



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

WCGS FEDERATION FREE SCHOOL

Contents

Completing and submitting your application	3
Application checklist	5
Declaration	7
Section A: Applicant details	8
Section B: Outline of the school	8
Section C: Education vision	9
Section D: Education plan – part 1	17
Section D: Education plan – part 2	18
Section E: Evidence of need – part 1	55
Section E: Evidence of need – part 2	55
Section F: Capacity and capability	66
F1 (a) Pre-opening skills and experience of members, directors and others in the project group	66
F1 (b) Skills gap in pre-opening	66
F2 Governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new Free School	68
F3 (a) Proposed governors	75
F3 (b) Skills gap for governing body	76
F4 Recruiting a Head of School	77
F5 Educational track record	81
F6 Capacity to expand	85
F6 (a) Shared services	87
F6 (b) Shared services	88
Section G: Budget planning and affordability	90
Section H: Premises	92
Annexes	93
CV Templates	93

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	Yes	
2. Have you established a company limited by guarantee?	Yes	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	Yes	
Section B: Outline of the school	Yes	
Section C: Education vision	Yes	
Section D: Education plan	Yes	
Section E: Evidence of need	Yes	
Section F: Capacity and capability	Yes	
Section G: Budget planning and affordability	Yes	
Section H: Premises	Yes	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Yes	
5. Have you fully completed the budget plans?	Yes	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	N/A	
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	N/A	
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).	Yes	

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

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

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

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	

Declaration

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

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

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

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

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

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

Signed:

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

Print name: XXXXXXXXXX

Date: 8 October 2014

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

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

Section A: Applicant details

See the Excel application form.

Section B: Outline of the school

See the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83197
Name of proposed school:	WCGS Federation Free School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: <small>Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.</small>	<Redacted>
Address of lead applicant:	Wallington County Grammar School, Croydon Road, Wallington, Surrey, SM6 7PH
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	NA
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	NA
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Wallington County Grammar School
Company address:	Croydon Road, Wallington, Surrey, SM6 7PH
Company registration number:	7627302
Date when company was incorporated:	09 May 2011
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	Unknown at this point
--	-----------------------

Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
---	----

Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	1
--	---

If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Wallington County Grammar School
--	----------------------------------

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	136798
--	--------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Good
---	------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136798
--	---

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136798 http://www.education.gov.uk/cgi-bin/schools/performance/2012/school.pl?urn=136798 http://www.education.gov.uk/cgi-bin/schools/performance/2011/school.pl?urn=103014
--	---

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	NA
Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	None
If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	NA
Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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:	NA



Department
for Education

SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	NA
---	----

In which local authority is your preferred location?	Croydon
--	---------

Proposed opening year:	2017
------------------------	------

Age Range:	11-18
------------	-------

If 'other' please specify	NA
---------------------------	----

Will the school have a sixth form?	Yes
------------------------------------	-----

Will your school be co-educational or single sex?	Co-educational
---	----------------

Is your school a hybrid type?	Not a hybrid
-------------------------------	--------------

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:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Please select
---	---------------

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
--	----

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	NA
--------------------------	----

Maximum capacity of proposed free school:	1120
---	------

Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	800 Secondary, 320 post-16
--	----------------------------

Please say which year groups the school will have in first year and the PAN for each	Year 7 with a PAN of 160
--	--------------------------

Date proposed school will reach expected capacity in all year groups:	2021
---	------

Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	NA
---------------------------------------	----

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
--	----

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	NA
---	----

Please say how many people will sit on your governing body:	6-10
---	------

Use of freedoms

Will you operate a non-standard school day?	Yes
---	-----

Will you operate a non-standard school year?	Yes
--	-----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	No
--	----

Do you plan to make employ teachers without QTS?	Yes
--	-----

Please list any other freedoms you intend to use	NA
--	----

Section C: Education vision

The WCGS Federation aims to set-up an 11 – 18 mixed comprehensive Free School in the area around South Croydon, which has a sporting specialism.

C1 Rationale

a. Addressing the basic need of the area

The preferred location of our Free School is South Croydon which includes an area stretching from Coulsdon in the south close to the Reigate & Banstead ward of Surrey, through Purley to South Croydon which includes Sanderstead and Selsdon. As we approach September 2017, the proposed opening date for our new Free School, the basic need of the area builds. Three Local Authorities situated together all give a compelling reason for why new secondary schools are needed. (Further detail can be seen in section E)

Reigate and Banstead, Surrey is to experience a significant rise in the percentage of young people aged between 10 – 14. In 2014 the percentage is 8.1% and will rise to 9.5 % by 2021 the year before our proposed school is to be at full capacity. In particular the Woodmansterne area witnessed a 23.06% population increase which saw students aged between 0 – 15 rise to 1,765. With a continual rise as suggested above the secondary schools local to this area will be increasingly over-subscribed. In fact Woodcote High School already claims on its website to be five times over-subscribed now. (Data taken from Surrey County Council sources)

Sutton will see, between 2011 and 2021, an increase in the number of young people aged 0 – 19 years of 18.3% which compares to that of London at 14.5%. They plan to expand all existing secondary schools in the borough and build a new secondary school in central Sutton which will open in September 2016. Projected numbers forecast the need for another secondary school in the area by 2021. (Data taken from London Borough of Sutton sources)

Croydon, out of the three neighbouring authorities faces the most difficult challenge with regards providing secondary school places over the next ten years. They describe increased inward migration, reduced outward migration, rising affluence due to investment such as Westfield Shopping Centre and large housing developments which include the 675 units at Cane Hill, Coulsdon and 400 – 600 units in Central Croydon as part of the Westfield development. Croydon openly describe having to build ten new secondary schools in ten years. (Data taken from London Borough of Croydon sources.) In September 2015 Harris Invicta Academy will open and in September 2016 Oasis South Norwood will open, both serving the north of Croydon. We would like to propose that in September 2017 our school opens to serve the residents of South Croydon which also faces the strain of increased population and reduced space within local secondary schools.

Residents of South Croydon have made comment to us during our process of collecting evidence of demand – [REDACTED]. This comment arose at a public consultation meeting at St Peter's Primary School whilst gathering evidence for our proposed Free School when South Croydon parents were expressing concern about displacement for their children into North Croydon.

b. Offering higher standards than local schools

South Croydon is an affluent area compared to that of north of the borough. It contains a blend of fee paying schools such as Whitgift or Trinity for boys and Croydon High School or Old Palace for girls. There are faith schools close by such as Thomas Moore in Croydon and Purley John Fisher which is in Sutton. Surrounding the more affluent areas there are 'hard to reach' communities which we have engaged such as New Addington in Croydon and the Roundshaw Estate in Sutton. Both communities are adjacent to our proposed location and will therefore provide a source of students looking for an aspirational secondary school. The mixed comprehensive, non-selective schools in the area include schools such as Addington High which in June was graded as 'inadequate' by Ofsted, Quest Academy (the former Selsdon High School) which was graded as 'requires improvement' by Ofsted in

June 2013, Shirely High which in November 2013 was graded as 'requiring improvement' by Ofsted and Woodcote High School which in January 2013 was also graded as 'requiring improvement' by Ofsted.

A school in the local area which is performing better is Harris Purley but it is suffering from its former reputation in the eyes of local parents who have not forgotten that Harris Purley was formerly the troubled Hailing Manor School. Today Harris Purley is also seen by local residents as a school which draws a high percentage of its students from north of the borough. Quest Academy is also building a positive picture in the eyes of the authorities since being taken over by Coloma girl's school, Croydon. This is testament that a single-sex school in the area has achieved greatness when providing a better education for local children. Despite more positive statistics the school again is struggling to shake off its former identity as Selsdon High School in the eyes of parents. In 2009, 28% of Year 11 students attained five GCSEs at grade C or above (including English and Maths); in 2008 this figure was 22% and in 2007, 23 %. This track record of underachievement has made it an unpopular choice with Croydon parents, and student numbers are declining.

The parents that we have met during our process linked to gathering evidence of demand have welcomed our educational plan. Many of them see a school run with a traditional curriculum using the successful ethos and values of a successful grammar school as the next best thing to getting into one of the grammar schools and therefore also avoiding the fees of the private sector which is also thriving in the local area. When we described our traditional curriculum plan, parents warmed to the way we were not going to generate outcome statistics through the provision of vocational subjects. They liked the separation of the three sciences, of humanities into geography and history and saw that encouraging all students to embrace a language was an essential part of becoming a global citizen. Coupled with the 'sports specialism' parents saw a broad and balanced curriculum embracing the competitive nature of sport and focusing time on developing high quality numeracy and literacy skills as exactly what they wanted for their son or daughter. They disliked the way local schools were not doing well in the English Baccalaureate measure and this was a key selling point in how our educational model was to offer something more desirable.

Local Secondary Schools	English Bacca-laureate %	Latest Ofsted Judgement	The number of students on roll
Oasis Coulsdon	16%	Good (2)	650
Woodcote High School	27%	Requires Improvement (3)	1175
Riddlesdown Collegiate	22%	Good (2)	1887
Harris Purley	11%	Outstanding (1)	942
Addington High	11%	Inadequate (4)	820
Quest Academy	9%	Requires Improvement (3)	462
Shirley High School	11%	Requires Improvement (3)	995
WCGS Federation Free School	60% (target)	TBC	1120

The table above indicates that 3,452 students on a daily basis attend a school in the local area to South Croydon which deliver a standard of education which is less than good. They are also unlikely to achieve the Ebacc which is a sign of a well-balanced set of qualifications acting as the building blocks for the future. Out of the schools highlighted above on average 85% of students fail to get the Ebacc. which includes; English, Maths, two Sciences, History or Geography and a Language. The curriculum for the proposed Free School is devised to address this shortcoming in the area, as described in section D.

c. Adding choice / diversity to local provision

There are currently five 'Harris' Secondary School Academies within the Borough of Croydon and three 'Oasis' Secondary School Academies. The 'Coloma Trust' is responsible for running three

Secondary Schools and there are five schools which are run with a Catholic ethos. Four very successful private schools operate in the local area. These include Whitgift and Trinity for boys and Croydon High School and Old Palace for girls. Despite being highly successful, annual fees prevent a lot of families from sending their children to these institutions. The Greenwich Judgement allows Croydon residents the opportunity to access the Grammar Schools which are in the London Borough of Sutton. There are five in total and all are highly selective and extremely popular. This academic year, 3,000 boys sat a first stage selective eligibility test for just 390 available places in the three boys' schools. So in summary, there are three choices for the residents of South Croydon. Access the local comprehensives, pay for a private education or try to access the nearby selective system. Reflecting on the data above with regards local comprehensives, the cost of private school education and the competitive selective system, many are left with little or no desirable options.

Sport Specialism

We propose to ensure our new Free School promotes sporting values throughout the entire curriculum and through every aspect of school life. More details on the values that the school will promote can be seen below. The decision to specialise in sport is to fill the void that currently exists in the quality of sporting facilities within schools and within local communities. To enhance the quality of the sports facilities we will in addition to the funding secured from the EFA apply to Sport England for additional support. We hope to turn facilities for just a school into facilities fit for a wider purpose. It is our aim to offer facilities which can provide homes for satellite clubs and support the provision of sport in local primary schools who are now expected to do a lot more but who often find access to local swimming pools a struggle. It may seem ambitious to build a new school with enhanced facilities but we see it as essential and will not shy away from expecting our new school to have a multi-use gym, fitness suite, running track, grass sports pitches and a swimming pool. Section D goes into more detail about the importance of sport within our educational plan but in summary we believe it is our duty of care to ensure young people develop a sporting habit for life. A habit which they love and which exposes them to the feeling linked with participation, winning and losing. We applaud students who have a go and then embrace winning and losing as the same. The key is to learn from our experiences.

Ofsted, 2012 – 'Beyond 2012 – outstanding physical education for all' reported that:
'School leaders and staff must take the lead in securing the nation's sporting future beyond 2012'.

The Archive of Paediatrics and Adolescent Medicine – 'Participation in physical activity is positively related to academic performance in children'.

Our proposed new Free School offers a genuine alternative through its unique pedagogical vision and bespoke ethos which is closely linked to the work of Wallington County Grammar School – a successful selective school in the borough of Sutton. We believe we have an educational plan which will meet the demands of what local parents want and offers local diversification. See a detailed summary of our evidence of demand in section E.

Partnerships

Sutton Schools Alliance – a group of 14 academies (secondary) work extremely closely in Sutton and are planning to start up a SCITT which will provide all the Federation's schools with an influx of aspirational teachers trained in the professional approach we want. The new Free School will also be supported by the work of Glenthorne High School which stands as the Teaching School in the local area.

Professional organisations dedicated to gaining the best, fitting with our 100% attitude: (WCGS has benefited from engaging with these organisations, especially PiXL, as manifested in 2014 with our best GCSE and AS results for 3 years):

GSHA – The existing Grammar School (WCGS) works closely with the Grammar School Heads Association (GSHA) to address issues relating to the education of most able students. This network is invaluable in staying on top of key political issues.

BASS – The existing Grammar School (WCGS) works closely with the Boys Academic State Schools (BASS) group which shares good practice linked to the education of more able students, as well as benchmarking finance and academic standards.

PIXL – The existing Grammar School (WCGS) works closely with PIXL which is a group of schools who develop strategies to target intervention with marginal students falling short of their estimates. This partnership will help the new Free School support less able students who may if unsupported widen the gap.

Youth Sports Trust – This charity has committed to working with the new Free School to ensure sporting values are embedded within the curriculum and throughout school-life.

England Rugby – This organisation is supporting the school in using the core values of England Rugby to raise academic success within the classroom.

Future Leaders – This charity has shared its core beliefs with the new Free School and the talent pool of school leaders that exist within the organisation will support the leadership sustainability of the new Free School.

C2 Vision and Ethos

The WCGS Federation is an exciting and unique project bringing two schools together as Academies who share the same motto, core beliefs, culture and ethos but who meet the needs of very different admissions criteria. This new Multi Academy Trust will include the existing traditional 11 – 18 selective grammar school for boys in years 7-11 with a co-educational sixth form and a new 11 – 18 comprehensive 'Free School' for boys and girls throughout all years. Both schools will be unique in their intake but will share one vision where all students are inspired to reach their full potential and aim towards aspirations of university places and professional careers. There will, once both schools are fully operational, be over 2,100 students and over 200 staff within the Federation.

The Federation brings both schools together in an ambitious but practical way. United by a single Multi Academy Trust, Executive Headteacher, Director of Academic Standards and Director of Finance and Shared Services, they are to become separate schools with a Head of School and a Senior Leadership Team which works to meet the immediate needs of each individual school. At the same time, links will develop across the two schools at every level. Both schools will mirror the same core beliefs, school motto, House system and basic principles of a culture and ethos which will become the blue-print for students, staff, governors and the parent body. Like the selective grammar school the new Free School will offer an aspirational curriculum with a rich and aspirational co-curricular programme which will address the shortcomings of the South Croydon schools so that young people can move on from school equipped for higher study and possessing professional personal skills.

Federation Vision:

"We are outstanding. Not because we say it, but because we work hard at it. We are dedicated, committed and focused. We believe that every person will reach their personal best and overcome any challenge through a shared culture and ethos. We are dedicated to developing successful individuals, creating a positive environment where all of us will learn. We never fail because we never give up. We believe in ourselves. We believe in each other. We believe in the WCGS Federation."

Free School Core values:

Teamwork	Working together and effectively participating is the most satisfying feeling for any young person in seeking their next positive experience. There is comfort in numbers when things go well and when things don't. Remembering the core belief that a school should not have any 'islands' within it, the school community will act like a team around the individual to ensure they feel loved and well supported. Even the person working on their own like a time trial cyclist has a team behind them which projects them into a winning position. A student struggling to understand a key concept in maths can be supported by their friends, their teacher and their parents. Together they can aspire, together they will achieve.
Respect	People learn from the habits of others - parents, friends and teachers. A school which has weak links of respect within it fails to model the way to excellence. Modelling high expectations and high standards for others is the first step to gaining respect and creating a healthy environment which shares and celebrates people's achievements. People give respect to those who are genuine in their intentions and who work tirelessly for the benefit of others. When respect can be held for another person there becomes a more positive relationship which in turn develops trust. Trust creates an environment where anything is possible.
Enjoyment	When people are enjoying themselves they hold their head up high and look around them. When they are unhappy their head drops and they miss out on so many opportunities. Schools are full of opportunities for students, staff and parents. The school community therefore, must offer enjoyable and memorable experiences for people. All students and staff must open their eyes in the morning and once they have worked out what day it is, be excited about what lies ahead. The goal is that staff and students wake up in the morning, clap their hands and say to themselves; 'today is going to be a great day'. Life moves pretty fast so you might as well enjoy it. Even when things are tough don't turn your back, don't give up. Enjoy and embrace the challenge knowing that when you win you will be happy and when you have lost but done your best you will be satisfied.
Discipline	Every school has a behaviour policy but discipline needs to run deeper than this. Discipline is more to do with conduct. The way in which a person self-regulates their behaviour. To have self-discipline means that a calm environment can be maintained at all times. People must be thoughtful of others in their words and actions to create opportunities to succeed. To be successful, specific pathways must be followed. If people falter along their journey it may mean they fail to reach their personal best. To be disciplined in life does not mean to just follow laws and consume energy from those who watch over us. To be disciplined means to embrace the message of the law and produce energy which others can feed upon. Living a disciplined life inside and outside of school, making the right choices and meeting with triumph and disaster with the same positive attitude will lead to a well-rounded and well-grounded existence.
Sportsmanship	When things are difficult people must be encouraged to have a go and show endeavour. To opt out and turn your back on your team mates or the task in hand fails to improve our intellect and understanding. People must all try their hardest in everything, knowing that should they falter along the journey there is always someone to support them and give them the recognition they deserve. There is nothing more satisfying than giving something your all and being able to say to others when the battle is over - 'well done I admire your courage'. Sportsmanship displays more than self-regulated discipline or team work. It is an empathetic attitude which benefits and celebrates others' achievements. A school community which is permeated with sportsmanship enjoys the challenge and shows respect for the work that those within the community demonstrate.

