning, the other two days will be given to discrete subject areas to ensure all requirements of the National Curriculum are met. Mapping of the requirements of the National Curriculum will take place on a planning and review basis at the beginning and end of each project.

The vision of the Burnley High School KS3 curriculum is that parents and carers are also involved in the learning experience. Teachers will be expected to be constantly forming new Schemes of Work reflecting best practice and topical themes to ensure this. Parents and carers will be invited into the school on a regular basis, being equipped to support their child's learning and taking part in particular projects and programmes.

**Key Stage 4 (KS4):** As the KS3 experience draws to a close, careful analysis will be made of the students. This will be based on end of KS3 assessment grades, a review of the student's strengths and their aspiration/ambition. This analysis will form the basis for a personalised curriculum. Burnley High School will always seek to reflect the Government's performance measures. It will be a student-first curriculum, and should their strengths demand a vocational bias, Burnley High School will forge the appropriate partnerships with local businesses and the college to create an alternative pathway. Local business have already agreed to work in partnership with Burnley High School in utilising students to design new equipment for secondary schools and take part in work experience and building projects to supplement examination board curriculum requirements.

**Key Stage 5 (KS5):** Burnley High School will offer a Sixth Form hosting 100 students per cohort opening in 2019. The Sixth Form curriculum will be based upon 'A' Level courses in ecological and environmental sciences, entrepreneurial skills and ecologically focussed vocational courses. Alongside the academic curriculum,

students will take part in Co-curricular activities that are focussed on community projects that support their academic life. Discussions are taking place with both Newcastle and Southampton universities to help develop specific provision in Environmental and Ecological Sciences (Southampton) and Engineering and Design for Sustainability in the Built Environment (Newcastle).

A strategy to support the retention of students into the Sixth Form is being investigated which involves the commencement of a Foundation degree as a Co-curricular activity in Year 10. Involvement in this scheme would lead to international activities and the opportunity to work with Yale University.

**Pathways to Higher and Further Education:** Burnley High School will be proactive in providing the highest quality Information and Guidance (IAG) from Year 7 onwards ensuring that aspiration and ambition is fuelled early, provoking maximum engagement in learning. By Year 9, pathways will be identified to facilitate students' career aspirations and interests.

**Tutorial Support:** Curriculum delivery will be supported by a highly focussed and integrated tutorial support programme that underpins the ethos of the school and the aims of the curriculum. Students will meet in groups on a daily basis with their coach to review personal learning and behaviour targets and take part in activities designed to support achievement and Co-curricular.

**English as an Additional Language (EAL):** We are cognisant of the ethnic composition of Burnley, and Burnley High School will develop outstanding provision for children who are learning English as an Additional Language (EAL). Gifted and Talented status will not be denied to EAL students simply because they do not speak English well. Staff will work with parents, carers and community members to effect higher achievement. Where necessary extra 1:1 support will be provided for children with EAL. Class teachers will collaborate with EAL support teachers or the SENCO to set attainable targets for each student and resources will be modified as appropriate to help the student achieve and to keep up with their peers where possible.

## **OUTCOMES**

Burnley High School will implement the vision and ethos that Chapel St has developed and shared with our local partners. As a Christian ethos school, attracting families of all faiths and no faith, Burnley High School will ensure that every pupil makes aspirational academic progress, a decisive contribution to their community and a difference in the world in which they live. The Chapel St vision and ethos, along with the contribution of our local partners. This comprehensive and ambitious vision will deliver transformational outcomes; first for students and then for the wider community of Burnley (see Section D5 for further details).

### **Academic Achievement (Targets for 2018-19)**

Below are the targets for the first cohort of students exiting KS4. These targets will be used to drive achievement and attainment from the onset of Year 7. Chapel St will not work in isolation when developing targets. Our aspirations for the students will be developed in discussion as a team and in conjunction with local primary Principals in the area. On the basis of the average Burnley 2011 KS2 performance we would expect that 4 levels of progress would ultimately lead to 60% 5 A-CEM at the end of KS4. However, we will target 70% in the first year. Using these targets,

progression will be mapped into termly targets using National Curriculum levels of attainment (sub-levels will be utilised).

Measures of Attainment	Target
% of pupils attaining EBAC (or equivalent) at the end of KS4	50%
% of pupils attaining 5+ A*-C inc. English and Maths GCSE at the end of KS4	70%
% of pupils making 2 levels of progress from KS2 – KS4 in English	80%
% of pupils making 2 levels of progress from KS2 – KS4 in maths	80%
% of students achieving 4 levels of progress	80%

### School Achievement Targets

Burnley High School will publish additional targets for the development of our specialisms in STEM and sustainability. As another measure of self-evaluation, the school will set itself targets to evaluate its own performance on a termly basis and maintain a view on how effective the home/school partnership is working.

Measures of Achievement	Target
Punctuality	97%
Student % Attendance	94%
Persistent absence	2.0%
Unauthorised absences	0.8%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%
Students' participation in Co-curricular 3 evenings per week	50%
Participation in community projects 2/year	100%
% of parents and carers who attend parents' events	85%
% Students moving to level 4 education	80%
% of students achieving success in D of E award schemes (from 2016)	80%

### Holistic Achievement

As part of our focus on the individual, Chapel St believes it is important to recognise all forms of achievement. An end of year certificate will be awarded which recognises good performance in:

- Achievement in co-curricular activities (as a compulsory part of the school day)
- Selfless contribution to the school community
- Selfless contribution to the wider global community
- Representing the school in co-curricular activities sport/performance
- Attendance
- Punctuality
- Achieving academic targets
- Achieving behaviour targets
- Work produced to display standard
- Compliance with school uniform expectations
- Participation in Duke of Edinburgh (from 2016)

All students will be certificated at Bronze, Silver and Gold level. The certificate will state the most positive aspect of a student's all round performance. The Vice

Principal and tutorial team will 'weight' each aspect of the above areas and amend the list on an annual basis as the school develops. The tutor will discuss the level of the award with coaches and an end of year celebration event will recognise the achievements of all. Parents/carers will be invited to this. This is a way of recognising the impact of the school ethos - in particular the aspects of Fellowship and Love. Chapel St schools have a vision for the outcomes of education that are beyond academic performance.

### **Family Outcomes**

Burnley High School will seek to engage every parent and carer in their child's learning and development, offering wider support and services, in conjunction with our community partners, to the most disadvantaged families. The school will look to achieve the following outcomes in engaging and enriching local families:

- Using the Developmental Assets programme (Search Institute, USA), Burnley High School will raise the resilience, aspiration and life opportunities of every child by increasing their own internal and external assets.
- Over 66% of parents will have engaged with their child's personal development plan, regularly attending parents evening and benefiting from targeted programmes of parental support and training.
- Over 50% of parents will be involved in some part of the Project Based Learning aspect of the school programme.
- Over 33% of parents and carers will be involved in curricular and co-curricular activities within the life of the school.
- All families of children on Free School Meals will be offered personalised support to help raise aspiration in the home, access to training and services and regular engagement with the Family Liaison Officer and other members of the team.

### **Community Outcomes**

Burnley High School will act as a community hub, enabling local individuals and groups to invest in the lives of young people and the regeneration of the wider community. This will include:

- Recruiting, training and supporting over 50 local volunteers to support specific areas of curriculum, co-curricular activity and involvement in school life.
- Engaging local community members, groups and businesses in the design and development of specific projects as part of the school's Project Based Learning programme.
- Creation of student and family led sustainability programmes, sharing learning on sustainability with the wider community by equipping students to teach and train others, developing town-wide projects that engage young people in learning through recycling and regeneration initiatives and enabling pupils to initiate projects that increase and promote sustainability as a key part of their education.
- Developing the school site as a Sustainability Hub, facilitating regular interface between students, staff and eco-industries, utilising young people to pilot new environmental technologies as part of their learning in STEM and BIM and providing a centre of excellence for other schools, groups and individuals to come and learn about sustainability from students and staff of Burnley High School.
- Facilitating targeted adult learning to raise aspirations and improve prospects of parents, carers and community members.
- Utilising the school as a community hub to host a wide range of community

activities.

**Conclusion**

Along with our local partners, we believe that it takes a community to raise a child. The vision, ethos and strategy outlined in this proposal is the result of much reflection by local educators, community leaders, parents and carers as to what Burnley needs and, more importantly, what the children of the town require and deserve from a new school. We are confident that the vision that we expound and the plans we outline, offer a new opportunity for this next generation to become equipped and prepared to live more sustainable lives and lead their community towards a brighter future.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		90	90	90	90	90	90	90
Year 8			90	90	90	90	90	90
Year 9				90	90	90	90	90
Year 10					90	90	90	90
Year 11						90	90	90
Year 12							100	100
Year 13								100
Totals		90	180	270	360	450	550	650

## Section D: Education plan – part 2

### D1 CURRICULUM RATIONALE

#### Curriculum Principles

Burnley High School presents children, families and the wider community with the possibility of a fresh expression of secondary education, blending outstanding teaching and learning with an innovative approach to education and creating a unique opportunity to facilitate local regeneration. These proposals have been developed by local educationalists and stakeholders, along with members of the Chapel St team.

The latest Lancashire County Council statistics show that Burnley District pupils leave Key Stage 2 with less than acceptable results.

- 18.4% of students obtain level 3 or below in English
- 19.1% of students obtain level 3 or below in maths
- 23.2% of students obtain level 3 or below in Science
- 24% of students are identified as having a Special Educational Need
- 24% of students receive Free School Meals

Attendance statistics from the Burnley District scorecard reveal that the Persistent Absentee rate in secondary schools is currently at 9.4% (National Average 4%) with 8.2% of young people leaving secondary education being classed as NEETs (Not in employment or education).<sup>16</sup> Whilst Burnley secondary schools achieved threshold targets in 5 A\*-CEM last academic year, the published Average Pupil Point Score was the eighth lowest in the country (see Section C), indicating a very narrow curriculum. These statistics together illustrate an area struggling to meet Government

<sup>16</sup> <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=36735>

targets with a limited curriculum that is not engaging a significant number of learners. As a result 9% of Burnley parents and carers, more than double the national average, choose to send their children to schools outside of the town. There is a need for something different in Burnley.

That 'something different' stems from a melding of the various partners behind Burnley High School: Chapel St brings a Christian ethos that is inclusive and believes in the potential of all learners; senior educationalists from the Innovation Unit bring an exciting new pedagogy based upon global research (Project Based Learning); and local partners who believe passionately in an economic future in Burnley that is based upon developing industry and enterprise linked to sustainability (energy conservation, new technologies linked to recycling and food production).

### **Why Project Based Learning (PBL)?**

PBL has a long and distinguished record, is widely used around the world to great effect and has been successfully developed by a number of primary schools in Burley through work with the Pop-Up Farm Foundation. Schools with high-quality project-based learning at the heart of their curriculum have been successful in raising the achievement of their students and in particular the attainment of disadvantaged students in Scandinavia, Australia and the United States. Notable examples include High Tech High (HTH)<sup>17</sup>, Expeditionary Learning (EL)<sup>18</sup> schools and Big Picture Schools.<sup>19</sup>

At the 165 EL schools, where 51% of students receive free or reduced price meals, literacy and maths test scores are an average of 11% and 6.1% above district averages. A 2011 study in New York found that EL schools are 'substantially closing achievement gaps' for disadvantaged students.<sup>20</sup> Districts in the USA featuring Big Picture Schools, consistently demonstrate higher high school graduation rates along with higher university entrance and completion rates. Current longitudinal studies of alumni, tracking students for 12 years after leaving school, are suggesting considerable gains in attitudes towards learning and life-resilience. In the twelve High Tech High (HTH) schools in San Diego, California (which has a curriculum comprising 60% Project Based Learning throughout what we would call Key Stage 3 and 4), 100% of students have been accepted to university or college, with 80% accepted on four year degree programmes at US universities (42% of these students receive free or reduced priced meals). Comparatively, only 65% of Californian school graduates went to College in 2008. In contrast, 84% of HTH's Free School Meals students have graduated university with 35% representing the first family members to attend university. HTH now receives over 2,000 visitors a year because of the evidence of success of their Project Based Learning curriculum.

The Education Endowment Fund has recently awarded £906,000 to the Innovation Unit to test a PBL programme in secondary schools. "Project-based learning is an approach to instruction in which lessons and activities revolve around a single complex enquiry or project. By integrating different subjects and tying learning to real-world problems, the approach aims to make school more engaging and meaningful

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<sup>17</sup> <http://www.hightechhigh.org/about/results/php>

<sup>18</sup> <http://elschools.org/our-results/academic-achievement> -

<sup>19</sup> [http://www.bie.org/index.php/site/RE/pbl\\_research/29](http://www.bie.org/index.php/site/RE/pbl_research/29)

<sup>20</sup> <http://www.higheredinfo.org/dbrowser/index.php?measure=32>



for pupils. By orienting all activity around a clear enquiry, it aims to make children think about and use every fact they learn in school. Crucially, the approach does not jettison traditional classroom instruction. Pupils will still spend significant time in ordinary classroom lessons; the difference is that these lessons will be clearly linked to the broader enquiry... In the UK a 1998 study followed 300 students with comparable socio-economic backgrounds and initial attainment levels in two schools from Years 9 to 11... In Year 11, three times as many students from the 'project-based' schools scored A\* as those from the 'traditional' school, and more students passed maths overall."<sup>21</sup>

Current approaches in Burnley are not working (see Section C) and are contributing to the overall low attendance and poor attainment, not to mention the number of pupils attending schools in nearby towns. With its engaging style of learning combined with Burnley High School's emphasis on core skills (numeracy and literacy), we believe PBL will create the successes seen elsewhere in the world and demonstrated by initial evaluations in the UK.

### **Why have a Christian Ethos?**

In addition to there being clear demand for a Christian school in Burnley (see Section E), we believe that the high rates of Persistent Absence, Free School Meals and SEN require the deep commitment of a school founded on a Christian ethos. The qualities of Grace, Love and Fellowship are foundational to the way Chapel St schools operate. Burnley young people will benefit from a holistic approach to education that cares for the whole person. Our Christian ethos also supports good stewardship and holds a worldview that we should take care of what we have been given as individuals and as a global society and is therefore supportive of the sustainability-focussed curriculum. Burnley currently has one Roman Catholic secondary school but no Anglican secondary school. With over 400 children attending schools in other towns, most of which are Anglican schools, a secondary school with an inclusive Christian ethos will meet the currently unmet demands of many local families.

### **Why specialise in STEM and Sustainability?**

The science of the future is going to demand skills and understanding of a world that is running low on natural resources. As discussed in Section C, Burnley remains a post-industrial town that has failed to find a new focus; the low-carbon economy offers a potential for the town to find its place in the global market place and, as demonstrated by High Tech High, schools can be powerful catalysts for change in their community. For example, Burnley High School's declared interest in supporting a sustainability curriculum focus has attracted the attention of both Southampton and Newcastle Universities who are prepared to assist in developing appropriate 'A' level courses.

The outcome of these dynamic partnerships for students will be:

- Students will be equipped to become independent learners, with key knowledge, skills and competences to face a low-carbon economy
- Students will receive individual coaching and high-quality Information and Guidance (IAG) to support the development of personalised curriculum pathways
- Parents and carers will be included as an integral part of the curriculum
- The curriculum will be linked to the development of enterprise in the wider

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<sup>21</sup> Boaler (1998) 'Open and Closed Mathematics' (Journal for Research in Mathematics Education)

community

- The curriculum will be driven by enquiry and Project Based Learning (PBL)
- The curriculum will be focussed upon Sustainability from a 'global to local – local to global' perspective
- The outdoor facilities will be utilised as learning spaces to support sustainability
- The curriculum will embody the Christian ethos of the school
- Sustainability will enable learning in STEM subjects to come to life and integrate and consolidate core curriculum

Our vision and principles guide and inform our syllabus, which in turn defines our curriculum. In order to employ both current knowledge and tried and tested wisdom, we define our efforts to conceive and realise the physical transformation, care and maintenance of the earth through a series of learning experiences captured through a syllabus characterised by emergent learning. The approach to sustainability that is embedded in the curriculum is underpinned by six principles:

- We acknowledge that everything modifies its environment
- We believe that the solution lies within the problem
- We always endeavour to maximise diversity
- We recognise that everything is seasonal
- We learn by doing
- We own nothing, but are the stewards of everything.

Our knowledge comes through the combination of our daily activity that connects hand, heart and mind to develop methods, tools and devise outcomes that:

- Transform understanding
- Nurture community, growing social capital and cohesion
- Maintain and enhance our natural systems, caring for the world
- Enable us all to see, think, and act sustainably and share a brighter future

These principles provide a framework within which our enquiries are undertaken. The methodological process of enquiry that we will adopt in the curriculum is a defining feature of our school. It will be applied consistently through individual, team and school level learning. Whilst the pattern is consistent and frames the curriculum we create together, it is adaptable according to need; every module of enquiry can therefore be tailored to suit a context. This pedagogy provides us with a common language, through which we can apply consistent interpretive assessments. It provides complete flexibility according to needs and interests, as defined by individual, group or circumstance. The common themes of enquiry we will use across every aspect of our work are: Observation, Maintenance, Boundaries, Implementation, Resources, Design and Evaluation. There is no predetermined sequence to these themes; however they all serve to inform our method of enquiry. The content of our curriculum is futures-oriented, focusing on experimentation, design and development that seeks to protect environments and create a more ecologically and socially just world through informed action.

**Standards:** Burnley High School will be committed to the highest standards of teaching and learning, meeting national targets set by Government and exceeding the current levels achieved by local schools. These improvements will be achieved by a rigorous process of staff recruitment, professional development and performance management that ensures that every student gets the very best of education from the

teachers and staff of Burnley High School.

**Learning Area Statements:** The combination of STEM subjects with a focus on sustainability will inform the approach to core curriculum. By utilising Project Based Learning and other methods of applied education, Burnley High School will enable students to explore subjects in creative ways and equip them to work out their learning in relation to issues facing their community and world.

**English:** Our specialism in sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing. English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and worldviews that promote social justice. In this learning area, students interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that encourage others to take action for sustainable futures.

**Mathematics:** Our specialism in sustainability provides rich, engaging and authentic contexts for developing students' abilities in number and algebra, measurement and geometry, and statistics and probability. Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision-making and actions that will lead to preferred outcomes. In this learning area, students can observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They can apply spatial reasoning, measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.

**Science:** Our specialism in sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems. Science explores a wide range of systems that operate at different times and spatial scales. By investigating the relationships between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere. Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them. In this learning area, students appreciate that science provides the basis for decision-making in many areas of society and that these decisions can impact on the Earth system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects. Through PBL, science will be incorporated and integrated within many other subject areas, broadening and deepening student learning.

**History:** Our specialism in sustainability provides a context for developing students' historical knowledge, understanding and skills. It assists students in understanding

the forces that influence continuity and change. History provides content that supports the development of students' worldviews, particularly in relation to making judgements about past social and economic systems, and access to and use of the Earth's resources. It provides opportunities for students to develop an historical perspective on sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences. In this learning area, students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.

**Geography:** Our specialism in sustainability provides rich and engaging learning opportunities and purposeful contexts through which students can develop and apply geographic understandings. Geography provides opportunities for student learning that incorporates understanding of environmental functions and the ecosystem services that support human life and human activities. They will consider what sustainability means for each of these functions. Students will develop a holistic understanding of human use of the environment through study of the relationship and interdependencies of biophysical processes and social, political and economic systems. They will examine how people's worldviews and belief systems influence these relationships. In this learning area, students will examine how sustainability issues and strategies vary from place to place, evaluate these strategies for their effects on the environmental, economic and social systems and consider what they can do to advocate and take action for sustainability.

### **The Unique Curriculum offer to Burnley Families**

**Project Based Learning:** Currently there are successful primary schools in Burnley employing Project Based approaches (e.g. St Leonards CE and Wellfield CE and Methodist primary schools) that engage students in learning and achieve high standards. This is not carried forward into the transition to secondary school. Burnley High School will work with the partner primary schools to ensure that preferred learning styles and enthusiasms are carried on creating a 'through school' feel to education for students at Burnley High School. The school will offer a timetable that comprises of 60% PBL and 40% core subjects (core subjects will also be taught within the time allocated to PBL).

**Sustainability:** 'Global to Local – Local to Global' will be a mantra of the curriculum. Burnley High School students will find out how actions in other geographical locations can affect their home town, and how their individual actions can collectively have a global impact. This will be the inspiration for the curriculum whether looking at the arts or the sciences. It will particularly inspire the STEM specialism of the school, adding pertinence to 'design' activities and the 'enquiries' into the scientific understanding of life. ICT capability will take the students from the classroom to the communities of Africa and share in their activities as they cope with the challenge of creating a self-sustaining environment. They will visit the roof top farms of Manhattan and be challenged to respond in like manner utilising the open spaces of Burnley High School. PBL will have a practical application which will inspire students to be proactive and independent learners with the skills required in a modern world.

**STEM:** Student performance in Science in Burnley schools currently falls well below

national standards. Burnley High School will be the only local secondary school offering STEM as a specialism. The need for this type of learning in the region has been recognised in the decision to open a University Technology College (UTC) for students aged 14-19 years in Burnley and the Darwen Aldridge Enterprise Studio School. Both these schools will specialise in STEM. Chapel St have begun discussions about prospective partnership projects with the UTC sponsors and is working with Darwen Aldridge Community Academy, the sponsors of the new studio school, as our Educational Partner (see Section D4).

**Christian ethos:** Local primary schools find that there is not enough local provision (see Rationale) for parents seeking schools with a Christian ethos that welcome students with faith and none. 232 of the 400 children that leave the town for secondary education currently attend neighbouring church schools and many other Burnley families would make the same choice albeit for the oversubscription of these schools or the cost of travel. The local RC school gives preference to members of RC churches only. Burnley High School will offer a supportive environment to all students and make special provision through Co-curricular activities for those who wish to be supported in their faith. Burnley High School will ensure that the school community will allow all to undertake the individual journey of faith without fear or hindrance.

### **Curriculum Breadth**

**Core Curriculum:** The following subjects will be taught separately throughout KS3 and KS4: Maths, English, Science, PE, Religious Studies and PSHEE. However, the normal allocation of time to maths, English and Science will be reduced and the concepts, skills etc. will be reinforced within the contextualised learning in PBL. By integrating more traditional teaching with PBL, students will benefit from increased teaching time across core curriculum and develop greater ability to translate and apply their learning within multiple subjects.

**Key Stage 3 (KS3):** In addition to the Core, Project Based Learning will occupy 60% of the timetable; this will include Geography, History, Art, Design Technology, ICT, Drama and Music, reinforcing the principles taught within the Core subjects. The PBL will be themed around contemporary events with an emphasis on social, economic and environmental sustainability, locally and globally. Each term in KS3 will have specific foci. The aims in Year 7 will be to deliver intervention strategies that support independent learning:

- By the end of the autumn term the aim will be that all students will have reading and comprehension skills at least in line with the national average.
- By the end of the autumn term ICT literacy is sufficient to support independent enquiry e.g. to conduct searches on the internet and to be able to record findings.
- To promote social and emotional intelligence to prepare students for group learning activities.
- To promote legible handwriting in preparation for producing project work to display standard and ultimately KS4 examination entry.
- To introduce Co-curricular activities that extend the day and include: sport, enterprise, horticulture activities and extra-curricular faith support.
- Each student will be allocated a 'Learning Coach' not necessarily their form tutor, who will monitor progress and set improvement targets on a daily/weekly/termly basis, whichever seems appropriate to the coach. These targets may be social, emotional or academic.

- To involve parents in the learning and teaching by holding briefing meetings that allow them to contribute to the PBL. Parents may also be allocated a portion of outside space in which they can develop sustainable practices with their children (subject to site allocation).

The aims in Year 8 will be:

- To introduce the teaching of MFL. Spanish is the favoured language as it is more commonly spoken than French in developing countries
- To consolidate PBL with more demanding research-based projects
- To extend project work into the community
- To develop an understanding of the new careers in Sciences and Technology, building the application of their learning into the curriculum – autumn term
- To maintain parental briefing meetings to update on Learning and Teaching and equip parents and carers to take a decisive role in their child's learning
- To move Year 8 students into Year 9 immediately after the summer half term holiday (Year 7 will move to Year 8 etc.). Thereafter a pattern will be set throughout Burnley High School that will allow the early commencement of GCSE courses.

The aims in Year 9 will be:

- To establish clear pathways for students that include specific academic Science and Technology based routes at Burnley High School linked to our Sixth Form specialism. When necessary, Burnley High School will work with Burnley College and the University Technical College to provide alternative pathways for students seeking other vocational courses. This will include full implementation of Government policy in respect to any change in measures of academic performance.
- To ensure students and parents understand the pathway options available from KS4
- To complete options by January to allow the planning for and commencement of GCSE courses in June
- To prepare students for individual subject teaching by introducing a carousel of 'taster' lessons of the individual subject areas to assist with the Options process.

**Key Stage 4 (KS4):** Burnley High School will monitor very carefully the progress made by students with a view to early intervention by the end of the autumn of Year 10. Again, Burnley High School will involve parents in the Learning and Teaching agenda of the different courses. After three years of PBL, we believe that following the experience of High Tech High, PBL might still be a feature of learning in KS4, but at this point the examination syllabuses have not been written and the assessment of GCSE as a final exam, might have an implication on how flexible we can be. It will be the aim of the Burnley High School to keep a half-day per week free for community-based project work during KS4. Whilst Co-curricular will still be offered in the way outlined for Year 7, the time might be taken for specific interventions during Year 11 in the run up to the public examinations.

**Key Stage 5 (KS5):** This will not commence until 2019 and we can only plan the broad outline of the Sixth Form. We envisage:

- That Burnley High School will offer 'A' Levels or their equivalent in Sciences that have an ecological focus – particular courses in Chemistry, Biology or Ecology.

Similarly A' Levels or equivalents in Design and Construction that are linked to Sustainability

- English and maths will be offered as standard as will the MFL selected
- Other subjects will be offered in response to demand
- Discussions are taking place with universities concerning the establishment of a Foundation Degree course.

KS5 will link the declared specialisms with university partners and prepare students for Higher Education (HE). Other pathways will take advantage of the facilities at Burnley College. In particular, raising participation age linked with the requirement that all students should achieve Level 2 qualifications in English and maths presents a real opportunity for a co-ordinated approach with Burnley College - though Burnley High School will aim for all students to achieve those within KS4.

**Improving Outcomes:** This will be the result of a combination of factors and innovative practice. The school recognises the need to get transition right and initiate appropriate interventions to close the attainment gap. It is clear from the Rationale section that Burnley as a district has an attainment issue. Key Stage 2 results for Burnley District (figures supplied by Lancashire County Council) are as follows: English L3 - 18.4%, Maths L3 - 19.1%, Science L3 - 23.2%. English and maths are just below National Average levels of achievement whilst Science is significantly below. This is why Burnley High School will concentrate in Year 7 on driving up basic learning skills so they can access the curriculum and become independent learners.

CAT testing will be used and staff trained in how to read and apply the CAT scores. CAT scores will also be used to inform staff of the academic targets for each student. However, feedback to students will not be in 'levels' but what actions the students have to take to improve their work. There will be termly assessments tracking against CAT predictors but because of the low level of ability expected on intake, four levels of progress will be the 'in-house' target to ensure that aspiration is not based on a figure that places students behind the national average.

**Social, Emotional and Behavioural:** In keeping with the ethos of Chapel St, the socialisation/citizenship programme at Burnley High School will be administered through PSHEE and personal coaches; Burnley High School will monitor incidents of bullying, fighting, verbal disputes, adherence to school uniform, foul language, racism and disruption to learning. There will not be any reliable base data, but we will expect to see a decrease in incidents from Year 7 onwards. The target will be to see students living and working together successfully with staff by Year 9. This will be a visible expression of Grace, Love and Fellowship.

**Attendance and Punctuality:** Currently Burnley District schools have a Persistent Absentee rate of 9.4%. This contributes significantly to an average attendance well below 90% (see Section C). Burnley High School will target 94% attendance and 97% punctuality. This will be achieved by working together with parents and partner agencies should that be required. In crude terms an improvement of 7% over the local average attendance rates is equivalent to a whole term. We would expect to see that improvement in attendance mirrored in academic results.

**Marginalised Students (FSM, LAC, EAL, SEN, AEN):** Our value of grace (see Section C) means we believe all students carry full entitlement to equal provision. The 'coaching' system which underpins the tutorial practice of Burnley High School will

make sure that no students are left behind and that all have equal opportunities to make progress. In exceptional circumstances, appropriate agencies will be called upon to increase capacity in respect to advice with EAL or SEN – it is possible that EAL students will take GCSE's in their home language. Payment schemes for school dinners will be explored to find ways of minimising the stigma felt by some students on FSM. Students' attainment will be tracked in all these categories and progress monitored.

**Gender:** Burnley High School is aware of the changes in assessment at GCSE Level and how over recent years modular assessment has favoured girls over boys whereas in the past 'terminal' examinations favoured boys over girls. Careful analysis will be made of the early assessment of progress in Year 10 to establish if pedagogy needs to change to ensure maximum reward for all students at the end of Year 11.

**Individual Pathways of Learning:** After an intensive year of intervention during Year 7, Year 8 students will be given individual tasks during their Project Based Learning lessons. This will produce an increasing and enhanced range of independent learning styles. Year 9 will see students being given the opportunity to research their KS4 individual Pathways of Learning. This will be broadly on: Scientific-biased, Technology-biased or Humanities-biased EBAC courses. GCSE syllabuses are set to change; this might mean Burnley High School will have to reflect changes in policy. It is not the intention of Burnley High School to focus on BTEC. Currently Burnley schools are the eighth worst performing district when ranked by 'Average Pupil Point Score' – (see Section C). Burnley High School will, by careful management of student progress, aim to achieve National Average in that measure in the first year.

**Innovative Practice:** The heart of the curriculum is Project Based Learning. This will deliver the core subjects in a contextualised way to support the theoretical delivery in the Core area of the timetable. The skills there will utilise the enquiry-based approach of PBL to develop knowledge and skills in non-core subjects. The outcome will be energetic and directed learning producing levels of achievement beyond reasonable expectation. Chapel St is determined that in the first year of measurable outcomes, the school will be at least performing at National Average level. This would be an improvement on current local performance. Whilst some Burnley schools results show that as a group of schools they met floor targets, the poor average pupil point scores (417 – see Section C) indicate narrow curriculum offers. Girls in particular scored very poorly.

Burnley High School will be supported in the development of Project Based Learning by the following partners, organisations and institutions:

- *Innovation Unit:* Having researched Project Based Learning programmes around the world, the Innovation Unit will support the school in curriculum design and delivery and also second experienced lead-practitioners from High Tech High to assist in the development of teaching and learning.
- *Darwen Aldridge Community Academy:* Currently implementing the Darwen Aldridge Enterprise Studio School, Darwen Aldridge Community Academy will collaborate with Burnley High School in the development of Project Based Learning.