Federation Motto: 'Per Ardua ad Summa' (Through difficulties to the heights)

Federation Core Beliefs:

High expectations	As part of our drive to achieve 100% we model high expectations for others at all times. We do not accept mediocrity.
Every Child	No student should be left behind in the search to reach their personal best. Every child deserves support and challenge to unleash their aspirations and become a leader of tomorrow.
Lead Learners	We are all in the core business of learning and it is our responsibility as members of the WCGS community to ensure we recognise that we all have a responsibility to support others in learning. Whether the youngest student in the school or the most experienced member of staff, we should never stop leading our own and others' learning.
No Excuses	Continually finding excuses to explain why something has not been done is inefficient and is too easy. It is difficult to always achieve our personal best but we must always have the objective that we will succeed and we will reach our goal without falling short and using an excuse to explain why. Members of the WCGS community must remember that 'impossible is nothing'.
No Islands	No single person or group of people must isolate themselves from the culture and ethos of the School. Failure to be part of the community will lead to inconsistencies within the system. Inconsistencies of practice and attitude are toxic and corrosive to the vision of the School. Parents, staff and students should all be able to rely on a consistent learning environment which supports each other with the same procedures, values and beliefs.

C3 Aspirations and Outcomes

Having a 100% Culture & Ethos within the Federation

The Federation models a 100% Culture & Ethos of which we are very proud. Although this does not represent the specific estimates, value added targets or accountability measures we will use to measure success, it does represent the mind-set we expect from all stake holders.

Our message is to expect that all reach their 'personal best' – this is 100%.

High expectations need to be based on one single concept - '100%'. Anything less than 100% is not good enough and allows some students to interrupt their own or other students learning. Within the WCGS Federation we will teach our students how to be 100% and empower our staff to instil 100% in their classrooms. High expectations must in turn be based on a person's own high expectations of themselves and an instilled belief in their own ability to assert their authority and achieve 100% in all learning environments.

The starting point for achieving high expectations must be the absolute belief in:

- The ability of every person to conduct themselves with a positive and motivated mind set without excuses.
- The person's own ability to model high standards of conduct.

100% can only be achieved when expectations are 100% reasonable and clearly linked to the importance of learning. 100% can only be achieved when 100% of people are 100% clear about what is expected of them and why it is right that they should do that. You will not achieve 100% if you are not giving 100%. The WCGS Federation is very aware of the demands of developing an outstanding comprehensive school. For us the key to success is the value which can be added still to project our new school into the top 5% of schools nationally.

Academic outcomes

The minimum percentage of students achieving 5 A* - C incl. English & Maths = 70%

The minimum percentage of students obtaining the Ebacc = 60%

The minimum percentage of students achieving at least 3 A Levels = 82%

The number of lessons taught judged as outstanding = 70 %

The number of lessons taught judged to be good or outstanding = 100%

For further information relating to specific academic data related outcomes - See section D

Social outcomes

The definition of social mobility would be to move those children living in families with a below average income to a position where they can access higher earnings through professional careers. It is our aspiration to give all students the opportunity to go on to study a degree at university. By establishing a traditional academic curriculum we are asking all students to follow an academic pathway to further study. The 60% of students that we expect to see achieve the Ebacc would all be expected to go on to study A Levels and then stand a chance to apply to university. The selective grammar school within the Federation would support the new Free School with UCAS applications and support mechanisms. In 2013 89% of leavers from Wallington County Grammar School achieved their first choice of university due to the support mechanisms they received during the Sixth Form.

Institutionally the new Free School aims to build a lasting relationship with the local community. This will be a local school for local families. We have aspirations to support students who do not have adequate study facilities at home by timetabled study support sessions after school where teachers will be on hand to guide students and embed positive study habits. To further support families and the local population we propose to offer a programme of Functional Skills for local adults. Through the sports specialism the school aims to have enhanced sports facilities which can be made available to the local community. We hope to have satellite clubs based at the school such as local community football teams and Triathlon clubs run in coordination with Triathlon England.

Use of Academy freedoms

The Federation will take advantage of its Academy status and open new Free Schools. It hopes to grow over time to include more schools whether that be new Free Schools or by sponsoring and supporting other failing schools in both the secondary and primary sectors.

We will continue to procure services from external providers who can assure quality and will not be forced into a relationship with the local authority.

Depending on the location of Federation schools we will ensure the curriculum is enhanced through collaboration specifically at Key Stage 5.

We will lengthen the school day for most students and will timetable after school sessions which will be fully staffed for extra-curricular activities, club and societies and targeted homework support sessions for students who may not have secure and productive study facilities at home. Staff will always be on hand to support students.

We will ensure that classrooms have both well experienced staff in their subject area and role models who can inspire young people. This means that the Federation is open to recruiting staff who do not necessarily have QTS. Every member of staff who is recruited will be exposed to an extended induction programme to ensure they embrace the Federation's culture and ethos. Those without QTS will be exposed to more pedagogical training through our targeted CPD/JPD programme.

All Federation schools will have Performance Related Pay for teaching staff. This will be closely linked to the achievement of students, quality of teaching, quality of pastoral care, involvement and impact of CPD and contributions to the wider life of the Federation.

The Federation will promote a sense of empowerment and autonomy within its schools while feeling the benefit of collaboration.

Aspirations for the Trust

The WCGS Federation is looking to ensure that both the selective school and the new Free School grow and develop a symbiotic relationship. This will be achieved through shared values and processes with regards accountability measures. They will share services to benefit from the economies of scale and support pedagogy through a specialist CPD programme.

Our aspirations for the Federation are to grow at a steady pace to ensure we do not expand too big, too fast. We have set ourselves development priorities over time. This begins with opening a Free School in South Croydon which will add an engaging contrast with our existing selective school. Only once the Free School is up and running and standards have been maintained in both schools will the Federation then explore 'sponsoring' an existing Local Authority school or failing Academy. The reason for the delay is to ensure that there is strength and resources available to turn-around a failing school. In contrast to sponsoring a failing provider the Federation is also very keen to explore the possibilities of opening an annex of the existing Grammar School. We would seek this opportunity in Croydon to further support their pupil place planning targets and to extend the parental choice in the area. So by 2025, we hope to have seen the Federation grow to include four schools. These are: the existing Grammar School, an annex of a similar size, a new Free School and a sponsored failing school. Ideally these will all be located in and around the Croydon area ensuring that the Federation can strengthen its network over a tight geographical area.

Section D: Education plan – part 1

Proposed numbers in each year group at the point of opening and how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7				160	160	160	160	160	160
Year 8					160	160	160	160	160
Year 9						160	160	160	160
Year 10							160	160	160
Year 11								160	160
Year 12						160	160	160	160
Year 13							160	160	160
Totals				160	320	640	960	1120	1120

The proposed model is for the Free School to open to Year 7 students in September 2017, at which point there will be a great need for additional places in Croydon and the surrounding area as well as many parents wanting an alternative to the current offering of secondary schools.

It is proposed that the Sixth Form would open to Year 12 in September 2019; the main reason for this timing is making it possible to offer a wider curriculum for both Key Stages. Operating a 2 Year KS3 before a 3 year KS4 means that Y9 sees the start of GCSE studies. The shift towards option blocks will see a greater need for specialist teachers with a greater experience of the examinations system, and bringing in Year 12 with a similar set of requirements at the same time will allow many more experienced teachers in diverse disciplines to be introduced for Y9 and Y12. In addition, and as shown in Section D3, having 4 year groups in the school in its third year allows a larger SLT with an earlier move to the specialist roles. Lastly, although it will be possible to use Sixth Formers within the Federation to support younger students, introducing the sixth form in the third year will allow the House and co-curricular systems to flourish from an earlier stage.

Section D: Education plan – part 2

Details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/Voluntary	Comments
For two year KS3 – difference between hours per week in Y7 and Y8 are shown as Year 7 allocation / Year 8 allocation			
English	3	Mandatory	Including specific literacy sessions with additional teacher/TA support
Mathematics	3	Mandatory	Set in KS3 (sharing staff in early years)
Biology	1/1.5	Mandatory	Delivered separately as different disciplines, but with a co-ordinated approach to How Science Works including assessment
Chemistry	1/1.5	Mandatory	
Physics	1/1.5	Mandatory	
Computer Science	1	Mandatory	
History	1.5	Mandatory	Taught as separate disciplines
Geography	1.5	Mandatory	
Religious Studies	1	Mandatory	Incorporating many aspects of PSHE and citizenship
Latin	1/0.5	Mandatory	With a focus on improving literacy through understanding of grammar and syntax
Modern Foreign Language (French or Spanish)	2	Mandatory	Offering parental/student choice when valid educational reasons given, with a long-term engagement with one MFL
Design Technology	2.5/2	Mandatory	Using a carousel structure, to include Food technology, Graphics, Resistant Materials and Textiles. Taught in practical groups
Art	1	Mandatory	Taught in practical groups
Drama	1	Mandatory	Taught in practical groups
Music	1	Mandatory	Taught in practical groups
Physical Education	1	Mandatory	Practical lessons, building skills and fitness. With an emphasis on culture and ethos through sporting behaviours. Taught in practical groups
Games	1.5	Mandatory	Competitive sports. With an emphasis on culture and ethos through sporting behaviours.
Headteacher: Culture and Ethos	0.5/0	Mandatory	Ensuring that every student has been taught by the Headteacher, and delivering study skills while delivering the school's culture and ethos.
Form time/assembly	2	Mandatory	Rotating co-curricular programme, aligned with time for academic and pastoral support, with some vertical elements

For three year KS4 – difference between hours per week in Y9, Y10 and Y11 are shown as Year 9 allocation / Year 10 allocation / Year 11 allocation			
English	4	Mandatory	Set in KS4
Mathematics	3.5/3.5/4	Mandatory	Set in KS4
Biology	2	Mandatory	Delivered separately as different disciplines, but with a co-ordinated approach to the scientific method and the importance of practical work, including assessment of these key strands
Chemistry	2	Mandatory	
Physics	2	Mandatory	
Religious Studies	1.5	Mandatory	Most students taking full GCSE, continuing to incorporating many aspects of PSHE and citizenship for all
Core Physical Education	1	Mandatory	With an emphasis on culture and ethos through sporting behaviours.
Games	1.5	Mandatory	With an emphasis on culture and ethos through sporting behaviours. Competitive elements.
Form time/assembly	2	Mandatory	Rotating co-curricular programme, aligned with time for academic and pastoral support, with some vertical elements
French	3 x 2.5	Mandatory	Dependent on pathway, EBACC subjects may be mandatory (roughly 120 students out of 160 taking at least one language and one humanities subject, and a further 25 taking one of these. For those students guided to choose a language, either ancient or modern, it will be one begun in Y7; they can choose more than one language, but cannot switch to a newer language just for novelty, as study over several years brings success
Spanish			
Latin			
Geography			
History			
Art			Further Guided options choices with more freedom – students will study three subjects from the combined list of EBACC and non-EBACC subjects – aiming for three subjects at 2.5 hours each rather than 4 subjects at 2 hours each to increase depth of study and to be able to support all students
Business Studies			
Computer Science			
Design Technology (4 varieties)			
Drama			
Economics			
Music			
GCSE PE inc Sports Leadership			
At KS5 students currently select three A Levels, with one additional subject to be studied to AS Level, from the list of Optional subjects			
Art	5	See following page	
Biology	5		
Business Studies	5		

Chemistry	5	Options subjects Using a 8:10 hours per fortnight split between Y12 and Y13, this gives typical students taking one AS level in addition to three A Levels 32 periods per fortnight in Y12 and 30 in Y13 with specialist teachers. This model is successfully used in several sixth forms within the Sutton Secondary Schools Alliance, with Senior Leaders agreeing that the balance between timetables in Y12 and Y13 works better this way than with a 9:9 split. With the introduction of A Levels rather than A2 qualifications alongside AS qualifications this concept would be kept under review. In L6 the concept of a 'ninth hour' is used; in addition to the eight hours per fortnight timetabled in classrooms with specialist teachers, each class is also timetabled into silent Private Study, doing tests/essays as set by the lead teacher, to utilise flipped learning and make the best use of specialist teacher time. Having Private Study periods on timetables helps students adjust to the freedoms of the sixth form while instilling good study habits. In U6 students will be timetabled with a specialist teacher every lesson within a block, but they will have one or two blocks free; specific Private Study lessons will be timetabled in these in addition to the ten hours per subject.	
Computer Science	5		
Dance	5		
Drama	5		
DT Product Design	5		
Economics	5		
English Language	5		
English Literature	5		
French	5		
Geography	5		
Government and Politics	5		
Graphics	5		
History	5		
Mathematics	5		
Further Mathematics	5		
PE	5		
Physics	5		
Psychology	5		
Sociology	5		
Spanish	5		
Textiles/Fashion	5		
Games	1.5	Mandatory	This includes sporting activities and a selection of enrichment choices
Form time/assembly	2	Mandatory	Opportunity for sixth form students to show leadership in vertical activities

Breakfast clubs, largely targeted at specific student groups but open to all	7:30 - 8:30
Biometric registration and notices, 2 x 1 hour lessons, short break time	8:30 – 11:00
2 x 1 hour lessons	11:00 – 13:00
Lunch, slots for academic mentoring of groups and individuals, assembly	13:00 – 14:10
1 x 1 hour lesson	14:10 – 15:10
End of core day, co-curricular activities and academic support timetabled for many students (some older year groups have more flexibility).	15:10 – 17:00

D1 Curriculum Plan

Expected intake

	Oasis Coulsdon	Woodcote High	Riddlesdown Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High
NoR	650	1175	1887	942	1098	1274	820	462	995
% Ever6	42	19	16.5	52.2	29.2	21.2	64.0	56.6	36.3
% EAL	12.5	9	5.6	30	8.7	17	14.5	42.0	32.3
% SEN	10.3	26	5.4	4.8	24.3	6.8	18.5	13.9	7.5

The same schools are used here as in section E1. Each of them is a non-denominational comprehensive school serving its local area, and information is from DfE performance tables 2012-13 Pupil characteristics data.

- The proportion of pupils eligible for FSM at any time in the past 6 years varies from 16.5% up to 52.2%, compared to a Croydon Secondary School average of 38%.
- The percentage of pupils whose first language is other than English also varies widely, from less than 6% to 30%, compared to Croydon's average of 22%. All six of these local schools have fewer students with EAL than the existing grammar school.
- There is also a large variation in the proportion of students with SEN, varying from less than 5% to more than 25%, compared with Croydon at 10%.

Given the proposed location of the Free School within Greater London, an area of a few square miles contains communities with large variations in pupil characteristics, as seen in these figures. Small changes in the final location of the Free School could see these characteristics change significantly, but using the south half of the borough (and benchmarking figures shared between local schools for LAC) the expected pupil characteristics would be:

	Free School	Existing School
% Ever6 students	30%	8%
% EAL pupils	15%	33%
% SEN pupils (SAP/St)	12%	<1%
Number of LAC	6	2

We recognise that in terms of numbers this is a radically different intake to the existing school; the vision is to transfer the high expectations held for students, along with the strong leadership and management, quality of teaching and learning and of pastoral care, and to put in place support to help students from a variety of backgrounds to achieve as highly as they can. The school's motto of 'through difficulties to the heights' applies here. However, in terms of working with and supporting a large variety of students and consistently ensuring that those with barriers to learning outperform expectations there are many similarities. There is a background at the existing school of taking students with varying prior attainment, exposing them to high academic standards and expectations, and seeing them achieve more than a grade above expectations across most of their subjects as shown in the 2013 Best 8 score of 1067; see Section F5 for further details of this. The existing school does have a statistically significant proportion of Ever6/FSM students, very high levels of EAL students, and several dozen SEN pupils (including SA as well as SAP/St) and these students outperform school averages and significantly outperform national averages (value added above 1030 for all of these groups). See Section E for more detailed information about the outcomes of low, middle and high prior attainment students at existing schools in the local area.