In addition, Chapel St have begun discussions with *Burnley University Technical College*. Having successfully developed a work-based Project Based Learning programme in STEM subjects, we plan to work with Training 2000, the sponsors of



the UTC, to implement work-focused teaching and learning.

Teachers will also benefit, working creatively in twos and threes, devising topics, researching resources and learning from each other. They will enjoy the support from Newcastle and Southampton Universities coupled with the partnership of High Tech High San Diego that will ensure constant evaluation and resourcing of the curriculum.

The National Curriculum (NC) will be used in two ways:

- i) The NC provides valuable assessment criteria and Burnley High School will use generic Level Descriptors from the NC to assess students' work and record progress.
- ii) As a plumb-line to ensure that students will always be prepared for any national testing regime that may be introduced.

Burnley High School is committed to developing the curriculum utilising the partnerships above and deepening students' experience of learning. Burnley High School believes the skills developed during KS3 will secure better outcomes in KS4 when the new generation of GCSEs comes on stream.

### **Qualifications**

At this stage of proceedings Burnley High School cannot predict what the Government might do with the examination system. However we intend to offer:

**KS4:** GCSE equivalents in: English, Maths, separate Sciences, Ecology, Design Technology, Art, Music, Geography, History, Religious Studies, MFL, Drama, ICT/Business. Burnley High School will only offer GCSEs, but if the specific learning requirements of some students demand a different route Burnley High School will utilise the expertise within Burnley College to provide suitable alternatives. Provision will be made for a minimum of 8 GCSEs with the option of taking extra subjects according to the ability of the student. As part of co-curricular learning students will work towards the Duke of Edinburgh Bronze Award.

**KS5:** The aim of Burnley High School will be to concentrate on its specialisms in the Sixth Form and not set out to compete directly with other post-16 provision. 'A' Level equivalents in: English, Maths, separate Sciences, Ecology, Design Technology, Religious Studies, ICT/Business. The Duke of Edinburgh Award Silver and Gold will follow through from KS4, again making the most of the community initiatives established within the Sustainability programme. Furthermore, a Foundation degree may be offered via e-learning through the university links/support currently being generated.

### **Transitions**

**Into Year 7:** Each primary school providing a Year 7 student will be visited by senior school staff and a profile of the student obtained which covers academic progress, preferred learning styles, SEND, attendance, punctuality, behaviour and any special gifts/talents the students might have. On entry into Burnley High School each student will undergo baseline testing in numeracy and literacy. Both sets of information will be combined to produce an Individual Education Plan under the supervision of the SENCO; this may involve small group extraction for specific literacy foci. The HLTA will report back to the SENCO the success or otherwise of the IEP (the opening paragraph of Section D3 explains fully the role of the HLTA). The year group will be split up into three forms which will also be teaching groups; each will have an HLTA who combines a variety of roles to make sure that the student has the same adult

with them all day thus replicating an aspect of primary education and providing an emotionally secure environment. PSHEE lessons will deliver appropriate support to the process of change for Year 8.

**Into Year 8:** The HLTA is now replaced by a Teaching Assistant supporting most lessons and a traditional form tutor, thus ensuring that the students do not become reliant on the HLTA experience. Year 7 provided a bridging experience between primary and secondary, Year 8 begins to emphasise independence and personal responsibility.

**Into Year 10:** Year 9 sees the process of selecting the next educational pathway. This is difficult to be precise about as the educational currency is currently in the process of change and Year 9 is four years away. However, we would expect to deliver a core based on EBAC, plus pathways with particular focus in Science, Technology and the Arts. More individual routes will be identified according to student need and where necessary will be provided in partnership with other partners or providers. IAG will be provided throughout the year via the tutor, PSHEE lessons and parent evenings.

**Into Year 12:** The school will secure independent IAG for students to ensure they are fully aware of the choices available in the area for post-16 provision. At the same time the school will be advertising its own post-16 syllabus which will develop the pathways established in KS4 and offer, should it be necessary, Level 2 maths and English for students who failed the 'C' benchmark.

Some students will prefer at this point to enter training rather than remain in formal education. The school will work with the independent IAG provider to ensure that all opportunities in the area are laid before students, but it is also the desire of the school to work with companies through KS4 and develop vocational experiences with a view to embarking on appropriate training programmes at this point (e.g. Construction, Engineering, Fashion). The advantage of being a small school and having a coaching model will mean that we are well aware of each individual's aspirations and we will be working with them to achieve their goals.

There will of course be a transition period for students entering the school at this point. It is reasonable to suppose that we will have significant migration statistics and up to 50% of the places taken up by students new to Burnley High School. Taster days will be offered during the Autumn term in order for potential students to experience the ethos and behaviour of the school as well as examine career pathways. All will be interviewed personally and made aware of the extra-curricular programmes we would expect them to take part in.

### **University and Careers**

With close working relationships with at least two universities we would be working to ensure that every student has HE as an option. Of course they will not be limited to these two universities and we will also be networking with the local Business Partnership to ensure that our students are aware of all local career opportunities. The aim of Burnley High School is to grow the reputation of the school via academic results and community engagement to the point that it becomes the school of choice for employers to recruit from. Students will be given time to visit universities and businesses to research their options and the Assistant Head of 14-19 will lead specific sessions on how to thrive in HE. The vision of Burnley High School is that when students leave the school they are enthused and prepared for the next stage in

their life.

## Summary

The Burnley High School curriculum is based upon the vision of Chapel St and our community partners to provide outstanding and engaging education for students, support for local families and a hub for increased sustainability and community regeneration.

## D2 CURRICULUM & ORGANISATION OF LEARNING

### Model School Intake

	2014	2015	2016	2017	2018	2019	2020
<b>Year 7</b>	90	90	90	90	90	90	90
<b>Year 8</b>		90	90	90	90	90	90
<b>Year 9</b>			90	90	90	90	90
<b>Year 10</b>				90	90	90	90
<b>Year 11</b>					90	90	90
<b>Year 12</b>						100	100
<b>Year 13</b>							100
<b>Totals</b>	90	180	270	360	450	550	650

### Year 7 - 2014

The year will be a three-form entry, and will be split into three teaching groups, which will also be the tutor groupings. They will spend most of their time together as a large group and on other occasions be working in much smaller groups. PE will be taught in gender groups that will assist with facilitating the preferences of some faith groups.

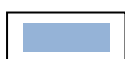

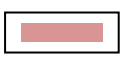
More traditional teaching in numeracy, literacy and science will be consolidated and extended within the project work jointly planned with other subject teachers. Each half term will see a change in which subjects/teachers are paired together. They will plan project/enquiry type work that ensures the National Curriculum is covered and provides the skills needed to access the wider offering (e.g. reading age of at least 9 to access typical KS3 resources) and that the core curriculum is consolidated within a wider context. This allows the school to fulfil its vision of contextualised learning and meet its commitments to build a curriculum that is truly 'global to local and local to global'.

The first half term will be devoted to baseline testing and interventions designed to equip the students for independent learning e.g. reading/comprehension, writing, literacy, ICT, social and emotional education. The timetable displayed (see next page) is an exemplar and represents the second half term. Year 7 will begin the Year 8 timetable immediately after the Spring Bank holiday half-term break. This allows a pattern to be set with all year groups changing at that time to allow GCSE teaching to commence earlier in Year 9/10. Project Based Learning will include subject areas: Music, Drama, Art, Geography, History, Design Technology. ICT will be a learning and presentation tool. As such it will be part of PBL. The discrete lesson in ICT will be designed to equip students with the skills to make the most of PBL.

The plan below shows how subjects might be paired for a particular project, however, each six-week period these will change and put different subjects together. Below is an example of how things might look.

If we were to break the PBL down into traditional subject areas and allocate time within the curriculum, the total time devoted per subject in Year 7 would be as follows. That said, we should re-emphasise our belief that PBL will extend student learning time in every subject due to the increased opportunity for integration and consolidation that PBL provides.

### Year 7 - 2014 Example (Three classes - 30 students)

	Maths + Art Geography +		English DT		Science + History+
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	Per 1	Per 2	Break	Per 3	Per 4	Lunch	Per 5	Per 6
Mon F1	Literacy	Numeracy		Science	Science		RS	PSHEE
Mon F2	Science	Science		Literacy	Numeracy		ICT	ICT
Mon F3	ICT	ICT		RS	PSHEE		Literacy	Numeracy
Tue F1	ICT	ICT		Literacy	Numeracy		PE	PE
Tue F2	Literacy	Numeracy		RS	PSHEE		PE	PE
Tue F3	Numeracy	Literacy		ICT	ICT		PE	PE
Wed F1	PBL	PBL		PBL	PBL		PBL	PBL
Wed F2	PBL	PBL		PBL	PBL		PBL	PBL
Wed F3	PBL	PBL		PBL	PBL		PBL	PBL
Thu F1	PBL	PBL		PBL	PBL		PBL	PBL
Thu F2	PBL	PBL		PBL	PBL		PBL	PBL
Thu F3	PBL	PBL		PBL	PBL		PBL	PBL
Fri F1	PBL	PBL		PBL	PBL		PBL	PBL
Fri F2	PBL	PBL		PBL	PBL		PBL	PBL
Fri F3	PBL	PBL		PBL	PBL		PBL	PBL

This will be the curriculum for all students in Year 7 unless specific learning difficulties require extraction groups. However, that would only be the case in extreme cases of need and for limited times only. The HLTA will be able to provide effective in-class support when necessary.

### Year 8 - 2015 Example (Three classes - 30 students)

	Per 1	Per 2	Break	Per 3	Per 4	Lunch	Per 5	Per 6
Mon F1	MFL	Art		PBL	PBL		PBL	PBL
Mon F2	Art	MFL		PBL	PBL		PBL	PBL
Mon F3	Literacy	DT		PBL	PBL		PBL	PBL
Tue F1	PBL	PBL		PBL	PBL		PBL	PBL
Tue F2	PBL	PBL		PBL	PBL		PBL	PBL
Tue F3	PBL	PBL		PBL	PBL		PBL	PBL
Wed F1	PBL	PBL		PBL	PBL		PBL	PBL
Wed F2	PBL	PBL		PBL	PBL		PBL	PBL
Wed F3	PBL	PBL		PBL	PBL		PBL	PBL
Thu F1	Literacy	Numeracy		Science	Science		ICT	ICT
Thu F2	PSHEE	RS		Numeracy	Literacy		Science	Science
Thu F3	Numeracy	Literacy		ICT	ICT		PSHEE	RS
Fri F1	Literacy	Numeracy		Science	Science		PE	PE
Fri F2	Numeracy	Literacy		ICT	ICT		PE	PE
Fri F3	Science	Science		Literacy	Numeracy		PE	PE

If we were to break the PBL down into traditional subject areas and allocate time within the curriculum, the total time devoted per subject in Year 8 would comprise:

Periods 50mins	Core		Periods 50mins	Non-Core
5	Maths 16.6%		2	Geography 6.6%
5	English 16.6%		2	History 6.6%
5	Science 16.6%		2	Design Technology 6.6%
2	PE 6.6%		1	Arts 6.6%
1	PSHEE 3.3%		2	ICT 3.3%
1	Religious Studies 3.3%		2	a) Literacy/numeracy 6.6% b) MFL *
		<b>Total</b>	<b>30 (25hrs)</b>	

\* During Year 8, students who are making good progress in Literacy will be offered the chance to take a MFL. By definition, this means that there will be students who still require extra literacy lessons. PBL will therefore be slightly reduced during Year 8 to accommodate MFL. (Should EBAC still be available, these will become the EBAC cohort and be expected to take the MFL through to GCSE or its equivalent.)

**Year 9 – 2016:** During Year 9, students will follow the same structure of timetable as in Year 8 with just the days changing for each sequence of teaching periods. Some of the time will be used to prepare students for KS4 options and they will be allowed to experience separate Sciences and focus on core subjects in preparation for GCSE or equivalent. In the November half-term students will experience a carousel of learning experiences designed to assist them with their GCSE options process. The option process must be completed by February. Year 9 will commence their GCSE courses in June 2017.

**Years 10 and 11 - 2017 and 2018:** Years 10 and 11 will complete their GCSE examinations or equivalent within a 30-period week as follows:

Core Offer	Core Offer (non-exam)	Options (Choose 4)
Maths 4 periods	PE - 2 periods	MFL, Chemistry, Business Studies,
Single Science 3 periods	PSHEE - 1 period	ICT, Physics, Engineering,
English 4 periods		Drama, Art, Biology, Geography
RS (Half GCSE 1 period)		Music, Ecology, History
		Vocational courses off campus will be offered when appropriate.

**Years 12 and 13 - 2019 and 2020:** Courses offered will reflect progression from Year 11 successes plus D of E Gold. A Foundation degree course is currently being researched.

### Curriculum Content KS3

#### Core Curriculum

**Maths:** Maths will be taught as a distinct subject analysing the language and skills of maths for a limited part of the week and then studied contextually through Project Based Learning over the rest of the week. During Years 7, 8 and 9 it will be referred to as numeracy.

**English:** English will be taught as a distinct subject developing skills and understanding in the English language for a limited number of lessons in the week.

Learning will then be applied and developed through contextualised Project Based Learning for the remainder of the week. During Years 7, 8 and 9 it will be referred to as literacy.

**Science:** Science will be taught as a distinct subject analysing the language and skills of science for a limited part of the week and then studied contextually through Project Based Learning for the remainder of the week. In keeping with the STEM specialism, Science will be high profile in the PBL.

**ICT:** Burnley High School will use the specific ICT lesson time to learn the software packages and search engines applicable to PBL. The time in ICT will also be used for the establishment of a personal space to record their learning, access their school email, take part in any school-based surveys and create journals for use in D of E schemes or local community programmes.

**Personal, social, health and economic education (PSHEE):** Students will focus on: personal, social and health education, work-related learning, careers, enterprise, economic well-being and financial capability. The programmes of study will build on the existing frameworks and guidelines in these areas. The Vice Principal will also oversee through this programme the establishment of the student voice by establishing a School Parliament. This will be introduced to students at the beginning of the Spring Term. The PAIS team (see Section D4) will support the delivery of PHSEE. PAIS are one of the partner organisations to Burnley High School and bring the experience of working with other Burnley schools in delivering excellent PHSEE experiences.

**Religious Studies:** Religious Studies will be based upon the local SACRE agreement and will be supported by the PAIS team. The contacts PAIS has in the community will help bring different faith communities to the school.

**Physical Education:** At the commencement of the school, coaches from the community will deliver PE following a programme designed by the Vice Principal. Classes will be single sex. As the school grows and can support a PE teacher, one will be appointed. All students will enjoy two periods of PE per week and will receive coaching in a variety of sports drawing upon the rich sporting heritage of Burnley.

### **Project Based Learning (PBL)**

PBL will be focussed on creating learners and enhancing skills. Traditional content will be extrapolated from the National Curriculum from: Geography, History, Art, Music, Drama, Design and Technology. Design Technology and Science will be high profile in PBL to support the specialism. The way that work is assessed will also be based upon the National Curriculum Descriptors. The difference is that students will be part of a process that produces lines of enquiry resulting in project titles that are enquiry based. For example, a project that could combine Science, ICT, English and History could be "Discuss how technological advances in history have impacted upon the environment?" Students would be expected to work through history chronologically and find out what the main advances were, evaluate the impact upon the environment and present their findings.

The role of teachers changes from delivering knowledge to facilitating the students' enquiry - anticipating the difficulties and, importantly, assessing the work against national descriptors and supporting the students' learning. As a student completes a particular project there should be clear guidelines given on how to improve when they

embark on the next project.

During the course of KS3, Year 7 students would be expected to complete 15 projects with the time allocation against 3 projects being put against early intervention. During Year 8, 18 projects would be completed. During Year 9 there would be approximately 12 projects with some extra time allocated towards subjects and some time allocated to a carousel of discrete subjects in preparation for GCSE options.

PBL is able to effectively teach core competences in maths, Science and English. On close inspection, the National Curriculum for KS3 advocates a contextualised approach to learning. To demonstrate this, it is worth quoting verbatim from the programmes of study for Maths, English and Science.

**Mathematics:** Mathematical thinking is essential within modern society, whether in the workplace, the community or personal decision-making. Mathematics is fundamental to the local, national and international communities, providing vital tools in Science, Engineering, Technology, Business, Economics, Politics and public life. Pupils who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

**Science:** Science fires pupils' curiosity about the world and offers opportunities to explore and explain. It engages learners at many levels, linking direct practical experience with abstract concepts. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought and enabling pupils to learn how to evidence their knowledge and understanding. These skills assist young people to embrace technological change, affect the world in different ways and improve quality of life. Through engaging science, students learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

**English:** English is vital for communicating with others in school and in the wider world, and is the platform for learning across all curriculum subjects. In studying English, pupils develop skills in speaking, listening, reading and writing to participate in society and employment. Burnley High School pupils will learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

PBL creates these real world contexts where the application of learning takes place and in doing so, engages students (they can see the point of their learning) and develops their core skills. For example:

“You have been given a 100-acre farm in an area of Cornwall (a specific grid point reference) which supports pastoral and arable farming. Is it possible to be self-sufficient in food, water and heat and still sell something to make profit to buy clothes? You need to present your answer using a balance sheet that references your research. Things you will need to find out: How much cereal can be produced per acre? What kind of vegetables? How much land do you need to support cows, sheep etc.? How can animals support crop growing? How can crop growing support animals? How will you sell your produce? This is a hard task. The design of a good Excel sheet will help you.”

This project can be mapped to learning in Maths, Science, English and Geography in

the following way.

<b>Specific Science Content</b>
*NC 3.3b Reproduction
NC 3.3c Impact of Diet
NC 3.3d Interdependency of living organisms.
<b>Specific Maths Content</b>
NC 3.1a Rational numbers, their properties and their different representations
NC 3.1b Rules of arithmetic applied to calculations and manipulations with rational numbers
NC 3.1c Applications of ratio and proportion
NC 3.1d Accuracy and rounding
NC 3.1e Algebra as generalised arithmetic
NC 3.1f Linear equations, formulae, expressions and identities
NC 3.1g Analytical, graphical and numerical methods for solving equations
NC 3.1g Analytical, graphical and numerical methods for solving equations
NC 3.1h Polynomial graphs, sequences and functions
<b>Specific English Content</b>
<i>Speaking and Listening</i>
NC 3.1a Prepare formal presentations and debates
NC 3.1e Describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions
<i>Reading</i>
NC 3.2i Examples that instruct, inform, explain, describe, analyse, review, discuss and persuade.
<i>Writing</i>
NC 3.3c. Present ideas and views logically and persuasively
NC 3.3d Explain or describe information and ideas relevantly and clearly.
<b>Specific Geography Content</b>
NC3b. A range of investigations, focusing on places, themes or issues
NC3g. Human geography, built and managed environments and human processes
NC3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

An example of a project that develops Art, English, ICT, History, Science and Design Technology could be:

“The task is to design a cost-efficient and environment-friendly house. What lessons can we learn from house building in the past that can help us today? Present your findings to the class using ICT. You should aim your talk to last at least 10 minutes but no longer than 15 minutes.”

The possibilities for PBL are only limited by imagination. Burnley High School will



train its teachers in a different way of teaching, encourage them to have a different kind of expectation of students and produce learners that know how to respond to challenge. Our links with High Tech High will develop and enhance their skills in this way of teaching and enable teacher placements and exchanges between our schools.

### Co-curricular Activities

Aspects of school life that are often designated as 'Enrichment' or 'Extra-curricular' activities are treated as 'Co-curricular activities' in Chapel St schools, as these play a vital part of the children's learning and personal development. This part of our strategy will be led by the Vice Principal. All events will commence 10 minutes after the final lesson and last for one hour. On occasion they may go on longer by special arrangement. Students will elect to do a minimum of three activities/week (School Sports fixtures are not included in this figure). At the end of each term they will make their choices with their tutor/coach and be included on a register for their activity.

It is the intention to introduce the Duke of Edinburgh Award into Year 10 as part of the curriculum and within it aim to meet the commitment to work with and for the community. See a typical week below. In practice there might be a variation on the evenings to facilitate after school sports fixtures.

	Activities	Led/Supported by:
Monday	Pop-Up-Farm activity Sports Teams coaching Homework support Digital Media Club	Parents/staff/volunteers Staff/volunteers Staff Staff/volunteers
Tuesday	Pop-Up-Farm activity Drama and Music Homework support Language night	Parents/staff/volunteers Staff Staff Staff/volunteers
Wednesday	Pop-Up-Farm activity Sporting fixtures Homework support Maths challenge	Parents/staff/volunteers Staff Staff Staff
Thursday	Pop-Up-Farm activity Drama and Music Homework support Media/Arts Club	Parents/staff/volunteers Staff Staff
Friday	Pop-Up-Farm activity PAIS and Rock Solid Homework support	Parents/staff/volunteers Staff Staff

Pop-Up-Farm Activity: This is an activity that would run every evening and all will be invited to take part in the development of a piece of land and learn horticulture. Parents will be invited to take 'ownership' of this piece of land in the same way that one would run an allotment. This would become a shared learning experience. The school intends to use some of its land to become self-sufficient in some vegetables and fruits. This group would also manage the recycling strategy of the school. The intention is that this part of the school premises would always be available for families to maintain their plot. Sometimes the activity will be practical, sometimes classroom

based to help inform users of seasonal developments and review successes. Subject to the choice of premise, it is hoped that all students who attend the school will be entitled to their 'plot'.

PAIS and Rock Solid	This will be a fun event designed to support those students who wish to explore the Christian tradition. Friday afternoon is the traditional time for Muslim students to attend the Mosque and Burnley High School will support that with support from the Muslim community.
Drama and Music	There will be three performances a year designed to showcase the talent of the students at Burnley High School and give them the opportunity to develop wider skills.
Language Night	This will allow EAL students to practise their own language skills with the view to taking an exam. Also, students who show an interest in languages can have the opportunity to explore any language of their choice and be supported in their learning. Parents will be allowed to attend also.
Digital Media	This will allow students to develop skills and knowledge in the use of digital cameras and films. They will also learn how to make podcast documentaries linked to school activities and prepare radio programmes. They will develop the use of video conferencing and lead the school in broadening its contact with the global society.
Maths Challenge	Students will experience a different kind of mathematics and take part in problem-solving exercises in preparation for maths competitions. They will examine code-breaking techniques, chess strategies and tackle the logistical issues presented by the school recycling strategy.
Media Arts Club	Students will be encouraged to produce artwork for pleasure. In doing so they will learn new skills in different types of media. Media can range from textiles to film production. The purpose will be to inspire creativity and develop skills that support the curriculum.
Homework Club	This will be there to support students with learning difficulties or who do not have access to a desk area or computer at home.

The Burnley High School Co-curricular programme will 'flesh out' the vision of the school in an exciting and engaging way, enabling students to extend and consolidate their learning through a range of activities. This will form a compulsory part of the school day with students choosing which activities to take part in and with tutors and coaches monitoring involvement. As the school grows there will be extra events or specific year group sessions added according to the popularity of activities.

Volunteers will be recruited as necessary to support staff. They will be chosen according to their ability/passion, their ability to care/supervise and a successful DBS application. In particular we will be approaching local sports clubs, allotment societies, drama clubs/theatre groups, local churches and mosques. A member of staff will always be present.

### **School Timetable and Calendar**

Burnley High School will follow the school year as determined by the LA and publish five INSET days on its own website

## School Day and Week

	Break Fast Club 8.00- 8.25	Tutor Period 8.30 – 8.45	Per 1 8.45- 9.35	Per 2 9.35- 10.25	Break 10.25- 10.45	Per 3 10.45- 11.35	Per 4 11.35- 12.25	Lunch 12.25- 1.10	Per 5 1.10- 2.00	Per 6 2.00- 2.50	Co- curricular 3.00- 4.00
Mon.		Whole School Assembly									
Tue.		Coach Time									
Wed.		Tutor Time									
Thu.		Coach Time									
Fri.		Tutor Time									

Shaded area relates to the timetables illustrated under curriculum organisation

The school day begins with the Breakfast Club which offers the opportunity to ensure students start the day with a meal should one not be available at home. It also gives coaches the opportunity to mingle with their students and help set the day off on the right footing.

In Years 7 and 8 numeracy and literacy will occupy the early morning sessions and the afternoons will be dominated by kinaesthetically-focussed lessons (Please see timetables in the earlier section). Obviously that cannot carry on throughout all school years because of the staffing requirement. The aim of Burnley High School is to create resilient and focussed learners who will cope with different timetables as they mature.

The day is extended with Co-curricular activities. This is part of the school day, compulsory and without charge. For some students this means that they can stay at school and not go home to an empty house as both parents have to work. It also gives them an opportunity to get to know their teachers in a different context and develop increasingly positive relationships. Of course, it also boosts their learning and for those without a computer at home allows them the opportunity to complete homework.

After much deliberation the school will follow the LAs lead in setting the length of terms. Attendance is an issue in Burnley schools. If parents choose to go on holiday at half term and siblings are in schools that operate different school years, it is likely that one of the children will miss some school time. In an area where attendance is an issue, we do not want to make it worse.

Though the school will be publishing a school year in line with the LA, it is also our intention to run summer schools during the first two weeks of August. These will be focussed on: aiding transition for 7 students, intervention for students who need the extra support, Gifted and Talented events and activity based learning. The impoverishment of the area means that some students do not get the opportunity to

have holiday experiences and the occasional pleasure trip will be planned also.

### **Organisation of Pupils**

**Key Stage 3:** Pastorally in KS3 there will be three mixed-ability tutor groups. These groups will be selected in discussion with previous teachers and schools, the Family Liaison Officer and student coaches. The groups will remain together throughout the day. The tutors will be HLTAs who will lead tutor times and then support teaching as teaching assistants to their respective groups. This will ensure that students experience consistency and emotional stability and reduce the impact of differing adult influences during the course of a day. For the first three years at Burnley High School students will be cared for within their own year groups. After three years there will be an evaluation of the progress made and consideration given to vertical tutoring.

The week will comprise; one whole school assembly, two mornings with coaches who will discuss progress and social issues with the group and two tutor sessions who will lead the class in a small aspect of the school PHSEE programme or SEAL agenda – co-ordinated by the Vice Principal.

The coaches will be responsible for any home school contact and keeping the lines of communication clear. The tutor will maintain registers and link with the coaches regarding home contacts. All employees of Burnley High School can be called upon to be a coach and training will be given to support the role. In the event of a coach being absent, students will attend their registration period with their tutor. For this portion of the day, the coaches should refer to the tutor as their manager.

Academically during Key Stage 3, students will always be taught in their respective tutor groups (with the exception of PE which will be gender based.)

Each class will contain 30 students, but the HLTA will always be present to facilitate small group working and on occasions there will be two teachers present in PBL periods to help further in producing smaller groups as required. The aim will be to move students quickly into a place where their motivation carries them through as they develop confidence in the safety of their learning group. Teachers and in particular HLTAs will apply strategies as determined by the SENCO.

Maths (Numeracy) English (Literacy), RS and PSHEE will be taught in single lessons. The sub groupings in maths and English will be left to the professional judgement of the Principal of maths and English. RS and PSHEE will follow the groupings established in PBL.

**Key Stage 4:** Pastorally in KS4 the tutorial structure will be open to evaluation and review at this point and may become vertical. This would fit with the caring ethos of Burnley High School. Academically in KS4 teaching group sizes will vary between 20 and 32 students. Option subjects will be considered financially viable if 20 students or more opt for them. Core curriculum classes will be based on 30 students. A deciding factor on groupings will be the number of students who will be pursuing EBAC. It is likely that the intake will produce one class who will be pursuing EBAC and that will then give them a particular learning pathway. It might be that we have two classes who are pursuing EBAC that will give KS4 a more traditional look. Whatever happens we will avoid having the term bottom set and maintain a mixed-ability approach. Option subjects will be mixed ability. Individual pathways will now have emerged broadly into those students following the specialism, those who are majoring in

humanities and the arts and those who are looking at vocational learning. Vocational learning at Burnley High School will be at Level 2 standard. The aim will be that all students via intervention in KS3 should be capable of being successful at Level 2. There may be some students who through difficulties cannot access this and if that is the case, bespoke provision will be made by utilising the business partnerships formed in Burnley and Burnley College. The extra money involved in this provision would come from any monies linked to inclusion.

For Co-curricular in KS4, a variety of activities will be offered and after the first term students will be consulted about the things they might like to see added. Burnley High School sees the Co-curricular activities as a key indicator as to the success of its vision and ethos. Students will have their Co-curricular options discussed with them and after they have made their choices they will be added to a register that can be taken and their participation recorded. If the activity is inclusive of parents, the coaches will make contact with home to extend the offer.

**Key Stage 5:** As previously stated the curriculum offer as the main feature of the Sixth Form will revolve around STEM specialisms related to Sustainability. Designing and Building Sustainably, Ecological-based Sciences supported by an appropriate maths syllabus. Burnley High School will not set out to compete with Burnley College and it might be that some courses might be delivered there whilst students' 'Pastoral Base' remains at Burnley High School. Students will be allocated mentors and have three meetings a week with them. The 'school day' for Sixth Form students may go beyond the parameters of the rest of the school and therefore a traditional tutor group is unlikely to be available. Class sizes will be limited to 20 students. A typical day will comprise tuition, study periods and a mentoring session.

**Co-curricular:** At the end of each term (apart from the opening term) students will elect their chosen activity and their names will be added to a period 7 register to monitor attendance and to support safeguarding in the school. A variety of activities will be offered and after the first term students will be consulted about the things they might like to see added to the Co-curricular curriculum. Burnley High School sees participation in the Co-curricular activities as a key indicator to the success of its vision and ethos, hence this serves as a compulsory part of the school day.

### **Pastoral Structure**

Clearly this is something that will develop as the school grows from a one-year entry. At the end of three years, an evaluation will be made as to whether vertical tutoring best serves the vision of the school - in which case the structure below would change. The strategy of the school both academically and pastorally is to invest in time during Year 7 to inculcate the right behaviours and aspirations in students in order to minimise the need for a heavy-handed behaviour management orientated pastoral system in the school. In addition to the organisation chart below. All students will have a personal coach (maximum 7 per member of staff including support).

Year	Cohorts	First Tier	Line Management
2014	Year 7	HLTA	SENCO
2015	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal
2016	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal

	Year 9	Tutor	Vice Principal
2017 (The school may go to vertical tutor groups at this point with the exception of YEAR 7)	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal
	Year 9	Tutor	Vice Principal
	Year 10	Tutor	Assist Principal 14 -19
2018	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal
	Year 9	Tutor	Vice Principal
	Year 10	Tutor	Assist Principal 14 -19
	Year 11	Tutor	Assist Principal 14 -19
2019	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal
	Year 9	Tutor	Vice Principal
	Year 10	Tutor	Assist Principal 14 -19
	Year 11	Tutor	Assist Principal 14 -19
	Year 12	Tutor*	Assist Principal 14 -19
20120	Year 7	HLTA	SENCO
	Year 8	Tutor	Vice Principal
	Year 9	Tutor	Vice Principal
	Year 10	Tutor	Assist Principal 14 -19
	Year 11	Tutor	Assist Principal 14 -19
	Year 13	Tutor*	Assist Principal 14 -19
		Tutor*	Assist Principal 14 -19

\* The Sixth Form is seven years away and it is not possible to be precise, but the school will be open to more flexible tutoring arrangements perhaps meeting at other points in the day/week.

### D3 STAFFING STRUCTURE

#### The Opening Structure: Rationale

A guiding principle for this structure is to reduce the number of adults that students experience in a typical secondary school. This helps extend the primary experience into the secondary and greatly assists with the emotional aspects of transition. This is ethos in action. A unique aspect of Burnley High School will be the employment of highly skilled HLTAs who will be multi-functional. Three will be employed and they will act as, form tutors, teaching assistants, cover supervisor, coaches and small group teachers (using prepared lessons).

Their appointment will give students a constant adult in their lessons, give teaching staff more planning time, provide cover for teaching staff in their absence (and sometimes vice-versa thus reducing the need for expensive supply staff). The effectiveness of this role will be evaluated in the spring term before advertising for new staff in the second year.

#### The Opening Year Structure: Academic

Title	Teaching Core Periods	Teaching PBL Periods	Other Curriculum Focussed Roles
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Principal	3 x PSHEE		Literacy strategy, Co-ordinates interventions and leads on PBL
SENCO/ HOD English	6 x English	6	Works with HT on baseline testing and interventions
English Teacher	6 x English	18	Ensures consolidation of Core in PBL
Maths Teacher	6x Maths	18	Ensures consolidation of Core in PBL
Science Teacher	6 x Science	18	Ensures consolidation of Core in PBL
Humanities/ ICT Teacher		24	Embeds literacy strategy into planning
PE Teacher 0.2	4	1	Ensures consolidation of Core in PBL
Art Teacher 0.2		5	Embeds literacy strategy into planning
HLTA x 3			Tutor and learning support

### The Opening Year Structure: Support Staff

Role	F/T P/T	Main Duties
Business Manager	F/T	Purchasing/contracts/ budget monitoring
Caretaker	F/T	Maintenance
Secretary	F/T term time only + 1 week	Supporting SLT/ SENCO
Technician for Art/DT/Science	P/T term time only + 1 week	Support with lesson preparation and the safe storage and maintenance of materials.
Network Manager	P/T	Maintenance and the establishment of safe internet practice
Clerical Support EWO and Family Liaison Officer	2 Days/week only + 1 week	Following up serious absence and welfare issues, attending panels on behalf of the school.

One of the commitments of Burnley High School is to provide coaching support in small groups of 6 children twice per week. All the above staff will be trained in how to coach and will be allocated between 5/6 students. They will be the home contact along with the tutor. Catering and cleaning staff will be contracted out to a local provider. The tender arrangements will make clear the need for the provider to support and contribute to the school's specialism in Sustainability.

**The First Term:** A rather different timetable will be in operation for the first few weeks. Time will be given to baseline testing, relationship building exercises, learning behaviour development and well-being activities (e.g. cycling proficiency). These

activities will take place during timetabled PBL periods; the core will still be delivered. The Leadership Team will lead and direct staff through these activities. During these weeks, groups of staff will be working on the first projects, planning their delivery and mapping where necessary against the National Curriculum.

**The First Year:** The school will only have 90 students. The traditional work of SLT will be much reduced and the heavier than usual investment in the Pastoral side of the school (HLTA appointments) should mean that much less than usual is passed up the line. This presents a great opportunity for the Principal to lead the way in Teaching and Learning and demonstrate how PBL should work. Though this might seem an unusually high commitment from a Principal, it is strategic work. By virtue of the Principal teaching PSHEE, he/she will have first-hand experience of every student in the school. In that first year, the Principal will have demonstrated foundational leadership by leading from the front.

**Delivering PBL:** In addition to the staff recruited by the school, there will be an additional member of staff supported by High Tech High (HTH) and the Innovation Unit to coach staff in the preparation and delivery of PBL. Subject specialists will be grouped together to formulate projects that give the opportunity for a blended learning approach (see previous examples). Staff will meet three times a week (Directed Time) to plan and review activities and in particular how they can support the strategic learning aims identified through the baseline testing in the first weeks (highly likely to be literacy). The expertise in delivering PBL will be a primary focus of INSET. The Principal and the HTH staff member will lead in this area until the Vice Principal is appointed.

### Year 2 Structure: Academic

Title	Core Periods	PBL Periods	Other Curriculum Focussed Roles
Principal	6		Literacy, co-ordinates interventions Teaches RS
Vice Principal		12	Curriculum – Teaching and Learning - pastoral structure Tutor/PSHEE lead
SENCO/ HOD English	12		Works with HT on baseline testing and interventions
HOD Maths	12	10	Ensures consolidation of Core in PBL
HOD Science	12	10	Ensures consolidation of Core in PBL
HOD Humanities		22	Embeds literacy strategy into planning
Humanities Teacher		24	Embeds literacy strategy into planning
Art Teacher 0.5		14	Embeds literacy strategy into planning
HOD Design and Tech 0.5		12	Embeds literacy strategy into planning
MFL/ English Teacher 0.2	2	2	Embeds literacy strategy into planning
ICT Teacher	12	12	Embeds ICT practice into PBL



0.4 PE Teacher	4	4	Co-ordinates sports fixtures (Co-curricular)
0.4 PHSEE Teacher	6	4	Embeds literacy strategy into planning
HLTA x 3			Tutor and learning support
Teaching* Assistants x 3			Learning support

### Year 2 Structure: Support Staff

Role	F/T P/T	Main Duties
Business Manager	F/T	Purchasing/contracts/ budget monitoring
Secretary	F/T term time only + 1 week	Supporting SLT, school website maintenance (training during previous year)
Clerical SEND Admin	P/T	General duties and support SENCO
Caretaker	F/T	Supervising contractors, everyday maintenance etc.
Attendance Officer/Data Manager	F/T term time only + 1 week	Monitor attendance, completion of statistical reports, SIMS management
Technician for Art/DT/Science	F/T term time only + 1 week	Support with lesson preparation and the safe storage and maintenance of materials.
Network Manager	F/T	Maintenance and the establishment of safe internet practice
Clerical Support EWO and Family Liaison Officer	F/T	Following up serious absence and welfare issues, attending panels on behalf of the school.

### Year 3 Structure: Academic

Title	Teaching Core Periods	Teaching PBL Periods	Other Curriculum Focussed Roles
Principal	3 x RS		Literacy, co-ordinates interventions
Vice Principal Teacher	3 x PHSEE	3	Curriculum Pastoral Structure Tutor/PSHEE lead
SENCO		6	Works with HT on Baseline testing and interventions
Assistant Principal 14 -19		10	Develops Curriculum Pathways for 14 – 19, develops academic partnerships
HOD English	18	4	Drama and oversees the development of exam courses.

HOD maths	18	4	Oversees the development of exam courses.
HOD Science	18	4	Oversees the development of exam courses.
HOD Humanities		22	Embeds literacy strategy into planning
HOD Design Tech		22	Embeds literacy strategy into planning
HOD Arts		22	Embeds literacy strategy into planning
Geography Teacher x 3		72	Embeds literacy strategy into planning
History Teacher		24	Embeds literacy strategy into planning
Maths Teacher		24	Embeds numeracy strategy into planning
ICT Teacher		24	Embeds ICT practice into PBL
0.4 MFL/ Eng.	6 x MFL	4	Introduce Drama into PBL
PE Teacher	12 x PE	12	Direct the work coaches.
HLTAs x 3			Tutor and Learning support
TAs Term x 6			Learning support

### Year 3 Structure: Support Staff

Role	F/T P/T	Main Duties
Business Manager	F/T	Purchasing/contracts/ budget monitoring
Secretary	F/T term time only + 1 week	Supporting SLT, school website maintenance (training during previous year)
Clerical x 2	F/T term time only + 1 week	Additional clerical support and admissions.
Receptionist	F/T term time only	Telephone receptionist and the front desk
Clerical	FT	Support SENCO
Caretaker	F/T	Supervising contractors, everyday maintenance etc.
Attendance Officer/Data Manager	F/T term time only + 1 week	Monitor attendance, completion of statistical reports. SIMS management, reports tracking of assessment, statistical academic reports.
Technician for DT/Art	F/T term time only + 1 week	Maintenance of workshops and kitchens, assisting with lesson preparation.
Network Manager	F/T	Maintenance and the establishment of safe internet practice

Technician for Science/ICT	F/T	Support with lesson preparation and the safe storage and maintenance of materials.
Multi Agency Worker, EWO and Family Liaison Officer	F/T	Assists with CP issues, attends panels, links home with agencies, follows up serious absence and welfare issues, attending panels on behalf of the school – reports to SENCO.

### Summary of the first three years

Initial staffing costs are relatively high because of proportionality. Clearly the cost per student is much reduced in year 2 and so on. In Year 3 there is a slight increase that reflects the Principal/Vice Principal and the demand for more Heads of Department.

For the first five years the school grows by an additional 90 students per year. That means the school requires an extra four teachers/year. When we reach years 6 and 7, the school increases by 100 students/year and that requires the addition of an extra five teachers/year. Of course some of these teachers may be HODs or carry pastoral responsibilities for year groups or houses should the school adopt vertical tutoring. After seven years the school will reach 'steady state'.

### Years 4 – 7 (KS4 and KS5 opening phases)

At this point it is difficult to say what teachers might be appointed for KS4 and KS5 delivery. The personalisation agenda for student career pathways requires that Burnley High School will be appointing staff following Year 9 options for commencement in June 2017. However, it is accurate to say that from this point on, Burnley High School will be recruiting the equivalent of five teachers a year and appointing from within that staffing estimate appropriate leadership. The cost ratios should therefore be somewhere between years 2 and 3 for the remainder of the working life. There will be two stages of management structure development; at the onset of KS4 and KS5. The final staffing structure in Year 7 after opening will be as follows:

Education Leadership	Education Support	Home School Team
Principal	11 x Teaching Assistant	EWO
Vice Principal	3 x HLTA	Family Liaison Officer
Ass. Principal 14-19	Site Staff	2 x Multi Agency Link
SENCO	Caretaker	Workers
	Assistant Caretaker	
Heads of Department	Clerical Staff	Other Support Staff
Maths	2 x Clerical Support staff	Business Manager
English	SEND Admin	1 x Librarian
Science	Exams Officer	1 x Network Manager
Humanities	Receptionist	ICT Technician
Design and Technology	Data Manager	2 x Sci. Technicians
Creative Arts	Attendance Officer	1 x Art/D&T
ICT	Reprographic	Technician
PE	Technician	
MFL		Teaching Staff
		30 x Main Scale Teachers

The teaching demand will be for 30 main scale teachers. As personalisation of the curriculum develops, this will dictate how many teachers in a subject area there needs to be; for example Geography might need 3 or 5 depending on student choice. Therefore the calculation of how many teaching staff are required is based upon planned teaching group sizes.

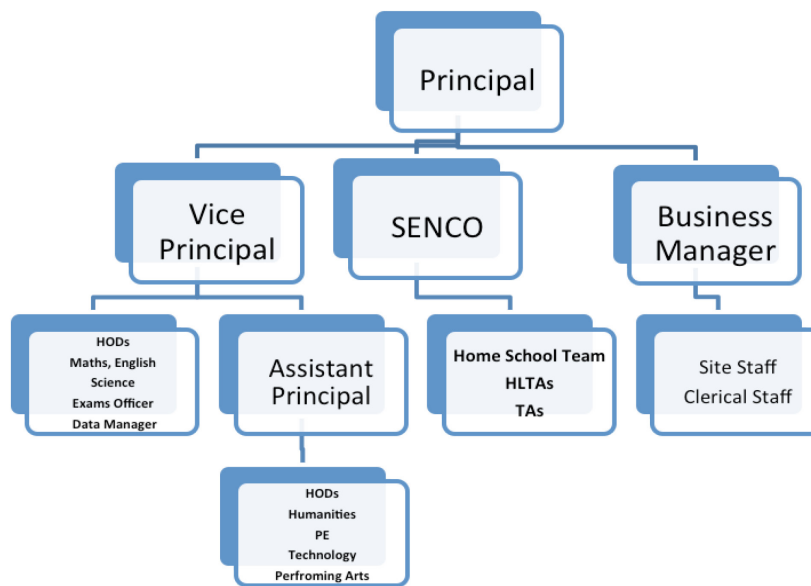
Whilst the size and structure of the core departments will be more or less static, the other subject areas will grow organically from KS4 according to demand and Government policy. However the capacity of the school will demand 30 teachers, plus the SLT delivering some teaching, to maintain within budget and meet class size averages of 30 in KS3, 25 in KS4 and 20 in KS5. The reduction in average class sizes as the Key Stages progress reflects the intention to provide width in provision. It is not intended to plan learning support from KS5 onwards unless it is the requirement of a statement. The aim will be to work intensely with students who have difficulty in KS3/4 and enable them to work independently when entering KS5, sooner if possible. At this stage in the development of the school it is not possible to plan in anything other than a general way and we have budgeted for one Teaching Assistant per class (HLTA in Year 7).

The staff structure at steady state has been carefully mapped against timetable and curriculum requirements and is flexible enough to cope with the variables that arise through student choice. The structure means that all the SLT will have taught every student for a year at least once. Every student in KS3 and KS4 will have a coach/mentor in addition to their tutor and every lesson delivered in KS3 and KS4 will have at least two adults in the room. This school will know its students well and be able to support them at every level.

This is a school that places a heavy demand on all staff, but will provide a fantastic experience for students who will benefit from the commitment expected of its staff. In a typical maintained school in a comparable area, it is likely that there would be more staff linked to specific inclusion roles and office based. Our structure emphasises that staff should be with students in the classroom and at social times. We believe that this is the right strategy for students suffering socio-economic deprivation and have staffed accordingly.

Though the school will deliver Project Based Learning, you will note from the exemplar project that traditional subjects are mapped against the National Curriculum. We have therefore decided that it is right to continue with Heads of Department and continue to recognise subject specialists as their expertise will be required in KS5. As already stated, we can more or less be sure about the size of the core departments, but as students personalised pathways develop, market forces and Government policy (e.g. EBAC) will determine the size of the rest. The model can cope with these changes.

## BHS Line Management Structure at the outset of KS4



### Specific Duties

The Principal will line manage as above and be personally responsible for:

- Leading on CPD
- Leading on Performance Management
- Leading on Self Evaluation
- Target setting
- Safeguarding
- Teaching RS to Year 7/8
- Home/school communication

The Vice Principal will line manage as above and be personally responsible for:

- Leading on Teaching and Learning
- Curriculum Development
- Partnerships
- Co-curricular
- Tracking/Intervention KS4
- Teaching PSHEE to Year 7/8

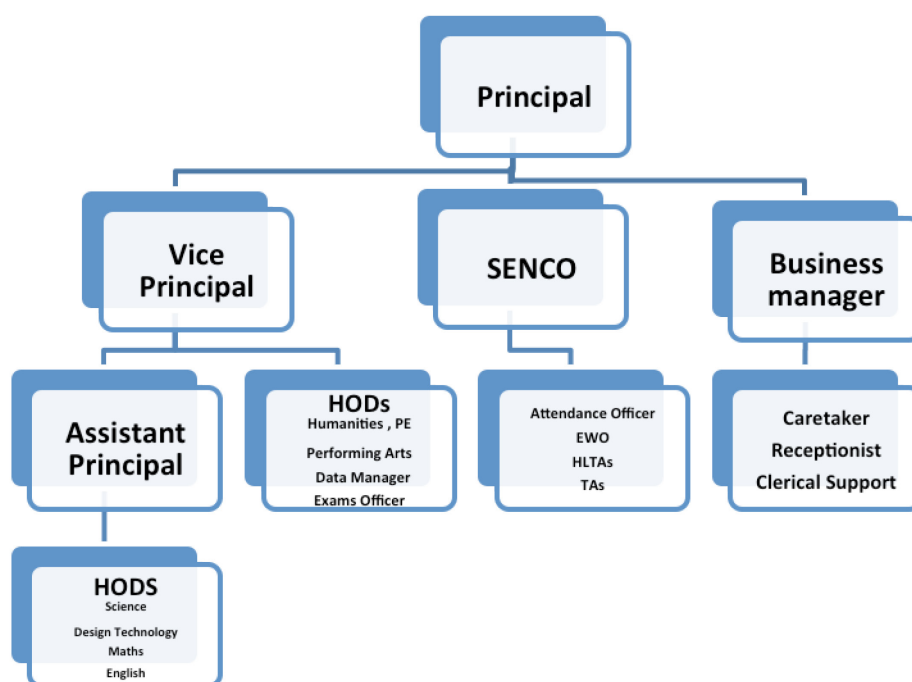
The Assistant Principal will line manage as above and be personally responsible for:

- Developing Project Based Learning
- KS3 Tracking/Intervention
- Developing the use of ICT and the school website
- Parent evenings
- Teaching 10 periods
- Primary school links (This may be attached to HOD PE)

The SENCO will line manage as above and be personally responsible for:

- Transition strategy
- Baseline testing
- Behaviour tracking and Behaviour Policy
- Child protection
- Multi agency working
- Liaising with DHT and AHT in respect to Key Stage interventions.
- Able, Gifted and Talented
- Teaching 6 periods

## BHS Management Structure at the outset of KS5



### Specific Duties

The Principal will line manage as above and be personally responsible for:

- Leading on CPD
- Leading on performance management
- Leading on self evaluation
- Target setting
- Safeguarding
- Teaching RS to Year 7/8
- Home/school communication

The Vice Principal will line manage as above and be personally responsible for:

- Leading on Teaching and Learning
- Curriculum development
- Educational partnerships
- Community projects
- Co-curricular
- Tracking/Intervention KS3
- Teaching PSHEE to Year 7/8
- Leading on PSHEE and IAG

The Assistant Principal 14 – 19 will line manage as above and be personally responsible for:

- KS4/5 tracking/intervention
- Developing the use of ICT and the school website
- Parent evenings
- Teaching 8 periods
- KS5 curriculum pathway development
- IAG for sixth-form students
- Graduation
- Behaviour/Ethos transition into the sixth form
- Recruitment from other Burnley Schools
- University partnerships
- D of E Gold Award

The SENCO will line manage as above and be personally responsible for:

- Transition strategy

- Baseline testing
- Behaviour tracking and Behaviour Policy
- Child Protection
- Multi agency working
- Liaising with DHT and AHT in respect to Key Stage interventions
- Able, Gifted and Talented
- Teaching 6 periods
- Primary school links (This may be attached to HOD PE)

### **Leadership Development**

From the above it is possible to see how roles subtly change as the school grows. As each person brings a different skill set/strength to their roles and of course they may leave and the school has to start again in growing a new leader, it makes it impossible to be specific about developmental routes. However, the SLT will be expected to demonstrate the ethos of the school in their interactions. This will be important from the first day when the leadership of the school will be working alongside teachers and the staff meeting will also be the middle leaders' meeting.

The annual increase in cohorts will demand a different meeting structure each year and presents the opportunities for teachers to rise to management responsibilities. Everyone appointed will have the potential to be a leader and be treated as such in his or her areas of specialism.

It is expected that planning meetings for teaching and learning will be taking place every week, therefore middle leader meetings will be places for reviewing targets, self-evaluation and forward planning. In the first three years it will be expected that the Principal will lead these. The Principal must then decide upon the appointment of the Assistant Principal whether middle leaders' meetings should reflect whole school or Key Stage issues. There is an opportunity here for the Vice Principal to lead on KS3 with SENCO whilst the Principal works with the Assistant Principal on 14 – 19. This could be reversed, it would be wrong to make the decision from this distance. Chapel St will support the Principal in the process of making these decisions.

### **D4 MEETING THE NEEDS OF ALL PUPILS**

In keeping with the ethos of Chapel St, our commitment to grace, love and fellowship demand that we see every child as a unique expression of humanity and in the process of developing a unique pathway in life. We will therefore not make judgements about behaviours and lifestyle in the 'present' but always be working towards the future, personalising the education with the end point in view.

The ethos and vision of Burnley High School is that every child is entitled to personalised support and provision. This begins with the transition process when staff will liaise with primary schools to obtain detailed data that will assist in creating tutor groups. The establishment of tutors/HLTAs who stay with their tutees acting as 'learning support' throughout the day means that the school very quickly is able to further assess the needs of the students on a holistic level. Within the first day, HLTAs will be able to quickly identify negative learning behaviours and difficulties students might have. They will inform teacher planning and report to the SENCO who will be generating IEPs – (see the responsibility chart below). In addition, the first 6 weeks of the school will be devoted to thorough baseline testing, and a series of lessons to promote learning behaviours and positive social behaviour. The first 6 weeks of school life at Burnley High School is seen as vitally important in establishing

the ambience of learning and care that minimises negative behaviour, promotes co-operation and self-esteem, giving learners the confidence to rise to new challenges. Burnley High School recognises that the above on its own does not answer the specific needs of learners, but it is vital that the community is supportive and everyone understands their duty to support one another.

In this, Burnley High School will be supported by Darwen Aldridge Community Academy, our educational partner, with specific input and guidance from ( ). Darwen Aldridge Community Academy has excluded no pupils since the creation of the school. Staff induction will be an essential factor in this strategy. During the five days prior to opening, staff will receive training presented by senior figures from Chapel St and Darwen Aldridge Community Academy. This will cover our ethos, approach to SEAL, emphasis on coaching and mentoring, introduction to Project Based Learning and our SEND/Pastoral/PSHEE strategy. Any new staff will follow the same induction but over a shorter period of time (two days off timetable for teaching staff - the Vice Principal will co-ordinate the training for teaching staff and the Business Manager for support staff).

Managing the holistic needs of students in this area of high socio-economic deprivation will be a whole staff focus and as such it is important that they know the SEND strategy in detail and their part in it.

#### Managing SEND

On entry into the school a Needs Analysis will be completed:

- Previous Statement reviewed
- Primary school reports evaluated
- Baseline testing
- HLTA/tutor feedback on the first week to SENCO
- Identification of any other agency involvement

The SENCO will review the analysis and act accordingly by:

- Preparing an IEP and posting it in a secure area on the intranet for use by teachers in preparing lessons
- Publishing a formal review date for the IEP
- Identifying students who should appear on the agenda of the 6-weekly multi-agency meeting and informing the agencies of dates/times
- Publishing Statement review dates and informing/inviting the appropriate agencies to attend.
- Arranging a meeting with parents/carers to discuss the contents of the IEP

IEPs and Statements will be monitored and progress measured by:

- The SENCO will meet with HLTAs/TAs once a week to discuss the effectiveness and implementation of the IEP. This is not a formal review, but the meeting might inform mid review changes to the IEP should they be necessary
- Progress will be measured against the details of the IEP, this judgement will be the responsibility of the SENCO
- A formal annual review of the IEP
- All students identified as SEND will be highlighted on SIMS for academic tracking purposes. This will be the responsibility of the Principal in the



opening year and the Vice Principal in the following years. This academic monitoring will inform the targets and strategies on the IEP.

In total there are 37 recordable varieties of SEND, and within those there are numerous strategies to assist students in need as usually there is more than one need per student. In liaison with the DfE and local partners, the Trust has developed a comprehensive policy on SEND for all Chapel St Community Schools. Given the lack of space available here, this can be viewed on [www.chapelst.org/education](http://www.chapelst.org/education). Below, we have highlighted the most common forms of SEND in Burnley along with some of the approaches we will use to support children with these needs.

Surveying the pattern of Special Educational Needs and Disabilities (SEND) in the Burnley district indicates that the most common forms of SEND are Mild Learning Difficulties (MLD) and Social Emotional and Behavioural issues. These are focussed on below.

**Cognitive and Learning Difficulties (MLD):** Using the identification strategy above, the SENCO will formulate an IEP. Strategies could include, sitting closer to the board, using enlarged text on written materials, differentiated text books and lesson targets, scribe support, reader support, extra allowance for the completion of timed tasks, intentional eye contact when speaking to the student asking the child to repeat back what they understand has been said to them, etc.

ICT resourced support for these students will include, use of a laptop in some lessons and access to learning support packages in literacy and numeracy (E.g. Star Reader, My Maths etc.).

**Social Emotional and Behavioural:** As highlighted above, the transition strategy centres on consistent adult contact and good application of intelligence gained from primary schools. The SENCO will provide strategies as necessary to staff, but Burnley High School as a community will provide a calm atmosphere on entry, the HLTA being utilised as a tutor and learning support worker thus minimising the number of adults a student will deal with during the course of their day/week. Burnley High School will be looking to promote positive behaviours from the first instance, giving every student an opportunity for a 'fresh start' in a new school. The first term will see the curriculum heavily focussed on the SEAL programme, the aim to produce a community of considerate learners, respectful of each other. Transition information will focus on the individual and include those students who; have suffered bereavement, been the subject of family upheaval, are LAC, the subject of Child Protection referrals etc. Coaches will be informed on a confidential basis of any issues and the gender of the coach selected for a student will reflect the information supplied. The first line of support will come through the coach who will receive the appropriate strategy from the SENCO. Where possible, successful strategies employed in the primary school will be repeated and the coach will make early contact with the student at the primary school to ensure that there is a smooth transfer. If it is necessary, Chapel St will utilise expertise from another part of the group (Chapel St Community Health and Chapel St Family Hub) to support with specialist counselling provision. At all times, Burnley High School will act in partnership with other local agencies (EWO, Ed Psych, CAHMS CYPSP etc.) to ensure that students experience wrap around care. The information on such students is covered by Data Protection and we cannot be specific about which students will be arriving at Burnley High School, but it is reasonable to expect 25% of students at

least to have some track record of MLD and Social Emotional Behavioural issues.

This is another area of need that manifests itself in different ways and is more likely to be subject to a multi-agency approach that the SENCO will lead on. As indicated above, the transition strategy of the school is about creating emotional stability. Additional strategies which might appear in an IEP include, use of quiet places for lunch and break times, restructuring and/or reduction of timetable, small group working, allocation of learning buddies, training staff in personalised communication, use of reward mechanisms, advice to PE staff about changing room usage, use of a colour card system when a student is struggling with anger-management, etc. ICT support will include access to a laptop to enable work with in quiet isolation and use of a restricted blogging area where feelings can be shared with supportive staff.

**Multi Agency Support:** Examples of this include, referrals to CAHMS when there are concerns such as self-harming, potential suicide, protection cases, engaging the School Nurse when health needs investigating as a possible root of behaviour issues, use of professional bereavement counsellors, work with the Youth Offending Team, contacting EWO/Social Services when there are concerns that family support is insufficient, etc.

#### **Additional Educational Needs**

**Disabilities:** In keeping with our ethos, all students are welcome whatever their individual situation; all will be seen as a unique expression of humanity and will be treated with respect and equity. Burnley High School undertakes to make appropriate amendments to buildings/classrooms or curriculum necessary to be an inclusive environment. ICT Support in these cases will include access to a personal laptop, should the disability demand it.

**Multi Agency Support:** This would include engaging Connexions or equivalent third party IAG with an understanding of the career and HE prospects for people with disabilities, accessing third party counsellors at times of transition, etc.

**Syndromes/Disorders:** It is unlikely that any student with a named disorder/syndrome will not have a specific statement informing the school of the student's needs. This will be highlighted on entry when the Needs Analysis is undertaken. The school will at all times conform to the SEN Code of Practice. In the unlikely event of a student arriving at school clearly with a disorder/syndrome that has previously gone unrecognised, the SENCO will work with the Educational Psychiatrist and appropriate partners to develop and implement an appropriate IEP.

**Gifted and Talented:** At Burnley High School we believe that all students are uniquely gifted and talented and one of our roles as educators is to help identify and promote a confident expression of these abilities. We also recognise our responsibility to follow guidance and therefore Gifted and Talented will be identified in two ways: Academic baseline testing in Year 7 will reveal the most academically able. Results will be compared with regional and national models. Those identified as 'gifted', likely to be between 2-5% of the cohort, will receive an appropriate Individual Education Plan (IEP) alerting staff to ways in which a student might be stretched or taught in a slightly different way. Students will be identified as talented in sport or the arts as a result of discussions with their parents or through observations of teaching staff. Burnley High School will not only support them with appropriate performance/curriculum opportunities, but will also encourage and support students in out-of-school activities. If students' opportunities are limited because of deprivation,

Burnley High School will seek to secure funds or make funds available to ensure their potential is maximised. The SENCO will oversee provision in this area and as the school grows a member of each department will be given responsibility for developing the Gifted and Talented cohort in their subject area. ICT support will include access to a laptop to enable independent learning and task extension within lessons. If students do not have internet access at home Burnley High School will undertake that provision to enable independent learning at home/.

Burnley High School will develop a Gifted and Talented Summer School. This will be an opportunity to extend learning and co-curricular activities pertinent to the cohort. Examples of this would include, working with students from Newcastle and Southampton Universities on projects linked to sustainability and design and build and educational visits not possible during the normal academic year.

**EAL:** (Students with English as an additional language): Burnley as a district has approximately 25% of students classified as EAL, so it is reasonable to expect that Burnley High School will have its share. However, the majority of EAL in Burnley is of Pakistani origin and they have been established in the United Kingdom for some time (many families are second generation). Whilst English might not always be the first language used in the home, it will be spoken to some degree. A baseline assessment will reveal who needs particular help. It might be that traditional literacy recovery programmes might meet their needs. If this is not the case, some specific intervention utilising the 'Steps' levels (a nationally recognised assessment system that identifies where EAL students appear on a levelling system for speaking, reading, listening and writing) will be enacted to feedback to subject teachers and tutors where students are at in reading, understanding and speaking English. A 'Talking Partners' scheme will be established to place EAL students with confident English speakers and asked to discuss topics of interest to both. In addition, specific INSET will take place to equip staff with techniques for teaching EAL students. Burnley High School recognises that carefully controlled immersion is the best way forward to develop English speakers. EAL families will also be offered support via the Co-curricular programme (Language Club). Teachers will receive INSET specific to teaching EAL students and how to utilise body language and visual displays to promote EA student engagement. ICT Support will include, the provision of access to a computer in every classroom, limited amount of withdrawal time to utilise online language learning resources, etc.

**Multi Agency Involvement:** Funding streams are disappearing which have in the past supported ethnic minority achievement. However, the school will remain alert to any opportunities that allow students from minorities to celebrate their achievement. We will actively look for successful role models from the minorities to visit the school and encourage language acquisition and attainment.