Case studies of successful existing schools with similarly high aspirations - Twyford

In addition to the performance data of student groups at the existing school, there is evidence of schools with high expectations and ambitious curricula working very successfully with comprehensive intakes. At Twyford Church of England School, located in Ealing, roughly 20% of students are Ever6, and 7% have SEN. Over 80% of students make expected progress in English and Mathematics, and the key findings of its 2012 Ofsted report refer to the governing body's, Headteacher's and all staff's vision of all students striving for academic excellence, and it being achieved. Progress is described as excellent with high attainment in GCSE and A-Level examinations, leading to many pupils gaining places at their chosen, popular universities. The traditional, academic curriculum is judged to be outstanding, and works very well matched to pupils' needs. Twyford school has equality of opportunity as a key curriculum principle, and we intend to deliver the same.

Case studies of successful existing schools with similarly high aspirations – WLFS

The West London Free School operates with a higher percentage of FSM students (41%) than either Twyford or the likely intake of the proposed Free School, but according to its mission statement aims to become 'one of the best schools in the country, renowned for academic excellence and capable of instilling world-beating ambition in all its pupils, no matter what their background, through a rigorous curriculum and a comprehensive extra-curricular programme. The West London Free School aims to provide children with a Classical Liberal Education – that is, teach children a rigorous, knowledge-based curriculum that is based on the best and most important work in the humanities and the sciences. By providing all pupils with this firm foundation, we expect them to pass at least eight academically rigorous GCSEs and go on to top universities.' Ofsted reported that 'Pupils make good progress in Years 7 and 8. This is because teaching is usually good and occasionally outstanding' and praised the high expectations for all students as demonstrated by the rigorous curriculum: 'Leaders and governors have worked together well to develop a curriculum that meets governors' aims of a classical liberal education. The curriculum is under constant review to ensure it meets the needs of all pupils.' Ofsted also reported that 'pupils enjoy the taught curriculum that includes Latin', 'are very enthusiastic about the extra-curricular opportunities...especially those related to competitive sport'.

Although there are no examination results at the moment to give unequivocal data, their internal tracking systems (based on end of year examinations and teachers' moderated professional judgement) suggest that they are well on track to achieve this goal. They use the MidYIS system to base line pupils in Y7 and then tweak the potential grades to higher standards, a system similar to that proposed in our new school, although not as tied to KS2 data and Progress8. Considering the group of pupils with the lowest prior attainment in English, on MidYIS scores of 80-86, it shows that 80% are either one or two grades above their inflated potential grades, with 77% of pupils on FSM and 60% of pupils with SEN also above targets by at least one grade. Current predictions for Y9 students indicate that 100% of pupils are on track to achieve 5A*- C at GCSE, with 86% of pupils in Y10 (first year of intake) likely to achieve 5A* - C including English and mathematics. Only 1 pupil is currently predicted not to achieve both mathematics and English grade C or above. We will use this proven methodology to ensure success for even more students.

Aspiration leading to success for all students – contrasting with existing provision

We believe that high aspirational targets, careful monitoring, appropriate intervention strategies, a rich knowledge-based curriculum and a culture and ethos of 100% leads to success for all students. It is data from high achieving schools, added to our experience of grammar school pupils, that lead us to have confidence that our comprehensive intake, grammar school output will be achieved. For too long there has been an emphasis within many schools of setting standards that are average, with a focus on pupils on the D/C borderline. These are often children on FSM and from disadvantaged groups, who can thrive if challenged to perform well, and supported in doing so. There has also been a culture of choosing unsuitable qualifications to raise schools' perceived rankings; the English Baccalaureate is one method of judging whether a school is offering students the opportunity to attempt academically rigorous subjects, and providing the right guidance to them. Nationwide 22.8% of pupils gain the EBACC, and Croydon as a Local Authority is only slightly above this (23.5%). Table

2.2 in Section E2 shows that although some other local schools have % 5 A*-C EM higher than the national average, all but one of them are below both national and local averages for the proportion of students gaining the EBACC. The 119 primary schools in Croydon give students' outcomes which are very close to national averages (74% of students gaining L4+ in reading writing and maths in Croydon compared to 75% nationwide, and 63% succeeding at L4B or above both locally and nationally). There is a gap between disadvantaged students and their peers at the end of Key Stage 2 which is marginally larger than the national gap (20% rather than 18%). There is no reason for the students in this area to be only offered schools which don't reach the same level of good passes in the core subjects as the rest of the country, let alone the level we as a nation should be aiming for. We propose offering a distinct alternative, which will give parents/carers a real choice in the local area, a choice of a school with an academically rigorous curriculum, and the support to allow all pupils to access it and succeed in it.

Developing the Vision of the School into Curriculum Principles

'Per Ardua ad Summa' (Through difficulties to the heights). Five core beliefs, as detailed in Section C, support the vision of the Free School in reaching this goal:

High Expectations Lead Learners No Islands Every Child No Excuses

The entire curriculum, the choice of traditional, academic subjects, the amount of time given to core subjects, the qualifications, the insistence of in-class support wherever possible are all based on high expectations. Having high aspirations for all, setting challenging targets, rigorously tracking progress against them and putting intervention in place ensures that every child is supported and challenged and that none are left behind and is based on the concept of no excuses. There will be no excuses for specific student groups not achieving at least as well as their peers. There will be no excuses made for why specific student groups won't be allowed access to parts of the curriculum. Instead all students will benefit from a greater time allocation to English and Mathematics from their first day; excellent literacy and numeracy skills will aid them across the curriculum. There is an acceptance that failing is part of trying, and that striving to reach the heights is difficult, but we will give support to everyone so they can achieve their personal best.

The three-year Key Stage Four gives the opportunity to deepen thinking, to look at subjects in more depth, but the time available also gives opportunities for students to be lead learners. The same emphasis is also embedded in the vertical nature of the House system with its student leadership, and in the co-curricular model of clubs and societies across year groups. The leadership structure and subject area setup of the school supports the concept of no islands, as does the CPD programme and applying all of the teacher standards in appraisal, to ensure that no staff leave any child behind by not preparing and delivering well-differentiated, engaging lessons.

The core values spelt out in Section C also dictate the type of curriculum proposed:

Teamwork Respect Enjoyment Discipline Sportsmanship

Again the three-year Key Stage Four is vital to give the time to develop skills such as teamwork properly and without academic rigour being sacrificed, as is the vertical competitive House system to which each student feels a sense of belonging and a sense of pride, working together to be the best team. The student leadership here and in co-curricular activities develops peer respect: teaching engaging and challenging lessons and holding high expectations for all students develops respect between students and staff, and promotes a sense of enjoyment. A strong pastoral system, with Deputy Headteachers acting as Key Stage Leaders working with Year Leaders and academic mentors is one part of good conduct. A strong culture and ethos through the school, however, enhances self-discipline. The emphasis on sport alongside academic pursuits permeates the school via the core values.

Summary of curriculum principles

We believe in academic excellence for all students, whatever their starting points. By holding high expectations for every student, and by raising aspirations for everyone, we will ensure that outstanding teaching and excellent pastoral care combine to create one of the best schools in the country. In making progress well above national averages, and adding value to all students, we will achieve excellent outcomes.

All students will have access and support in accessing a challenging, traditional, academically rigorous curriculum, with emphasis placed on core subjects, developing literacy and numeracy which will help across all subjects. Students will be given the chance to gain knowledge, and also acquire skills, going deep and making links, using a three year KS4 model to give them time to do this rather than just cramming for exams. This will be complemented with a sporting ethos running through the school, as well as a wide extra-curricular offer giving students engaging activities and supporting them in their pathways, whether to employment or to Higher Education, all linked to the competitive vertical House system.

Curriculum Model – number of students

The overall curriculum plan is based upon admitting 160 students to each year group in the school (therefore between 5 and 6 form entry) and, although the actual numbers are different, mirrors the purpose behind the existing school's historical pattern of having 135 students in each year group at KS4. Most schools will manipulate the number of classes within a year group to facilitate producing groups of fewer than 30 students, especially when setting of students is involved, allowing teachers to support key individuals for more time in each lesson, and in their feedback. With a 5 form entry school this will generally mean having 6 sets, and therefore 6 teachers available, which may not be financially viable, or will mean diverting funds from other areas. By having ten more students in the year group it is financially possible to run 6 classes across all academic subjects, rather than just some of them. 160 students also allows for running 8 groups for practical subjects in the most cost-effective manner, and allows year groups to be split into two equal bands, facilitating greater flexibility in the curriculum, tending towards being able to produce specialist teacher teams especially in the early years, and leading towards greater student choice. Moving up to 160 students also allows for a greater number of subjects to be offered at both GCSE and A Level, broadening student choice. Finally, in the event of under subscription and the subsequent need for financial savings, the curriculum plan can be revised to make considerable savings far earlier than if the PAN is 150 or 180.

Curriculum Model – key subjects

The School will have a broad and balanced curriculum, with an emphasis on traditional core subjects to make sure that the right building blocks, particularly literacy and numeracy, are firmly in place. In the younger years specific literacy lessons with additional teachers are timetabled allowing extra small group support for targeted students without them missing other aspects of the curriculum. In KS4 some students will also receive additional small group support, depending upon which guided pathway they are following. Smaller groups to develop numeracy for identified pupils will exist from the start of Year 7.

As well as prioritising curriculum time in English and Maths, we will deliver History and Geography as separate subjects rather than a generic humanities mixture, and students will be taught Biology, Chemistry and Physics as distinct subjects from Year 7.

We believe in the importance of students studying additional languages. The learning experience itself sits well within an increasing global society, and we also recognise that universities are increasingly demanding a language qualification at GCSE level as a prerequisite for a wide variety of higher educational courses. Those students who don't go onto university will be projected into the place of work with the ability of doing business in other countries. All students will be taught at least one Modern Foreign Language, and the study of Latin will be compulsory at Key Stage 3, further embedding an understanding of grammar and syntax.

All students will take a range of creative subjects, including Music, Drama, Art, Technology, PE and Games. Throughout all subjects we value both the accumulation of knowledge and the development

of skills, and at Key Stage 3 we will coordinate subjects so that major themes are taught across different lessons; for instance students might study war poetry in English lessons while learning about the First World War in History. This will combine a thoroughly academic system in which individual subjects can flourish with a method to engage students and ensure they build links between different areas of learning.

Curriculum Model – extra-curricular and pastoral

In addition to the study of creative subjects within the core school day, students will be guided into an extensive extra-curricular programme which for most will extend the time most spend in school. This will include sport and the performing arts, as well as being introduced to academic societies. Students will also be able to complete homework tasks in supervised study areas after school, with teachers on hand to give assistance. Our aim is to develop well-rounded and well-grounded individuals, ready for a higher course of study or for interesting employment. One element which will assist in this will be the competitive nature of the House System. This will be modelled strongly on the existing Houses at Wallington County Grammar School, named after local historic characters and locations, and which involves every student feeling that they are part of something bigger than a tutor group. Students will love their House, and contribute in many activities throughout the year to earn points and make their House victorious. The vertical nature of the House System gives many opportunities for student leadership, with sixth form students running training sessions for younger students and leading the House assemblies. No sanctions will be attached to the House System; only rewards for participation and success.

Academic Mentors will be key individuals in the life of students. As well as attending to pastoral needs, promoting wellbeing, and being the first point of contact for parents/carers, they will be responsible for tracking the academic progress of their tutees and for meeting with them regularly to set and review personalised targets. This role could be summarised as nurturing every individual child and using the power of the three-way relationship between student, mentor and parents/carers to ensure every student achieves their potential. Unlike other schools we will subject all students to a structured tutoring system but will design a more bespoke system which reacts to the needs of students. We believe every child has a story to tell and we are committed to work with this story to ensure it is one of success.

Curriculum Model – KS4 and KS5

The curriculum plan is based on traditional subjects which focus on the development of knowledge and skills, while teaching topics which engage and inspire students so they can make connections across different subject areas. An emphasis on English and Maths will ensure all make progress in these important areas. A shortened Key Stage 3 and support mechanisms will prepare students to make informed GCSE choices. These choices will lead them along a pathway to an aspirational career.

A broad range of subjects will be studied at GCSE which will incorporate scientific, mathematical, languages, creative and technical options. There will be no early entry apart from for those students who can gain the highest grades. Early entry students will go onto to study enrichment topics which will prepare them for post 16 studies and beyond. With the targeted support, all students will gain good passes within English and Maths, and the vast majority will be entered for subjects comprising the EBACC.

Traditional A Levels will be offered enabling access to university. The academically rigorous subjects on offer will be able to deliver students the skills and knowledge they need to succeed in the world of work rather than university if that is the preferred route. There will be a drive for some to be the first in their family to go to university. From an early age (Year 9) we will identify those students who will access the top universities and specific careers and support this by establishing Clubs and Societies which unleash aspirations. Every student will have access to targeted support, the right support whether their dream be university, employment or training.

Throughout every Key Stage there will be an emphasis on participation in sport. This is not only because it brings a healthy lifestyle. It is because it develops, through participation, skills relating to

the values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship. These will improve a person's life chances through heightened social and emotional intelligence.

Type of curriculum – Overview and KS3

The Free School will offer a broad and balanced curriculum, offering stretch and challenge opportunities to all, but without neglecting any of the key areas. For this reason the basic model adopted is the National Curriculum in England, covering all of the Core subjects in depth, offering all of the content of the Foundation subjects for Key Stage 3 (Citizenship, and Sex and Relationship Education are largely taught in conjunction with Religious Studies throughout Key Stages 3 and 4, with some content delivered in tutor time and via drop-down days), and offering a wide variety of options from the four Key Stage 4 entitlement areas, all leading to rigorous qualifications.

In addition to the Core and Foundation subjects at Key Stage 3, the table in Section D: Education plan – part 2 shows that Latin is a mandatory subject for Years 7 and 8. The school's vision is that the curriculum should be aspirational for all students, and the study of Latin provides a better grasp of the building blocks of Modern Languages, including English, and develops students' literacy. Students will prepare for a Level 1 qualification over Key Stage 3, giving structure and an outcome to the course. The desire to nurture emotionally aware, resilient, adaptive and creative people is behind the inclusion of Drama as a mandatory subject. The school's focus on competitive sports, health-related fitness, and developing sportsmanlike behaviour in all explains the inclusion of specific afternoon Games sessions in addition to timetabled core PE lessons. The curriculum for these areas will be based on England Rugby's core values.

In addition to the beneficial effects of the Head of School teaching every student in the main school, and reinforcing the culture and ethos of the school, the 'Headteacher's period' will be used to enhance students' understanding and use of the Personal, Learning and Thinking Skills, developing more reflective and independent workers. In combination with a rigorous insistence on building up an extensive body of core knowledge getting students to develop higher order thinking skills is very powerful. All students will study computing at Key Stage 3 as a discrete subject.

Type of curriculum – KS4 including pathways and guided options

At Key Stage 4 the core subjects will be taught to all students, with the vast majority taking qualifications in both English Language and English Literature, and many studying towards three GCSEs in the sciences, with all taking examinations in at least two. Again core PE and games lessons are mandatory, and Religious Studies lessons are delivered to all students, leading for most to a GCSE qualification. A range of options subjects are then available, with students being guided in their choices of three additional subjects, encompassing all of the entitlement areas.

The options choices which students will make will be guided by the school, using baseline data, recent levels, attitudinal data and knowledge of students to place students onto one of three pathways, although there will be overlapping choices within those. Using student numbers both from existing comprehensive schools with a similar ethos to that proposed, and those from schools within the Sutton Secondary Schools Alliance, a pathways model has been created with projections for the number of students on each pathway and the likely outcomes.

One pathway would consist of roughly 120 students taking both a humanities and a languages subject, and thus being eligible for the EBACC. Good and outstanding schools with 70-80% of students gaining 5 A*-C inc E&M also tend to have over 80% of those students taking exams in the EBACC subjects successfully gain the necessary grades and obtain the EBACC. This would lead to an absolute minimum of 60% of students in the proposed Free School gaining the EBACC qualification. Students on this pathway would be expected to take English Literature in addition to English Language, would be expected to take Religious Studies (unless withdrawn on religious grounds from the non-statutory aspects at the request of parents/carers), and at least two thirds would choose to take separate science GCSEs. Most of these students would therefore take 9 or 10 GCSEs, and fill all 8 Attainment8 and Progress8 slots.

Some students, around 20-25, will not be best served by studying towards both a language and a humanities subject at GCSE, and will therefore not qualify for the EBACC. They will follow one of

these two qualification routes in addition to both English Language and Literature. They will have the option of either two or three GCSEs in the Sciences, although most will study towards two. All students in this group will also fill all slots in Attainment8 and Progress8.

A smaller number of students, 15-20, will do best by following GCSE options which don't include humanities or languages. They will still work towards GCSEs, but with a wider choice of subjects which meet their needs better, and will be able to concentrate on getting good GCSEs in English and Mathematics in particular. Some of this group, around 10, will only be examined in English Language and not in English Literature. Also about 10 students, not necessarily the same, will study all of the statutory aspects of Religious Studies, PSHE and Citizenship, but not work towards examination for the RS GCSE. Both of these routes will provide extra time for small-group support in literacy and numeracy. We recognise that this final pathway will leave one EBACC slot in Attainment8 and Progress8 empty, but the benefits to the student of having extra support in core areas must take precedence.