**Looked After Children (LAC):** We do not know whether we will receive any LAC students, but if we do they will be appropriately registered and carefully monitored as part of the 'Needs Analysis' exercise detailed above. Each student is an individual and some do not want any special treatment – this will be respected. However, special attention will be given when allocating a coach and at times of transition. They will receive specific guidance at each stage of transition. They will be invited to choose someone other than their coach if they need another supportive adult in school. Overall responsibility for LAC will initially lie with the SENCO. There is not a typical LAC - all their circumstances are different. The Needs Analysis will determine whether they need support in a similar way to a student with social and emotional

needs. ICT support will include, access to a laptop to work with in quiet isolation and provision of a restricted blogging area where feelings can be shared with supportive staff.

**Multi Agency Support:** Examples of this include, referrals to CAHMS when there are concerns such as self-harming, potential suicide, protection cases, engaging the School Nurse when health needs investigating as a possible root of behaviour issues, use of professional bereavement counsellors, work with the Youth Offending Team, contacting EWO/Social Services when there are concerns that family support is insufficient, etc. In addition, Chapel St is a multi-discipline organisation. We have healthcare professionals and partners in the region with expertise in working with the most challenged individuals and families.<sup>22</sup> If local multi-agency provision should fail in these areas, Chapel St will utilise these resources to support the school.

### **The classroom and staffing**

#### *Teaching and Tutor Time*

**Year 7:** As previously stated, the aim is to produce as much consistency in the school experience as possible. On entry into Year 7 students will be introduced to their tutor who is actually a High Level Teaching Assistant (HLTA). The HLTA will also be their learning support in all lessons thus providing consistency in behaviour management and an adult who they get to know very quickly. Their tutor base will be the main learning area except when they need access to laboratories or workshops. When lessons commence, the teacher joins the class with the HLTA present. Some days there will be two teachers present when PBL is being taught. Any issues arising from marking and assessment by the teaching staff will be fed back to the HLTA. At all times there will be a minimum of three teachers and three HLTAs to 90 students. The HLTAs will receive learning and behaviour strategies from the SENCO for individual students. They will also monitor the impact of any Individual Education Plans (IEPs) and support students on the SEND register as directed by the SENCO.

**Year 8/Year 9:** An evaluation of the HLTA role will be made mid-Year 7 with a decision taken as to whether it is right for HLTAs to continue with their tutor group and learning support role throughout KS3. If they are to be replaced with Teaching Assistants (TAs) in Year 8/Year 9 then students will have a qualified teacher as their tutor and TAs will be the learning support in lessons – always attached to the same group of learners. The TAs will receive learning and behaviour strategies from the SENCO for individual students. They will monitor the impact of any Individual Education Plans (IEPs) and support students on the SEND register as directed by the SENCO.

**Key Stage 4:** The HLTA role will not be in operation in KS4, but each year group will have at least 4 TAs attached to it. Their work will be directed by the SENCO. Students now will be taught mainly in subject areas following the examination syllabus. The tutorial structure will remain the same as will the coaching structure. An evaluation will take place and the possibility of a different coach taking a different approach in KS4 will be discussed.

**Coaches:** In addition to the tutor and learning support, students will experience twice a week coaching time in groups of 6. The coach also has the option of meeting their

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<sup>22</sup> [www.chapelst.org](http://www.chapelst.org)

students individually at Breakfast Club or lunch/break times. The coaching staff will be a combination of qualified teachers, HLTAs, SLT, and admin/site support staff. The SENCO and Vice Principal will oversee this programme – the Vice Principal from the perspective of discussing targets and tracking information – the SENCO from the perspective of informing the coaches of any learning/behaviour strategies to be employed. The coaches will be a named school contact for parents in addition to the tutor.

**SENCO:** The role of the SENCO is absolutely vital to the success of the transition and teaching and learning strategy of Burnley High School. Along with the Principal, the SENCO will co-ordinate the collection of and evaluate a mass of information gathered through the transition process and baseline testing. The SENCO will produce IEPs where necessary, making them available on a secure network in the school for all teaching and pastoral staff to utilise in lesson planning. The first term in Year 7 will be the time when PBL may take a backseat to the interventions co-ordinated by the SENCO and HT. Gifted and Talented (G and T) students will also be part of the SENCOs remit and the SENCO will distribute guidance to teaching staff on how best to personalise their learning also after first determining who will be registered as G and T. The SENCO will also fulfil all statutory requirements allocated to the role and be the named Child Protection lead and the link for Looked after Children. This role requires a deftness of touch as each student has a very different experience as a LAC. The SENCO will make a judgement as to what degree of support is necessary. The SENCO will work closely with the coach responsible for the LAC.

## ICT

**Supporting the Learning of SEND Students:** As can be seen above, ICT will be utilised to provide access to the curriculum to vulnerable students in particular ways and situations. There is also a growing amount of ICT-based resource to meet all kinds of needs (e.g. Star Reader<sup>23</sup> My Maths<sup>24</sup>). The school will keep up to date with the latest technology available to ensure our students are not disadvantaged. Homework modules will be available online, though it is expected that a significant number will not have access to a computer at home and will have to utilise the homework club where the school ICT facilities will be made available. In some cases school laptops might be loaned if there is broadband access at home. The school recognises that ICT use is already a major part of home and business life and aims to make all learners proficient in its use. The establishment of a VLE will be to the benefit of all learners in the school

**Supporting the work in SEND – Monitoring and Evaluation:** Within the school's intranet there will be a specific area allocated to SEND. It will contain:

- The results of the Needs Analysis
- An IEP area where the actions of the Needs Analysis are translated into student IEPs
- A register of interventions, where each student named on an IEP will have individual records kept detailing every school intervention initiated in order to evaluate the impact and inform future decisions

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<sup>23</sup> <http://www.renlearn.com/sr/>

<sup>24</sup> <http://www.mymaths.co.uk/>

- Minutes of IEP and Statement reviews
- Minutes of Multi Agency Meetings

In addition SIMS will be used to track SEND, LAC, EAL groups of students and progress evaluated against targets. It is the desire of the school that no students will be left behind. This will be the responsibility of the Vice Principal and latterly the Assistant Principal. The only area that will not be open to all staff will be issues relating to Child Protection. This will be kept in a separate area and any IEPs/interventions raised will be catalogued as a Social Emotional and Behavioural need.

**Other Agencies:** The welfare of the student will always be at the heart of Burnley High School and to that end we will establish working arrangements as follows:

- Principal: The Principal will work closely with the Local Authority and the DfE.
- Vice Principal: The Vice Principal will develop working relationships with Business partnerships, Connexions service or equivalent. Alternative Education providers will augment personalised pathways and learning.
- SENCO: The SENCO will work with CAHMS, Ed Psych, Specialist Teaching Support Services (Speech, Visual, Physical Disability), Social Services, Police Child Protection Team, Education Welfare and maintain contact with other alternative education providers should their services need to be called upon.

**SEN Code of Practice**

It is clear that the role of SENCO has strategic importance in the school. At all times the school will conform to the SEN Code of Practice.

**Chapel St Team and Partners**

This curriculum has been designed and developed by the Chapel St team and our community partner under the remit of the Project Steering Group (PSG). This group comprises senior educationalists, teachers and community leaders. The membership of the PSG is as follows:

- [Redacted] ([Redacted])
- [Redacted] (St Mary's University College)
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])
- [Redacted] ([Redacted])

**Burnley High School Advisors**

Chapel St and the Burnley High School Steering Group are supported and advised by a number of senior educationalists and policy makers. These include:

- [Redacted]
- [Redacted]
- [Redacted]

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

## D5 PUPIL ACHIEVEMENT

Our vision is that students will leave Burnley High School, equipped to thrive in a modern world and to succeed in the emerging low-carbon economy. Through our curriculum and pedagogy, students will have qualifications to progress, but will also demonstrate agility of mind and resourcefulness. Burnley High School will make a positive impact on the families of our students and will play its part in the re-imagining of Burnley as a community. Having assessed student performance in local schools, the team have developed targets that we believe to be both aspirational and achievable. Flowing from our vision, we are expecting the following measures of achievement.

### Academic Achievement (Targets for 2018-19)

Below are the targets for the first cohort of students exiting KS4. These targets will be used to drive achievement and attainment from the onset of Year 7. Using these targets, progression will be mapped into termly targets using National Curriculum levels of attainment (sub-levels will be utilised).

Measures of Attainment	Target
% of pupils attaining EBAC (or equivalent) at the end of KS4	50%
% of pupils attaining 5+ A*-C inc. English and maths GCSE at the end of KS4	70%
% of pupils making 2 levels of progress from KS2 – KS4 in English	80%
% of pupils making 2 levels of progress from KS2 – KS4 in maths	80%
% of students achieving 4 levels of progress	80%

### School Achievement Targets

As another measure of self-evaluation, the school will set itself targets to evaluate its own performance on a termly basis and maintain a view on how effective the home/school partnership is working.

Measures of Achievement	Target
Punctuality	97%
Student % attendance	94%
Persistent absence	2.0%
Unauthorised absences	0.8%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%
Participation in community projects 2/year	100%
Percentage of parents and carers who attend parents' events	85%
Percentage of students moving to Level 4 Education	80%
Percentage of students achieving in DofE award schemes (from 2016)	80%

Achieving these targets will be hard evidence that the ethos of the school is having an impact upon the lives and achievement of its students and their families. When achieved they will prove the home/school partnership is working and parents are subscribing to the ethos of the school. They will also make a demonstrable impact

upon the people of Burnley when the town sees its young people actively engaging in local projects. The targets around attendance and punctuality are significantly above Burnley's current performance. All of the above targets are ambitious but we believe achievable. Our PBL curriculum is engaging and as shown in section C, the implementation of PBL elsewhere has been shown to be an effective tool for raising student attainment.

### **Holistic Achievement**

As part of our focus on the individual, Chapel St believes it is important to recognise all forms of achievement. An end of year certificate will be awarded which recognises good performance in:

- Involvement in Co-curricular activities
- Selfless contribution to the school community
- Selfless contribution to wider global community
- Performance in public arena
- Representing the school in extra-curricular sport/performance
- Attendance
- Punctuality
- Achieving academic targets
- Achieving behaviour targets
- Work produced to display standard
- Compliance with school uniform expectations
- Participation in Duke of Edinburgh (From 2016)

All students will be certificated at Bronze, Silver and Gold level. The certificate will state the most positive aspect of a student's all round performance. The Vice Principal and tutorial team will 'weight' each aspect of the above areas and amend the list on an annual basis as the school develops. The tutor will discuss the level of the award with coaches and an end of year celebration event will recognise the achievements of all. Parents/carers will be invited to this. This is a way of recognising the impact of the school ethos. In particular the aspects of *fellowship* and *love*. Chapel St schools have a vision for the outcomes of education that are beyond academic performance.

### **Family Outcomes**

Burnley High School will seek to engage every parent and carer in their child's learning and development, offering wider support and services, in conjunction with our community partners, to the most disadvantaged families. The school will look to achieve the following outcomes in engaging and enriching local families:

- Using the Developmental Assets programme (Search Institute, USA), Burnley High School will raise the resilience, aspiration and life opportunities of every child by increasing their own internal and external assets
- Over 66% of parents engaged with their child's personal development plan, regularly attending parents evening and benefiting from targeted programmes of parental support and training
- Over 50% of parents involved in some part of the Project Based Learning aspect of the school programme
- Over 33% of parents and carers involved in curricular and co-curricular activities within the life of the school



- Offering all families of children on Free School Meals personalised support to help raise aspiration in the home, access to training and services and regular engagement with the Family Liaison Officer and other team members

### **Community Outcomes**

Burnley High School will act as a community hub, enabling local individuals and groups to invest in the lives of young people and the regeneration of the area while modelling care for community and creation as a direct expression of our vision and ethos. This will include:

- Recruiting, training and supporting over 50 local volunteers to support specific areas of curriculum, co-curricular activity and involvement in school life
- Engaging local community members, groups and businesses in the design and development of specific projects as part of the school's Project Based Learning programme
- Facilitate targeted adult learning to raise aspirations and improve prospects of parents, carers and community members
- Utilising the school as a community hub to host a wide range of community activities
- Students and staff of Burnley High School recognised as local leaders in sustainability and regularly working with groups and businesses to support and develop a range of initiatives on sustainable living and community
- Creation of student and family led sustainability programmes, sharing learning on sustainability with the wider community by equipping students to teach and train others, developing town-wide projects that engage young people in learning through recycling and regeneration initiatives and enabling pupils to initiate projects that increase and promote sustainability as a key part of their education.
- Developing the school site as a Sustainability Hub, facilitating regular interface between students, staff and eco-industries, utilising young people to pilot new environmental technologies as part of their learning in STEM and BIM and providing a centre of excellence for other schools, groups and individuals to come and learn about sustainability from students and staff of Burnley High School.

### **Measuring Progress**

The Chapel St team know from experience that quality and consistent assessment drives excellent teaching and learning. We are committed to ensuring that children and their parents and carers understand how they are progressing and how to further improve in their learning. For this reason, teachers will use daily formative assessment to moderate summative judgments each term. The marking policy and its implementation will involve students in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward. For this reason, children will have 'learning to learn' sessions with their coaches in order to develop a common language of assessment and progress. This knowledge will enable them to better engage with subject-specific material presenting the most challenge. As the current examination system evolves, the process of assessment will begin to change within KS3. Currently the school will assess both formally and informally the level of work produced. The focus will increasingly change to reflect the requirement to memorise information for a final exam. Burnley High School will watch developments carefully and be prepared to adapt accordingly.

### **Management Information System**

As previously referenced, the intelligent use of MIS will maximise the data available to; track learners, monitor progress and highlight success or areas to be earmarked for intervention. The MIS system (we will use SIMS) will measure: attendance, punctuality, behaviour incidents, participation in Co-curricular, contact details, home communication records, SEN detail, G and T detail, EAL detail, FSM detail, academic performance, levels of progress, exclusions. The system will be able to produce statistical reports in any format and track any group of learners. These statistics will be reviewed on a half-termly basis and reports made available to staff and governors with an Action Plan attached to address areas of concern. This will be a joint responsibility held between the SENCO and the Vice Principal.

**Research Driven Assessment:** Not all assessment can be evidenced via SIMS. Therefore, parent involvement will be recorded on informal registers and we will develop the use of student and parent focus groups to obtain feedback on school systems and policies - these will be overseen by the Vice Principal. Participation in community events/projects will be monitored by the tutors and will be reflected in the end of year certificate. Reports on evidence collated will be made available to staff and governors in January and June each year with an action plan attached as appropriate.

### **Tracking pupils' achievement and target setting**

Working with the LA we will have up-to-date and intelligent local context information relating to target setting and data. Target setting will be reviewed each term in pupil progress meetings and strategic pupil progress intervention teams where needed. Targets will be set in partnership with students, so they have ownership and understanding of next steps for each area of learning core skills. The Vice Principal will lead termly tracking that will reflect RAISE online standards of analysis, including analysis against DfE significance factors using bespoke templates that use average point scores and automatically calculate progress. Heads of department will be responsible for tracking and target setting in their subjects from Year 7 through to Sixth Form.

Tracking and monitoring attainment and progress for children on the SEN register will include appropriate target setting from P scales through to National Curriculum based on national conversion rates and guidance outlined in the SEN Progression Guidance to ensure children are appropriately challenged. Secured P scales will be used for core subjects where appropriate.

A key aspect of the Vice Principal's role will be to help staff understand and use assessment data to continually improve practice. In this role, the leader will meet with teachers and support staff to identify key areas for development to target teaching and learning each term based on attainment in each assessment area. More importantly, the person in this role will work alongside colleagues to coach staff to plan their teaching and learning more effectively. Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions (tracking using group filters) and personalise learning through movement between development groups for core subjects. Monitoring progress will also involve parents and carers in assessment and monitoring of individual children. Ways of working in this area may include posting live data on our learning platform to enable them to see their child's progress. The final aspect of monitoring and attainment is about analysing the data for class and school trends to identify priorities for continual school improvement. Led by the Vice Principal, phase/subject leaders

will track horizontally across their appropriate age groups to identify cohort issues, while Heads of Departments will analyse and identify current issues arising in their subject/s to create intervention strategies, whether across the school as a whole (usually identified by demographic indicators) or group, class or individual levels.

### **Intervention Triggers – who does what**

There are two main areas of intervention. Firstly, pastoral and behavioural and secondly, academic.

**Pastoral/Behavioural:** Specifically we are talking about attendance, punctuality, uniform, behaviour and concerns over domestic circumstances. SIMS will highlight all of the above issues with the exception of anything related to child protection. In practice the tight tutorial and coaching scheme in place will mean that the school will be able to make an immediate intervention because of the in depth knowledge of the students and their families; absence, punctuality, uniform and behaviour issues are all areas that the coaches will be required to make a home call on the same day and secure parental support. If there is not an immediate improvement in these areas, the EWO will be involved prior to a subsequent interview with a member of the SLT. Anything related to child protection will be immediately reported to the child protection nominated teacher who will follow procedure according to local safeguarding guidance.

**Academic:** Academic intervention will be triggered at various levels. In the first instance in respect to an individual student, formative guidance will be given both orally and in a written format. The teacher will be required to ensure that the student knows what they need to do to improve. If a teacher feels that there is a form of SEND that has been overlooked, they should inform the SENCO and copy the Vice Principal into the communication. If a student is failing in several areas of the curriculum, the Vice Principal will examine the student's performance with the SENCO in an effort to diagnose if there is a generic issue that is affecting a student and if so, then an appropriate solution will be implemented.

If the Vice Principal identifies failure by a group of students in a particular subject area (by reviewing the half termly tracking reports), the Vice Principal will interview the teacher, review the curriculum and resources utilised by the teacher in an effort to identify barriers to learning. A specific student focussed lesson observation will also be put in place. Within two weeks of the half termly assessment results being produced, action plans should be made available to support students getting back on track. This will be an individual solution to reflect the nature of the issue but is likely to be more radical in KS4, including extra lessons after school.

At all times the school will be seeking parental support for any interventions taking place and the coach will be the link.

**Parental Engagement:** Chapel St will be investing heavily in training coaches to have an impact upon their learners. The coaches will also be the link between home and school in the first instance. Coaches will make at least one 'phone call home a week to celebrate good news with parents. The Chapel St aim is that parents will look forward to contact from the school and not fear it. In addition, there will be a different kind of parents' evening. Parents will find out what is happening in the future and not just receive a report on the past. Every opportunity will be taken to build a partnership between home and school. An evaluation will take place as to which part of the day is

the best time for parents to attend – should there be information mornings with a crèche provided whilst other children are at primary school? Is evening the best time? A true partnership will be formed that includes and does not exclude parents.

Formal assessment grades, punctuality and attendance figures will be issued three times a year to parents and students. This information will be used by coaches/tutors to inform discussions and target setting conversations with parents and students.

### **Staff Targets and Responsibilities**

Another way that the school will measure itself will be to monitor how staff apply themselves to its vision and ethos. Do they follow procedures and perform professional routines and duties in a timely and excellent way? Some of the ways this will be measured by are:

- Staff attendance target 95%
- The completion of half-termly assessments and updating SIMS (or equivalent)
- Marking exercise books in accordance with policy (monitored by the Vice Principal)
- Lesson observation (3 learning reviews per year led by the Principal target 75% good or better)
- Demonstrable progression of learners against targets
- Accurate assessment of students' work (moderated against partner schools)
- Accurate completion of all attendance registers
- Feedback from parents/students in their focus groups

These areas will feed into the Performance Management (PM) targets. The Principal will lead on Performance Management in accordance with the policies of the governors and the agreed targets in the School Development Plan. The line management structures as detailed in D3 will apply. There will be annual target setting for teachers in respect of the academic performance of students in their care. These targets will be formally reviewed after 6 months. However, should the data tracking reveal that some students are failing, the review may be brought forward and if there are concerns about a teacher's capability a process in line with school policy will be put in place. This will only happen after the Principal has reviewed the communication process between the line manager and the teacher and the Principal is satisfied that everything possible to support the teacher has been done and communications have been clear. The process will be detailed and distributed in a policy document.

**Developing Staff:** Accurate target setting, assessment and self-evaluation of the above areas will highlight to the Principal areas for CPD. Chapel St believes it needs successful teachers to promote successful learners and it will use its extensive range of partners to support Principals in delivering outstanding CPD to equip teachers to serve the needs of its students. As the school grows from a one-year entry, there is plenty of scope for teachers to be aspirational about their own career potential at Burnley High School and Chapel St will be 'talent spotting' and promoting excellent staff to greater positions of influence.

## **D6 ADMISSIONS**

### **Year 7 Admissions**

Burnley High School reserves the right to conduct its own admissions process in the first year but will work towards integration with LA arrangements in as soon as is practical. However it is likely that we will follow current Burnley District practice as

follows and will work with locally co-ordinated processes and procedures for admissions arrangements on an annual basis. Working with the locally co-ordinated processes, Burnley High School will work alongside the LA ensuring that parents and carers can benefit from a prospectus and suitable marketing materials. Burnley High School will of course ensure that website information is available to all prospective parents and carers. Burnley High School will admit 90 pupils to Year 7 in 2014/15 and thereafter admit 90 pupils on an annual basis. Although Burnley High School will operate a Christian ethos, and as such will be registered as having 'Religious Character', no students will be admitted on the basis of religious observance.

### **Sixth Form Enrolment**

Level 3 entry requirements for the sixth form will be based upon a GCSE points scoring system equivalent to 2A's and 6B's. Students who fail to obtain the required C grades in maths and English will also be offered places and a distinct level 2 curriculum in order for them to stay on at school under the Raising of Participation Age requirement. Enrolment for Sixth Form will also follow local LA protocols. Working with Burnley College, a local partner and provider for Sixth Form provision, we will ensure that parents and carers can benefit from a prospectus and suitable marketing materials. Burnley High School will, of course, ensure that website information is available to all prospective parents and carers. We expect that many students will be enrolled from the Year 11 of Burnley High School, but also because of our target intelligence, that sufficient places are available for students from the other Burnley district community schools.

Burnley High School will admit 100 students to Year 12 in 2019/20, a further 100 students in 2020/21 and thereafter admit 100 students on an annual basis. This is recognised in our curriculum planning and demands recruitment from other 11-16 providers.

### **Sixth Form Appeals**

Burnley High School will work within the guidelines of the Admissions Appeal code. In the event of an appeal on the basis of learning disability or difficulty, we will consider the length of time and level of provision since diagnosis to take into account children whose diagnosis of a learning disability or difficulty has either been received too late for the school to put support in place or where the school has been unable to provide the support identified as needed in the Educational Psychologist's report. In these cases, the appeal for special consideration would be successful. However, sometimes there are appeals from students who have received appropriate support in school in the form of additional time in exams, one-to-one support in class, or additional tuition. We usually conclude that with this support the student is in a position to achieve, in line with their peers, and to give them special consideration would be unfair.

### **General admissions arrangements**

Burnley High School will ensure that it provides places for children of all abilities, all of whom will come from the local area. We intend to attract local pupils and students from the immediate area surrounding the school and all our publicity and promotional material is designed to appeal to parents and carers in the surrounding neighbourhoods of the school. We are determined that no-one will be marginalised because of challenging or difficult circumstances and will put support in place where this is needed to access information and communication with Burnley High School. The prescriptive timescales for admissions arrangements requires us to have our

prospectus in place by end August 2013 with other communication media in place very shortly after that to help parents and carers with information. If in the case that implementation approval is delayed (for the 2014 admissions cycle) thereby leaving us unable to work within the timescales set out by the Local Authority, Burnley High School will establish its own admissions authority for the first year (please see section F4 for further details) and implement an effective marketing campaign to ensure that all parents/carers are aware of Burnley High School and are able to choose it for their child.

### **Process of Application**

While in the long term, arrangements for applications for places at Burnley High School will be made in accordance with the LA's co-ordinated admission arrangements and will be made on the Common Application Form provided and administered by the LA, the logistics of the Free School programme will likely require the Chapel St Community Schools Trust to act as its own admissions authority for at least the first year. Burnley High School will use the Burnley District timetable for applications to the school each year (exact dates within the months may vary from year to year). This will fit in with the timetable for the co-ordination of admission arrangements within the LA as agreed by locally co-ordinated processes, LA and local schools:

By September	Burnley High School will publish in the prospectus information about the arrangements for admission, including oversubscription criteria, for the following September (e.g. in September 2013 for admission in September 2014). This will include details of open evenings and other opportunities for prospective pupils and their parents and carers to visit the school. The school will also provide information in relation to the school to the LA for inclusion in the composite prospectus, as required – the same criteria will apply for applications to the Sixth Form in 2019.
September & October	Burnley High School will provide opportunities for parents and carers to visit the school (2013 onwards).
October	Common Application Form to be completed and returned to the pupil's home LA to administer. Applications are received by 31st October for secondary and Sixth Form.
November	LA sends Burnley High School applications to the trust if there is oversubscription.
November	Burnley High School sends a list of pupils to be offered places at the school to the LA; applications are prioritised in accordance with published over subscription criteria.
February	The LA applies the agreed scheme for their own schools, informing other LAs of offers to be made to their residents.
March	Offers made to parents and carers.
	Burnley High School will ensure its application processes enable parents and carers to apply in line with these deadlines.

### **Admissions criteria**

Burnley High School wishes to work in harmony with the locally co-ordinated procedures throughout the process and will seek to match the admissions and oversubscription criteria applied by the LA. Where the number of applications for admission is greater than the published admission number, applications will be

considered against the criteria set out below. After the admission of pupils with a statement of Special Educational Needs where Burnley High School is named on the statement, the criteria will be applied in the order in which they are set out below:

1. Children In public care (those looked after by a Local Authority under section 22 of the Children Act 1989).
2. Children with exceptional medical, social or welfare needs which means the child must, because of those needs, attend the school. Appropriate evidence from a doctor, social worker etc. must be provided.
3. Children who have a brother or sister or half brother or sister already in the school (and who would be in the school when the child is admitted). If there are more children with siblings (a sibling is deemed to be a brother or sister or step brother/sister) in the school than places available, places will be allocated to those children with siblings who live nearest to the school as measured by the LA using GIS. In the event of a tie-break (i.e. children living in the same block of flats) we will use random allocation.
4. Children who live nearest to the school as measured by the LA using GIS from the school gate to the front door. In the event that of a tie-break (i.e. children living in the same block of flats) we will use random allocation. There will be a right of appeal to an Independent Appeals Panel for applicants refused admission. Burnley High School will participate in the LA's Fair Access policy.
5. Any appeals received will be measured against the above criteria and processed in line with local arrangements.
6. A waiting list will be formulated and ranked using the above criteria. As a place becomes available, the first parents/carers in line will be contacted and informed of the possibility of a place and asked if they wish their application for a place to be resubmitted.

## **D7 PUPIL BEHAVIOUR, ATTENDANCE AND WELLBEING**

### **Behaviour**

The vision and ethos of Burnley High School is built around the ideas of grace, love and fellowship. These summarise how the community of staff, students and parents will be led. Love – acts of selflessness, putting others first; Grace – forgiveness and fresh starts; Fellowship – community awareness and celebration of whole school achievements. Prior to working at Burnley High School, staff will be immersed in the culture of Chapel St and our expectations for their relationships with each other and with students (please refer to our induction process mentioned in section D4).

**Positive Behaviour for Learning:** We believe that children seek approval and want to do the right thing, though they may make the wrong choices. Burnley High School is committed to developing respectful and responsible members of the community to build a low-stress, high-challenge environment for learning. Students will be taught and praised for good behaviour that makes great learning possible. Our rules will be few, but overarching and will be consistent in all areas and groups across the school, Including our staff and parents and carers who will role model these.

Using a school 'traffic light system', all children and staff will have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. Our proposed framework

for rules and responses will be posted in all areas of the school that will be adapted for the local community. Because these 'rules' will always sit within a fair and loving framework based on our ethos they will not be punitive but positive and encouraging of each student's right to learn and develop.

In addition to promoting positive behaviour for learning through one-to-one coaching and providing a system for understanding rules, rewards and consequences, we are aware of the need to teach these behaviours explicitly. We will draw on resources including those from the Social and Emotional Aspects of Learning (SEAL) material. Explicitly teaching and including SEAL objectives across learning in all subjects will focus behaviour on learning skills to work as effectively and enjoyably as possible both independently and collaboratively. For this reason, including both social and emotional aspects in our strategic investment in behaviour for learning enables a more strategic approach to enterprise learning where working with others is fundamental. We are also aware of the complex needs for children who experience emotional and behavioural difficulties.

Because we believe that every child is fundamentally good, though they often make bad choices, Burnley High School will put in place specific strategies to ensure that making a bad choice is never a good excuse. In addition to intensive coaching support, the Head of Personal Development will provide specific support with personalised strategies for teachers agreed with students and their parents and carers, including behaviour covenants for students to be encouraged and praised for exhibiting targeted behaviour for learning.

Partnerships with other agencies such as Educational Welfare, educational psychologists, Children's Adolescent and Mental Health Services, Physical Education specialists will be used to help identify the underlying causes and strategise how to meet the needs of these children. It is not our goal just to keep these children in school; it is our goal to support and challenge them to develop their gifts and talents to excel in their learning.

Burnley High School knows that to create a low-stress, high-challenge environment, is to ensure that all areas and times at school are creatively and strategically supported to make this a reality. For this reason, we will also use a traffic light system for playground areas and other non-academic times and areas. Optimising our partnership with our Sixth Form as well as the local community, we will be offering lunch-time clubs and play opportunities during play times alongside informal play and socialising. Burnley High School will also develop a peer mentoring programme on the playground to support social learning and dispute resolution. Peer mentors will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children. Teaching and learning will promote positive behaviour and will include strategies such as:

- Starting the day with positive engagement with Bright Ideas time (short games requiring analysis and other higher order thinking)
- Listening to music
- Drop Everything And Read (DEAR) time
- Debate/discussion on current events
- Using games for engaging and consolidating learning as a main learning strategy
- Coaching times to assist students in understanding learning behaviours

**Role of the HLTA:** The benefits of this role cannot be overstated. In 2005, Agnes



Stewart C of E High School, Leeds, employed the HLTA Transition strategy. This followed a year when there were 30 exclusions of Year 7 students in a year group of 75 during the first term. The area suffered from low self-esteem, economic deprivation and high rates of crime (20 of those students had already received an ASBO). An evaluation of their school experience revealed that from the moment they entered the school they were on the move from one classroom to the next and a different adult in every room. This was a complete contrast to the primary school. In 2005, The HLTA strategy was introduced and students were grouped and in mixed abilities using the information from Primary schools. In the similar period to the previous year, only seven exclusions were necessary from a cohort of 145 students. The 'emotionally intelligent transition strategy' had an enormous impact upon behaviour and learning. Assessment tracking demonstrated that students made more progress as a result of the new pastoral system. Burnley High School will set the tone from day one with excellent pastoral care and high expectations. Behaviour will not be allowed to become an issue that affects learning.