The statutory content of Computing at Key Stage 4 will be developed across the curriculum; this is possible given the rigorous nature of the Maths and Science teaching, and given the extra Key Stage 4 curriculum time associated with 3 years of study. However, Computer Science to GCSE will also be available within the options choices with the capacity to run more than one class per year group.

Type of curriculum – KS5

For Key Stage 5 a wide variety of high value courses will be on offer; the opening table outlines existing courses which would be suitable for the expected intake in a school with high expectations for all students. Reform of A Levels will almost certainly affect the final list of subjects available to the first Sixth Form cohort. When the first Year 11 cohort make final plans for their further education, many (not just from pathway one) will meet high entrance requirements for the sixth form, and some will have been equipped with the life skills and qualifications to move to another educational setting – for example a local specialist performing arts centre. External students will be recruited if vacancies need to be filled, with students keen to embark on an academic sixth form route of study.

In all of these Key Stages the aspirational nature of the Free School will mean teachers going beyond the Programmes of Study where appropriate; the National Curriculum is very much seen as a starting point for long-term planning, rather than a straightjacket on it.

Content of the Curriculum – overview and English

Throughout the Key Stages a large amount of detail and academic rigour is central to the curriculum offer. When students have amassed a solid body of knowledge then they are able to practice and hone higher order thinking skills by manipulating these facts in different ways. One of the aspects of the Federation's Vision for Learning, alongside Progress, Engagement, Challenge and Relationships, is Deepening Thinking; ensuring that students do something with what they have learnt. Deeper Thinking and the use of the fit-for-21st-Century Personal, Learning and Thinking Skills (PLTS) complement the core academic curriculum ensuring students have a good balanced experience. The extended amount of curriculum time given to core subjects facilitates this, and a brief outline of these follows:

In English in Year 7 students are exposed to a balance of traditional teaching, studying units on the Novel and the Writer's Craft, Greek Myths, and Introduction to Chaucer, and a skills-based Fundraising Unit which combines application of the knowledge gained with teamworking, creative and enterprise skills. Reading Units include Poetry, 20th Century drama and an introduction to Shakespeare.

This is built upon in Year 8 with reading units based around Analysing a Novel and then more in depth analysis of Shakespeare. Writing units include King Arthur and non-fiction, different forms of poetry, and the use of rhetoric in Animal Farm. The applied project is on Advertising in different media.

Year 9 sees an enrichment year developing the literacy skills required for GCSE in both Language and Literature. Students cover a 20th Century drama, a novel, a Shakespeare play, creative writing, poems from different cultures, and organise and run an English Festival. Years 10 and 11 see

students working through the requirements set by Examination boards for the two GCSEs with coursework units, speaking and listening and work on Reading passages in Language and Exploring modern texts, Poetry across time and Shakespeare and the English Literary Heritage in Literature.

Content of the Curriculum – Mathematics

There is an investigative and problem-solving approach to the study of mathematics at Key Stage 3, inspiring and supporting students in their development of mathematical confidence, initiative and creativity. They study some material from Number, Algebra, Geometry and Statistics in Year 7, and revisit those general topics in Year 8 to build upon their prior learning and address the more difficult topics. At Key Stage 4 the investigative approach continues, and there is an emphasis on precise techniques, with an insistence that getting the basics (such as layout out of equations) correct will lead to far fewer misconceptions and difficulties going forward. As well as covering the Programme of Study in the National Curriculum, and the iGCSE content, students may cover enrichment material from the Further Maths GCSE and the Additional Mathematics Level 3 qualification.

Content of the Curriculum – Science and Sporting Specialism

Biology, Chemistry and Physics are taught separately throughout Key Stages 3 and 4, with some overlap in 'How Science Works' as the same key ideas lie behind designing questions, creating ways to test them, carrying out appropriate practicals or research, analysing and evaluating results. At Key Stage 3 all three sciences have a thematic approach to set the science taught in real-life contexts, helping students to rise to the challenge of some very challenging topics and extension activities. Key Stage 4 sees the iGCSE content delivered across the three years, giving time to again enrich and go beyond the specification and to carry out meaningful investigative work.

As well as increased emphasis being placed on these core subjects, and all foundation subjects being covered, the increased emphasis on Sport throughout the school is seen in the provision of both PE and Games lessons. Students will rotate through different competitive sports during the year during Games afternoons, and cover skills and health-related fitness in PE. In Latin students are introduced to verbs (perfect, imperfect, present tense), nouns (nominative, accusative, dative cases) and adjectives (comparative and superlative) in Year 7. In Year 8 they study nouns and pronouns (genitive case, gender, hic & ille, eum & eam, vocative), verbs (infinitives, irregular verbs, pluperfect tense, imperatives, present participles), adjectives (type 1 {1st and 2nd Declension}, Type 2 {3rd Declension}), connectives (-que) and syntax (relative clauses).

Qualifications – Latin Level 1 at KS3 and GCSE

In addition to students wanting to rise to the challenge of Latin, and knowing the help it gives in understanding the grammar and syntax rules of other languages, having a recognised qualification at the end of the compulsory Key Stage lessons adds motivation. The WJEC Level 1 examination is a good preparation for further study in addition to covering many of the transferable skills desired. This is the only qualification proposed for Key Stage 3 students, and the results of a mock exam are used to suggest which students should take the external examination, which is a decision taken between teacher, student and parent.

A school with high expectations for all students must offer respected GCSEs, and not be tempted to engage with lesser qualifications or sub-standard assessment routes. The existing grammar school made the decision to switch to iGCSE examinations in the core subjects (when they were formally accredited) in order to teach rigorous versions of these subjects to engage and inspire students, and to prepare them for the next stage in their journey. A review of the qualifications (draft and final specifications and assessment models) proposed by the different examination boards in these subjects, and a comparison with the existing Edexcel Certificate which has proved to be an excellent choice for students, as well as the status of iGCSE qualifications from 2018 onwards, will lead to a final decision on which exam board and qualification route to use for these subjects. English Language, Mathematics and at least two Science qualifications are compulsory, with many students taking all three Sciences separately at GCSE, and most taking English Literature.

While all students study Religious Education through Key Stages 3 and 4, developing various skills as well as increased empathy and understanding of different world views, and most will take a full

GCSE, some students will benefit by taking fewer examinations in total in Year 11, so this will be an optional examination.

All students will take three guided options choices, shown in the previous table, all subject to rigorous GCSE qualifications being available in them at the beginning of the course of study. The maximum number of GCSEs a student will be able to take, without enrichment options or study outside of school, is ten. While three of the courses will be optional, it would not be possible in most cases to decline all three of them; depending on relative strengths the decision would be made over which to prioritise giving a total of eight or nine, maintaining the breadth of study intended.

Qualifications – rationale behind limited, highly targeted early entry

The same strict criteria as currently implemented at the existing Grammar School regarding early entry will be applied. The three year KS4 is not designed to move students through to examinations at the end of Y10, but to give time for deeper and broader study of subjects. Removing the rush towards exam cramming allows students to acquire skills having already built up a secure body of knowledge, and more student-led learning can take place. Only when students have completed a course thoroughly, and when the natural extension and enrichment activities are identical to a Level 3 qualification, will early entry be considered. It is envisaged that this will probably remain confined to Mathematics for top sets, and only for students who are absolutely capable of achieving the top grade at their first attempt (see Section F5 for details of current success rates). While a secondary consideration, this will allow those students who have succeeded at GCSE in Year 10 the opportunity to gain a further qualification which will count positively towards accountability measures.

Qualifications – KS5

At Key Stage 5 the same rationale to have high expectations for all students leads to a similar conclusion; the A Level qualification, the gold standard, along with AS to provide breath of study, will be offered by the Free school. Most students will take three full A Levels, although some taking Further Mathematics will take four. With the reform of A Levels taking place final decisions over exam boards will again be made after draft and in fact final specifications are available. It is hoped that MEI Mathematics will still be available as the links to sciences and to engineering as a vocation are very valuable.

Enrichment and Co-Curricular

The Free School will be open to students after the end of formal lessons for enrichment activities. Some of these will be academic in nature, with individual subject areas offering support to students, and year leaders and mentors carrying out small group and 1-1 work at this time. There will be a supervised private study area for students in the main school as well as for 6th form students, linked to the Learning Resources Centre, and this will operate as a homework support centre after school. Students will be able to use this quiet workspace rather than leaving the school site as it will be the only study facilities available to some students; in addition to the space members of staff including teachers will be timetabled into this area to help students with their work.

All students will also be exposed to a diet of Clubs and Societies. These will range from debating and chess to societies linked to becoming a medic, a lawyer, an engineer and other professions. WCGS Federation Alumni will visit as much as possible to give clarity to what it means to be immersed in the world of work. Clubs and societies will plot the pathway of success, with ex-students coming back into the Federation to share their experiences in a room with sixth form students who are applying to university, Year 10 students who are arranging work experience and Year 8 students thinking about their GCSE options.

These societies are designed to be run by the older students who are closer to their dreams of university or employment, although in early years staff will play a larger role in setting them up. They offer leadership opportunities for older students, and the chance to give something back to the school, as well as useful experience for CVs and UCAS applications.

As well as arranging talks from professionals and raising awareness of possible careers and raising aspirations, students will arrange for guest speakers and visitors, will enter competitions, undertake

projects and organise activities for younger students. Some of the organisation of Challenge Days (days off timetable for entire year groups looking at themes or subjects in greater detail) emerges from these societies.

Some students will want to research specific problems or questions, and the academic societies give a forum for them to present their findings to their peers, developing vital employment skills. A compilation of these independent projects is published every academic year showing what can be achieved by the school's student body and raising aspirations further.

Sixth form students will have enrichment timetabled for one afternoon a week. During this time a variety of activities will be run, some of them staffed, some of them entirely student-led. These will include volunteering opportunities, enrichment academic and creative activities, extra sport, and general clubs and societies. Clubs will of course include sport. The school will actively recruit staff who can contribute to coaching sport as trained PE teachers and as highly skilled non-specialist coaches who monitor levels of competitive participation in sport because of the values and skills it develops. More about sport follows in the next subsection.

Other parts of co-curricular will be delivered via a planned series of form time activities which dovetail with academic mentoring. Some of this time will be spent in vertical arrangements. A large part of the enrichment and co-curricular agenda will be accessed via the House system. On admission to the School, all pupils will be allocated to one of six Houses. The House system goes back to the founding school, and therefore the Federation's earliest days. It will enable senior pupils to show initiative and accept responsibility for the younger students. Equally, it will afford opportunity for all to be involved in a huge range of team activities. Having six Houses in each of the separate schools will allow linking up between smaller groups of students across the Federation; in the early years of the Free School older students will make the journey from Wallington County Grammar School across to mentor and lead younger students in the same House at the Free School. This will combine the current enrichment practice of sixth form students making regular visits to other local schools to help out in various ways during their enrichment time with the current internal system of peer mentoring.

Inter-House competitions will be held at the junior, intermediate and senior level in various sporting categories. Each contest will be recognised by the award of a silver trophy and with an allotted place in the School Hall. The House Drama festival will give students from all year groups the opportunity to perform, direct or work behind the scenes, and will be matched by House Art, House Music and various other competitions, judged by independent adjudicators. The flag of the winning House will fly above the trophy and the achievement is recorded for posterity in the School Hall. House competitions will be keenly contested and the award of the School Cup, for the leading House at the end of each academic year, will be established as an honoured occasion, with students keen to support their House to victory.

When a visitor walks in to observe a House assembly, the first thing they will notice other than the mixture of ages will be the student leadership shown; rather than being run by staff sixth form students will be taking the assembly from beginning to end. They will lead on motivating their peers, and on organising teams for competitions across all year groups. When new Year 7s are preparing to take part in their first competition (cross country if following the existing school to the letter) it will be sixth form and Year 11 students who volunteer to take the younger students out to practice. House Pins will be awarded for representing the House on a set number of occasions, but a House Tie will be awarded for leadership within the house.

The culmination of the House year will be the competitive House Sports Day in the summer at which the final rankings are determined, combining together two of the great strengths, enrichment and co-curricular, of the new Free School.

Sportsmanship and its Educational Impact

Part of the vision for the Free School is that sporting values will be a part of every classroom, with the core values of teamwork, respect, enjoyment, discipline and sportsmanship being an integral part of the culture and ethos. This permeation throughout the school of sporting values sets this vision apart from the other local schools with a sports specialism. The vision also includes a desire for all pupils to engage in sports on a regular basis, leading to both PE and Games appearing on the curriculum for

all year groups, and with larger time allocations than at many schools, in addition to a vast amount of extra-curricular sport occurring in the extended school day. We believe that the increased time spent on physical activity would be of health benefit to any group of pupils, but particularly those living in a very urban environment such as the London Borough of Croydon who are without as many opportunities as other parts of the country. Nationwide 33.3% of Year 6 students are overweight or obese, (18.9% obese), with London SHA reporting the highest rates of obesity in the country (24.4%), urban populations following the same higher trend, and Croydon SHA reporting over 38% of Year 6 students as overweight or obese, above the London average (National Child Measurement Programme – England 2012 Report and Tables, via hscic.gov.uk).

There is also much anecdotal evidence that students with a lot of exposure to sport and many chances to compete especially as part of a team, internalise those core values and are better students across all of their subjects. There is much evidence that early positive engagement with sport sets up lifelong patterns, leading to improved health, life-changes and happiness. Many schools do not provide sufficient opportunities for sport. Ofsted's 'Beyond 2012 – outstanding physical education for all' reported that *'Schools have a key role to play too. School leaders and staff must take a lead in securing the nation's sporting future beyond 2012. Teachers and coaches in schools are best placed to stimulate pupils' early interest and enthusiasm for play, physical activity, PE and school sport. Ensuring that the quality of PE in their school is good or outstanding will make a significant contribution to maintaining a legacy of sporting success up to and beyond 2016. This opportunity must not be missed.'* It also stated that all school leaders should *'increase the time given to teaching core PE each week, where this is less than two hours, to enable all pupils to exceed National Curriculum PE expectations and lead a healthy lifestyle.'*

The British Medical Journal published a study (Associations between objectively measured physical activity and academic attainment in adolescents from a UK cohort) in 2013 reporting that: *'findings suggest a long-term positive impact of MVPA (Moderate–vigorous intensity Physical Activity) on academic attainment in adolescence'* and stating that *'findings should provide greater impetus for school-based physical activity promotion.'*

These findings match a study (Physical education, school physical activity, school sports and academic performance) in the International Journal of Behavioural Nutrition and Physical Activity which reported that:

'Given competent providers, PA can be added to the school curriculum by taking time from other subjects without risk of hindering student academic achievement. On the other hand, adding time to "academic" or "curricular" subjects by taking time from physical education programmes does not enhance grades in these subjects and may be detrimental to health.'

The conclusion of a systematic review of more than a dozen studies into this link (Physical activity and performance at school: a systematic review of the literature including a methodological quality assessment in the Archive of Paediatrics and Adolescent Medicine) found evidence of a significant longitudinal positive relationship between physical activity and academic performance and concluded that:

'Participation in physical activity is positively related to academic performance in children.'

Assessing and meeting the needs of all pupils

The sub-section 'Expected Intake' showed that existing local comprehensive schools had proportions of SEN students (data available is for SAP and students with statements before framework changes in September 2014) varying from under 5% to over 25%; the exact role of the SENCO, the size of their team, and the extent of the role of every member of staff will depend on the actual intake, which is currently estimated to be around 12% (roughly 20 students per year group). It is recognised that this is a very different intake from that of the existing grammar school, and that any staff moving between the two schools within the Federation will need to adapt, but the vast majority of teachers including the Head of School and Deputy Headteacher will be recruited externally and a comprehensive background will be desirable for those in leadership positions. For full details of more relevant previous experience of the members of the group submitting this application see Section F and the CVs in the annexe; one relevant detail would be [REDACTED] with more than 20% of students at SAP or with SEN statement.

'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' (Draft SEN Code of Practice)

Aims of SEN provision

- To ensure that the needs of students with special educational needs are met
- To identify, at an early stage, what and where the needs are and how best they can be met, based on an inclusive curriculum model
- To act on admissions information relating to special educational needs
- To foster good practice and to ensure that students with special educational needs have access to a broad, balanced and relevant education (including the National Curriculum.) -so that they can reach their full potential and enhance their self-esteem
- To foster partnerships with students, parents, external support services and agencies, to ensure that students with special educational needs make progress
- To provide CPD for existing staff and induction for new staff
- To provide staff with information on SEN students such as reports and Independent educational plans
- To provide and maintain appropriate resources

Assessing pupils' needs

Support for SEND pupils begins during transitions, and the Free School will make use of external partners from this stage. This may include communication with and visits to feeder schools or SENCO meetings involving primary schools to find out about the special needs of a pupil before their arrival at the school, to help facilitate a smooth transition, as well as communication with parents, and with external agencies.

The needs of other students will be identified after joining the Free School. High quality teaching and learning and pastoral care, and rigorous tracking of students combine to make the curriculum accessible to all and to discover where extra support is necessary to do this.

All teachers will have high expectations for every pupil and aim to teach them the full curriculum, whatever their starting points. Teachers will use appropriate assessment to set targets which are ambitious for all. Lessons will be planned with differentiated tasks and support and will usually mean that all pupils will be able to study the full national curriculum.