**Partnering with Families:** Chapel St believes that working with children most effectively means working with their families. We know that parents and carers are the first teachers, and we will employ our Family Partnership model to build strong partnerships with parents and carers to draw on, and further develop, their expertise in their children's development. Specifically in supporting children's personal, social development as demonstrated through their behaviour, partnerships with their parents and carers is crucial for making the most impact as rapidly as possible. For this reason, we will provide targeted support with families to create behaviour improvement plans which are developed with everyone's input and agreed actions to build accountability at home as well as at school.

**Exclusion policy:** Our policy on exclusions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of exclusion. Learning from successful projects such as The Lighthouse Group, we will explore the most effective and strategic interventions including using internal exclusions through a TOTAL unit (Time Out to Access Learning) to ensure that children are continuing their studies. The Chapel St team have been involved in the creation and development of a number of education projects that have seen children in danger of exclusion remain within and return to formal education. One example is A2B in the London Boroughs of Sutton and Merton using Art and Music education in a PRU context.

Another strategy we will explore is in providing learning opportunities in another school's internal exclusion unit when 1-5 day fixed-term exclusion is the only option. Additionally, we will closely monitor behaviour incidents and exclusions to identify common issues in particular groups of students (e.g. FSM, SEN) issues in order to formulate appropriate intervention strategies. For those children who are demonstrating a pattern of behaviour putting them at risk of further, even permanent, exclusion, our the SENCO will use the Common Assessment Framework to engage with other agencies where necessary. If the school is forced to permanently exclude a pupil after all interventions have failed, we will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance.

**Behaviour Policy:** As the school opens with only Year 7, we will commence with the Code of Conduct above. There is an existing Chapel St behaviour policy that will be used as the starting point for the Burnley High School policy. This will be developed

and reviewed with parents and staff so as to be sufficiently localised. We believe that this will prove to be a powerful engagement tool. The existing statutory policies will be available on the school website with a calendar of review published.

**Attendance Policy:** Attendance is a key priority for Burnley High School and will be central to our pastoral strategy. In order to ensure our strategy harnesses best practice from our team’s experience as well as the successes of others, we will draw on the expertise of partners in our initial planning stages. Registers will be taken at the beginning of the school day and at the commencement of periods 1, 3 and 5 (the afternoon’s register). Proactive measures in addition to engaging students in lessons and Co-curricular activities will include:

- Immediate identification on non-attenders with notification home by ‘phone or text
- Highlighting attendance and punctuality records in assemblies
- Giving class awards to classes/cohorts with highest attendance and punctuality with a positive incentive as agreed with the School Parliament
- Praising students who maintain high attendance each term, included in letters home
- Engaging School Parliament committee to suggest strategies for those with persistent absence and lateness
- Allocating meeting times for phase leaders and the Head of Personal Development to discuss strategies and individuals causing concern
- Placing a member of SLT at the front entrance to greet students with a smile and positive interaction to start the day

Reactive measures to students who may be persistently absent will include partnership work with the student’s parents or carers to identify underlying causes of absence. Where appropriate, we will engage the support of educational welfare or other agencies who can help address concerns. The SENCO will lead on Year 7 attendance issues; the Vice Principal on Year 8 and Year 9 and the Assistant Principal 14 -19 for Years 10 -12. Should a student’s attendance become unacceptable the following procedure will be adopted:

Poor Attendance Procedures		
Attendance	Action	Who by
95% less	Phone call home and explanation sought: Report to the appropriate SLT member the outcome	Coach/Tutor
90% less	A letter sent home and parents/carers invited in to speak to SLT	SLT
88% less	EWO involved and parents visited. Warned about potential fine	EWO and SLT
No improvement	Legal action explored	EWO and Principal

**Multi-agency support:** We will develop multi-agency partnerships with the Local Authority who are exploring different models to ensure provision is strategically deployed to children and families most effectively. We will be integrating with the local provision as it is designed for local needs through the leadership of the Head of Personal Development.

## **Community Engagement**

**Partnering with Burnley local families:** We recognise the vital role that parents and carers play in a child's learning and development. This can be positive or negative; many children face limitations that traditional models of schooling struggle to overcome. The challenge here is as much familial as it is educational. Burnley High School will develop family-focused interventions and strategies, fostering a partnership between the school and families and appointing trained staff to engage parents and carers in their children's learning. By doing this we aim to raise the attainment and aspirations for the whole family. Use of the Co-curricular time at the end of the school day will be utilised to facilitate this, encouraging students and parents to participate in joint activities.

While providing excellent educational opportunities for every child, Burnley High School will build learning communities that extend beyond the walls of the school. We understand our obligation and responsibility under the Equality Act 2010 and to that end we will make sure that every person is treated with respect, fairly and in line with the legal and moral obligations within this act. We'll make extra training, development and life opportunities available to parents and carers as well, to support the essential role they play in their child's learning and development. Chapel St has researched strategies and principles for building partnerships with families and developed our own model below which is currently being piloted at our Family Hub in Roehampton and at Atherton Community School. In summary this model provides Universal Support services to all families (E.g., family visits, training to support student learning, involvement in PBL and co-curricular, signposting key services, etc.), Targeted Services for particular families (E.g., adult education, parenting classes, workshops, etc.) and Intensive Services for the most challenged families (E.g., personalised support from community partners, individual coaching for parents and carers, personal assistance in accessing key services, etc.).

The model incorporates aspects of best practice in parenting programmes, child protection and welfare, family justice and Local Authority family support interventions. This programme will be led by the Family Liaison Officer who will network, as necessary, with Coaches, HLTAs and the SENCO. The model is based on research into a range of family support models with a focus on supporting the development of all families through to supporting families in crisis with children in need and with involvement in the criminal justice system.<sup>25</sup>

Our model outlines a three-tiered approach to pursue the interests and meet the needs of families. For example, all families could benefit from universal offers such as meeting with their child's teachers or participating in a fun family event such as a football match between students and their parents and carers. However, some families may be interested in targeted offers such as learning more ideas about improving their child's behaviour at home, supporting their child's reading skills, developing their own personal skills or identifying their own career paths. Finally, in a few cases, specific intervention may be necessary to safeguard the wellbeing of the child and sometimes his or her parents or carers, such as completing a CAF and

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<sup>25</sup> These models include the Bodega Model outlined by Family Justice, Think Family in Lewisham, Triple P- Positive Parenting Programme, Building Bridges and The Parenting Puzzle by the Family Links Nurturing Programme. Another source is the Department of Health document Framework for the Assessment of Children in Need and their Families which provided the common assessment framework of needs for children, outlining all factors of health and well-being for children.

liaising with the locality multi-agency partnership.

Led by the Family Liaison Officer, Burnley High School will create and implement a development plan for building family partnerships. Strategies will include activities like an X-Factor competition. While we know that engaging parents and carers of younger children for these types of activities is easier than of adolescents, Burnley High School aims to develop and strengthen relationships with families throughout their children's education as well as to develop activities suitable for parents and carers of older children.

**Partnering with Burnley local community:** To maximise the interaction and support between the school and community, the Family Liaison Officer will facilitate Participation Forums for different community members and interest groups. Engaging these various groups is part of the Burnley High School strategy to strengthen our capacity with a broad spectrum of pupil, family and community voice in support of the United Kingdom's democratic values including respect for the basis on which UK laws are made and applied; respect for democracy. These groups will be open to parents and carers, business people and community members to feedback and contribute input to problem solving at the operational levels of school life. Participation Forums will be convened in the following areas, be open to everyone and will regularly speak into and support the life of the school.

### **Well Being**

**Safe Guarding and Child Protection:** The school will follow the latest guidance on 'Safer Recruiting' and all staff added to the central record with DBS checks conducted under the latest guidance – (Changes currently under way due to the implications of the Data Protection Act). Governors will have undertaken safer recruitment training prior to any staff being recruited. The designated Child Protection Officer will have training to at least L3.

Any visitors and peripatetic staff attending the school will be accompanied by a member of staff at all times unless they hold a pertinent DBS certificate and the Principal has approved their role in school. As Burnley High School grows its involvement with the wider community, we are aware of the potential child protection issues and will constantly revise policy as the school experiences organic growth.

As part of the induction process, all staff will have a two-hour presentation on child protection. At the end of this training, all staff will know; how to recognise signs of abuse, how to respond to a disclosure, who the designated child protection teacher is, how to report to them and that the matter should remain confidential to them and the children protection teacher designated.

As already explained all staff will receive training and be made aware of the issues. The SENCO will be the child protection nominated teacher and will be supported by an appropriately trained governor. Upon arrival in Year 7, students will benefit from being closely monitored by two adults – the HLTA and the coach. These will be two constants. They will also have the benefit of being taught at least once a week by the SENCO and the Principal. Students will therefore be well monitored for any signs of neglect or abuse. As a 'needs analysis' is drawn up for individual students, the SENCO/Principal will lead multi-agency meetings once every six weeks to review and identify appropriate interventions and initiate action.

It is also important that students are empowered to recognise abuse for themselves

and sensitive delivery of how to be safe and recognise abuse will be part of the PSHEE curriculum. Students will know that they can talk to their coach/HLTA at any time. PSHEE will follow two threads in KS3; personal safety and personal awareness. The latter one designed to address self-esteem issues and peer/adult relationships based on the SEAL curriculum.

As part of their induction training, staff will also be given training on SEAL with the aim of building a cross curricular strategy of emotional intelligent classroom behaviours. This will mirror what the students learn through PSHEE. This will help promote common purpose, common language and common expectation in the everyday interactions between students and teachers. Opportunities for misunderstandings will be reduced and healthy relationships built.

**Bullying Policy:** The school will take a strong stance against bullying and the proactive and reactive approaches are as follows:

- An induction process in Year 7 that covers all forms of bullying (including the use of social media). Students will be told how to respond and who to respond to (in the first instance their coach or tutor)
- A remedial process using the principles of Restorative Justice. All coaches will be trained in how to administer this process
- A student who fails to respond to Restorative Justice and is therefore deemed to be making the school a dangerous place will face a hierarchy of sanctions beginning with detention and leading to exclusion. The school would not shrink from permanent exclusion if a student was persistently causing other students to be fearful of attending school
- A standing agenda item for the School Parliament to maintain a high profile
- The publication of a bullying policy to which the parliament representatives will be invited to be part of the annual reviewing body

<b>Hierarchy of Bullying and Responses</b> All incidents of bullying will be recorded and reported to the SENCO for possible sharing in multi-agency meetings	
Name Calling Abusive Texts Refusing to work with Being abusive about someone's parent	Restorative Justice approaches led by coaches and tutors.
Use of Social Media to spread lies Use of Social Media to threaten Calling out threats Co-opting others to threaten Racist language	Reported to the appropriate member of SLT who will have the option of calling in the police depending on the severity of the offence. Students will receive a detention and a reflective activity based upon their actions.
Extortion Violence Damaging someone's belongings Racially motivated violence.	Reported to the Principal who will make a judgement on the severity of the incidents. The Principal may then: <ul style="list-style-type: none"> <li>• Award a fixed term exclusion</li> <li>• Recommend a permanent exclusion</li> </ul>

- Refer the matter to the police

**Physical Health:** This links very much to the attendance of students at school and therefore links to attainment. The school will promote physical well-being by encouraging students to walk and cycle to school. In the first term of Year 7 students will all have the opportunity of completing Cycling Proficiency certificates to encourage them to have a healthy and safe lifestyle. This also fits into the sustainable ethos of the school. All students will receive two periods of PE per week and will have the benefit of after school sports clubs. Our strategy for developing students' physical health will involve:

Healthy eating	Parents will receive guidance on what constitutes a healthy packed lunch and the school catering facilities will clear menus with the Principal one term in advance to ensure that a balanced and healthy provision is available for students.
Smoking intervention	If a student is found smoking there will be two responses. One punitive, the other being support to take part in a course to help break the habit.
First Aid	The school will formulate a list of people holding First Aid qualifications and publish a rota of who is available.
Review of the Accident Book	The school Business Manager and Caretaker will review the accident book termly to identify areas of the school where accidents occur more frequently. This will inform preventative measures to be enacted by the site team.
Medication	As part of the transition process parents will be required to inform the school of any medication to be taken during school hours. This medication will be stored by office staff and only administered under the direction of the parents/carers. Subsequent to transition, parents/carers must inform the school in writing of any medication that their children are expected to take during school hours and this should be handed to school staff on arrival in school. It will never be appropriate for students to carry medication around school (e.g. paracetamol) and if found will be removed from students and stored for collection by parents.
Low self-esteem	Low self-esteem is another characteristic of deprived communities. Elements of the SEAL programme will be used during transition and form the basis of the PSHEE programme delivered in tutor times. The SEAL theme will be explicit in Year 7 PSHEE lessons, followed up in tutor times and cross-curricular opportunities sought to emphasise the values and behaviours being promoted at that time. The Vice Principal will oversee the PSHEE curriculum for the first three years of Burnley High School.

**Online safety:** As previously highlighted, students will receive information regarding abuse received via social media. The school will work with local crime prevention officers to support students who receive threats and inappropriate contact from adults online. The Network Manager will limit widespread internet access to students and will only add sites to the network as requested by subject teachers to facilitate research. Whilst this will present the Network Manager with an onerous task, it is important to preserve learning and promote online safety. Similar education will cover the use of mobile phones and their increasing access to inappropriate media.

## **D8 ETHOS**

### **Faith and Religious Character**

Our school will be an inclusive community providing education with a broad Christian ethos that is attractive to parents and carers who desire a values-driven education and welcomes families of all faiths and no faith. As such, Burnley High School will provide a new and inclusive model of schooling, while honouring the long tradition of Christian ethos education in the UK.

The vision and beliefs of any community inform and shape that community's behaviour and character. How we see and what we believe about the world ultimately affects how we perceive and treat each other. Our beliefs and values work their way out in thousands of actions and interactions, words and ways. This document outlines the ethos of schools within the Chapel St Community Schools Trust family. Chapel St community schools will gain strength and success from articulating, celebrating and authenticating this distinct Christian ethos within the life of each school and its community.

Chapel St is proud to be part of a long-standing tradition of public service provision with a Christian ethos. The history of education, healthcare, employment, housing and many other public services, has been shaped by the pioneering role that many churches and Christian charities have taken to provide care and support for people of all faiths and no faith. As we move into the twenty-first century there clearly remains a role for Christian ethos organisations willing and able to serve in these same areas. In our experience, staff and students from all different backgrounds find this ethos inspiring and are keen to play their part in applying it to every aspect of school life.

Burnley High School will partner with Life Church, Burnley and other local Anglican, Methodist, Baptist and Salvation Army congregations to develop chaplaincy and pastoral support for children, staff and families. Life Church will co-ordinate, recruit and train volunteers from across the community to support a wide range of curricular and co-curricular activities. The PAIS Project, a local gap year programme recruiting interns from around the world, will also support the school with the provision of RS, PSHEE, Christian Union and co-curricular activities. In addition, Chapel St is working with the Association of Muslim Schools to ensure that leaders of the Muslim community are regularly involved in the development of a truly inclusive ethos. These discussions are on-going and we look forward to developing practical routes to partnership in the next months (see Section E).

### **The Grace and Education**

The Christian ethos of Chapel St community schools is expressed in and through 'The Grace'. This simple prayer connects very closely to three key beliefs, which underpin the approach to education taken by Chapel St community schools.

**Grace** is the value that expresses our unconditional commitment to work with students and to increase their personal security and confidence, building upon their unique strengths and skills to ensure that they fulfil their personal potential and make a difference in the world and community in which they live. As a result, Burnley High School will provide a personalised approach to teaching and learning. Students, staff and families will enjoy personalised teaching and learning and a relational approach to education. Students will learn from their mistakes and live generously, seeking to serve those less fortunate whether close by or far away. Being part of Burnley High School will involve responding to continual challenge, setting aspirational targets and

celebrating one another's achievements.

**Love** is the value that describes our commitment to see the best in each other and to stand by one another in triumph and adversity. At Burnley High School students and staff will aspire to make every action and interaction an expression of love. Teaching and learning will foster greater love for the world in which we live and those we share it with, prioritising the economic, social and environmental wellbeing of our neighbours at home and abroad. Burnley High School will feature a family atmosphere where students, staff, families and community members enjoy meaningful relationships that facilitate accelerated learning and foster community cohesion. Staff will utilise the Developmental Assets Framework to identify the significant assets and/or deficits that exist in the child's personal, familial or social setting, prioritising work with parents and carers to ensure that assets are created and developed in the child's home and social life.<sup>26</sup> Our emphasis on love equips young people with the interpersonal skills and motivation to live socially sustainable lives, building dynamic relational networks, enabling effective connection and collaboration and demonstrating care for others locally and globally.

**Fellowship** is the value that describes our commitment to building and sustaining community. As a community of hospitality and learning we recognise the wider world of which we are a part and develop a determination to work together to make the world a better place. Students, staff and families will foster a wide array of local partnerships, seeking always to include others and improving the economic, social and environmental outlook for our town; provide hospitality, excluding none and inviting all to come and work for the good of the whole community and participate in social action, fighting for social justice and making a difference in the world.

Each of these three areas of our Christian ethos requires further definition. What follows is an articulation of what these values mean for Christians and a description of what they lead to in practice. Chapel St has projects in diverse communities across the country. The practical outworking of this is:

- Families of all faiths and none are welcome.
- The school will facilitate the practice of all faiths without favour or prejudice.
- School uniform may be adapted after consultation between the Principal and a recognised faith community leader.
- Collective worship will be based on Christianity and its core themes including, grace, love, fellowship, respect, integrity, humility, courage, creativity and faithfulness.
- Recognition that everyone is our 'neighbour' and therefore our responsibilities for others should be seen on a global level. Decision-making will be taught from this perspective.
- Creationism will not be taught in the school.

**The teaching of Religious Studies:** Religious Studies will not look any different to any other school as it follows the locally agreed SACRE syllabus. It will be taught from the perspective of promoting understanding of the major world faiths and helping students develop into citizens with a world view. It will be taught throughout the Key Stages and in KS4 students will follow a GCSE or equivalent Short Course unless

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<sup>26</sup> A study by the Search Institute of 2.2 million young people and families in the US, has demonstrated that adding to these assets has a long-lasting impact on a child's long-term development.



they choose to opt for a Full Course GCSE. The teaching of RS will not impact anywhere else in the curriculum but on occasion might for example work with History to evaluate the moral implications of the Holocaust whilst History looks at the chronology and key events. There will be one lesson per week in KS3 and KS4. It will represent 3.3% of the curriculum.

**Withdrawal from Collective Worship:** We would respect the right of any parent or carer to withdraw their child from collective worship and would work with any family to develop suitable developmental activities that their child would benefit from participating in during the time when other students are engaged in collective worship.

### **Summary**

In a Chapel St school, our ethos is there to be experienced. In one way, visitors will have no need to have the ethos explained; they will see it in every interaction and in every conversation at every level in the school. In this, Burnley High School will be an outstanding provider of education, family services and community regeneration, founded upon the distinct vision and ethos Chapel St and our community partners have shared with local families.

# Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	90	68		76%	90	31		34%
Year 8					90	68		76%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

# Section E: Evidence of demand – part 2

**E1 EVIDENCE OF DEMAND**

**Introduction**

In 2012 Chapel St was invited by educators and community leaders to discuss the possibilities for a Free School in Burnley. Since this time, our team have had the privilege of working with local partners to engage a wide range of local parents and carers, teachers and educators, business leaders and community stakeholders to explore the opportunities that a new school would provide to children and families in the town and to further solicit the insight and support of the community in the creation of this school. As a result, community consultation is not simply given here as evidence of the need for a new school but has fundamentally shaped the type of school that is proposed in this application.

In section C (Rationale) we provided comprehensive and compelling evidence of the need for a new secondary school in Burnley. In this section we demonstrate how the Burnley High School proposals meet the demands of local families and community members. The response has been overwhelmingly supportive of the ideas contained in this proposal. In summary:

Parental demand	A community survey of 232 local families shows that more than 98% support of residents our proposal for a new secondary school in Burnley.
Parental choice	Existing secondary schools in Burnley do not provide parents and carers with a choice of outstanding education. With 97% of parents and carers supporting the vision and values of Burnley High School, 75% of respondents declared that the school would be their first choice for their child's education.

Community demand	There is a strong demand in the community for a new secondary school that raises standards and increases the number of students entering Higher/Further Education or training, supporting Burnley High School's combination of Project Based Learning and traditional teaching. 93% of families support the School's proposed specialism in Sustainability, STEM and PBL.
Proximity	Our research demonstrates parents and carers want quality education that is easily accessible with 86% of parents desiring shorter travel-to-school times. This supports the proposal that Burnley High School will provide a local option for students who currently travel to schools outside of the town.
Family and community involvement	Our research shows overwhelming demand for emphasis on family and community engagement with 92% and 87% of parents and carers identifying Burnley High School's emphasis on family learning and community engagement respectively, as 'good'.
6 <sup>th</sup> Form	92% of respondents support the provision of a school-based 6 <sup>th</sup> Form that Burnley High School would realise in the community.
Christian ethos education	Our engagement demonstrates a strong demand from families of all faiths and no faith for the values-based education that a Christian ethos school can provide with 83% of parents and carers supporting the Burnley High School ethos.

**Research Activities:** After initial conversations with stakeholders in the community including, local politicians and LA officers, charities and community groups, Headteachers of primary schools and leaders of faith congregations, Chapel St and our partners embarked on community consultation phase between October and December 2012. Over the past two months, the proposal team has conducted widespread research to demonstrate support for our proposal for Burnley High School. The following research activities were undertaken by the project team:

Community Events	Community meeting in a central location and timed to engage a variety of local people. Attended by parents, carers, teachers and community leaders
	Promotion of the proposed school outside the Burnley Football Club fixture with Watford on 15 <sup>th</sup> December 2012
Family Engagement	Interviews and surveys with over 200 local parents and carers
	Desk-based research on existing parental choice and student movement with regards secondary schools
	Engaging families at 10 primary schools throughout the Burnley catchment area
	Engaging families in local churches across a number of denominations
Stakeholder Engagement	Engaging leaders of the respective faith communities, including the Building Bridges interfaith leaders forum
	Development of branded materials available in hard copy and digital formats detailing the proposal
	Meetings with leaders of local schools and academies
	Meetings with the local MP, Gordon Birtwistle

	Meetings with councillors and officers at Lancashire County Council
	Meetings with councillors and officers at Burnley Borough Council
	Meetings with prominent business leaders in the community
	Meetings with community stakeholders from the third sector, community groups, public sector agencies and other local organisations
	Meetings with leaders of local schools and academies
	Meetings with local primary headteachers to gain further perspective on local education
Media Engagement	Creation of a purpose-built website outlining the school proposal, including an online feedback form, eight-page information booklet (PDF) and a contact page. <sup>27</sup>
	Articles and interviews with local press outlining the proposal
Marketing Tools	Creation of a database of families interested in sending children to Burnley School (this data is verifiable and contains relevant data regarding age of child, postcodes, etc.)

We have outlined a summary of the results of these discussions below, addressing firstly, our interactions with parents and carers and secondly, our wider consultation with community members and stakeholders.

**Parental Demand:** Throughout November 2012, local parents and carers with primary school aged children were surveyed to gauge their response to this specific proposal. Chapel St, in conjunction with our community partners, carried out both face-to-face and online surveys regarding Burnley High School. Volunteers and project partners helped accumulate community response through face-to-face engagement at primary schools, community centres and churches throughout the region. Each respondent received summarised information about the proposal before completing the survey and were offered a full proposal brochure.<sup>28</sup>

At the point of application, over 200 local families had been surveyed with 98% supporting the creation of Burnley High School and 75% indicating that the school would be their first choice for secondary education. The team will continue to engage more families in the ensuing months. The surveys that we distributed to local parents and carers asked the following questions to garner community views about the proposal:

**1. Please could you tell us whether each of the following key points seems good, OK, or not what you would want?**

- i. Every child treated as an individual: creating a personal development plan for each child.
- ii. The whole person to be developed: to high academic expectations, coupled with a focus on key life skills and character.
- iii. A sustainable school, equipping students to care for others and the world in which they live.
- iv. Partnership with parents and carers.

<sup>27</sup> <http://burnleyhighschool.co.uk>

<sup>28</sup> [http://burnleyhighschool.co.uk/wp-content/uploads/2012/11/Burnley\\_HS\\_prospectus\\_20121114\\_final.pdf](http://burnleyhighschool.co.uk/wp-content/uploads/2012/11/Burnley_HS_prospectus_20121114_final.pdf)

v. A local school that will reduce travel and transport issues for children and parents/carers in Burnley.

vi. A Sixth Form that offers a broad range of subjects.

vii. Involving the community: in addition to a full complement of trained teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities.

viii. A Christian ethos: providing welcome, hospitality and nurture for families of all faiths and no faith.

**2. Overall, would you support a school with these values?**

**3. If this school was available, would you make it the first choice for your child(ren)?**

**4. How many children do you have who would be starting school in:**

- Sep 2014 (born between Sep '02 and Aug '03)
- Sep 2015 (born between Sep '03 and Aug '04)
- Sep 2016 (born between Sep '04 and Aug '05)
- Sep 2017 (born after Aug '05)

**5. Are you interested yourself in volunteering to support a school like this?**

**Parent's name:**

**Parent's email address/phone number:**

**Post code:**

In some instances it was not possible to conduct surveys. As a result, team members distributed flyers and an 8-page proposal document outlining the vision, educational plan and ethos of the school, briefing people on the key points of the school and pointing towards the proposal's website for further information. The above questionnaire was enclosed in the proposal documents and parents/carers were invited to post the survey to Chapel St or complete it online. Full information on the school and the proposal partners were provided on a bespoke website<sup>29</sup> created for the proposal with a link to the online survey.<sup>30</sup>

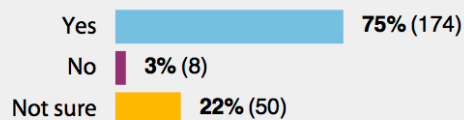
To date, more than 97% of our interactions with parents and carers took place face-to-face. We believe that the quality of these interactions, and the subsequent ability to engage in open questions and discussion, has provided excellent qualitative data and feedback, whilst also modelling and build meaningful relationships with local parents and carers that will prove beneficial in the future. Above all, these interactions aimed to establish a number of factors as to whether parents and carers believed in the vision, aims and ethos of the proposed school, but importantly, whether they would make it their first choice of secondary school for their children.

Out of all of the parents and carers surveyed, an overwhelming 75% said they would make Burnley High School their first choice for their child; 22% said they were 'not sure' and only 3% said they would not make the school first choice for their child.

<sup>29</sup> <http://burnleyhighschool.co.uk>

<sup>30</sup> <http://burnleyhighschool.co.uk/register-your-interest/>

**3. If this school was available, would you make it the first choice for your child(ren)?**



The table below shows the distribution of these answers according to the year their children would start at Burnley High School, and the two maps show the individual responses according to location and a cluster analysis of responses. The maps are available below.

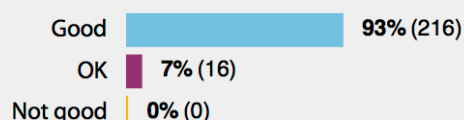
Start Year for Burnley High School	Number of 1 <sup>st</sup> Choice Places
2014	68
2015	31
2016	40
2017+	111
	<b>TOTAL</b>
	<b>250</b>

**Location of Individual Responses<sup>31</sup> [REDACTED] Cluster Analysis of Responses<sup>32</sup>**

[REDACTED]

**Support for a sustainable school:** One of the unique characteristics of Burnley High School is its focus on STEM and sustainability with an emphasis on blended Project Based Learning with more traditional teaching; 93% of parents and carers who completed our survey rated 'good' to equip students to care for the world in which they live.

**iii. A sustainable school, equipping students to care for others and the world in which they live.**

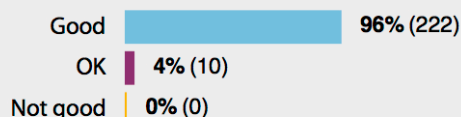


**Support for academic expectations:** Personal and academic development is very important to families of Burnley with 96% of respondents to our survey saying they want 'every child treated as an individual and a personal development plan created

<sup>31</sup> [REDACTED]  
<sup>32</sup> [REDACTED]

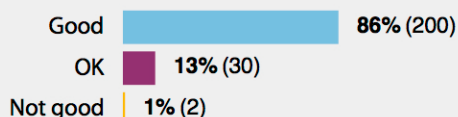
for their children’.

**ii. The whole person to be developed: to high academic expectations, coupled with a focus on key life skills and character.**



**Support for a local school:** 86% of respondents to our survey want their child to attend a school that will reduce transport and travel. In addition, analysis of parental choice for Y6 pupils at Wellfield CE and Methodist Primary School demonstrates the current drift of pupils away from Burnley for secondary education. In 2011, 47% left the town for church school in Accrington or Blackburn, a number that rose to 57% in 2012. Currently 9% of Burnley secondary school children attend schools outside of their home town (national average 4%).

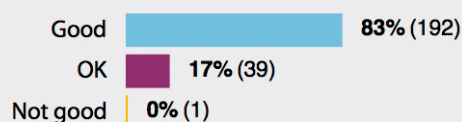
**v. A local school that will reduce travel and transport issues for children and parents/ carers in Burnley.**



**Support for involving the community:** In addition to a full complement of trained teaching staff, respondents were overwhelmingly supportive (87%), that they wanted local volunteers to assist in enriching the school, helping in the classroom, assisting in the practical running of the school and in supporting out-of-hours activities.

**Support for a Christian ethos education:** Our research shows a very strong demand for a Christian ethos education. 83% of respondents declared that it was ‘good’ that the school would offer a Christian ethos, providing welcome, hospitality and nurture for families of all faiths and no faith. Data from Wellfield Primary demonstrated that over 74% of parents and carers would choose a Christian ethos school as the ideal environment for their child while only 17% received a place at Blessed Trinity RC College in Burnley. This supports the anecdotal evidence suggesting that many parents and carers who would choose a Christian ethos education either do not qualify, due to limited church attendance, or cannot afford the cost of travel to a church school outside the town.

**viii. A Christian ethos:  
providing welcome,  
hospitality and nurture for  
families of all faiths and no  
faith.**



**Stakeholder letters of support:** We have received numerous letters of support from key community stakeholders. These are available upon request and include, Gordon Birtwistle MP, County and Town Councillor Charlie Briggs (former leader of the Council), [REDACTED] ([REDACTED]) and [REDACTED].

**The challenge in scoping demand**

The current sensitivities concerning education in Burnley have presented a challenge to Chapel St and our community partners in scoping the full scale of demand for the school. Given the underperformance of local schools, educational drift to nearby towns, the LA's insistence that further schools are not needed and the town council's concerns that a new Free School could be disruptive and divisive, members of our team have met with some resistance from local primary schools with the regards to the possibility of presenting the prospect of Burnley High School to parents and carers. Chapel St team and community members have worked tirelessly to overcome these obstacles but the resistance has inevitably reduced the number of surveys that we have undertaken. While we would have hoped to survey 400 families, we have only managed 232 to date. This leads us to one conclusion and a further commitment.