If, despite high-quality teaching targeted at their areas of weakness, specific students are at risk of falling behind, then the class teacher will liaise with the SENCO who should assess whether the child has a significant learning difficulty. Assessments may include: high quality formative assessment, baseline assessment results such as MIDYIS, literacy (including reading age) or mathematics tests, internal observations, or those carried out by a specialised service, such as Education Psychology or Sensory Language Impairment Team identifying additional needs, medical checks, and the reaction of pupils to the informal support put in place to ensure gaps don't emerge.

Where it is found that a pupil does have Special Educational Needs then there should be agreement about the support that is required to support them.

Role of SENCO

In the first two years from the Free School opening then specific SENCO responsibility will be held by a senior middle leader in the school, as a TLR position. From the third year the SENCO role will be at Assistant Headteacher level to match the growing responsibility and time required to carry out the duties involved.

The SENCO will therefore be a qualified teacher working at the school. If upon appointment they have not previously been the SENCO at another school for a total period of more than twelve months, they must achieve the National Award in Special Educational Needs Coordination within three years of appointment, but recruitment would rate prior qualification as highly desirable.

The SENCO, in collaboration with the governing body, Head of School, pastoral team, examinations officers, admissions officer, pastoral support staff and subject teachers plays a key role in helping determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEND.

The SENCO will have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans.

The SENCO will provide professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. The SENCO will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high quality teaching.

Their key responsibilities will include:

- Enabling pupils to achieve highly and to continue into further education and training
- Ensuring that the relevant legislation and guidance are implemented effectively throughout the school
- Ensuring all students are provided with full access to the curriculum through differentiated planning by class teachers and support staff as appropriate
- Providing specific input for individual students' needs which is in addition to differentiated classroom provision
- Rigorously monitoring the progress of all pupils, to identify and respond to needs as they arise and diminish, and provide support as early as possible
- Ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and discrimination and prejudice are eliminated
- To involve parents/carers at every stage in plans to meet their child's additional needs and to involve the pupils themselves in planning and in any decision-making that affects them, including in their Annual Review chaired by the SENCO
- To allocate resources to cater for the needs of pupils with SEND
- Identifying whole school needs, contributing to the School Development Plan, and arranging high quality SEND CPD for all staff on an ongoing basis which is matched to these targets, and delivered by the SENCO, other specialist staff, or external providers
- To remain up to date in their knowledge of current legislation, guidance and best practice, through external training and regular meetings with other SENCOs

Roles of all staff in supporting students with SEND

The progress made by pupils with SEND, driven by the quality of teaching and learning they experience, will be a core part of the school's appraisal arrangements and our approach to CPD for all teaching and support staff. In the first instance subject teachers are responsible for delivering teaching which is never less than good, and often outstanding, which through individual differentiation meets the needs of all pupils in their classes.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from Teaching Assistants or specialist staff. Where a pupil is not making adequate progress, teachers should collaborate with the SENCO on problem solving, planning support and teaching strategies for individual pupils.

Both academic mentors and subject teachers will be responsible for monitoring the progress of students regularly. This will lead to their raising concerns about pupils' lack of progress directly with

the SENCO and they may be involved in further assessment of students' needs. This will also include tracking of those students already identified with SEND to ensure they make excellent progress.

Year Leaders will track SEND students alongside the SENCO and will put strategies in place for underachieving students including those with SEND

All members of the SLT have a responsibility to promote the needs of students with SEND and to hold all members of staff to account for the quality of provision for them.

Teaching Assistants will help pupils and groups of pupils who need extra support to complete tasks under the direction of the subject teacher. They will help teachers to plan learning activities, complete records and carry out other administrative duties. Higher Level Teaching Assistants may also work alongside teachers to support learning activities, help to plan lessons and prepare teaching materials, lead classes under the direction of the teacher or lead small groups independently.

Teachers are likewise responsible for the sustained progress of students with high prior attainment. Given the vision of having high aspirations for all students continuing to stretch and challenge these students rather than letting them coast is vital for fulfilling the school's vision. Basing tracking and monitoring of academic data around progress rather than attainment means that the progress made by all groups of students is equally scrutinised, and the use of the RAISEonline categories of lower, middle and high achievers in internal tracking means that the progress of More Able students is reviewed at various leaderships levels for each cohort four times a year. This whole school approach, monitored by governors, SLT and middle leadership, has been found to be far more effective than providing a relatively small TLR payment for one teacher to produce a list of More Able students, but without the authority to hold all staff to account for their provision.

The approach to students with EAL has some similarities; as a relatively large percentage of South London students speak English as an Additional Language and the area of Croydon surveyed for the Expected Pupil Intake matches this trend. However, the existing grammar school has a proportion of EAL students which is significantly higher still. An approach of providing high quality CPD and modelling good practice, and holding all teachers accountable for delivering high quality provision for EAL students by rigorously tracking their progress as a group is still sound. However, there is a greater role for the SENCO at a strategic and resourcing level, and for TA support in actual lessons.

Approaches to meeting needs

Having high aspirations and expectations for all means that all students will spend the vast majority of their time in 'normal' lessons which have been designed to offer the correct amount of challenge to all students. Given the importance of excelling in the foundational block of literacy, English lessons in Key Stage 3 are arranged in blocks with an extra member of staff available to carry out intervention work with literacy cause for concern students. This is specifically arranged so that other students carry out longer periods of creative writing at the same time, so that any gaps in subject knowledge are not exacerbated by withdrawal from these lessons. Likewise, the building block of numeracy is the basis for various other subjects, but the approach here is funding smaller groups for students with specific needs so that they can cover the same material at the same time as their peers but with more one-to-one support.

Our starting point for designing a curriculum suitable for students with Special Educational Needs is not to lower standards and make excuses, but to provide a high quality teaching environment with well-differentiated work and excellent support from both teachers and other members of staff. For this reason our preference is not to automatically withdraw students from lessons such as Latin, Computer Science and Modern Foreign Languages to give them extra time for basic skills, but to use the extended school day to offer additional support while retaining the broad curriculum offer as far as is possible.

The Federation takes its commitment to spending Pupil Premium funding for disadvantaged students seriously, and recognises that 30% of pupils are likely to be Ever6 in the proposed Free School. At a senior level it uses an evidence-based approach to ensure the highest impact interventions are put in place to aid the learning of all groups of students. The Sutton Trust Tool, as well as the influential meta-analysis of Professor John Hattie, has been used to identify 'feedback' as having the highest

impact on improving student learning and so will direct funding to ensure that the quality of feedback delivered to all our students, but specifically pupil premium, both inside of lessons and through marking is of the highest quality. As well as training costs associated with a long-term rolling programme of CPD, funding is used to make class sizes smaller to allow for more one-to-one feedback and support, and to allow more time to be spent marking the work of specific students. This strategy has seen Pupil Premium students demonstrate a fifth of a grade more progress than the rest of the cohort across their Best8 including English and Maths, and therefore around three quarters of a grade above their predicted grades, a much higher rate than any of the local schools analysed in table 2.4 in Section E2.

The Ofsted publication *'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'* confirms our experience that the transition from primary school to secondary school is vital in protecting the progress made by disadvantaged students; this is another school-wide initiative proven to be high impact. Creating a longer-term transition programme for vulnerable students involving them, parents and primary schools allows targeted support to be delivered from day one by the most talented teachers to students who already feel comfortable at secondary school. Accelerating progress in Literacy and Numeracy for these students as early as possible allows all of them to access the entire curriculum.

Funding will also be used to allow data systems to work effectively to identify and track specific Pupil Premium groups. This needs to work at both a classroom level, with teachers constantly aware of which students they teach are eligible for Pupil Premium and whether their strategies are working, and at leadership level in Monitoring and Evaluation. Leadership and Management time at Senior Leadership Level will be ring-fenced, ensuring that there is an overview of the funding allocated and the impact of Pupil Premium related activities, to monitor data on the achievement of Pupil Premium students, on the quality of Teaching and Learning for Pupil Premium students, and on their Behaviour and Safety (including attendance and participation in enrichment). This will be led by the Head of School as a Leadership and Management activity, but with input from the Senior Leaders responsible for the relevant sections. Much of the analysis of the data will be provided by the shared services outlined in later sections.

At a Middle Leader Level, Pupil Premium Funding will be used to put in place proven high impact interventions where a need is identified. Examples of this include:

- If a student on Pupil Premium is identified as having a literacy or numeracy need, they will be given specialist teaching in a small group in order to close this gap as detailed above
- If they are identified as having needs across a range of subjects, Year Leaders will support them through small group mentoring sessions where weekly success criteria are set, implemented and tracked rigorously
- If a significant behavioural or emotional need is identified, funding will be directed towards ensuring high quality support from external agencies is put in place

Given the importance of using Pupil Premium Funding effectively the budget plans laid out in Section G have 70% of indicative funding ring-fenced.

Other Agencies

The Free School will work in partnership with whichever external agencies are best placed to support pupil progress, but which are anticipated to include:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Language Impairment Team
- Psychology in Education
- Child and Adolescent Mental Health Service
- Social Services

Pupil Transition

The Year Leader responsible for taking on new Year 7 students will work closely with the Deputy Headteacher with responsibility for Key Stage 3 on transition arrangements (for the first three years this role is at Assistant Headteacher level). This work begins a year in advance with visits to local primary schools to explain the vision behind the Free School, its culture and ethos and what day to day life is like, and these may also include the Head of School for the larger and closer primaries and for specific feeder schools. The work of the development officer in terms of marketing over the first few years will be of particular importance.

The school will run regular Open Days, with prospective parents able to tour the school and see it in operation. All members of SLT (including in the early years Federation-wide staff) will attend these days, as well as the school's September Open Evening, and the later induction days. Parents/carers will be able to talk to staff, and find out more about the school's expectations and policies.

After 'national offers day' information will be sought from every pupil's primary school to allow tracking and intervention before students arrive at the Free School. This will be reinforced by personal visits from the Year Leader for the new Y7, visiting as many primary schools between May and July to gather relevant information, allowing the chance to probe more deeply into learning progress as well as attainment, into social groupings and preferred learning styles. The SENCO will be involved in visits to primary schools to liaise when there are known SEND issues, and will set up induction meetings for students with SEND and their parents/carers. Involvement with external agencies will take place when necessary to gain further information. This will be a much more thorough process than is currently the case with the existing grammar school which deals with students coming from more than 100 previous schools, and from a very wide geographical area, and we would expect visits to occur for the majority of students.

An initial induction meeting is held in an evening at the secondary school, open to students as well as parents, with the Senior Team communicating further the ethos and culture and pastoral support structures of the school. Parents can meet Senior and pastoral staff and ask questions, and get to know each other. Preferences for a Modern Foreign Language can be expressed around this time, and used to construct House groups and practical groups appropriately in conjunction with all other baseline information from primary schools. Students will be taught the majority of their lessons in House groups of around 27 students, and will remain part of one House for their whole time at the school. For practical subjects (such as DT, Music, Art, PE) they are arranged into groups of 20. These smaller classes allow pupils and staff to build relationships with each other quickly and for close monitoring of both academic progress and social well-being.

Four induction days are held during one fortnight in the June preceding admission, with an expectation that all students attend all four days, spending much time with their academic mentors in their House groups carrying out a series of eight lessons ranging from icebreakers to drawing up class behaviour contracts. There is also time for a series of induction lessons in all of the major subject areas, helping pupils get to know staff, as well as competitive House activities including sports events. One hour is spent carrying out the computer adaptive MIDYIS baseline tests so that challenging targets can be set and teachers plan differentiation before their first lesson in September. The weekend in the middle of these four days gives the chance for parents and siblings to join students and staff for the Induction BBQ, and parents have the chance to attend a transition workshop (to which students are not invited).

The use of a summer school to aid student transition is a proven technique, and the ability to apply for funding to help disadvantaged students attend will be used to further close gaps before students officially begin at the school in September.

In September the first three days are devoted to transition, with a series of team building activities, again including sport and other creative ventures. Much work is done in Houses, which are smaller groups of students which work vertically throughout time in the school. In later years this will enable student peer-mentoring to be part of the process, from the induction days onwards. Lunch times are extended and staggered for the first few weeks to allow new pupils to get used to school routines and timings. Parents are welcome at the initial assemblies. Individual Parents' Information Evenings are held at the start of the year for all year groups, but the one for Year 7 will include feedback to parents

on the results of MIDYIS testing, including visual changes graphs and an explanation of progress and reporting. This includes a chance to ask any further questions related to settling in, and to meet academic mentors with oversight of tutor groups. An open door policy for parents to contact and meet the Year Leader and academic mentors operates throughout, and Head of School Surgeries operate weekly at set times at this point in the year. As well as further transition activities during tutor time itself, the SMSC aspects of Religious Studies lessons will cover aspects of change, friendship, bullying and relationships during the first term.

Students will engage with target setting via tutor time and their academic mentors. An explanation of the challenging targets created precedes students having the opportunity to set themselves an aspirational target which can never be lower than the statistically calculated one. Regular monitoring of progress will take place through the usual processes and by the different layers of leadership, but with additional emphasis placed upon the first few months in the new school. The first Academic Monitoring Report (data drop referred to as AMR) for Y7 comes early on with teachers reporting attitudinal data (Effort, Conduct, Organisation referred to as ECO) as well as attainment data. Year Leaders, Academic Mentors and Subject Leaders will use this information to update Causes for Concern and to monitor the intervention being put into place by teachers. The SENCO will report to SLT and the Year Leader on pupils that are vulnerable and strategies put in place to further support these pupils and their parents, including further contact with primary schools as and when necessary. Academic data will be used as a baseline assessment for those subjects for which MIDYIS estimates are not as reliable, as used alongside MIDYIS for others.

The quality of teaching received early on in the school is of paramount importance, and the use of prior data to set up seating plans and groupings and to identify which differentiated tasks and processes are suitable for which students is possible before the first few lessons using the MIDYIS test results obtained in July. Learning walks and developmental observations and Year 7 work samples will be used thoroughly in the first few months to ensure that students receive an outstanding diet of teaching and learning. Feedback from feeder schools, pupils, parents and staff will be collected and used to evaluate the transition process to allow for future improvements. This will also allow student and parent voice to be analysed early on, and used for future benchmarking.

Transition into the Sixth Form will have similarities to that for Year 7. It will involve the relevant Year Leader working with the Assistant Headteacher responsible for Sixth Form, and will again involve Open Days and an Open Evening, this time aimed mostly towards prospective students but also their parents/carers. Again the full support of SLT, including Federation-wide staff in the early years will be necessary. To fill places for Y12, especially in the third, fourth and fifth years after opening (i.e. before an existing Y11 are available to transition upwards), will be a large task requiring extensive marketing (again using the Development Officer) and capitalising both on the track record of the Free School in its first few years, but also on the reputation of the existing Grammar School (with 800 applications for roughly 60 places in Y12, and a known specialism in Maths and Science, it should be possible to market the Free School's sixth form as a second similar centre).

Admission criteria for admission to the sixth form will be robust and courses will not necessarily have identical entrance requirements to each other; while a GCSE grade of C may be reasonable for a student to continue to A Level Geography, a grade C in Maths would be more likely to lead to an intermediate Mathematics course rather than a full A Level. In running admissions for sixth form with 800 applicants for a variety of academic courses we have extensive experience of the technical side of this. More importantly, with an average of 60 new students currently joining Y12 and 25 new students joining at the start of GCSE (Y9) in addition to Year 7 starting secondary school, there is also much experience of successful induction into the WCGS Culture and Ethos of large numbers of new students. Strategies such as bridging work between Y11 and the start of A Level courses, Deep and Intermediate Support Groups being set up based on data after GCSE results and admissions but before term starts and all staff being aware of these Causes for Concern before their first lesson and the use of Y13 students (from the existing school in the first relevant year) to offer peer advice and guidance will all be adjusted to suit this different context.

The diet of clubs and societies, particularly the notion of the pathway to success with Y8, Y10, sixth form and ex-students discussing career paths, will complement the external independent guidance

provided via a Work Experience and Careers Officer. Links with local businesses will be built up to provide destinations for work experience visits, but also longer-term links leading to employment opportunities. The majority of Year 11 students will transition into the academic sixth form, having had not just a single block of Work Experience, but an ongoing exposure through peer-led clubs and societies to adults currently engaged in the careers they now aspire to.

While the majority of students in Year 11 will achieve the required grades to enter the sixth form, some will decide that they would prefer the feel of a sixth form college, or more vocational courses. Rather than trying to do both academic and vocational studies, and managing neither particularly well, the emphasis will be on providing genuine student and parental choice in the local area by offering an academic A Level based sixth form.

The Year Leader and Deputy Headteacher with responsibility for the relevant Key Stage will work together with the WEX Officer, ensuring that every student has a plan for the next stage, whether in Further or Higher Education, or an apprenticeship or full employment. This process will not begin as late as Year 11, but will have started before GCSE pathways were chosen, and through monitoring of clubs and societies many students will have a better idea of their chosen path at an earlier stage. In the context of the existing school, where over 95% of Y11 students obtain the high grades to continue with their preferred courses of study, they are all guided through the process of applying to other institutions to make sure that those who choose to stay (the vast majority) are doing so for the right reasons. A similar guidance programme, using the WEX Officer and external career guidance, will exist for transition from the sixth form into Higher Education or employment. Partnership with the existing Grammar School will provide excellent advice on the UCAS process in the early years.