The need for a new school and the demand for Burnley High School appear conclusive. With 97% of families supporting the project and 75% of respondents indicating that it would be their first choice of school, the levels of support and commitment is overwhelmingly positive. Even if the percentage of parents for whom Burnley High School represents their first choice were to drop significantly in the next phase of research, the scope of support and the number of families choosing the school would still exceed the number of places available. Given the challenges presented by some stakeholders in preventing team members from engaging families, Chapel St and our local partners will continue to survey parental demand for the school over the next three months in order to engage as many local residents as possible and build the fullest possible picture of local need and demand.

**Wider Community Consultation**

Along with our engagement with families and carers, Chapel St and our community partners have been working with a wide range of community stakeholders. These discussions can be summarised under the following headings:

**Policy makers and local officers:** Among local politicians and officers, meetings have been undertaken with Gordon Birtwistle the local MP (MP for Burnley) and the former Leader of the Burnley Council, Cllr Charlie Briggs (Town Councillor for



Gannow Ward and County Councillor for Burnley Central West) in whose respective wards the preferred school sites are located. Both have lent their support to the bid, indicating that they believe this to offer an important new opportunity for the town. We are in dialogue with [REDACTED] as to how Burnley High School might best be integrated into the local family of schools. In addition, we have met with Cllr Julie Cooper (Leader of Burnley Borough Council) and [REDACTED]. While officers will obviously carry out their obligations with regards the application, Burnley Borough Council opposes the application, citing the creation of a new school at a time when other local schools are facing significant challenges as potentially divisive. The view of the Local Authority is clearly at odds with local parents, 98% of whom support a new school in the town.

**Teachers and educators:** Having been initiated by local Headteachers and educationalists, it has been possible to engage a wide range of local teachers, heads and education managers. Although some Primary heads have been reticent to engage or facilitate consultation with their families, due to some of the politics mentioned above, it has become clear that parents and carers are at best underwhelmed and at worst frustrated by what they perceive as a lack of choice and quality of provision within the town. This is borne out by the 75% of respondents that would choose Burnley High School as their first choice. There is also recognition that the work of the many good and outstanding primary schools is not always furthered by local secondary schools and that better transition into secondary education is required. Having engaged the [REDACTED], we have offered local secondary school heads to meet with [REDACTED] but as yet have not been taken up on this offer. Team members have connected with [REDACTED]. These conversations have been constructive and focused largely on the opportunities for partnership that would arise with Burnley High School. Burnley College have, once again, highlighted the current drift of Burnley students away from the town for secondary school but also, in good part due to their own success, identified a contrary movement at Sixth Form that is exacerbated by students from other towns also wishing to take up Further Education in Burnley. Burnley College anticipate reaching capacity in the next few years, a projection that has confirmed the decision for Burnley High School to include Sixth Form.

**Church and Faith Leaders:** We have met and made contact with leaders from across Burnley churches, including leaders of Anglican, Methodist, Salvation Army, Baptist, Pentecostal and Free Churches. Church leaders have largely been supportive of the creation of a new Christian ethos school, particularly given the success of local church primary schools and the amount of local parents who solicit their support in sending children to Anglican secondary schools in neighbouring towns. Church leaders with connections with Burnley Schools have expressed similar concerns to the Local Authority with regards to the perceived threat that a new Free School might pose to existing settings. We have invited these leaders to participate in further dialogue as the project proceeds. Chapel St team members and community partners have met with the [REDACTED] and [REDACTED] ([REDACTED]) and agreed to keep the Diocesan Board posted on developments. Church leaders support an ethos that serves families of all faiths and no faith, given the significant work that is going on in the town to foster interfaith dialogue and support. Members of the team have met with Building Bridges, a forum of leaders from different faith communities committed to increasing community cohesion and multi-culturalism in the town. Along with the Association of Muslim Schools (AMS), Chapel St is

facilitating on-going discussion with senior Muslim clerics and leaders to ensure that Muslim families are fully included and well served by Chapel St community schools. In addition, team members have met with [REDACTED] ([REDACTED]) and begun conversations with the leaders of the Taheedul schools in Blackburn to explore possible educational partnerships aimed at aiding the school's work with Muslim children and families.

**Business and Community Leaders:** Members of the team have met with a variety of employers and leaders of local community organisations. These include the leaders at ESP, Callico, Cherrytree Bakery and Community Solutions Lancashire. These meetings proved useful in gaining support for the new school, developing the case for a blend of Project Based Learning and traditional teaching, receiving offers for community-based projects that the school could run in conjunction with specific community groups and raising funds to support the school.

While anecdotal evidence is of limited use within a document of such importance, one observation serves to illustrate the demand for a new school. Having spent days meeting with senior leaders across different sectors and organisations in Burnley, the team became accustomed to one repeated reflection and confession. The majority of the senior leaders that we met with were honest enough to share that they too had opted to send their children to schools outside of Burnley for secondary education. There is a personal desire on the part of many of these leaders to contribute to a new school that provides a local alternative for future generations of families and their children.

## E2 MARKETING

### Consultation: moving forward

Following the submission of this application, Chapel St and our partners will continue to engage with families, stakeholders, community groups and organisations in order to communicate the school proposal, assess the growing demand and engage with as many local partners and supporters as possible. Following the approval of the project, the team will also progress the formal consultation in line with the requirements of the Academies and Free School Act 2010. As you will see in the following detail, we are keen to make sure that we reflect our inclusive approach by being proactive in communicating with those of others faiths and no faith. The team will engage with the following stakeholders in the following ways.

**Public meetings:** We will plan a series of public meetings and consultations for the pre-opening phase. These will be aimed at six distinct groups:

Parent and Carers	Having had over 100 parents and carers confirm that they would send their children to the Burnley High School, and gathered the addresses of others who wish to be kept in touch with the development of the project; we will arrange a series of meetings for these parents and carers, as well as others who we haven't contacted before.
Local politicians and officials	Team members will continue working with local officers and councillors from the respective Local Authorities to optimise the opportunity for further engagement and partnership. Further meetings are planned with councillors and officers in Burnley and Lancashire in January and February 2013.

Local faith leaders	Further meetings are planned with the leaders of Burnley's respective faith communities and the Chapel St team and partners will be facilitating a number of further workshops and presentations in local churches, synagogues and Mosques, and working with the Association of Muslim Schools to further engage these groups and harness their contribution to the school.
Local business leaders	Having met with local employers in the last months, we have many business leaders who wish to support and contribute to the new school.
Local community	The call for a new school initially came from hundreds of community members who recognise the impact that a thriving school can have in the community. Burnley High School aspires to be a learning hub for the whole community.
Hard to reach groups	Recognising that some families, particularly from more deprived parts of the community, do not readily engage in school events and meetings we have explicitly used our local resources to engage directly wherever possible. This often means door-to-door canvassing and we will continue to do this to communicate our message.

Consultation processes are an extremely important part of confirming and growing demand and need, and to gain local community ownership, collaboration and excitement about the possibility of a new Free School opportunity. Our communication through this and other methods is therefore critical. We will define materials and methods to be used, as well as reporting results in a methodical and clear way that gives statistical evidence to support the narrative around consultation that has occurred and how it confirms the case.

Our consultations and public meetings will follow a particular format to ensure that the over-riding message and opportunities for input and dialogue remain consistent and effective. We also recognise that there are particular skills and expertise required to plan and deliver effective consultations. Therefore our public meetings will have the following key elements: an outline of the school vision, ethos, strategy and curriculum; relevant information on site and premises (as appropriate); representation from community partners; information on school funding arrangements, communication of key messages and marketing information, outline of the governance arrangements and opportunities for feedback and further involvement. These presentations will be delivered by our team members and community partners, as outlined in Section F. The Local Authorities (Burnley and Lancashire) will be invited to send a representative. We will provide consultation documentation for those that attend and compile names and addresses compliant with Data Protection needs for a Database of interested people.

#### **Other consultation opportunities**

- Further consultation with LA officers in Burnley and Lancashire
- Continued consultation with local Headteachers – primary and secondary
- Continued consultation with Further Education providers, primary headteachers and secondary headteachers
- Further discussions with local councillors
- Further discussions with local MP Gordon Birtwistle

- Engagement with SACRE to discuss RS curriculum, etc.
- Local community groups, including charities, churches and faith groups. We intend to establish participation groups to allow for local buy in, ownership and support
- Local businesses
- Emergency services (although this engagement is more relevant when a site is confirmed)

#### **Timeline for formal consultation**

We would want to begin this process in December 2013. We would allow at least 6 weeks (clear of holidays) for this consultation to take place, and so would expect our response report to be formulated by the middle of February. We are also aware of the need to consult on the site location in order that respondents have an opportunity to make comment. If this is not possible due to uncertainty around the site, then we would look to undertake consultation later, or even in two phases if necessary. If we are at the stage where we can talk about a preferred site and certainly preferred postcode, we will do so. We are clearly aware of the statutory obligations of the consultation process and that the principal question to be asked relates to whether members of the community agree and recommend to the Secretary of State that he enters into a Funding Agreement with the Chapel St Community Schools Trust. We will ensure that respondents are aware of the model Funding Agreement arrangements. We would like to conclude our consultation within the shortest practicable timeframe so we are best placed to attract as many admissions as possible at a time when people are choosing places for September 2014.

#### **On-going marketing and communication**

An essential aspect of the financial sustainability for the school is to ensure we market effectively to ensure the admissions numbers are high. Effective marketing together with a good offer will be the combination that ensures continued applications for children to attend Burnley High School. Marketing requires bringing many disciplines together in a coherent strategy in which each aspect complements and strengthens the others.

**Telling Our Story:** It will be important to build credibility around the sponsor, educational offer and local ownership and expertise. With any new school, there is some work to do successfully to overcome the inevitable questions that arise simply because it is new. An important aspect to this work will be listening to key stakeholders such as parents and carers and responding to suggestions, comments and questions in a way that has integrity and is a real two-way communication process. Chapel St's community-centred approach to new schools is a significant enabling factor here.

**Brand Development:** Brand development is vital for a successful marketing campaign. Our key messages will be around our vision and ethos; our strong local presence and our relationships with parents and carers, potential local staff, Local Authorities and local politicians; our passionate commitment to local community regeneration and environmental renewal; our educational expertise, capacity to deliver and dynamic use of local partners. Chapel St along with our partners will develop a unique brand for the school inviting the wider community to get use this as a process of further engagement and involvement.

**Marketing tools and communication platforms**

██████████ (██████████) who has experience of supporting a community-driven Free School marketing and communications strategy will work with ██████████ (██████████) and with local partners to deliver the Marketing and Communications Strategy. Chapel St is significantly raising the investment into local marketing as we recognise the benefit of this for momentum and community ownership. We will use the following tools:

Local representatives	<ul style="list-style-type: none"> <li>• The Project Steering Group have invested great time and effort over the past few months to engage community members and groups. We are in the process of formalising the involvement of the many community members who wish to work with us through the creation of a series of groups (Governors, Parents and Carers, Community/Business Participation Groups)</li> <li>• These groups will be chaired by local people to increase the momentum of the school towards and beyond opening</li> </ul>
Project and Communications Manager	<ul style="list-style-type: none"> <li>• We will appoint a part-time locally-based project manager charged solely with the development of community engagement strategies and programmes</li> <li>• They will be available to follow-up enquiries and questions in person or to meet with community members when a written response presents a significant barrier to participation and engagement and a face-to-face meeting would be beneficial</li> </ul>
Public meetings	<ul style="list-style-type: none"> <li>• These have been planned to follow on from the bid stage. A number of prominent members of the community are hosting these meetings on behalf of Burnley High School (see above)</li> </ul>
Face-to-face	<ul style="list-style-type: none"> <li>• In the same way that the research for Burnley High School and local demand was carried out by one-to-one interview, we will train volunteers to personally engage the parents who have declared a desire to send their children to the school</li> </ul>
'Hard to reach' strategies	<ul style="list-style-type: none"> <li>• We recognise that it is typically hard to reach certain sections of the local community with information about schools, due to language barriers or a lack of interest in education. We will develop strategies for these groups, in partnership with existing community organisations that already work with these groups, including our partners at Community Solutions Lancashire.</li> </ul>
Mailings	<ul style="list-style-type: none"> <li>• The work undertaken so far in soliciting community support for the Burnley High School proposal has enabled the creation of a sizeable database providing direct contact with local families</li> </ul>
Media	<ul style="list-style-type: none"> <li>• After the bid stage, we will develop a media strategy that will create positive coverage and encourage parents and carers to send their children to Burnley High School</li> </ul>

Consultation document	<ul style="list-style-type: none"> <li>This document will outline the plans for Burnley High School and offer space for local community members to contribute to our plans through a questionnaire or open letter response. The document will be available in hard copy and on-line</li> </ul>
Feedback from Consultation	<ul style="list-style-type: none"> <li>Following the consultation, the project team will produce a report containing the views of local groups and individuals and outlining how future developments at Burnley High School will take local considerations into account. The content of the report will be disseminated through the channels outlined in this table and will provide the basis of further public meetings and events. It will also help to shape our strategic development of all aspects of Burnley High School.</li> <li>The existing proposals for Burnley High School are borne out of a consultation and conversation with the local community as to the need for a new and distinct secondary school in the area. The plans for the school have been developed through continual consultation with families, teachers, community members and local leaders. We remain committed to engaging with the community to refine the project in line with community need and parental demand for years to come</li> </ul>
Website – online	<ul style="list-style-type: none"> <li>We have already developed a Burnley High School website (see above). This includes the school vision and mission, detailed information on school life, FAQs and recent information updates. It will include recruitment opportunities and educational plans, as well as a downloadable prospectus, policies etc. We will also use other partner websites to get our messages publicised – e.g. the LA, Chapel St, etc.</li> <li>Social marketing: Burnley High School will use Facebook, Twitter and other social networking platforms to engage local parents and carers</li> </ul>
Local press connections	<ul style="list-style-type: none"> <li>Local press have already run stories on the school and [REDACTED] is implementing a press strategy for 2013</li> </ul>
Sensitivity	<ul style="list-style-type: none"> <li>We have been careful to remain discreet over the past months. Once the project has entered the pre-opening phase, the team will roll out a local PR and media strategy to include regular releases, adverts and articles which will be critical for building a positive reputation and dealing with any unhelpful rumours. Releases would cover key aspects of the school development such as appointment of Principal Designate; uniform; school name; branding; student voice; school opening; community liaison</li> </ul>
Key spokespersons	<ul style="list-style-type: none"> <li>When the Principal is appointed, we will also use them to write pieces and be a spokesperson for the project, as</li> </ul>

	<p>well as the CEO of Chapel St who is currently the sponsor spokesperson. It will be important to agree a Public Relations protocol with all stakeholders – especially where messages are being sent out in partnership with the LA for example (if that becomes likely) – and on occasion with the DfE. Any positive coverage will be kept in a folder for the reception area of the new school.</p>
National PR	<ul style="list-style-type: none"> <li>• Unless there is a significant issue of national importance or a desire on behalf of the DfE to be involved in a story or promotion of Free Schools, we will endeavour to avoid this. Once again, Chapel St will develop proactive strategy and protocols between our Project Managers, Communications Managers and the DfE to ensure that we are ready for issues if and when they arrive</li> </ul>
Leaflets	<ul style="list-style-type: none"> <li>• We have already put together a document that spells out who we are; our vision and ethos, and our educational plans. We will make sure that any future communication is comprehensive and inclusive – and is accessible by all parts of the community, as well as being copyrighted and trademarked as appropriate. A more detailed document will be drafted that covers all the previous issues as well as more detail around curriculum; staffing; pupil experience and voice; site and buildings; admissions; access and transport. This will be used to support the consultation process and ongoing communication</li> </ul>
Regular newsletters	<ul style="list-style-type: none"> <li>• We will develop these in hard and soft form and once the Principal is appointed these would come from him or her. We aim to involve the local community in as many parts of school life as possible and will invite them to meet with the Principal and senior staff to discuss how they might be able to support the learning and other necessary work</li> </ul>
Parent/Community /Business Forums	<ul style="list-style-type: none"> <li>• Burnley High School will create Participation Groups in these areas</li> <li>• These groups will be supported in running forums for their various networks to assist communication and promotion of the school</li> </ul>
Prospectus	<ul style="list-style-type: none"> <li>• This will become the key piece of communication about the school and would reflect the school brand and ethos; vision; educational strategy and offer; as well as eventually key achievements and successes and approach to SEN(D), admissions etc. Our own students would be part of the prospectus images, subject to parental consent, and we would use this opportunity to teach about the importance of branding and marketing by running workshops</li> </ul>
Stakeholder engagement	<ul style="list-style-type: none"> <li>• Individual meetings with the Principal for any stakeholder</li> </ul>

Local events	<ul style="list-style-type: none"> <li>• The Project Steering Group have maintained a presence and involvement in numerous community events over the last months</li> <li>• These will continue in the months to come</li> </ul>
Local Governing Body	<ul style="list-style-type: none"> <li>• We will be looking to appoint key leaders in the community who can represent the vision and mission of the school to those in the community</li> </ul>

We are also mindful of the need to make sure we do not discriminate against anybody in line with the Equalities legislation – and we believe we have made (and will continue to make) every proactive attempt to engage with all the community, irrespective of sexual orientation, faith, gender, age or any other defining factor, treating all feedback and input fairly and equally. We will also make sure that should language (for those with English as an additional language) be a constraining factor, we will find ways to overcome this.

In conclusion, having consulted across the community over the past months, Chapel St and our partners are convinced not only of the level of community support and demand for Burnley High School but also of the commitment of local parents, carers, residents, leaders, schools, groups and organisations to work together and bring their skills and expertise to bear upon the creation of a community school that the whole community can contribute to and be proud of.



## Section F: Capacity and Capability

### F1 THE COMPANY MEMBERS, GOVERNING BODY AND PRINCIPAL

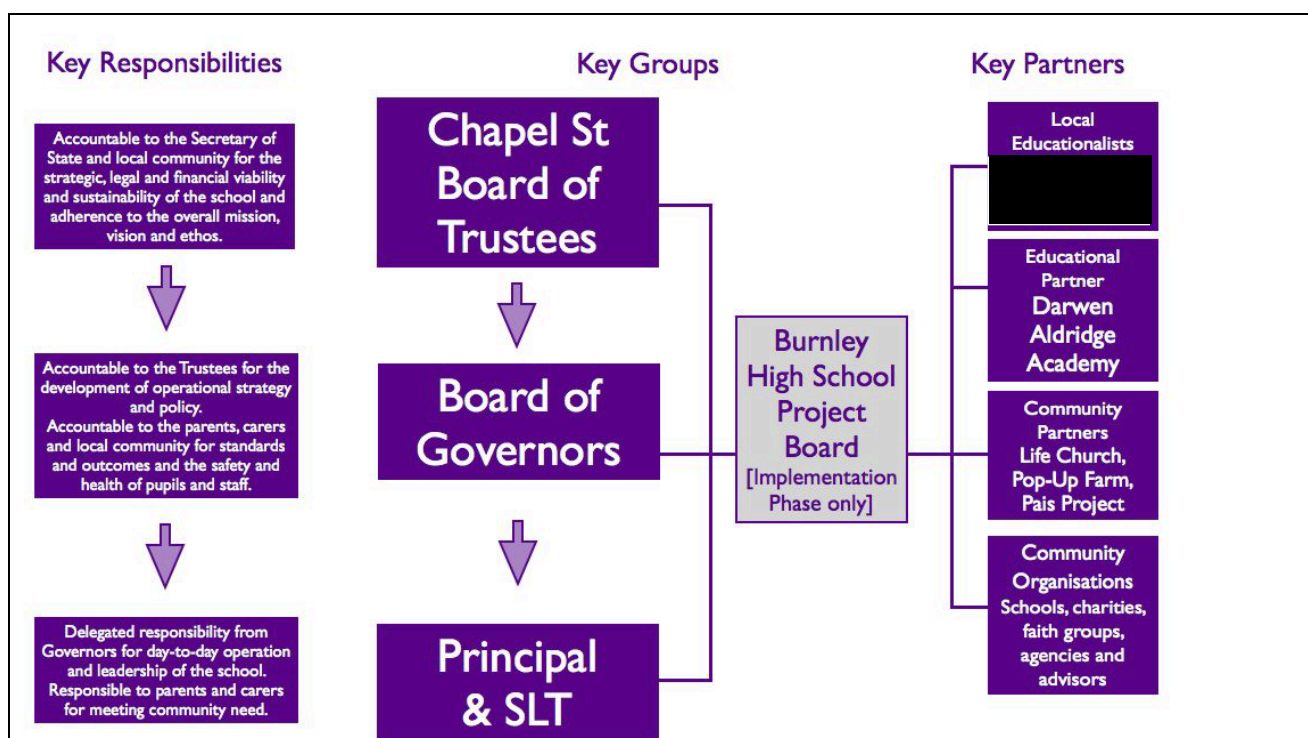
#### Leadership and Governance

Chapel St was founded to work with churches and local community groups to create successful schools in local communities. Chapel St Community Schools Trust (CSCST) was established, in discussion with the Department for Education, as a vehicle to sponsor Free Schools and Academies. CSCST was initially incorporated as a single school sponsor using the model governing documents provided by the DfE. Following the decision of the Secretary of State to entrust Chapel St with the creation of Atherton Community School, the Trust has also been working with Oxfordshire Community Churches (OCC) and other groups across the city and is in pre-opening phase for Tyndale Community School in Oxford (due to open September 2013). In order to realise our vision for a dynamic educational hub, transforming the lives of children, enhancing the prospects of families and working as a catalyst for community regeneration, our governance arrangements will proceed as follows.

Burnley High School will be sponsored by Chapel Street Community Schools Trust, which is an exempt charity and company limited by guarantee, incorporated with governing documents that empower it to operate as a multi-school sponsor. CSCST Board of Directors will be responsible to the Secretary of State for the effective implementation and development of the school and for the oversight of legal compliances, funding and employment. The Chair of the Local Governing Body will be represented on the Board of Chapel St Community Schools Trust, in line with the trust's Memorandum and Articles.

The Directors of Chapel Street Community Schools Trust will work with the community partners, Project Steering Group and other stakeholders in the area to appoint a Local Governing Body to which a range of functions and decision-making powers will be delegated; as we are expected and empowered to do within the governing documents of the Trust. The Local Governing Body, technically a sub-committee of the central Board, will oversee the day-to-day running of the school to ensure that the aims and objectives of Burnley High School are met with regards to attainment, viability, sustainability, safeguarding and community transformation. The membership of the Local Governing Body will comprise representatives of CSCST (as the sponsoring company), Pop-Up Farm Foundation, Community Solutions Lancashire, Life Church, Pais Project and Darwen Aldridge Community Academy.

During the implementation of Burnley High School, a Project Steering Group will provide support for Directors, Local Governors and the SLT. This group will include local Headteachers and educationalists, representatives from the Department for Education, CSCST Directors and staff, the Chair of the Local Governing Body, representative members of the founding governing body and other strategic stakeholders, as well as members of the project management team. The relationship between these groups is illustrated in the chart below:



### Responsibility of the Members and Directors and the Local Governing Body

CSCST and our community partners share the following objectives in terms of governance and management of Burnley High School:

- To ensure that the overarching vision and ethos of the Trust are clear and tangible in the school. A focus on standards, aspirations and inclusion will be at the heart of the ethos
- To establish a transformational organisation to enable all those involved – whether staff, pupils or local community - to become life-long and successful learners and responsible members of society and to ensure that their educational entitlement is secure
- To promote community cohesion through the work of the school
- To ensure compliance with all legal and statutory obligations as outlined within charity, company and education law, including ensuring that the Trust is compliant with all policies and guidelines issued periodically by DfE, OFSTED, and other agencies, making sure that the requirements of the Funding Agreement are met at all times
- To fully engage partners and key stakeholders to make effective contributions and build long-term commitment of parents and carers, local government and the local community including enterprising businesses, other local schools and educational providers, in order to enhance and extend the educational offer
- To build an effective business model that combines personalised and successful education provision with a financially sustainable organisation, by sharing local and central resources to broaden provision and make it more cost effective and to enable national procurement to facilitate in this objective
- To ensure quality assurance and best practice in all areas of operation, management and leadership
- To ensure that all employment responsibilities are of the highest standard – and to demonstrate that people are at the heart of the organisation by going for appropriate kite-mark qualifications and making sure that there are clear development plans and career progression for each member of staff

- To make sure that all policies are in place – especially around SEN, designated teacher for looked-after children, inclusion/exclusion, Admissions, Free School Meals, information sharing through a prospectus, etc.

### **CSCST Members and Board of Directors**

The legal responsibility for Burnley High School will ultimately reside with the Directors and members of the CSCST. The Members have been responsible for appointing Directors in line with our Articles of Association and the Directors themselves have co-opted new Directors. As sponsor the Board of Directors will be responsible for the following:

- Educational standards, in terms of overall progress and target setting sign-off and general approach, including SEN provision
- Employment responsibilities – including CRB registration and checks (delegating operational aspects to the Local Governing Body’s sub-committees and school staff)
- Financial accountability
- Central procurement and resourcing as appropriate
- Asset & overall property management
- Overall policy-setting
- Insurance
- Recruitment of senior staff and career progression
- Health and Safety

The Board of Directors meet once a term, and have established a Finance Sub-Committee and a Standards Sub-Committee to meet on the same cycle. These two key sub-committees will report to the Board of Directors prior to and during the main Board meetings. The sub-committees will act as representatives of the Board to monitor the activities of the Local Governing Body’s Finance and Standards Sub-Committees. They will also make recommendations to the Board of Directors. To retain focus and operational continuity the Directors will appoint a minimum of three governors to represent the Trust on the Local Governing Body.

The Directors combine extensive experience in the delivery of large-scale projects, public service delivery and education. This team is presently devoting significant time to the development of new projects such as Burnley High School. Directors, over the past months have raised funds to support a large-scale capacity-building programme for the Trust. This will enable the Chapel St team to grow over the next months, appointing experienced professionals to grow the support, leadership and infrastructure necessary to ensure that Burnley High School realises the aspirations of Chapel St, our partners and the local community.

### **Directors of Chapel St**

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

Chapel St Community Fund (Corporate Director): This charitable limited company is a founding Member and Corporate Director of CSCST and represented on the Board by [REDACTED]. The charity is in its third year of operation, raising funds for a variety of health and educational programmes in under-resourced communities in UK cities.

[REDACTED]

Additional Directors to CSCST Board will be appointed following acceptance of Burnley High School Free School's application and the subsequent signing of a Funding Agreement; specifically the Chair of the Local Governing Body. The Trust is also in the process of appointing Parent Governors from Atherton and Tyndale to the central Board of Directors.

### **Local Governing Body (LGB)**

In line with Free School legislation, the Board of Directors of Chapel St Community Schools Trust will appoint the majority of Governors to the Governing Body including a minimum of three Local Governors representing CSCST, with particular remits to support education improvement, attainment and financial viability. As founding partners, the Pop-Up Farm Foundation, Community Solutions Lancashire, Life Church and Pais Project will be represented on the Local Governing Body, as will Darwen Aldridge Community Academy, as our educational partner.

The Chair of the Local Governing Body will be jointly agreed by Chapel St Community Schools Trust and the community partners. The Local Governing Body will also comprise formally elected Governors to represent parents and staff, representation from the local authorities.

The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. The composition of the Local Governing Body will be:

- Chair of LGB (jointly agreed by CSCST and community partners)
- 3 CSCST Governors (appointed by CSCST)
- Finance Governor (appointed by CSCST)
- 4 representatives of community partners (appointed by respective partners)
- 2 Parent Governors (selected by the LGB)
- Staff Governor (elected by staff within the Burnley High School)
- Education Partner Governor (nominated by Darwen Aldridge Community Academy)
- Local Authority Governor (nominated by the LA)
- Clerk to the Governing Body
- Principal – ex officio

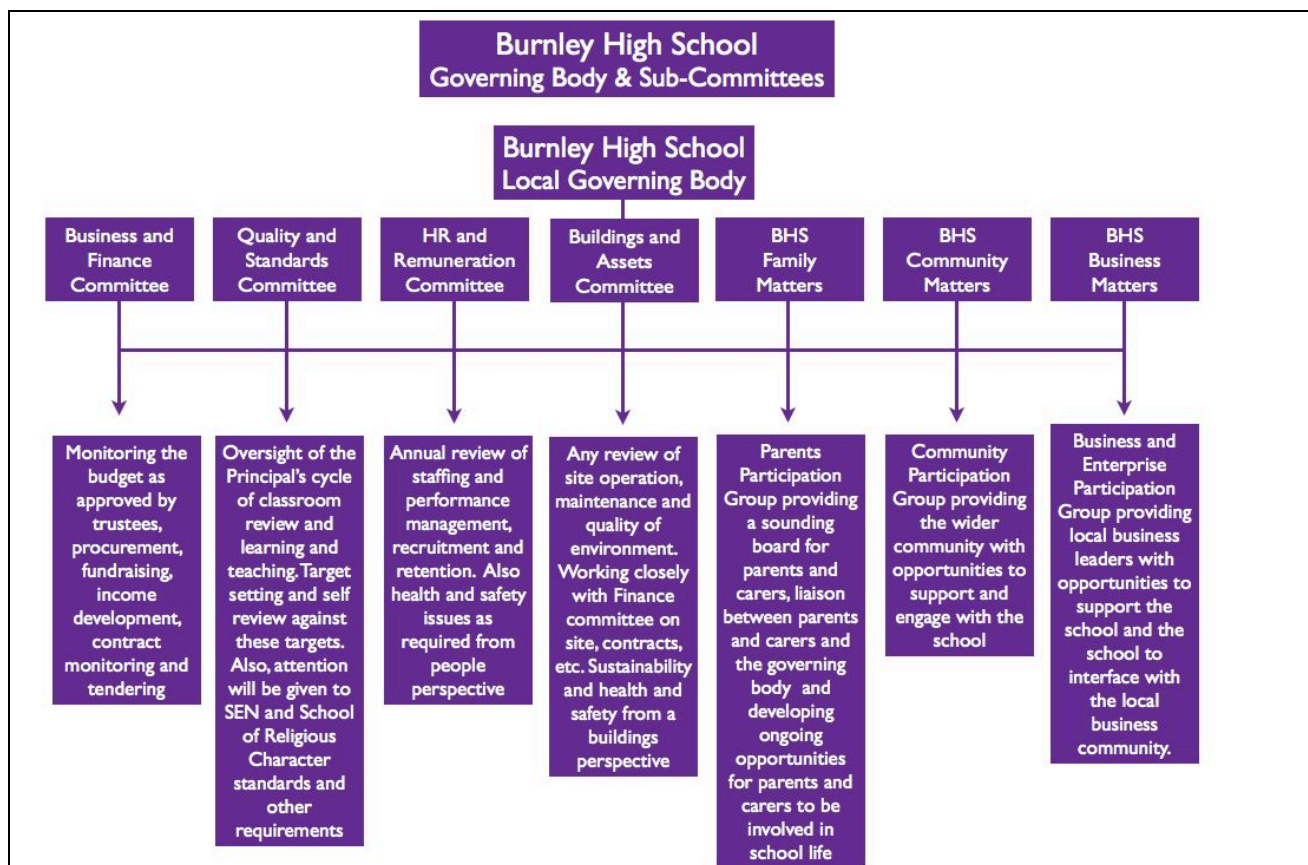
The LGB will include:

- Chair: Chapel St and partners have invited a senior local leader who was formerly Deputy Headteacher of an outstanding school to become the chair of the Local Governing Body. We hope to make this appointment in January 2013.
- [REDACTED]: See biography above.
- [REDACTED] [REDACTED] See biography below.
- [REDACTED] [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED]

Responsibilities of the Local Governing Body will include:

- Maintaining a clear focus upon the progress of the School Development Plan, with sufficient reporting and control of school progress
- Practical applications: regularity of meetings, reporting between committees and main Board, decision making and recommendations
- Methods of escalation between Principal Designate, Local Governing Body, and CSCST, and how issues will move through these layers of governance
- Definition of the sanctions available to the Local Governing Body and Trust Directors
- Acting as a 'critical friend' to the school primarily through the Principal and Leadership Team – offering challenging, positive and proactive support
- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to fund-raise for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Pupil recruitment to ensure that the success of the school is not a well-kept secret and to ensure the school always has a full complement of pupils as it grows towards capacity. To make sure all admissions processes are adhered to
- Parental engagement is a strong focus for Chapel St schools and the LGB will have specific responsibility in this area
- Local admissions will be supported by the LGB within the framework set up by the Board of CSCST – including the Independent Appeals process
- Use of the property for the benefit of pupils and the local community
- Recruitment of staff
- Trips and visits within the framework of the centrally-set policy
- Being involved in wider school life – attending events when possible and getting to know staff and pupils.

The LGB will delegate areas of work to a range of specialist sub-committees. These groups will comprise professionals and community members with specific expertise in a range of areas.



### Sub-Committees

To ensure the effective operation and organisation of Burnley High School, the Local Governing Body, under the relevant clauses of the governing documents of CSCST, will charge the following Sub-Committees to oversee specific areas of school life. See the following chart for details:

- *Finance Committee*: Monitoring of the budget agreed by Directors, procurement and raising additional revenue, contract monitoring and tendering.
- *Standards*: Oversight of the Principal's cycle of classroom review and learning and teaching. Target setting and self-review against these targets. Attention will be given to SEN, 'School of Religious Character standards', and other requirements.
- *HR and Remuneration*: Annual review of staffing and performance management, recruitment and retention (Principal's performance management by CEO in conjunction with Chair of Local Governing Body). Also, health and safety issues as required from a people perspective.
- *Buildings and Assets*: Any review of site operation, maintenance and quality of environment (working closely with the Finance Committee on site contracts etc.). Sustainability and health and safety from a buildings perspective.

### Schedules of Delegation:

As indicated above in the list of responsibilities, the oversight of the operational aspects of the school will be delegated by the Board of Directors to the Local Governing Body. Performance of the school in respect of these delegated functions and powers will be monitored by the Board of Directors or their sub-committees on a termly basis. The performance of the Principal will be supported and monitored by the CEO of the Trust, who will maintain a regular cycle of line management through weekly conference calls and

monthly face-to-face meetings. The CEO will work alongside the Chair of the Local Governing Body in appraising the performance of the Principal against key performance indicators, gathering a range of quantitative and qualitative evidence to inform the process.

Where matters of particular concern at the school are identified by the Board of Directors such matters will be brought to the attention of the Local Governing Body and the Principal. Similarly, where concerns are identified by the Local Governing Body, or the Principal and staff, these will be expected to be reported to the Board of Directors or an appointed Officer. Our core policies have been approved by the Board of Directors and we will expect the Local Governing Body to adopt these policies locally (notwithstanding local procedural variations). Relevant and clear lines of reporting and procedures relating to such matters are outlined within these policy documents (for example in respect of disciplinary or grievance procedures, exclusions, complaints, safeguarding, whistleblowing, health and safety, etc.). Such procedural lines of exceptional reporting are available at all times and are not bound by the regular termly reporting and monitoring processes.

### **Participation Groups**

To increase the participation of key groups within the school and to provide a range of stakeholders with a voice into the development of Burnley High School, we will create three Participation Groups. These groups will operate as advisory groups to the SLT, the LGB or the relevant sub-committees, and whilst they have no formal governance role they will provide an additional spectrum of observation, input and scrutiny in respect of the quality and standards and ethos of the school. As such, they will exist in addition to the sub-committees of the Local Governing Body and will be open to parents and carers, business people and community members to join, and will provide opportunities for the school to listen to the community and for the community to be involved in the life of the school. These Participation Groups are as follows:

- *Burnley High School Family Matters - Parents and Carers Participation Group:* providing a sounding board for parents and carers, liaison between parents and carers and the Local Governing Body and developing on-going opportunities for parents and carers to be involved in school life
- *Burnley High School Community Matters - Community Participation Group:* providing the wider community with opportunities to support and engage with the school
- *Burnley High School Business Matters - Business and Enterprise Participation Group:* providing local business leaders with opportunities to support the school and the school to interface with the local business community

### **Governance Issues**

Local Governing Body sub-committees and delegated activities will be initiated prior to opening but after the Funding Agreement is signed. This will include admissions and exclusions appeals panels. We will seek contact with the EFA at the earliest stage to ensure that fiduciary controls can be easily implemented. Please also see Section D for Admissions.

It is the intention that should the number of schools sponsored by CSCST grow, the role of the Principals working together in their own forum will be critical to the sense of the Trust being a family sharing resources and expertise.

We will ensure that Directors and Members of the Local Governing Body are equipped to

oversee all of the legal agreements required by the Free School as outlined above.

The Trust operates under 'multi-sponsor' Articles and Memorandum of Association (developed in consultation with the DfE) which will provide the constitutional document of the Free School. The Articles make it clear that CSCST, including any school operated by the Trust, is a non-profit making charitable company and that any surplus it makes cannot be distributed among its members.

We will procure/secure legal services to support all of the Legal Agreements needed throughout the project pre-opening phase, including Land Transfer (as required), Funding Agreement (the agreement between the Secretary of State and the Free School Trust) and any Transfer Agreement that may be applicable (involving the Local Authority). We will encourage legal support to brief the Local Governing Body and the Board of Directors. In addition, property arrangements and any lease agreements will be set up as appropriate. We will work with the Local Authority and EFA in this respect.

Our governance structures are based on standard and model DfE documents. We will place particular attention on the strategic aims of Chapel Street Community Schools Trust as sponsor and to the management of the school itself. Clear lines of accountability between the Board of Directors and the Local Governing Body will be maintained, as demonstrated above.

AGMs will approve accounts and other reports submitted by the LGB, and the LGB shall meet at least once a term.

#### **How we will manage risks of conflict of interest**

The Board of Directors operates within a clear Conflicts of Interest Policy. This involves the Board of Directors, and the Local Governing Body, in maintaining a transparent conflicts of interest register. Declarations of new conflicts of interest are a standing agenda item at the commencement of each meeting of the Board of Directors and the Local Governing body. A Conflicts of Interest Register is maintained at the offices of the Trust and forms a key part of our Risk Management Policy and Procedures. Such conflicts may include those related to personal duties and financial interest, business interests, planning interest, other potential direct or indirect personal financial benefits. Where any matter is raised during a meeting (whether or not this matter was listed as an agenda item) which could involve any Director or member of the LGB in a potential conflict of interest, then such individuals are expected to withdraw from the meeting for the period of any discussion related to this conflict. Where any such conflicts are felt to compromise, on an on-going basis, the independent decision-making of either that individual director or the Board as a whole, then such a Director will be asked to resign.

We will register as a School of Religious Character - a non-denominational Christian School. The Trust will ensure that provision is made for Religious Education to be facilitated for all pupils at the school in accordance with the tenets of the specified religion or religious denomination of the school. The Trust shall comply with the requirements of section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if the Academy were a foundation school with a religious character or a voluntary school, and as if references to 'the required collective worship' were references to collective worship in accordance with the tenets and practices of the specified religion or religious denomination of the school.

It is our considered opinion that the governance and community engagement strategies outlined above will provide the range of expertise, blend of skills and strength of support



necessary to the development of an outstanding Free School in Burnley.

## **F2 EDUCATIONAL EXPERTISE TO DELIVER THE VISION**

Our experience in delivering two Free Schools prior to Burnley High School has taught us that a larger education team and greater investment in staff time reaps significant benefits both in the pre-opening phase and during the first year of opening. Whereas in previous projects this area of work has been carried out by one or two members of the team prior to and then alongside the Principal Designate, Chapel St has been able to secure inward investment to augment the educational input into new schools pre and post opening. As a result, the Chapel St Community Schools Trust will be able to fund the extra investment into education design and support over and above the pre-opening/start-up funding made available by the DfE.

Our team is experienced in planning projects from creating the educational vision to developing policy and process that underpins robust and effective school development planning. There will be a key focus on implementation of a staffing structure that has key staff in post at appropriate points allowing people in post early enough to influence the operational aspects and provide "ownership" of the vision and values.

The educational design and planning for Burnley High School will be carried out by a team of professionals with experience in creating new schools. This team will be responsible for developing an educational plan for DfE approval and supporting the Principal Designate through the lead-in phase and the first academic year. The core team will allocate the necessary time to developing the project as outlined below.

- [REDACTED] (2 days/month)
- [REDACTED] (1 day/month)
- [REDACTED] (1 day/month)
- [REDACTED] (3 4 days/month)
- [REDACTED] (2 days/month)

As indicated earlier, Chapel St are undergoing a capacity-building programme to support new projects, such as Burnley High School, and to fill any gaps in support once the schools are open. The Trust is currently looking to appoint a Director of Education. This role will be carried out by a senior educationalist with experience of headship.

The group has significant educational expertise and has drawn heavily on the input from the people listed below. Chapel St trustees include highly experienced educationalists with Principal and senior leadership experience and an academic profile that will provide strategic support to implementation of the vision. We have assured ourselves that sufficient capacity is available to support the project from each of the team listed below.

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

**Innovation Unit:** The Innovation Unit has chosen to partner with Chapel St in the development of community schools.

- [REDACTED]

[REDACTED]

Through the further development of the proposal post application, we will review and analyse our requirement for additional educational expertise and we have experience as a group of commissioning education services and advice over and above that identified internally if required. Members of the group have worked together previously on the opening of at least three other Academy schools. Our methodology includes activity within the communications strategy to share the vision with key stakeholders and review points within the implementation programme to ensure the focus remains on the original vision. Risk management includes identification of education risks and impact on delivery of the vision e.g. appointment of the Principal in a timely fashion and clear allocation of risk-to-risk owners responsible for mitigation and contingency measures.

Darwen Aldridge Community Academy (DACA) has committed to support the development of Burnley High School as an educational partner. The academy will look to share their substantial expertise in the creation of a new school including particular input from the following members of staff:

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

[REDACTED]

**Partner Provision and Contribution:** Darwen Aldridge Community Academy will partner with Chapel St and our community partners to develop Burnley High School as a centre of educational excellence and innovation providing outstanding teaching and learning, family support and community services. DACA view the partnership as an opportunity for mutual benefit, enabling both organisations to meet the needs of the respective communities we serve. DACA will provide support in the development of the educational vision and brief, sharing the learning acquired in the creation of the academy. Given the Darwen Aldridge Enterprise Studio School's specialism in STEM and PBL, Burnley High School and DACA staff will work together on the design, delivery and evaluation of Project Based Learning methods and resources. Both organisations share the following outcomes in common:

- Transforming educational outcomes for young people
- Promoting community regeneration
- Promoting economic regeneration
- Ensuring a fully inclusive community welcoming families of every faith

### **Community Partners**

Chapel St projects seeks to build on the assets of local communities to improve educational outcomes and enhance family life. Working with our partners we will ensure that Burnley High School is a hub of excellence in learning, family support and community service. Our partners include:

- The Pop-Up Farm Foundation will utilise its expertise in developing Project Based Learning (PBL) initiatives in Burnley Schools, to support the development of PBL at Burnley High School to further learning in our specialisms of STEM and Sustainability.
- Community Solutions will utilise its experience and track record in supporting disadvantaged families and young people in danger of exclusion, working with the Community Liaison Officer and other Burnley High School staff to address the needs of the most troubled families in the school.

- The Pais Project will utilise its experience in supporting enrichment programmes in Burnley schools and work with Burnley High School staff and community volunteers to develop PSHE, RS and co-curricular programmes at the school.

### **F3 FINANCIAL EXPERTISE**

Along with recent investment into the educational capacity of the central team, the Chapel St Community Schools Trust Directors have continued to make resources available to grow the infrastructure of the organisation. Currently the financial oversight and management of the Trust is led by [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]). Over the next months, Chapel St is growing the Operations and Finance Department, taking on extra personnel to provide the support necessary for new projects such as Burnley High School.

Following the work undertaken and lessons learned from the opening and lead-in for Atherton and Tyndale Community Schools respectively, Chapel St has been able to put systems in place to provide financial control, management and reporting for the first five Chapel St Community Schools. The plan that follows outlines how these systems will work for Burnley High School. The development of a number of projects in different communities presents significant opportunities for local schools to benefit from central expertise and financial efficiencies made available through shared management and procurement.

At Chapel St, we believe that it is important that local schools are fully engaged in the issues of business development at a local level. Burnley High School will be viable due to the presence of significant expertise in the central Trust and within the local school. To this end, we will employ a Business Manager (BM) to oversee the day-to-day financial planning and management of the school. The Business Manager will report to the Principal as part of the Senior Leadership Team. In addition, this role will involve regular interface and liaison with [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]).

[REDACTED], [REDACTED], and Operations Director, [REDACTED], have considerable experience of educational finance and managing school budgets and will ensure that the appropriate systems and processes are in place to meet the requirements of the pre-opening phase as well as supporting the compilation of Start-Up grant submissions.

[REDACTED]  
[REDACTED]

We will recruit an experienced Business Manager, ensuring that this person has the skills and knowledge to carry out the role. Chapel St will provide the necessary training to ensure that the appointee is equipped to lead the day-to-day management of the school budget. Following the success of this model in Atherton, the Business Manager will work alongside central Chapel St staff in the first year of operation to provide budgetary rigour and control and ensure that the Local Governing Body and Board of Directors have sufficient oversight and input in accordance with requirements laid down by the DfE or EFA, as well as ensuring that there is sufficient segregation of duties whilst there are only a few members of staff involved in financial procedures.

In particular [REDACTED] ([REDACTED]) will be responsible for training the Business Manager and other school staff involved in financial procedures, in the use of the school's accounting package, providing weekly supervision and support of the Business Manager in the lead-in year and first year of opening. The Business Manager will be responsible for agreeing the budgetary responsibilities of staff members with the Principal and monitoring

budget holders' performance. Where necessary appropriate levels of training will be accessed and provided to all staff involved in the financial management of the school. School budget proposals will be prepared by the Principal and the Business Manager, with input from the SLT and Local Governing Body. These budgets will have to be approved by the Chapel St Operations Director and Finance Director in consultation with the CEO. School finance will be a regular part of the Principal's monthly one-to-ones with the CEO and termly reviews with the CEO and Chair of the Local Governing Body. The management of school finance will play a role in the Principal's annual appraisal. In addition, more detailed financial reporting and monitoring will take place in the Chapel St's Finance Director's weekly contact with the Business Manager. The Local Governing Body will also appoint a sub-committee to oversee the management of school finance locally and to provide the appropriate oversight and governance at this level.

Headline budgets for the school will be made available to Trustees and more detailed discussion will take place in the Chapel St Community Schools Trust Finance sub-committee. Alongside the management of personnel with responsibility for finance, Chapel St will ensure the following measures are in place to secure the financial management of Burnley High School:

- Business continuity plans will be established for staff members involved in financial management to ensure that finance processes are not hindered by staff absence.
- Management of payroll will be outsourced to Chapel St's payroll agency, which is supervised by Chapel St staff.
- Teaching and support staff pension schemes will also be managed by Head Office. Expertise relating to payroll and pension scheme management will be acquired from relevant training provided by accountancy institutes and updates from regulatory bodies.
- The Chapel St Finance Director will liaise with the Chapel St auditors to ensure that the school is incorporated in the audit framework.

CSCST have appointed a Finance sub-committee for the Trust, and the Local Governing Body will also appoint a Finance sub-committee prior to opening.

The Local Governing Body's Finance sub-committee will be responsible for monitoring the school budget and providing a source of independent financial accountability. It will be essential for at least one member of the Finance sub-committee to have an understanding of financial management and monitoring of budgets. If no-one with an appropriate level of experience is found, relevant training courses will be considered.

Chapel St's Operations Director and Company Secretary will also work with the project management team to ensure that the Project Management Grants for pre-opening support, and other grants are controlled and monitored within DfE guidelines and in accordance with the charities SORP.

The Trust recognises that the challenge of creating schools in areas of need often requires greater resources than public funding can afford. During Chapel St's first two Free School projects, the Trust has secured over [REDACTED] of investment and funding over and above the amounts made possible through public funding. The CSCST have agreed that every Chapel St Community School should have access to extra resources and have instigated a fundraising programme to increase the finance available to our schools. From January 2013, Chapel St will have a team of fundraisers working with the Trust to raise extra funds from high-net-worth individuals, grant-making Trusts and charities to support our schools. To this end the Trust is committed to raising the initial

start-up funding to support the extra investment required in the lead-in phase and following this, will continue to raise money to support targeted programmes and interventions at the school.

#### **F4 SCHOOL OPENING AND OPERATION**

In the past year, the Chapel St team have continued to build the central team to provide greater support to new and existing schools. Over the past months Chapel St have secured [REDACTED] to fund the first part of a three-year capacity-building programme to enable the delivery of the organisation's vision and strategy.

Our goal is to grow a family of schools capable of providing outstanding teaching and learning for children, and transformative care and support for local families. While the organisation has had some success in applying for, and implementing, new schools under the Government's Free School programmes, internal planning and external discussions with the DfE, multi-sponsors and experienced senior leaders has been focussed on substantially increasing the political, educational and logistical infrastructure of the organisation, in order to increase the resources and expertise available to Chapel St community schools.

The Chapel St team is working with [REDACTED] [REDACTED] and [REDACTED] ([REDACTED]) on a three-year plan to build the infrastructure of the Trust to sponsor Free Schools and Academies. The organisational chart for Year One is outlined below. Most roles are currently filled, with Chapel St planning to recruit for vacant posts in the next months.

The Trust is confident that this team will provide the support necessary to ensure the effective implementation of Burnley High School over the next eighteen months and to further support the school's journey to becoming an outstanding provider of education and family services in the months to come. As with all projects, the team will work tirelessly to enable the staff, Local Governing Body, families and community to share a successful first year following the opening and, with the further investment planned for 2014-2015, enjoy an exciting and sustainable future as a school.

**Pre-opening:** Chapel St has developed a team of proven professionals with cumulative experience in establishing over sixty schools and academies to support its growing family of schools. This team has played an essential role in the preparation of this application and is set to work with DfE in the implementation of these plans in the event of their approval by the Secretary of State for Education. Whilst the school will have smaller pupil and staffing rolls upon opening, substantial effort and expertise are required if Burnley High School is to achieve its aims and objectives. The team will guide the project through the many milestones of the pre-opening phase, ensuring that the school reaches a timely Funding Agreement and is ready to open in September 2014.

The experience and efficiency of the Chapel St team will provide the project with increased drive and momentum while reducing the significant demands placed on the DfE Project Lead. Acknowledging the limited resources available to the DfE and seeking to ensure that these are not absorbed on unnecessary daily interventions, the team prides itself on its capacity to deliver the highest quality and value for money. Managing the opening of the school, Chapel St will fulfil all of the reporting criteria on time and to agreed budgets. We can confirm that we have sufficient capacity through the team to undertake this project and each project member has allocated sufficient days to undertake the work.

We will expand on this later in this section. The Chapel St team have worked with the DfE to create a Critical Path for the pre-opening phase of our Free Schools. We envisage working with officers to implement a version of this for Burnley High School.

**Marketing and Admissions:** Along with our capacity-building strategy for Chapel St's education and finance support services, the Trust recognises the particular challenges and opportunities within the marketing of Free Schools to communities. In the past months we have employed [REDACTED] ([REDACTED]), to work with the [REDACTED] ([REDACTED]). This appointment is wholly focused on working with local Chapel St schools, partners and communities to promote our community schools. In addition to this, Chapel St plan to increase the investment in local marketing resource and support for all new projects and will outline these plans in the first quarter of 2013.

If this is not possible within the timeframe set down by DfE, Chapel St recognises the significant responsibility upon the team to establish an admissions authority in the first year, effectively competing with other local schools. We will use all available pathways, engaging with parents through a variety of media, events and activities to ensure that they understand the admissions requirements for Burnley High School. Chapel St's experience as a Free School sponsor has demonstrated the challenge and confusion that parents and carers experience when faced with a parallel admissions procedure. Utilising this experience the team will enact a comprehensive communications strategy upon the prospective acceptance of this proposal to ensure that parents and carers who have indicated their intention to send their child to Burnley High School are able to submit an official application and furthermore that new families are informed of the options that the school presents. Following the deadline Chapel St will issue school places, conditional upon the Funding Agreement.

This cycle of activity will be made easier by good working relationships and co-ordination with the Local Authority admissions team as well as other agencies (for example where SEN applies and data requires co-ordination).

**Securing a future site:** While continuing to develop site opportunities subsequent to the submission of this application, Chapel St looks forward to engaging the support of the EFA in the event of the acceptance of this proposal. Having already prepared an accommodation schedule and curriculum model to assist this process, we are fully aware of the need to support a Design Brief through Design User Groups. The team includes [REDACTED] with experience of similar public sector projects and we are confident that we can deliver prompt input for any site acquisition, refurbishment or new build programme. Also involved will be [REDACTED] [REDACTED]. At the beginning of the project, when preparing planning applications and detailed design work to RIBA Stage D it is usual to expect to attend a DUG as well as other evaluation of designs about once every two weeks. Chapel St have experienced personnel with the time and capability to achieve this.

[REDACTED] – see biography in Section F2) will support the development of the education brief, bringing the required educational experience and supporting the Principal Designate after their appointment. This combination of skills works well in our experience.

**Developing the Education Brief:** Much work has already been undertaken to develop the plans for education. In progressing towards the Funding Agreement, Chapel St welcomes the support and scrutiny that the DfE Education Advisor will bring to the education brief and will ensure that they are comprehensive, fit-for-purpose and value for money. The Chapel St team has expertise and experience in this area and will work with DfE personnel to ensure the best possible results.

**Consultation:** Having completed many public formal consultations for new Free Schools and Academies, Chapel St understands the importance of an effective consultation by the Trust and has developed the necessary resources, templates, new-media and survey tools to ensure that the process occurs in a timely and well-ordered fashion. Site issues are clearly critical within this and the team will work with the EFA to reflect this. We continue to develop best practice in this area and evolve our methodologies and communication strategies. [REDACTED] will work with the local partners and the Project Management team to ensure that this process is robust, e.g. is at least 6 weeks' outside holiday time, includes all key stakeholders and results in a detailed report that gives full comfort to the DfE that the school is genuinely needed. Time will be included in the days she and the Project Management team will each be expected to allocate to this project.

**Working with the community:** Alongside the many critical paths that lead to the successful opening of Burnley High School our consultation will use multiple platforms, media and interaction to ensure that parents, carers, community leaders, local businesses, faith groups, community organisations and other stakeholders have regular opportunity to hear good news and contribute to the story of Burnley High School.

### **Human Resources**

The management of HR systems and policies at Chapel St is overseen by [REDACTED]

**Recruitment:** The team will prioritise the recruitment of a first-class Principal Designate as this not only provides essential resource to the project but also builds the confidence of parents, carers and the community and consolidates on-going communications and admissions programmes. Please see Section F5 for a detailed explanation of how we will cover this. Chapel St utilises professionals proven in the recruitment of personnel and the creation of HR infrastructure for new schools.

### **ICT**

The protracted nature of timescales for ICT procurement and the implications of undertaking this piece of work prior to the Funding Agreement will not be overlooked. Enacting the vision for ICT relies upon a detailed schedule of requirements for use in procurement. The team has access to ICT consultancy and support from proven providers in the field and is presently considering the requirements, timeline and targets in establishing MIS systems.

We have internal capacity with our [REDACTED] – who has capacity to support the procurement process, with 12 days per year availability for ICT support for Burnley High School. We also have links with an ICT Consultancy called EDICTS. [REDACTED] has many years' experience in supporting Academies and Free Schools in their ICT requirements. By the time we need to work on ICT, Chapel St will also have a primary school open with an ICT Manager, who will also have capacity to support this secondary school in Burnley, because as with [REDACTED] they will be responsible for only one year group at that stage. [REDACTED] have supported the procurement of ICT contractors in the many Academy projects with which they have been involved, as well as the two Free Schools already in process for Chapel St in Atherton and Oxford. Both have time to contribute to the ICT requirements as outlined in this section.

**[REDACTED] EdICTS:** EdICTs have contributed to more than 30 capital build programmes, advising the Client including schools, sponsors and local authorities and suppliers including civil engineers, architects and technology / service providers. [REDACTED]

**Pre-Opening Grant Submissions:** The current model of Project Development Grant is something we are used to reporting on after each funding period, and we will follow any refinement of this process in line with DfE systems and procedures. We are very aware that we need to constantly review and look for value for money options.

**Accountancy & Financial Administration:** [REDACTED] They are therefore well placed to provide Chapel St with the accountancy and financial administration expertise that it requires. We have also employed an assistant to help with the day-to-day finance administration for 2.5 days a week.

**Legal:** We are currently in the process of seeking an individual with a professional background in law to serve on the Board of Directors. This will add to the current expertise held by our [REDACTED], who speaks in debates on health and education legislation in Parliament. Chapel St uses the legal services of [REDACTED], in particular [REDACTED]. They have advised us during the process of establishing our governing documents for the Trust, and in liaising with the DfE on matters relating to the Master and Supplemental Funding Agreements into which the Trust is entering. [REDACTED] were engaged for this task following a process of tendering in which this firm demonstrated best value for money alongside expertise and experience in dealing with the establishment of Academy and Free School Trusts ([REDACTED], and [REDACTED] were the other two firms approached).

**Implementing systems and processes:** As outlined in this application, the team have developed detailed project plans to ensure that new systems and processes are effectively and efficiently embedded in time for a future pre-opening 'Readiness to Open' meeting and the pre-opening inspection, with sufficient lead time allowed for procurement of uniform provision, catering, educational software, any specific reprographics equipment etc. Our project management processes are largely based on PRINCE2, which mirrors the approach by the DfE.

### **Project deliverables**

The Project outcomes and deliverables will include the following:

- The team will be led by [REDACTED]
- [REDACTED] [REDACTED] The team is working and collaborating with a wide range of community organisations. Rather than building exclusive partnerships with a small number of groups, the team has developed a broad range of involvement from different groups and organisations
- The team will provide the utmost expertise to ensure pre-opening tasks are undertaken diligently and in time and within the parameters of the Project Development Grant
- The team will ensure efficient progress towards Funding Agreement once a viable site has been secured and the school budget solutions agreed. We are aware of the potential for impacts to admissions, contracting and recruitment arrangements should there be delays to the signing of the Funding Agreement
- The team will work closely with the Local Authority, DfE and other stakeholders to ensure we have a robust plan to achieve the best environment to deliver a school with a curriculum that transforms education and learning in the most appropriate facilities that demonstrate value for money
- The team will adopt rigorous project management controls and protocols, initiating Project Steering Group meetings, standard DfE management reporting, regular and timely risk assessment and budgetary controls.
- The team will instil the necessary communication/media protocols to ensure that the



community is informed of developments and the school is marketed effectively.

██████████, Communications Manager, with additional support from ██████████, will oversee this. We have also learnt that more resource – locally – in terms of sustained marketing is critical from the moment we know that our bid is successful if we are to ensure we have a full cohort. We have plans in place to fund this work as it is absolutely essential.

- The team will ratify any issues associated with Land Transfer including any LA legacy/contract issues at the earliest possible stage
- The team will make sure that the pupil roll, curriculum model, accommodation schedule and financial planning are robust, with key issues and decisions subject to scrutiny from the principal stakeholders
- The team will ensure that we adopt many of the project control deliverables that are evident in our project development plan. We will report, track, and control the project using comprehensive plans and deliverables, Risk Registers and Issues Logs, budget spend profiles, records of meetings and action logs etc. We will of course communicate with DfE to the requested reporting cycle criteria, through tele-kit catch ups and termly Checkpoint meetings.

Once site options have been fully determined, a new more detailed plan will emerge, where all tasks associated with acquiring and commissioning the chosen site will be covered. It is expected that this more detailed plan will incorporate any procurement activities associated with equipping the site, and we will work in co-operation with the EFA on all site deliverables.

Having already outlined the number of Academies that the CS team have delivered, we have also successfully implemented our first Free School, Atherton Community School in Greater Manchester, and are on track with our second – Tyndale Community School in Oxford, opening September 2013. As said before, but worth repeating, the timing of this school proposal means that our project team will have capacity to take this on as these two schools will be open by then.

### **Project Planning and Control**

Wherever possible, Chapel St Community Schools Trust will seek to utilise existing resources to fulfil the obligations of the project. The team will make best use of our existing networks of specialists and advisors to support and guide us through the project and to ensure that we achieve the stated outcomes, conforming to DfE guidelines. Chapel St Community Schools Trust is already supported by proficient education and project management expertise that understands the ethos, vision and values and local context and processes required to successfully open schools. We believe that the project management resource we have has sufficient credibility with the DfE having successfully opened our first Free School in Atherton and making good progress with our Tyndale Free School in Oxford in the pre-opening phase.

### **Project Steering Group**

Chapel St Community Schools Trust will appoint an experienced Project Steering Group to work with the members of the founding Local Governing Body (LGB), our community partners and the local community to establish Burnley High School. This Project Steering Group will meet every six weeks and all participants have allocated sufficient capacity to contribute fully.

The Project Steering Group will provide specialist advice to the Directors, Local Governing Body and Principal Designate to ensure the effective running and success of the school.

Together with the Principal (when appointed), the Project Steering Group will oversee the implementation of the school for opening in September 2014. The Project Steering Group will include the following:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- **DfE Project Lead for the Burnley High School project.**
- **Chair of Local Governing Body:** Chapel St, in conjunction with our partners, plan to appoint a Chair early in 2013.
- [REDACTED] [REDACTED] The Project Steering Group will work with the shadow Local Governing Body and give way to the full Local Governing Body upon the opening of Burnley High School. As sponsor, the Chapel St Community Schools Trust will provide necessary support, expertise and oversight for the Local Governing Body and Senior Leadership Team. The Project Steering Group will also include representatives from community partners, Pop-Up Farm Foundation, Community Solutions Lancashire, Pais Project, Life Church and Darwen Aldridge Community Academy.