D2 – Measuring Pupil Performance

The WCGS Federation believes in academic excellence for all students, whatever their starting points. We are committed to ensuring rapid and sustained progress is made by our students, and in particular by all groups of students, leaving none behind. The existing school, as a high performing selective, would be expected to have attainment results far above national averages. We see 'Value Added' measures as providing the clearest insight into how well we are supporting our students, and have therefore used these as part of our KPIs, and intend to use the same methods in the Free School to determine specific targets. Our focus on the whole child, including social and emotional intelligence, motivation and determination, have led to the remainder of the measures.

Given the demise of KS3 National Curriculum Levels, and our intention to create one set of grades which cover both KS3 and KS4 and which will be based on the reformed GCSE grade descriptors for grades 1-9, the starting point for academic targets is Key Stage 4.

KS4 Academic Targets

In the existing school we set academic targets for students by aiming to be in the 5th percentile for value-added given their prior attainment (KS2 fine point scores, using MIDYIS baseline testing from CEM in the absence of KS2 scores). In the 2013 validated RAISEonline this is (roughly) equivalent to a Best8 score of 1036; looking ahead to changes to accountability measures this equates to +0.6 of a GCSE grade in Progress8. Attainment targets (%A*, %A*/A, %A*-B, %A*-C, %A*-C inc E&M etc) are then based on the grades required to make this progress; every student is given targets for each of their subjects which would see them making this level of progress. Subject areas and pastoral leaders are given attainment targets for their cohorts (and for specific student groups within them) based upon this level of progress. The whole school attainment targets, which act as headline targets for the parental and community audience, are based on these progress targets.

We intend to use this same measure in the Free School as value-added methodology actually measures the impact of the school on students' progress, and therefore drives attainment. We recognise that there is one situation in which this solution isn't desirable, and that is when working with a student body with very low prior attainment, as even targets set at the 5th percentile for progress may be low and may not create sufficient aspiration in students and parents/carers. Therefore we will apply an internal 'floor standard' for attainment for which targets cannot be set lower, and this will be based on the average of local schools which are good or outstanding. Using

2013 Performance Tables data this leads to a minimum target of 70% of students achieving 5 A*-C including English and Mathematics at GCSE. Similar comparisons with good and outstanding local schools sets 'floor standards' of 81% of students making expected levels of progress in English, and 73% in Mathematics. Depending on the actual intake of the Free School, and adding 0.6 grades on to every target created using Attainment8 and Progress8 may well result in an even higher target. See the subsection 'Type of Curriculum' in Section D1 for the reasoning based on number of students undertaking different guided pathways; the minimum for percentage of students obtaining the EBACC will be 60%.

KS3 Academic Targets

In response to the end of National Curriculum levels the Sutton Secondary Schools Alliance (which is based around the local teaching school) are sharing proposed models for how to assess students in KS3. While local schools are not agreeing to share one system for consistency, there are many similarities between the different solutions and we will continue to be able to reflect on the practice at local good and outstanding schools. Our proposed system is to utilise the grade descriptors for the new reformed GCSEs (grades 1-9) and map these across to Key Stage 3 subjects, so that students are assessed and progress under one continuous system from Y7 to Y11. Depending on what demands Ofqual choose to place on the lower grades it may be necessary to have several grades which effectively sit below grade 1; the terminology for these could mirror the previous existence of P levels (giving a system of U, P1, P2, P3, P4, 1, 2, 3 etc), but this would depend on how many, if any, need to be created.

As well as consistency for students and parents/carers (as well as teachers), a major advantage of this type of system is that targets can be set and progress can be tracked across all five year groups. A final GCSE target would be set as outlined above to give progress at the fifth percentile, and then targets would be set for the end of the Y7 and the end of Y8 (actually the end of KS3) which would see students moving from their starting points to their target GCSE grades over five years.

KS5 Academic Targets

A very similar system to KS4 is used in the existing school; instead of using RAISEonline methodology to set GCSE targets based on KS2 prior attainment the school uses L3VA methodology to set A Level targets based on KS4 prior attainment. Again, these targets can be set to give each student, each student group and each subject targets reflecting progress in whichever percentile is appropriate;. In the Free School we would adopt this model and would again aim to be in the top 5% of schools for progress. As with KS4, a floor standard can be put in place to prevent progress targets from ever giving attainment targets which are too low. As the Average Points Score per A Level entry across the good and outstanding local schools is 190, nearer a D grade than a C, the relevant minimum target here is 210 points to match a grade C. The minimum target for Average Points per Student is also 'topped' up marginally to 630 points, to match CCC. The minimum target for the percentage of students achieving at least 3 A Levels A*-E would be 52% if using all good and outstanding local schools, so is set at 82% to match the best school in the local area, this method also yields 91% as a minimum target for % 2 A*-E (81% if taking an average). The highest percentage for students achieving AAB (with facilitating subjects) from the local Croydon schools is 9%; a corresponding maximum from comprehensive schools in Sutton is used instead to yield a minimum target of 15% for this measure. All of these minimum targets will probably be increased upon substantially when using the full progress-driven system detailed above.

Academic Targets for student groups at all Key Stages

Because academic targets will be set for each individual student, in the same way that academic targets for the entire cohort will be drawn from those individual targets, each of the student groups will have their academic targets set in the same way, again with a floor standard in place. However, setting targets for student groups such as Pupil Premium students, students with SEND, students with EAL and so on at the fifth percentile for progress is as aspirational as those set for the student body as a whole. When monitoring progress against targets it is simply the case that if these groups show greater progress than the rest of the cohort then any gaps are narrowing.

School Wide Ethos Targets

The nationwide average for student absence in state-funded secondary schools is 5.8%, for Croydon as a Local Authority it is 5.2%, and out of the six most comparable local schools outlined in sections D1 and E1 the best performing is at 4.3%. Our target for absence is therefore 4.0%. Systems in place at the existing school currently achieve this target. The same target will apply to absence from lessons (whether due to students not attending school, or missing specific lessons without authorisation).

Outstanding behaviour and safety can be confirmed by many audiences; the target is that student and parent voice, staff questionnaires, and specific judgements made by leaders (whether in formal lesson observations, developmental observations, audits of form time, assemblies, playgrounds or corridors), and any reviews of subject areas or of the school as a whole are closer to outstanding than to good. As well as a focus on behaviour of students and relationships between students and staff, these will include looking at the quality of pastoral care, instances of bullying and how effectively it is dealt with, and will measure students' thirst for knowledge and love for learning. This latter category will also measure uptake of the enrichment activities provided beyond the end of formal lessons, with a target that all students are involved in clubs and societies or make use of supervised homework support after school. In addition, within the commendation and sanctions system the number of commendations given to students should exceed the number of behavioural points by a factor of 10; these targets will apply within all year groups and within all subject areas as well as to the school as a whole.

For consistency, staff questionnaires will use a numerical system of 1-4 to record their views, and the same criteria of averaging outstanding (i.e. above 1.5) will apply to questions covering staff morale, quality of CPD, views on quality of line management.

Teaching and Learning Targets

Two sets of targets for teaching and learning exist, based on the fact that monitoring data will fall into one of two categories. Formal lesson observations, including those taking place as part of subject or whole school reviews, provide one robust source of evidence and the target for these is for 70% of lessons to be outstanding, with 100% at least good. Other ways of gathering data will be more subjective, including student voice, feedback from development observations, learning walks, work samples and line managers' appraisal of performance against teacher standards. These will all feed into a more nuanced judgement of the quality of teaching, and the target for this will be an average falling into outstanding (i.e. above 1.5).

Assessment and Data Tracking

Assessment takes place in support of learning, and a variety of approaches to assessment will exist within the school; professional judgement within subject areas along with moderation via senior line management will be used to determine the best way of assessing at different times and for different purposes.

The formative nature of assessment will be most often demonstrated by the use of standardised tasks (all classes and teachers using the same or very similar assessments), with students having access to graded success criteria. Self and peer assessment during and after the first attempt at the task will often be used to allow students the opportunity to make further progress, with detailed feedback showing how to improve provided by students and by teachers. The use of dialogic marking will mean asking questions or setting further or refined tasks which students then work on and evidence.

Personalised Learning Checklists will be used across all subjects to record the findings of assessment and to allow students and parents/carers as well as teachers and academic mentors to understand what areas of knowledge or skills need to be improved. These checklists take the body of knowledge and break it down into all of the elements students need to know by the end of a course. They also break down the different skills students need to develop and use.

At regular intervals teachers will review all of the assessment information which they have and produce summative fine grades (both current working grades and professional predictions for the end

of the Key Stage which are useful for targeted intervention) and attitudinal data (Effort, Conduct and Organisation, useful primary for pastoral care and intervention) for central tracking and monitoring. SIMs is also used to take registers, both of the legal a.m. and p.m. sessions and also of lessons and enrichment activities. Commendations and behavioural points are entered via registers on SIMs.

In the first years of the Free School being established there will be no public examinations to use to confirm the accuracy of teacher judgements of the attainment of students. The style of analysis carried out within RAISEonline, L3VA, PANDA and the QSR will be carried out internally based on teachers' professional predictions, but the reliability of the original data will need to be verified. Running good internal systems to moderate judgements is the first method used to quality assure the data gathered. Subject leaders (or those with responsibility in or between subject areas in the very early years) will be running moderation of assessment to ensure that different teachers assess to the same standard. The second method used to check and improve the reliability of the data is moderation and training between schools. Running the same systems of professional predictions and comparing them rigorously to actual public examination results means that much is known about the reliability and accuracy of the sixty teachers at the existing school, and pairing teachers and subject areas across the two schools will help to standardise assessments. This will be particularly useful for the Free School in its early years when there are few staff and internal moderation is difficult, but will continue to be useful and in fact will also benefit the existing school in later years.

Monitoring and improving the quality of teaching

When the school first opens, with only ten members of teaching staff including the Head of School and Assistant Headteacher, then responsibility for monitoring and evaluating the standard of teaching will rest with the Assistant Headteacher, albeit with much of the work shared between all members of the leadership team including those working across the Federation. As the Leadership Team expands this moves to Deputy Headteacher level (completed by year 4 when the two Deputy Headteachers' roles are Behaviour and Safety and Teaching and Learning).

As the school grows responsibility for day to day monitoring of Teaching and Learning as well as for improving standards will be spread amongst various leaders (subject leaders, senior line managers and year leaders/SENCO).

Monitoring Teaching and Learning will occur through three mechanisms, the most obvious of which is observation.

1. Most teachers will be subject to three formal lesson observations per year, although for NQTs and those staff who are a cause for concern this number will be higher. Judgements made in formal lesson observations are recorded centrally for each of the areas of the school's Vision for Learning (Progress in lesson, Progress over time, engagement, challenge, relationships and deepening thinking) providing information on which subject areas and which teachers need to develop which areas of their teaching with which key stages, and where they might observe outstanding practice.

Many teachers will choose to ask for further peer observations, which are admissible as evidence for appraisal, in order to get feedback on specific strategies they are trying. In addition to pre-arranged observations, development or 'drop-in' observations are carried out by Senior Leaders (two a week) and middle leaders (one a week). These ten minute observations have foci related to the School Development Plan and provide immediate feedback on normal teaching to teachers, Subject Leaders and Senior Leaders.

2. The second mechanism is through work samples which monitor the quality of student work, of self and peer assessment, of teacher comments and questions and of the resulting dialogue. As well as briefly during observations these are also carried out in Subject Area meeting and line management meetings as part of the Common Agenda, and by Senior Leadership.
3. The third mechanism for monitoring the Quality of Teaching is via student and parental voice. Both student and parental questionnaires are used regularly to ask for perceptions of lesson quality, often linked to parents' evenings and AMRs, and analysed by pastoral leaders coordinated by the Deputy Headteacher Behaviour and Safety (by year 4, at Assistant Headteacher level early on), but the most informative are online teaching and learning surveys which are set

up for each subject area, and analysis of which forms part of the Subject Area Self Evaluation document.

By bringing together information gathered from formal lesson observations, developmental observations, learning walks and peer observations, alongside work samples and student and parental voice, it is possible to triangulate and come to more accurate judgements. Teacher and Subject Area trackers highlight trends over time, and can show the impact of intervention, and highlight situations which are not improving so that further action can be taken. They record the triangulated judgements as well as a summary of the evidence from all of the different sources.

Whole School Monitoring and Evaluation Systems

In the evaluation diagram overleaf the row labelled 'Processes' summarises the school wide information gathering processes which provide data and information to inform evaluation of the school's performance. The assessment and data tracking systems described provide the inputs for analysis for Achievement of Students; a value-added analysis of cohorts, subjects, classes and teachers and of specific student groups is carried out and the results distributed in appropriate detail to each of the audiences. Both the ECO data and commendation/sanctions data mentioned are coupled with attendance and punctuality information, and with the results of student and parent voice to give Behaviour and Safety information to all parties. Centrally stored minutes of all subject area and year team meetings, including action points, and a review of previous action points are used alongside fortnightly Senior Line Management meetings as a source of information for Leadership and Management monitoring. The previously described triangulated information about Teaching and Learning also feeds into the evaluation cycle.

Ongoing monitoring of incoming information against targets and objectives occurs through appropriate meetings (SA meetings for instance, or the regular SLT meetings devoted to each of the areas of the Ofsted framework). Three times a year there is a formal review of all of this information against self-evaluation forms, development plans and previous action points, whether a review of an individual teacher's appraisal document carried out with their line manager, or a formal review of the whole School Development Plan by SLT and Governors. The cycle is largely completed in July, although all judgements and plans for the next academic year are reviewed and changed if necessary after the additional analysis of public examination results.

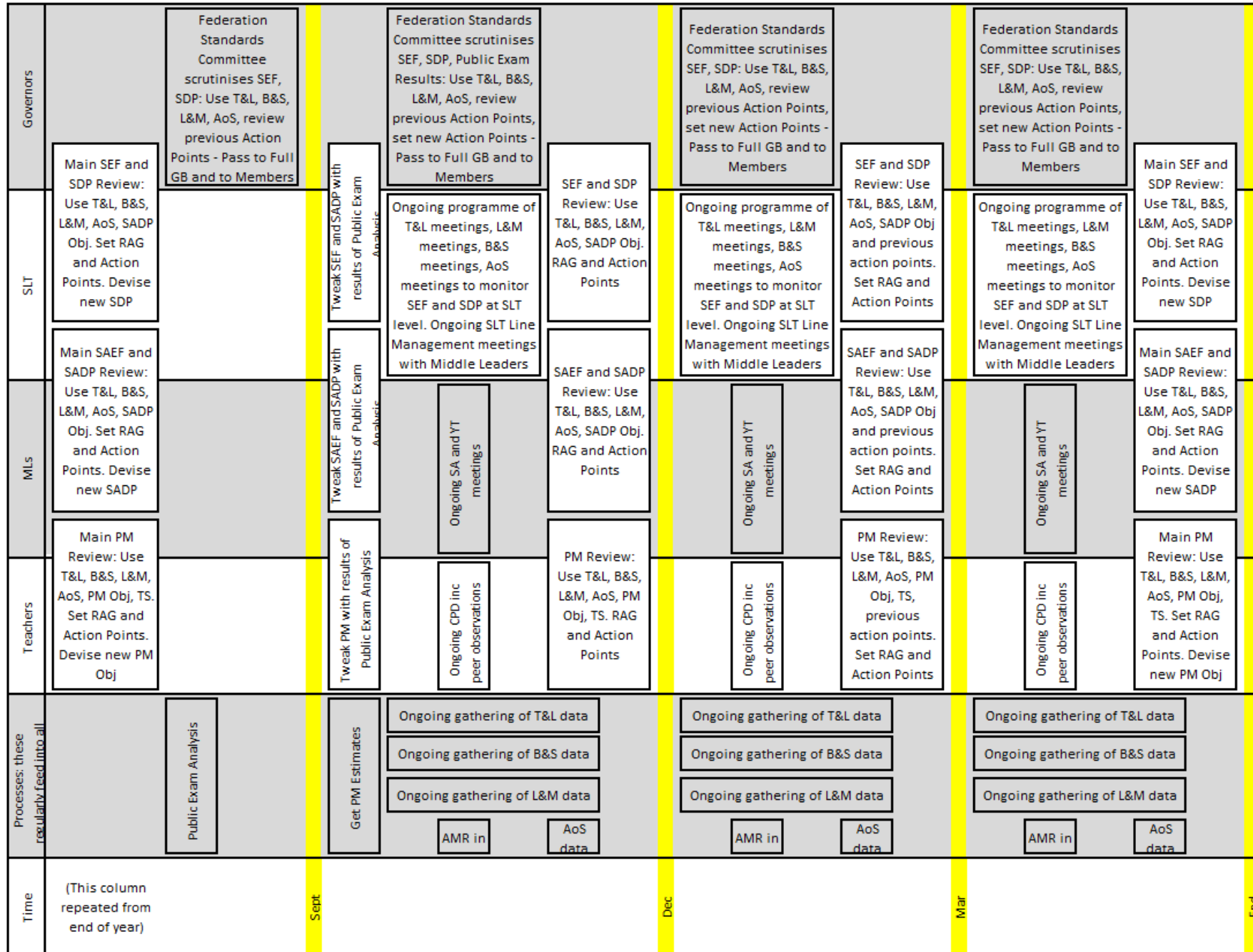
As well as the Executive Headteacher and other Federation-wide employees attending those SLT and Governors' Standards Committee meetings which review the SDP, in order to offer advice and moderation to the Head of School, the judgements made feed into the Directors/Trustees on a termly basis allowing comparisons and moderation between the two schools.

Liaising with and reporting to parents/carers

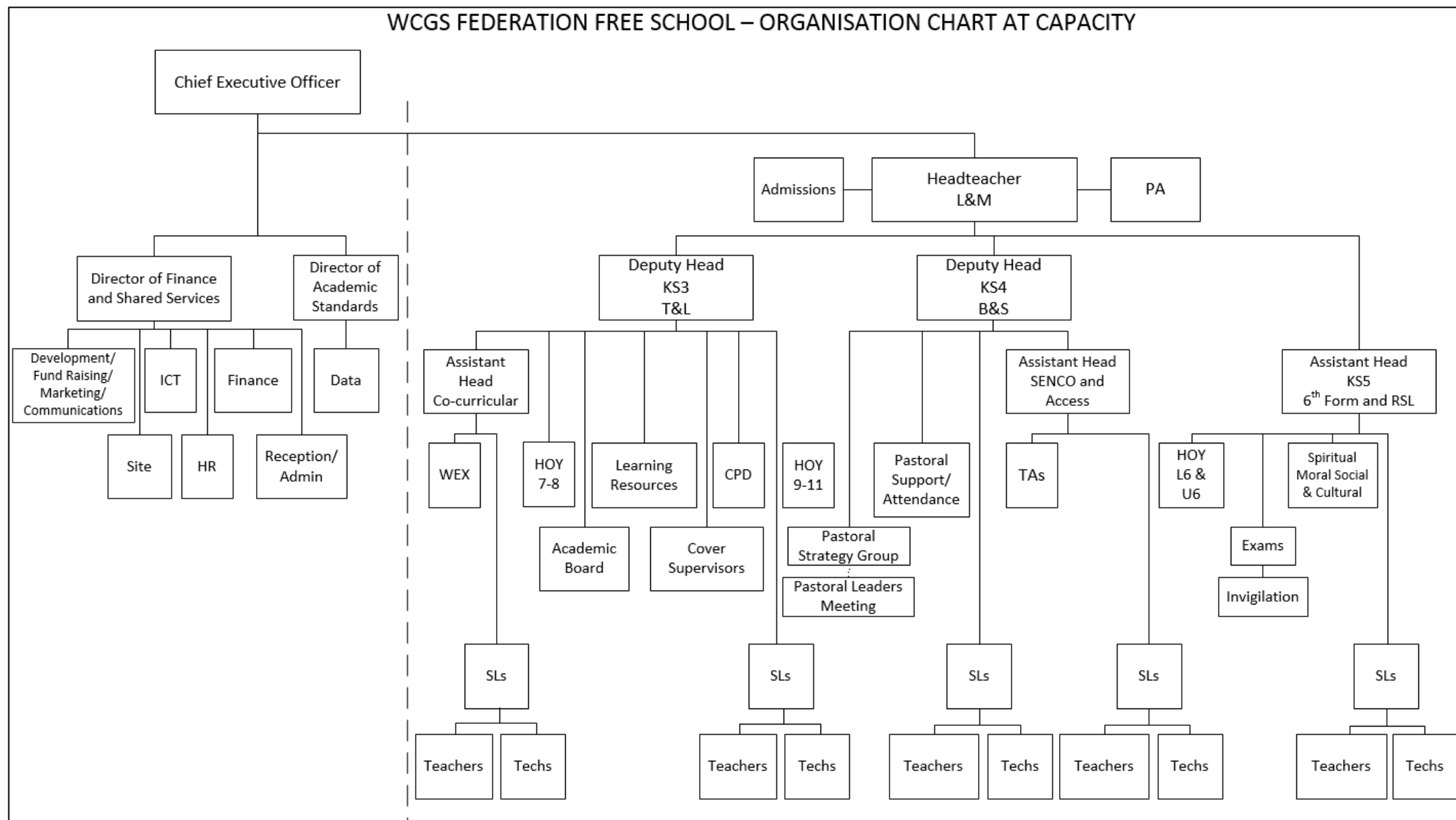
There will be regular formal opportunities for parents to meet staff and discuss their child's progress. Information evenings at the start of each academic year are run for each year group and involve tutors and year leaders as well as SLT. One main parents' consultation evening is scheduled for each year group, with both parents and teacher able to express preferences for who they see. In addition Year Leaders will run extra consultation evenings to which students who are a cause for concern are prioritised; teaching staff often choose to join these appointments as it is seen to be a time efficient form of intervention. There will also be times when parents/carers meet with subject teachers, academic mentors (form tutors) or Year Leaders.

Written feedback on student performance takes place after every AMR; parents/carers are reminded of Target Grades, receive Current Working Grades and Effort, Conduct and Organisation Grades. For two of the four AMRs per year each subject teacher also writes two concise focussed sentences, one detailing a strength and the other an area for development. Parents will have a login to SIMs Learning Gateway through which they will be able to retrieve their report which will contain visual representations including showing progress over time and performance compared to averages across all subjects. SLG also gives live access to attendance and punctuality information, and to commendation and behavioural points, keeping parents up to date with important information regarding their children.

Evaluation Diagram



D3 – Staffing Structure



Federation wide staffing and their role in the Free School

As part of a Multi Academy Trust there is the option of staff sharing their expertise across multiple schools and ensuring consistency. One of the main reasons for establishing this Free School, contained in the initial vision, is the desire to duplicate the strong sense of culture and ethos of the existing grammar school, and its high quality traditional curriculum, in a new mixed comprehensive setting. The Executive Headteacher will line manage the Heads of School within the Federation, as well as the Federation roles of Director of Finance and Shared Services, and the Director of Academic Standards, delivering appropriate challenge and support. Having a core team under an Executive Headteacher working across the MAT's schools will ensure these values are embedded into the Free School. Other functions of the Executive Headteacher (and the strategic role of the CEO from September 2019) are detailed in Section F.

A Director of Academic Standards will operate at Federation level, again to ensure consistency. This will include assuring that the curriculum principles of the original school are fully shared and that they do not diverge over time as changes are made independently in separate systems. Systems for collection, analysis and distribution of academic and pastoral data, leading to intervention and analysis of impact, will be shared across the Federation. These shared roles will bring financial savings through economies of scale. The Director of Academic Standards will work with the Senior Leadership Teams in both schools so data is used effectively, and will support both schools with the Ofsted area of Achievement of Students. They will carry out the same role at Federation level, working with both the Executive Headteacher, and with Governors via the Federation Standards Committee, to implement high quality monitoring and evaluation which is consistent across the MAT.

The same role of delivering consistency and delivering economies of scale lies with the Federation's Director of Finance and Shared Services who will operating across the sites and lead shared teams such as Finance/Payroll, IT, HR, Admin and Premises. As well as working closely with the Heads of School to maintain excellent provision via Service Level Agreements (SLAs) for each function, they will work at MAT level to implement process and systems, drive efficiencies, and deliver information.

Leadership based entirely at the Free School at Capacity

As with the existing school, the roles of the SLT permanently based at the Free School will be based on the areas set out in the Ofsted framework, with the Headteacher responsible for Leadership and Management, two Deputy Headteachers covering Behaviour and Safety and Teaching and Learning, and an Assistant Headteacher responsible for the effectiveness of the Sixth Form. Within these roles also lies responsibility for the three Key Stages, and line management of the Year Leaders for each stage. A Pastoral Strategy Group comprising of these three Key Stage Leaders will meet regularly to monitor and improve behaviour and safety across the school. Two further Assistant Headteacher positions cover the roles of SENCO and the Director of Co-curricular.

Rather than having one Deputy Headteacher (Academic) responsible for all subject areas, line management of subject leaders is divided between the all members of SLT based at the Free School. Oversight of this belongs to the Headteacher via Leadership and Management. This system operates well at present; good practice can be shared between line managers via observing meetings and through the use of a common agenda document which forms the basis for all meetings.

Having used a Senior Leadership structure based around the areas of the Ofsted Framework for several years in the existing school has shown the value of this approach for driving school improvement. The growing capacity of the leadership team permanently based at the Free School will mean it can increasingly take on responsibility for whole school monitoring, evaluation, and delivering outcomes to improvement strategies. At first the shared leadership will support the Free School in these areas. Later on this will change, but this will not lead to a separation between the existing grammar school and the Free School. Instead, both schools will benefit from each other's' expertise, one example being in the area of teaching and learning. As part of the Challenge

Partners network the most valuable form of CPD for leaders has been peer reviews; a selection of senior leaders from other schools visit for a two day 'inspection' every year to ensure that our self-evaluation is accurate and to evaluate the impact of the School Development Plan. In return each member of SLT visits another school as part of a team to help them in their development, learning to engage more deeply with the relevant criteria, and bringing back ideas to improve their own school. As we start to deliver the same model within the Sutton Secondary Schools Alliance it is also being extended to encompass middle leaders carrying out reviews of other subject areas; a model which would be used between subject areas within the Federation.

Empowering middle leadership in the Free School is vital, and another way of ensuring that good practice is shared is via the Academic Board. The subject Leaders of core subjects (English, Mathematics) and representatives from other areas (Science, Humanities, Creative and Expressive subjects) will meet fortnightly, led by the relevant member of SLT. The most relevant agenda items from upcoming SLT meetings will be discussed, giving middle leaders insight and input into whole school decisions. This will include mirroring SLT meetings on the Ofsted areas so that middle leaders will, for instance, carry out school wide work samples as part of the Teaching and Learning meetings picking up strategies for encouraging dialogic marking, or monitor commendation and sanction trends as part of Behaviour and Safety, leading to sharing ideas for how to increase the use of praise within a subject area.

The Deputy Headteacher with responsibility for Behaviour and Safety will oversee the Pastoral Leaders' meeting bringing together Key Stage and Year Leaders and the SENCO, with a focus on pastoral matters. Monitoring and evaluating information on Commendations and Sanctions, Attendance and Punctuality, Effort, Conduct and Organisation and Attainment and Progress will be a standing item, again with the opportunity to share ideas.

Associate positions (secondments) on these boards will be available on an annual basis, again with the intention of developing leaders within the school, and to gain new ideas and perspectives.

The Ofsted area of achievement of students incorporates accountability measures and setting up, evaluating and continually improving systems to track students' performance. While the intake of the Free School will differ considerably to that of the existing grammar school, the same principles can be used to monitor students, and so responsibility for this bridges the two schools, and lies with the Director of Academic Standards role.

Staff/Year	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21
Year Groups on roll	7	7 8	7 8 9 12	7 8 9 10 12 13	7 8 9 10 11 12 13
Students on roll	160	320	640	960	1120
Executive Leadership employed across MAT					
Executive Headteacher	0.25	0.25			
Chief Executive Officer			0.36	0.46	0.50
Director of Finance & Shared Services	0.13	0.22	0.36	0.46	0.50
Director of Academic Standards	0.25	0.25	0.36	0.46	0.50
Total Executive Leadership	0.63	0.72	1.09	1.38	1.50
Leadership team in Free School					
Head of School	1	1			
Headteacher			1	1	1
Deputy Headteachers			1	2	2
Assistant Headteacher (from 2019-20 KS5, SENCO, Co-Curr)	1	1	3	3	3
Total Leadership in FS	2	2	5	6	6
Teaching Staff					
SENCO (as TLR until 2019-20)	1	1			
Subject Leaders			10	15	17
Assistant SLs		7	9	7	12
Year Leaders	*	1 *	2 *	6	7
Mainscale Teachers	7	7	10	20	20
Total Non Leadership Teaching Staff	8	16	31	48	56
Total Teaching Staff	10	18	36	54	62
<p>* In Year 1 the Assistant Headteacher acts as the Year Leader for Y7. In Year 2 the Assistant Headteacher acts as Year Leader for Y8, and a TLR Year Leader position exists for Y7. In Year 3 two of the three Assistant Headteachers act as Year Leaders (the third is SENCO). There are two TLR Year Leader positions in addition, to cover all four year groups. From Year 4 each Year Group has a dedicated non-SLT Year Leader.</p>					

Leadership Structures as the school expands to capacity

In terms of leadership the continued time assigned to three senior members of staff operating across both the Free School and the existing grammar school must be considered alongside the emerging leadership team based permanently in the Free School. The Executive Headteacher will have a more strategic role (as well as being instrumental in ensuring that the culture and ethos of the existing grammar school is fully established in the new context), support and challenge for Achievement of Students and the curriculum plan will come from the Director of Academic

Standards, and financial planning will be supported by the Director of Finances and Shared Services.

The first two years after opening will see the Head of School and the Assistant Headteacher as very operational in approach as they deal with the day-to-day realities of starting up a new school. The leadership aspects of Behaviour and Safety and Teaching and Learning will be shared between the Head of School and the Assistant; recruitment will need to include the ability to be flexible and take on a large variety of roles for the leadership as well as Mainscale teaching staff. The Assistant Headteacher will act as Year Leader for the first year's intake for these first two years. A separate TLR position will exist for SENCO in the first two years.

The third year sees the school population doubling, both in terms of students and teaching staff, an expansion from one to three Key Stages, and therefore changes to the Senior Leadership Team. A move from one Assistant Headteacher to one Deputy Headteacher and three Assistant Headteachers is financially viable this early on because two of the senior roles also include Year Leader duties during year 3, and one of the Assistant Headteachers is the SENCO from this point. This temporary shift away from 3 TLR positions allows the leadership structure to move earlier towards the final model of having specific Senior Leaders responsible for each of the Ofsted areas.

This is the correct time to move the role of SENCO post to Assistant Headteacher, as the number of students with Special Educational Needs will mirror the growing size of the student body, and will grow rapidly in years three and four as the school moves from 2 to 4 to 6 year groups on roll (projected figures of 20 to 40 to 60 students at SAP or statement in the previous framework). As the school moves towards full capacity the SENCO role will expand further in terms of time given to carry out the job functions including increased line management responsibilities.

The post of Director of Co-Curricular is also introduced in this year, as with students starting both GCSEs (Y9) and A-Levels (Y12) the total number of clubs and societies, enrichment activities in general will increase substantially. The organisation of the extended school day will differ by year group and well as for specific student groups. For this year only responsibility for Teaching and Learning also belongs in this role.

In the fourth year of operation the school is nearing capacity, KS5 has both year groups and KS4 has Y9 and Y10 in place. The leadership structure moves to its final form with a second Deputy Headteacher position which incorporates Teaching and Learning giving the Director of Co-Curricular the capacity to work with a doubling in KS4 and KS5 students. All six year groups have a dedicated Year Leader with all three Heads of Key Stage line managing their Year Leaders.

Role (<i>italics indicate YL</i>)	2017-18	2018-19	2019-20	2020-2021	2021-2022
Leadership and Management	HoS	HoS	HT	HT	HT
Behaviour and Safety	<i>AHT</i> supported by HoS	<i>AHT</i> supported by HoS	<i>DH</i>	DH (KS4)	DH (KS4)
Teaching and Learning			AHT	DH (KS3)	DH (KS3)
Co-Curricular				AHT	AHT
SENCO	TLR	TLR	AHT	AHT	AHT
Effectiveness of Sixth Form	-	-	<i>AHT</i> (KS5)	AHT (KS5)	AHT (KS5)
Strategic Leadership; Achievement of Students; Finance and Shared Services	Federation level roles – Executive Headteacher/CEO; Director of Academic Standards, Director of Finance and Shared Services				

The growth of 'TLRs' and subject areas over time

Staff/Year	Sep-17				Sep-18				Sep-19				Sep-20				Sep-21				
Year Groups	7				7 8				7 8 9 12				7 8 9 10 12 13				7 8 9 10 11 12 13				
Students on roll	160				320				640				960				1120				
	SL	ASL	T	Sum	SL	ASL	T	Sum	SL	ASL	T	Sum	SL	ASL	T	Sum	SL	ASL	T	Sum	
English			1	1			1	1	2	1	1	3	5	1	1	4	6	1	2	5	8
Drama				0				0			1	1			1	1	2	1		1	2
Maths			1	1			1	1	2	1	1	2	4	1	2	5	8	1	2	5	8
Science			1	1			1	1	2	1			1	1			1	1			1
Biology				0				0			1	1			1	1	2	1		2	3
Chemistry				0				0		1	1	2		1		2	3	1		3	4
Physics				0				0		1	1	2		1		2	3	1		2	3
Computing			1	1			1	1		1		1		1		1	1	1		1	2
RS				0			1	1		1		1		1		1	1	1			1
Psy				0				0		1		1			1	1		1			1
Soc				0				0				0			1	1				1	1
Gg			1	1			1		1	1		1	2	1		2	3	1		1	2
Hi			1	1			1	1		1	1	2		1		1	2	1		1	2
GP				0				0				0				0			1		1
La				0				0				0			1	1			1		1
MFL			1	1			1	1	2	1		2	3	1		3	4	1	1	3	5
Ar				0			1		1	1		1	2	1		1	2	1		1	2
Mu				0			1	1		1		1		1		1		1		1	2
DT			1	1			1	1	2	1		1	2	1		3	4	1	1	2	4
PE			1	1			1	1		1	1	1	3	1	1	3	5	1	2	3	6
Ec				0				0		1		1		1		1	1	1	1		2
Total inc SLT	0	0	9	10*	0	7	10	18*	10	9	16	36*	15	7	31	54*	17	12	32	62*	

Key: SL=Subject Leader; ASL=Assistant Subject Leader or Junior Subject Leader; T= 'Teacher of' (but SENCO/AHT/DHT have also been included in this column as they will be part of various subject areas albeit on a reduced teaching load); Sum is therefore the total teaching staff in each subject area. The overall total at the bottom of the sum column (marked with *) also includes the Head of School/Headteacher, although they are not assigned to a specific subject area.