### **Risk Register and Issues Logs**

We are aware that we will need to run a robust Risk Register and Issues Log that will be used to ensure tracking and progress of project risks and issues. These will use the usual red/amber/green headings, with low, medium and high risks identified. We will use risk workshops to engage stakeholders in the project once we have achieved application approval. The usual high-level risks are around site procurement (costs, planning and highways, and design issues); Principal Designate and other staff recruitment; and ensuring a full cohort of pupils from day one for financial sustainability.

## **F5 RECRUITING HIGH QUALITY STAFF**

### **Recruitment**

Chapel St recognises that the ultimate success of any school is premised on the capacity of its sponsors, governors and senior leaders to attract and develop, recruit and retain committed and effective staff. Over the past three years, Chapel St has found that the vision, ethos and culture of our organisation has proved highly attractive to a wide range of individuals, from those who have left senior posts in large organisations to others who have chosen to make this organisation their first place of work. With this in mind, Chapel St, along with our partners have put plans in place to recruit a high performing team of teachers and staff for Burnley High School.

Chapel St Community Schools Trust has access to specialist support and advice for HR matters, as outlined in Section F4. It not only retains its own capability but accesses specialist consultancy support as required. Not only can we handle and manage recruitment with an experienced team we can also ensure that all legislative and statutory objectives are fulfilled.

There are many important factors that we have already considered and once the application is approved we can progress a number of initiatives to secure the right staff for such a fantastic opportunity. Fully appreciating that this is a new school with no existing staff, we do recognise the need to mitigate risks involved in recruiting sufficiently and in a timely manner. Importantly, we are wholly aware of the crucial timescales associated with recruitment given a Free School project of this nature and the potential for delays in

achieving Funding Agreement.

Our rationale and objectives that support us to recruit effectively are as follows. As this is a new school, Burnley High School will not have the complex negotiations and workload aligned with TUPE arrangements of predecessor school staff. However, the converse is true that recruitment of new staff will be from scratch. We are confident that this is a manageable risk for the following reasons, which include key selling points that we will exploit:

- The number of staff being recruited will be small because of the progressive nature of the growth of the school over a number of years
- Because of the wealth of support for the Burnley High School, there will be local professionals who are keen to work for the school
- The geographical location is helpful because of easy access to major areas of the country.
- Proximity to Atherton Community School makes it possible for Chapel St to share efficiencies and expertise.
- There will be kudos in working with Burnley High School given its intended partnering arrangements
- Future Leaders – we have good contacts here which we are beginning to explore
- Advertising – in Times Educational Supplement and other publications as appropriate.

Key selling points are:

- Our ethos of inclusion – School of Religious Character – highly regarded and wanted by parents and carers
- New school – someone can be a part of building a school from scratch providing a rare opportunity to put their 'stamp' on something that is dynamic
- Ability to collaborate with and learn from outstanding local educational leaders such as [REDACTED], [REDACTED], [REDACTED] and Darwen Aldridge Community Academy and Studio School.

We understand that we would need to recruit our teaching and administration staff by 31<sup>st</sup> May at the latest in order for them to give notice if serving in a school. Our PD would need to be recruited by 31<sup>st</sup> January if serving in a school. We would prefer to recruit at Easter in order to attract the best staff. Our preference would be to have a Principal Designate on board as early as possible (budget and opportunity allowing) so that key decisions that have to be made are being led by the Principal.

### **Recruitment of the Principal**

The recruitment of an experienced and capable Principal is critical to the success of the school. Consistent, efficient, inspirational and visionary leadership will play a very large part in this success. We believe that Burnley High School provides a rare leadership opportunity and an exciting prospect for a new leader to help us deliver a vital resource for the whole community. Ideally, we require the Principal Designate to be appointed in sufficient time that they can be in place for at least a part of two terms before opening.

We understand that this is a challenging task and places great emphasis upon a timely approval of the application. As soon as approval is given, we will work on developing adverts, job descriptions, and person specifications, as well as all the interview plans that we have previously developed in order that we can start the recruitment process as soon as possible. We would aim to advertise in September in order to meet the deadline for a serving head's resignation, which is the 31<sup>st</sup> January. This would ensure that we would have a full-time Principal Designate by Easter 2014. In an ideal situation, we would have

some access to the Principal Designate in January, in order to support key tasks.

**Key qualities and experience required:** The Principal will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling Burnley High School to become a hub of community learning, regeneration and success. More specifically they will have the following:

<b>Training and Qualifications</b>
<ul style="list-style-type: none"> <li>• Bachelor’s Degree</li> <li>• Master’s Degree (ideally)</li> <li>• National Professional Qualification for Head Teachers (ideally).</li> </ul>
<b>Experience of teaching and school leadership</b>
<ul style="list-style-type: none"> <li>• A minimum of 2 years’ outstanding teaching in an urban school setting in an economically deprived area with demonstrated exemplary results (ideally)</li> <li>• At least two years of whole school leadership in a school in an area of deprivation with evidence of having made a major impact on standards and leading whole school improvement</li> <li>• Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff</li> <li>• Ability to consistently model outstanding teaching and learning</li> <li>• Ability to evaluate instructional programmes and teaching effectiveness with evidence of successful strategies to improve pupil performance</li> <li>• Ability to work with diverse student body and staff</li> <li>• Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds</li> <li>• Ability to analyse assessment data to inform self-evaluation and action planning for further school improvement.</li> </ul>
<b>Personal skills and attributes</b>
<ul style="list-style-type: none"> <li>• A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography or background</li> <li>• A love for children and an ability to build nurturing relationships with them and their families</li> <li>• A commitment to the authentic expression of Christian faith in life and work and regularly able to lead acts of prayer and worship as part of school life</li> <li>• A deep passion and commitment to offering lifelong learning (including their own), raising aspirations and developing opportunities for the entire local community</li> <li>• The ability to exercise excellent judgment in decision making</li> <li>• A strategic thinker and proactive problem-solver</li> <li>• A team player</li> <li>• Excellent communication, public relations and interpersonal skills.</li> </ul>
<b>Professional knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound</li> <li>• Knowledge in the recruitment, selection, training and supervision of personnel</li> <li>• Knowledge of efficient, supportive and robust systems for monitoring and</li> </ul>

performance management

- Knowledge and understanding of principles of outstanding inclusion and differentiation
- Understanding of all safeguarding and child protection practice including vetting of volunteers in the school
- Awareness and understanding of current practice and policy development in education, especially in SEN(D), Key Stage 3 and 4 and Project Based Learning
- Understanding of school improvement as a continuous cycle, within all levels of leadership

Chapel St will be robust in its recruitment procedures and will not depend on one way of recruiting as the project implementation timeline will be compromised if we cannot recruit effectively the first time. We require a Principal Designate in place full-time for at least one term before opening in September 2014, budget and opportunity permitting. We understand that we are not able to enter any contractual arrangements prior to Funding Agreement without discussion with the DfE. The need to successfully recruit a Principal Designate before opening is critical in generating real community belief that the school will actually happen! There is a significant increase in participation and admissions interest when this is the case.

The Principal Designate will play a key and crucial role in:

- Driving up admissions interest and being a key figurehead throughout the Consultation and Marketing activities
- Finalising the Education Brief and compiling the School Development Plan prior to 'Sign Off'
- Supporting the project team in asserting accommodation requirements from an educational perspective
- Starting work to enable a credible development of the MIS
- Developing policies and procedures for the school – including ensuring health and safety and CRB checks are complete
- Interviewing and recruiting staff
- Developing the prospectus for the following year
- Overseeing all day-to-day operational plans (such as schemes of work) and ensuring these are in place.
- Being involved in the DUGs and making sure that the building is fit-for-purpose from the perspective of educational vision and delivery.

The process we expect to take would be as follows, although timescales and available funding will dictate which elements we are able to achieve:

- Meet the sponsor event (publicised in the TES, through the LA, websites and other vehicles) – where the CEO from Chapel St explains the vision, ethos, educational strategy and the Burnley High School local context, as well as what Chapel St would be like as their long-term employer. Potential employees would have the opportunity to meet others involved in Chapel St and the local partners and ask any questions they may have face to face. Recruitment packs would be available at the event
- Advertisements in the TES – at least 2 – of a sufficient size not to be missed – highlighting the opportunity. People could obtain packs on-line via the school and other websites. We would also consider local publications and websites.

- Consider using agencies such as TES Prime Service, Hays or Veritas – although we would go through a procurement process for this
- Contacting leadership development organisations such as Teach First, NCSL, Future Leaders, and the New Schools Network. This would be especially useful for direct contacts for other senior leaders and teaching staff. We will require experienced staff initially
- Recruitment via LA and other local contacts
- Establishing a recruitment panel, including a representative from the LA, DfE, sponsor reps, other educational experts and pupils – as well as our own Local Governing Body and Board of Directors
- Recruitment packs to include – school background and local context, sponsor vision and ethos, educational strategy and pedagogy, data, working and living in Burnley, job description and person specification, how to apply, equality and diversity form

**Principal Interview – 2 days, to include the following:**

- Welcome by sponsor and explanation of the organisation and school in brief
- Group session with all candidates to indicate ability to work as part of a team
- Data analysis task
- Critical incident interview – what was their best response to such an incident and their worst and what they learnt
- Panel interviews – Curriculum/teaching and learning; leadership and management
- Student interview – asking their pre-prepared questions in front of the main panel who simply observe the dynamic between each candidate and the pupils. The pupils would then give feedback afterwards on each of the candidates in their view. We will seek to work with another secondary school on this
- Day 2 candidates only – presentation on agreed strategic subject – ethos, leadership and educationally led
- Media interview – to see how they would cope under this pressure and scrutiny – being able to think quickly on their feet
- Lesson observation – on line if not able to set up in a school.
- Ideally a visit to the locality - candidates may need to arrange this independently

As identified in our staffing structure, the following staff will be required:

- SENCO – with teaching responsibilities to be recruited to start in August 2014
- Teaching staff – Maths, English, Science and Humanities teachers - to be recruited to start before term in August 2014
- HLTAs – 3 - to be recruited to start in September 2014
- Business Manager – to be recruited to start July 2014
- ICT Manager – part-time – to be recruited to start July/August 2014
- Site Manager – to be recruited to start July/August 2014 and these roles may be combined
- Administrator and PA – to be recruited to start September 2014
- Catering and cleaning will be outsourced – and HR and Marketing/PR will be supported from Chapel St. As we grow year on year, required staff have been detailed on our staffing structure and we will employ in readiness for each new intake.

We will use the following methods and resources to make the positions known.

- National (budget permitting) – TES; e-teach (better value for money and more appropriate for those not at SLT level); direct contact with teacher training institutions
- Local press – Chapel St and community partners have already made contact with and given interviews to the local press and will use these channels to communicate new opportunities.

*Newly Qualified Teachers (NQTs)* – although we are keen to explore this area in later years, we believe that it is prudent to recruit highly experienced staff to get this new school off to a good start. We do want to create opportunities for young and enthusiastic staff and will have a determined continuing professional development route for our staff.

It is important to note that because the nature of Free Schools and Academies will provide independence from the Local Authorities, this can lead staff to feeling isolated. We realise that staff that thrive the best are those who are proactive and courageous and find new ways of achieving the best outcomes in an entrepreneurial way. That said, Chapel St will provide support in every area of the school by central staff providing a safety net of expertise, guidance and experience. Our close working relationship with partners and the Local Governing Body will also play a significant role in supporting the Principal and staff in the early phases. We are also developing a family of schools and will proactively share resources and expertise with our schools in Atherton and Oxford.

A good example of where centralised support will be practical and helpful is when we look to recruit a suitable Business Manager for the school. Our Chapel St Finance Director will have strategic oversight to support that role and along with the project team, ensure that all systems and processes become embedded straight away. Ideally, our Business Manager will also have experience in private enterprise, of Ltd companies, school budgets and VAT. The Business Manager does not necessarily need an accountancy qualification but is expected to have knowledge and experience. Again, the oversight of the Local Governing Body is important in providing early guidance, leadership and support.

### **Recruiting the Local Governing Body**

Recruitment to the Governing Body will be timed in accordance with statutory requirements and to fulfil objectives for supporting pre-opening and post-opening phases of the project. The process of recruitment of governors to the Local Governing Body includes a range of processes:

- Identification by the Board of Directors and CEO of the range of skills required to maintain a suitably qualified, experienced and equipped LGB
- A continuing process of auditing skills to ensure that appropriate balance is maintained within the LGB
- Identification of specific individuals who may be suitable and available will be conducted through consideration of networks of individuals who will be invited to informally express interest. Initially such individuals are most likely to be identified within or through the partner organisations of BHS.
- As the LGB grows we may seek opportunities to advertise vacancies within the community and ask for applications from suitably interested individuals.
- Parent representatives on the LGB will initially be nominated and selected by the Board of Directors, in accordance with our governing Articles, though this approach will be reviewed prior to the opening of the proposed school in 2014.
- Discussions with defined members of the LGB will outline the role that they would be adopting (supported by Role Descriptors for the LGB).

- If individuals are satisfied that they can make a relevant contribution to the LGB then, their appointment will be ratified by the Board of Directors who are empowered to appoint members of the LGB

A significant part of the work already undertaken has been to identify the roles of the Local Governing Body and many of the actual Local Governors for this school (see above section F1) all of whom understand the vision and are prepared to commit time to fulfil their roles. We will ensure that we have the necessary skills and experience to support the vision of the school. The Governing Body will be supported by a Clerk and receive the resources and training required to fulfil the role.

Our Local Governing Body will have the pre-requisite skills and experience to:

- Provide fiduciary control (in accordance with best practice and EFA guidelines)
- Oversee progress of the education vision and school development plan
- Ensure a healthy and safe environment
- Bring legal expertise and manage risk
- Ensure that the best people are recommended for recruitment.

As you see in section F1, we have already identified the make-up of the Governing Body. The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. The composition of the Local Governing Body will be:

- Chair of LGB (jointly agreed by CSCST and community partners)
- 3 CSCST Governors (appointed by CSCST)
- Finance Governor (appointed by CSCST)
- 4 Representatives of Community Partners (appointed by respective partners)
- 2 Parent Governors (selected by the LGB)
- Staff Governor (elected by staff within Burnley High School)
- Education Partner Governor (nominated by Darwen Aldridge Community Academy)
- Local Authority Governor (nominated by the LA)
- Clerk to the Governing Body
- Principal – ex officio.

### **Human Resource Policies & Procedures**

We understand that there are HR policies that need to be provided to meet legal requirements. Chapel St have developed a comprehensive set of policies for our current schools. These will be localised for Burnley High School and will include: Pay & Remuneration, Disciplinary, Data Protection, Dignity at Work and Anti-harassment, Grievance, Appraisal, Capability, Whistle Blowing, Equality and Diversity, Recruitment and Selection, Safeguarding and Health and Safety.

In addition Chapel St will provide and develop further policies including: Access to student records, Admissions arrangements, SEN, Exclusions, Behaviour, Inclusion, Anti-bullying, Assessment recording reporting, Charging and remissions, Child protection and training, Communications with parents and carers, Crisis management, Staff Performance management, Electronic communications, Staff CPD, Exclusions and appeals, First Aid & Health and Safety, Medical treatment of pupils, Gifted and Talented, Home-school agreement, Homework, PSHE, Sex and relationships, RS/Collective worship, Risk management, Staff Disciplinary procedure, Staff code of conduct, Off-site and residential, Teaching and learning, Schemes of work, Staff Relations with staff associations and



Scheme of delegated authority.

We intend to demonstrate that the safety of our pupils, staff and the local community accessing our school is of paramount importance. We will take every precaution necessary to make sure that no harm comes to anyone at our school, through effective policies, procedures and practises and a robust approach to bullying issues.

We will make sure we have all other school policies required in place in readiness for the pre-opening 'sign off' inspection by Ofsted in the summer before opening.

We will liaise with our partner organisations, our secondary Free School in Atherton and, our proposed primary Free School in Oxford as well as using other best practice models, to develop our own policies for the school. We would note that the central Board of Chapel St has approved a suite of central policies which are currently adopted within Atherton Community School, and which will be reviewed in the summer term 2013. We understand that it is best practice to get our policies recognised and can do so either via local union representatives or at a national level and we are working towards the best approach to conducting such discussions. Initial policy development will rest with the central Board, and all schools will appropriate these policies into local procedures and activities.

We will focus on good continuing professional development, talent management, succession planning as well as robust and developed HR policies and procedures.

**Terms and conditions:** We intend to issue contracts to staff with terms and conditions in accordance with the Burgundy book (teachers' pay and conditions) or the Green book (NJC support staff), as well as confirming information such as adherence to directed time (hours worked) for teaching staff and agreement on hours for support staff; salary; annual leave etc.

**Pensions:** We intend to follow the agreed pension schemes for teaching staff and we understand that we are committed to following the employers' contributions for teachers which at present is 14.1%. We will also offer the opportunity for support staff to be registered onto a Local Government Pension Scheme. We are aware that we need to make sure we don't have any inherited liabilities but as there is no TUPE involved in this school this is unlikely to be the case. We will subscribe to the Local Government Pension Scheme as Employers to keep updated on changes in pension scheme arrangements.

**DBS:** We intend to secure an 'umbrella body' under which we can make sure all CRB paperwork is professionally and legally produced. Chapel St currently works with SAFEcic to provide DBS checks. We will want to make sure that any future registration enables us to deal with electronic DBSs and have a cost-effective operation. In terms of the Chair of the Local Governing Body, DBS disclosures will be applied for through the DfE system, in addition to Chapel St obtaining our own DBS checks.

**Centrally and locally provided systems:** Payroll system – we currently provide payroll services centrally in liaison with a payroll accountant. We will this year review this system to move to the best solution which will be locally managed and centrally purchased. This may mean retaining our current processes for payroll services, but we may decide that procurement of the services of an organisation like Strictly Education may be a good starting point given they are a bespoke educational system. We will look to use the Financial Management System as part of the SIMS suite.

- Chapel St's central HR support system will provide a Single Central Record which can link into the payroll system

- Recruitment – we would expect the school to manage all recruitment except for key senior positions where Chapel St would need to be involved
- Litigation/tribunals should they ever arise – we will procure from the DfE insurance framework in order to contain this risk.

**Conclusions**

Chapel St, in conjunction with our partners, look forward to the opportunity to develop a high-performing team that is capable of turning this proposal, and the aspiration of many families in Burnley into a reality through Burnley High School. We believe that the Burnley High School team will make a radical impact on the attainment of local young people, supporting and enhancing local families and helping to facilitate social and environmental regeneration in the community.

# Section G: Initial costs and financial viability

G1 FINANCIAL PLANS – INCOME AND EXPENDITURE	
[REDACTED]	
[REDACTED]	
[REDACTED]	
Key requirement to be met	Comment
Ability to handle budgeting, ongoing 3-year financial modeling, SUG submissions and Annual Budget returns	Chapel St now has some experience of this and is prepared
Cash-flow statements	Chapel St has adopted a strategy to use Capita Finance Management modules (alongside use of SIMS) and cash-flow reports are regularly observed
Observing Financial Regulations and Scheme of Delegation	Policies and procedures have been implemented
Terms of Reference for audit committee, appoint external auditors	Templates are available for ToR for audit committee and external auditor arrangements are already in place and can be extended
Internal audit, the responsible officer and peer review	Policies and procedures established that will be used for Burnley High School
Legal advisers appointed, clerking and Co Sec services arranged	Chapel St have arrangements in place with Eversheds and have access to clerking resources
Insurance – To register with Crescent Procurement Consortium and any interim arrangements	Chapel St will extend its existing arrangements with Zurich who have been procured from the framework
Business continuity planning	Template in place
Pension arrangements – Teachers/LGPS	Experience of this and will update registrations
Financial Statements & Accounts return	Procedures in place
VAT arrangements	Registration completed
Set up bank account	Lloyds have agreed to add an additional account
Asset inventory	ICT assets will be completed as part of the ICT supplier relationship, other assets held on MIS
Negotiated SLAs with providers and if necessary, the LA	We have experience of this and the Business Manager will undertake during the pre-opening phase
Data protection registration and FOI scheme	Existing registrations will be extended
[REDACTED]	

<b>Reduced staff</b>	
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<b>Reduced expenditure</b>	
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## Section H: Premises

### H1 BURNLEY HIGH SCHOOL SITE

Fundamental to the vision of Burnley High School is that it has a fit-for-purpose site that is capable of delivering the educational vision. Members of the project team have been assessing site options and have conducted an appraisal of known available local sites. We have been in conversation with [REDACTED] at the [REDACTED] who is aware of the sites we are proposing and has been extremely helpful at giving us an initial critique that the sites we mention are worth exploring.

This section has been written to assess 5 sites that have been identified as a potential location for Burnley High School. All the sites are to the North West of Burnley close to the town centre and M65 motorway.

To help understand the type of building we would be seeking, we have brought together an accommodation schedule (based on BB98, less 5-10%) to match the needs of a 3FE secondary setting. This has been helpful in enabling us to focus our search upon sites and buildings that could accommodate a minimum of some 3,650 m<sup>2</sup> of learning space (including Sixth Form and 20-25 classrooms), a hall space of up to 200 m<sup>2</sup>, and sufficient staff accommodation and storage to ensure the building is fit for purpose.

In our search for sites, our local team have 'walked the streets' as well as made use of property and asset databases. The search so far, has been predominantly in the centre of Burnley and in BB12 postcode areas. What is important to this process is to be able to map and match potential sites against travel routes, areas of need, areas of parent demand, admissions criteria and knowing what is available (or could be). At all times we have maintained a 'distance' from commercial agents as per the guidance and have not entered into dialogue.

In conducting our searches, we have thought long and hard about location and suitability but, most importantly, we have considered 'value for money' and therefore deliverability against demand. We do understand that a commercial property with high rental or leasing costs is less attractive than an unused (or under-utilised) site that is owned by the Local Authority that may be available for a 'peppercorn' rent. We also recognise that limitation of available capital funding would mean that refurbishment of an existing facility is more attractive than a new building. We present a range of sites across these different options.

Having reviewed many options, a total of five sites have been identified as being worth more detailed investigation. However, mindful of the DfE and New Schools Network guidance, we have made it clear which of these would be our top two recommendations –the former Habergham High School ([REDACTED]) and the Land adjacent to the Life Centre ([REDACTED]). Both are very different propositions, but both have huge potential in terms of area, meeting our educational requirements and a value-for-money approach. Of course, the EFA and technical teams need to have the chance to do an in-depth analysis of all options to assess which is the best.

Given the emphasis on Project Based Learning, outdoor learning and our specialism of Sustainability, Chapel St and partners will be looking to develop a site that models, promotes and facilitates a sustainable approach to education and will work

with EFA to ensure that this is done in such a way as to promote outstanding teaching and learning and value for money.

**Contingency:** Throughout the search, we have been mindful of the limited timescales and have thought clearly about the potential need for ‘interim’ or ‘temporary’ accommodation arrangements. However, realistically our focus has been upon permanent site locations as we felt that the September 2014 opening should allow sufficient time to be able to secure and ready a permanent site. Some of the site examples provided could be used as a temporary location should timescales for completion of a site not be achievable.

**Meeting the educational requirements:** The ethos of the school is to be sustainable and think beyond the 11 – 19 year old students’ education to each student’s family and the larger community. To this end the facility needs to provide space for project-based working developing sustainable enterprise and also some outside space to allow growing food and developing the sustainable environment. As part of this ethos the concepts of low carbon output, renewable practices and sustainable process need to be look at as part of the site choice.

Ideally, the building needs to have flexibility in its spaces in order to meet the Project Based Learning approach. The school will be for 11 – 19 year olds with an estimated intake in each year of approximately 90 students, plus a 6<sup>th</sup> form of 200 (100 each year). We will start with just a Year 7 cohort and grow year on year until at capacity the school will have 650 students.

### Site Assessment

Site	██████████
Address	██████████ Burnley Lancashire ██████████
Current Condition	Empty since 2006
Construction	1950’s concrete, cladding and flat roof
Owner	██████████
Site area	Approximately 5 acres
Site	██████████
Address	██████████ Burnley Lancashire ██████████
Current Condition	Empty since 2006
Construction	1950’s concrete, cladding and flat roof
Owner	██████████
Site area	Approximately 5 acres

The first two sites - the former ██████████ - were both built at the same time in the early 1950’s as initially they were designed as separate boys’ and girls’ buildings for the same school. They are a typical 1950’s construction in concrete structure clad with flat roofs and single-glazed windows. As part of the school amalgamation project that took place in 2006 both sites were closed and at the time had approximately 900 students so would accommodate the numbers being discussed in the new Free School.

The buildings consist of multiple individual classrooms arranged off long corridors with canteen facilities and main hall. In both sites there are also gymnasiums and the 2 sites are next to each other and share approximately 10 acres of playing fields,

car parking etc. The outside space would be ideal for growing produce and sustainable environment projects.

Since 2006 the buildings have been empty and subject to vandalism. All the heating and electrical installation has been de-commissioned and all major fixtures and fittings have been removed. Serious consideration would have to be given to the cost of getting the building back into working order to operate as a school and even if that was possible the structure and the on-going maintenance could be prohibitive financially, but until surveys are undertaken it is difficult to be sure.

Based on the Project Based Learning approach, the 1950's layout would need some attention, which potentially could mean some major structural works as well as some work around providing a sustainable facility from an energy perspective.

In conclusion these two sites are very similar in construction and the external space would be ideal for the Free School project. However, to get the building to a workable state may be costly and present challenges to make fit-for-purpose educationally.

### Site Assessment

Site	██████████
Address	██████████
Current Condition	Empty since 2008
Construction	Stone and pitch slate roof
Owner	██████████
Site area	Approximately 1 acre and shared grounds with the High School site

The former ██████████ was also part of the amalgamation programme but housed students on the site until the new Sixth Form facility was completed in 2008.

The building has a more simple arrangement compared to the school sites with a main corridor with classrooms off each side and some additional classrooms above the main entrance area. When used as a Sixth Form there was approximately 200 students, so a much smaller building than the schools. We, therefore, include this site as it may be worth exploring as a possible Sixth Form, which could mean less work on the schools' sites – resulting in a value-for-money option. There is also a car parking area to the front and grounds to the side that does have the potential of expanding the space as it is in the same grounds as the school sites. The owner, ██████████, could be approached to discuss the space.

The building would still need some major expenditure to get back to a functioning building and again it would be difficult to turn the building into a fully sustainable proposition to match the ethos of the Free School. Specifically asbestos, structural, Mechanical and Electrical surveys will need to be undertaken to further assess the feasibility of using this building. Of the three buildings owned by ██████████ the old Sixth Form centre has been the one vandalised the most as the site security was based at the other location.

Note: All three of the buildings are becoming part of an assessment by a property regeneration partner that ██████████ are employing from January but initial assessment by the current Estates Manager is that the cost of all 3 sites would need to be carefully assessed to make sure it would not be prohibitive to turning them into

an educational facility again.

**Site Assessment**

Site	[REDACTED]
Address	[REDACTED], Burnley, [REDACTED]
Current Condition	Development land available
Construction	Land
Owner	[REDACTED]
Site area	Approximately 3.5 acres

This parcel of land is adjacent to the current development of the Life Centre Church, conference and community facility and is located next to the Leeds and Liverpool canal.

Life Church took a 1,000 year lease from the Council for a seven acre site in 2008 and converted the existing Victorian swimming baths into a church and community centre. Over the last few years the Church has been developing a conference centre which will be the new home for Life Church, a community-focused modern church congregation. The Centre development incorporates a large 600-seated auditorium, smaller conference/ seminar rooms as well as coffee bar and office / meeting space. The facility is a modern steel portal frame and will be completed approximately mid 2013.

Life Church have been looking at partner organisations to move onto the site and complement the community outlook the organisation has in the work they do throughout the town. A care home is currently proposed for the old swimming baths location once the new church build has been completed.

The other side of the site presents an opportunity for the Free School to build a purpose-built sustainably designed facility with space to develop the sustainable growing projects. It would be possible for the Free School to use the facility being built in the Life Centre, which may mean there is a potential of using two buildings for the cost of developing one. The land would require a full planning application. The owner would be willing to partner with the Free School development team to make the project a reality.

Clearly, a new build approach would provide an ideal opportunity to design and build a facility that matches the ethos and space required to provide the specific educational aims, and could still provide a value-for-money approach given some of the constraints that we may discover in the other options. There is also a benefit in terms of the school being next door to a partner with community aspirations and a strong desire to support the success of the educational outcomes for the students and their families.

**Site Assessment**

Site	[REDACTED] Burnley
Address	[REDACTED], Burnley, [REDACTED]
Current Condition	Derelict land
Construction	Land
Owner	[REDACTED]
Site area	Approximately 4-5 acres



██████████ has now been demolished leaving approximately a 4–5 acre site, some of which has been purchased by an adjacent business. The site is owned by an out-of-town development company who are looking at a 41-house development for the site. Although an initial planning application has been accepted on the site, no work has started. However, the site would demand a premium and probably not be suitable for the Free School. It would be an old industrial site and the ground conditions for growing and developing sustainable landscaped areas would be a very costly and difficult task. We therefore believe that this would not be a suitable site for the school as it currently stands

### **Capital costs**

We understand that there are different site options to be progressed. We fully understand that any investment in the site would be subject to a value-for-money exercise. Based on a formulaic approach, determined by the planned pupil number and assumptions about the extent of remodel/refurbishment of existing accommodation and any new-build requirement we can only model likely scenarios. The capital costs for this application cannot be fully determined at this stage.

In terms of the construction and F&E budgets, the Burnley High School team will support the development schemes that offer value for money and if possible minimises capital expenditure. We will continue to reflect this approach in the curriculum model. Every attempt will be made to minimise capital expenditure where possible. For example, procuring used rather than new furniture will be considered and discussions held with the LA or others about the potential to use any legacy furniture or equipment, if they meet Health and Safety Regulations.

The cost of ICT infrastructure works will depend on the level of infrastructure within any existing buildings; however, previous benchmark costs per pupil can be used for planning purposes. In terms of capital expenditure on ICT, we understand that the EFA will help us deliver an initial cost model for ICT hardware and software that would meet the school's needs. We understand that this allocation will be less than ██████████ per pupil, and we will work to refine this further.

### **Procurement Strategy for Site Works**

At this stage it is assumed that any building works will be procured and delivered via the EFA Contractors Framework, with the procurement managed by the EFA Capital team.

As stated above, for a September 2014 opening, a temporary or interim solution may be required based on any constraining procurement timeline. This can be confirmed once site options become clearer.

In conclusion, we are convinced that the sites above would provide the Burnley High School with a location and space necessary to develop a school that transforms the lives of children, families and the community providing outstanding education and facilitating community and environmental regeneration.