Deployment of Non-Teaching Staff																				
Staff/Year	Sep-17				Sep-18				Sep-19				Sep-20				Sep-21			
Year Groups	7				7 8				7 8 9 12				7 8 9 10 12 13				7 8 9 10 11 12 13			
Students on roll	160				320				640				960				1120			
	S	N	A	Sum	S	N	A	Sum	S	N	A	Sum	S	N	A	Sum	S	N	A	Sum
Reprographics									1			1	1	1		2		1	1	2
LRC					1			1	1			1	1	1		2		1	1	2
Science Tech		1		1	1			1	2			2	3			3	1	3		4
Cover Super		1		1	1			1	2			2	3			3	1	3		4
TA (roles)		2		2	4			4	8			8	10			10	11			11
Pastoral					1			1	1	1		2	1	2		3	1	3		4
Exams									1			1	1			1	1	1		2
DT/Art/PE Tech					1			1	3			3	3			3	3			3
Careers/WEX									1			1	1			1	1			1
MFL Support									1			1	2			2	3			3
HR							1	1			1	1			1	1			1	1
PA to HOS/SLT		1*		1*	1			1	1			1	2			2	2			2
Admissions					1*			1*	1			1	1			1	1			1
Premises/Site	1	1		2	1	1		2	1	1	1	3	1	1	1	3	1	1	2	4
Reception *		1		2	1			2	2			2	2			2	2			2

Note that Shared Services are not shown in this table – this merely shows staff dedicated only to the Free School, not those working across the Federation. For functions in Data, Finance, strategic HR, IT, admin for Federation staff and clerk to MAT Governors, and a Development Officer (including Marketing) see Section F6 and Section G including Financial Templates.

Some roles (TAs) are not full time roles even in term time –this table shows the number of staff employed, not the FTE.

* In Y1 PA to HOS/SLT is 0.7 FTE, it goes full time from Y2;

In Y2 Admissions is 0.5 FTE, it goes full time from Y3;

Reception is 0.6 FTE all through.

The continual growth in capacity of SLT also matches the growth of line management of subject area responsibilities over these five years. This expansion in line management capacity is based upon the growth in numbers of teaching staff, but also the extent to which subject areas are discrete entities with specialist teachers as opposed to having a teaching staff who are largely multi-skilled and teaching in several subject areas.

The table above shows just one way of arranging teaching staff between subject areas over the first five years as the Free School grows to capacity. The staffing model behind it includes time allowances given to members of staff in particular subject areas for their leadership responsibilities, as Subject Leaders or Assistant Subject Leaders, but also for those teaching lower allocations because of Year Leader, SENCO or Senior Leadership roles. The arbitrary nature of the assumptions made (in assigning a Deputy Head within English for instance) means that there will be some variations away from this in reality, but the total number of teaching hours available can be used to deliver the curriculum plan outlined in each of the first five years. Equally arbitrary is the decision that before capacity is reached it is a Biology teacher who leads across the three Science Subject Areas, or that a Geographer receives a TLR in Year 2 rather than a Historian.

In the first year there is a need for adaptable teaching staff who will be able to deliver content to Year 7 students across a range of subject areas. In this situation, with the existing school within commuting distance, there will be the possibility of sharing specialist teaching staff between the two sites (and indeed there is already some experience of part-time secondment into nearby schools within the Middle and Senior Leadership of the existing grammar school) The existing plan does not rely on this, but it does give extra flexibility when it comes to recruiting teachers, especially to teach subjects such as Latin, Music and Art, and would allow early setting in subjects such as Mathematics or English.

There is one teacher each in English, Mathematics and Science, and these core subjects can be delivered in their entirety by specialist teaching, even in the first year. (If Maths is to be set from year 1 either staff from the existing school or teachers from subjects such as Physics and Computer Science will need to teach Y7 for the first two years.) In addition, although TLRs do not exist at this stage due to the lack of line management and exam key stages, these three core subjects, History/Geography and Design Technology can all be given allocations lighter than a normal subject leader in order to get these subject areas established and to carry out future planning. A second teacher in History/Geography gives the option of acquiring specialist History and Geography teaching from the first day, will also teach Religious Studies, and could allow us to deliver Latin teaching internally rather than from the existing school. If a good Computer Science teacher can be recruited for year 1 then creative subjects will be delivered by a variety of staff in the first year; if not then we will recruit someone to teach Music and Art and in this case Maths and Science teachers or staff at the existing school would be used to staff Year 7 Computer Science instead.

With an emphasis on sport, recruitment of a PE teacher in the first year is vital, and they will need to co-ordinate Games; replicating the existing model whereby for one afternoon per week an entire year group have Games at the same time will mean many members of staff being available at the same time to deliver this experience. As a result of recruiting staff who believe in the whole child and who are therefore enthusiastic about extra-curricular activities the existing school has a pool of around twenty teachers fully capable of delivering high quality sporting provision and this strategy in recruiting will be an even higher priority in the new Free School. From the first year the Head of School will deliver a 'Headteacher's period' focusing on culture and ethos, and transferable skills. This means they will personally have taught every main school student and has proved to be an excellent medium for all students' sense of belonging and worth.

In the second year there are enough periods within core subjects that subject teams emerge, and small TLRs are available for co-ordinating either within these teams (e.g. English, MFL) or across multiple small departments (one could be attached to either Art or Music, but for work leading in both areas). Recruitment and retention from year one onwards will be aided by these, and future, opportunities being known about well in advance (during pre-opening).

The second English post could be either an English or a Drama specialist able to teach across both. Within the two Maths posts, some flexibility to teach outside that area would be useful. With two science teachers, greater specialisation is possible, and overlap with Computer Science covers all classes. In addition to the Geography and History teachers, an RS teacher can be added in this year. Modern Foreign Languages can either be staffed with one experienced teacher coordinating non-specialists for a few hours a fortnight, overstaffed by two flexible teachers covering in other areas, or cover Latin out of MLF rather than History, depending upon available candidates. A second DT teacher allows the establishment of meaningful carousel activities delivered with confidence, and both Music and Art can be staffed with individual specialists in the second year.

In the third year the focus changes from covering KS3 subjects and using flexible staff to bringing in more expertise for exam classes, both at GCSE and at A-Level. The type of candidates applying, their motivation and their specialisms will change from this year. Also, the next two years will see a much more rapid expansion of the student body and therefore of teaching staff, and there are many more qualifications to consider; overall subject areas become much more viable. English and Maths both have four teachers, and between the three Sciences six teachers are needed. English and Maths each have a subject leader and an Assistant Subject Leader (with responsibility for line managing Drama), and two of the sciences has an Assistant Subject Leader with the third having a science-wide responsibility.

Humanities expands to six teachers, as in addition to Geography, History, Religious Studies and Latin GCSEs, six different A Levels are available. This is also reflected in four TLRs existing at this point. Modern Foreign Languages needs at least one extra teacher to reflect two languages being available both at GCSE and at A Level, but a team of three teachers only requires one TLR in this year. Both Art and Music offer A Level as well as GCSE options, hence the leadership responsibilities, and there is the potential for joint classes across the two Federation schools if numbers of students are not viable in individual establishments. In this plan both are fully staffed, with a second Art teacher involved in DT graphics in addition. This means that DT specialist staffing doesn't need to grow into year 3 even with four different GCSE options and two A Level options staffed. The sporting ethos of the school gives three periods of compulsory PE at KS4, as well as two GCSE and two A Level groups (including Dance if a rigorous qualification emerges), and this requires three PE staff. Games becomes more balanced from this year, as PE staff can staff four afternoons a week rather than just two, and a smaller proportion of other staff will be required to contribute. One Economics teacher with immediate full subject leader responsibilities will need to be recruited to set up Business Studies and Economics at both GCSE and A Level.

In the fourth year the school nears capacity; A Level examinations will be sat at the end of this year, and the main school goes through to Year 10. The additional burden of preparing students for terminal A Level examinations and resourcing two new years for teaching is reflected in the growth of Subject Leader TLRs from 10 to 15. Subjects such as Drama, Computing, and RS have promoted leadership posts, and larger subject areas such as Maths and Science and Humanities have additional leadership capacity added. Teaching staff numbers grow across the board, with those compulsory subjects with greater contact time and popular options subjects dominating. For instance Sociology and Psychology can be delivered by two specialists.

In the fifth year the school reaches capacity. The last year group to exist is Year 11, and therefore GCSE exams are introduced after A Levels. The final TLR in English is brought in, as both English Literature and Language will be taken by Year 11 students. Drama moves to a full subject leadership role as both GCSE and A Level exist. To reflect the size of staffing in science, the leadership position across the sciences is no longer a dual role with Subject Leader of one of the sciences (albeit supported by an ASL in that subject), but will now be in addition to three separate subject leaders responsible for GSCEs and A Levels. Humanities now has specialist assistant subject leaders of Government and Politics and Latin with far less sharing of teaching needed. Modern Foreign Languages appoint a final member of staff, and an ASL post is introduced. A second full time music teacher and a sixth PE teacher makes continuing enrichment viable. DT has an ASL role to reflect the multitude of different options on offer, and a Business Studies post is created, including an ASL role.

The exact growth of the number of Teaching Assistants will of course depend on the variation in special needs within different cohorts. Using the percentage of students with SEN at the six secondary schools analysed in Section D1, and using benchmarking data from suitable comprehensive schools in the local Alliance, we would expect to need 11 Teaching Assistants when the school reaches capacity, and are assuming a growth largely based on number of year groups with a bias to KS3 and KS4 over the first five years.

Cover Supervisors provide better value for money than relying on external supply, and can be assigned other tasks when cover is not needed; for example subject area or pastoral administrative support. Early on in the life of the Free School, when there will be the need for much multitasking, this could also include reprographics work, covering the LRC and reception, helping Technicians, etc. Balance is achieved by employing one Cover Supervisor and one Technician from the first year, the latter able to work across Science, DT, Art and PE, and then increasing the number of Technicians in the second year (covering DT due to heavy practical demands and PE due to specialism) so that specialist support is available and also so that more staff are available to help with Reprographics and the LRC.

In the third year, when the number of students grows rapidly, Reprographics (including Curriculum Support which will embrace new technologies where appropriate) and the LRC are both staffed, more Technicians are employed (in Science and in Art) and another Cover Supervisor is appointed. In the fourth year, with another rapid increase in school size, non-teaching staff numbers and their need for line management, a Senior Science Technician and Senior Cover Supervisor are employed, along with a Reprographics Assistant. When the school reaches capacity a final Technician and Cover Supervisor join those teams.

As soon as a second cohort enters the school a Pastoral Officer is added. From the third year (when students first enter Key Stage 4 and two of the Year Leader responsibilities start to evolve into Senior Leadership positions) non-teaching pastoral support staff grows at a rate of one further staff member per year group in the main school. Also in the third year careers and work experience is established, and the first major public examinations take place (L6 taking AS levels as part of the reformed examination system); an Examinations Officer starts at this point, with an Assistant joining when GCSEs take place in the fifth year. L6 preparing for examinations triggers the first MFL assistant starting, with a second when U6 come in, and the third when Y11 complete the student body.

A Premises Manager and Site Supervisor are required from the start, and further Site Staff are added when the school doubles in year 3 and when it reaches capacity in year 5. In the early years the Premises Manager will be able to help a part-time Receptionist cover the front of school, with a second Receptionist being added in year 3 when the school doubles in size to four year groups. A slight overlap (1.2FTE) allows reception to be staffed while duties are carried out elsewhere on site for an hour per day.

Data, Finance, a Development Office and IT all operate as shared services across the Federation, with the Free School gradually easing up to 50% of their capacity, and an increase in total numbers in year 3 for data and IT. HR is also a shared service, but extra capacity in the form of an HR Assistant solely in the Free School is necessary slightly earlier, in time for more rapid hiring of staff during the second year. Admissions will be overseen by the Head of School, including during the pre-opening admissions period in 2016-17. With the Head of School partially working from the existing school's site during pre-opening (and thereby becoming fully versed in the existing culture and ethos), they will work with the Admissions Officer at the existing school in administering the first two intake groups. As preparations for sixth form admissions start during the second year a separate Admissions role emerges at this point based entirely in the Free School. The amount of the Executive Headteacher's PA's job based around the Free School grows with the Headteacher's involvement, and the Clerk to Governors across the MAT grows similarly. The Head of School requires a PA from the first year, but with added capacity from year 2 as the school begins to expand, and when the SLT reaches full size in year 4 a PA position is created to make all three Deputy Headteachers more efficient.

Throughout the process of staffing the new school it will be necessary to balance experience with enthusiasm within the budget. There will be a need for two or three more experienced teachers in the first year, alongside those who see the promotion prospects that working in a new school may bring. Years 3 and 4 after opening will require a significant shift in experience because of A Levels suddenly coming on line, but the far greater number of teaching staff and the greater capacity of both middle and Senior Leadership mean that the proportion of NQTs can also match most schools. Performance related pay linked to rigorous appraisal will be vital to ensure that expertise always comes alongside experience.

A full treatment of financial resilience is given in Section G3, showing how an income reduction of 30% could be managed. The majority of these savings come from a reorganisation of teaching staff to cover four classes instead of six; with reduced pupil numbers only a slight increase in class sizes is needed to achieve this structure. (With 160 students in 6 teaching groups the average class size is 27, and with 70% of 160 students in 4 teaching groups the average is 28. Having a PAN of 160 is also useful in the far more likely scenario of being at 80% or 90% of capacity, as moving to 5 classes is possible as soon as 150 rather than 160 students are expected, leading to similar savings.)

With fewer students the number of options classes can be reduced; in the 70% model outlined in G3 care has been taken to avoid decreasing the options offer as a narrow range of courses would exacerbate the situation, so again it is the reduced number of students taking each subject which leads to fewer classes being needed for that subject. 4 Maths classes are needed for Y12 rather than 6 due to smaller student numbers, but 2 MFL classes still exist so that two first languages are still available. A similar story is true at GCSE, to ensure students are on suitable courses (marketing would not be as major an issue here); for instance all four DT groups are retained in the 70% model as they offer breadth of choice.

Instead of having two Deputy Headteachers and three Assistant Headteachers at steady state, this is changed to a single Deputy and three Assistants model. To enable all functions to still be covered the Co-Curricular role is subsumed into Teaching and Learning, meaning that the Ofsted framework areas are still covered by Senior Teachers, that all Key Stages are still overseen by specific members of SLT, and that the role of SENCO is still at Assistant Headteacher level. In years one and two the role of SENCO is made the responsibility of the sole Assistant Headteacher in the 70% model.

The growth of TLR payments is delayed, slightly in 2018/19, and significantly in 2019/20 and 2020/21. In Maths, for example, there is only a subject leader and not an assistant subject leader in 2019/20 with Y7-9 and Y12 in the school. Steady state sees a subject leader and only one assistant subject leader, rather than the two assistants seen in the full model. In a similar way, numbers of Teaching Assistants, Cover Supervisors and Pastoral Support Officers, and more senior positions within them, are reduced in line with pupil numbers. Savings are made in administrative and support staff by not hiring assistants for areas such as the LRC, Reprographics, site staff or HR.

Section E: Evidence of need – part 1

Table of demand for first two years of opening								
	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	160	237		148.13%	160	250		156.25%
Year 8					160	237		148.13%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	160	237		148.13%	320	487		152.19%

Section E: Evidence of need – part 2

E1 – Evidence of Need

Contextual Data for London Borough of Croydon (Borough for the proposed Free School)

- Croydon is the largest London Borough.
- Overall the Birth Rate between 2001 and 2011 has increased by 32%; Croydon Central 67% with numeric increase of 340 over the period and birth to Reception transfer rate of 85% in 2012/3, Croydon South 25% with numeric increase of 120 over the period and birth to Reception transfer rate fluctuating between 85% and 92%.
- In some parts of Croydon the Birth Rate has increased by 69%.
- Croydon is experiencing increased inward migration due to increased house prices in Wandsworth and Lambeth and because of availability of jobs and housing e.g. Westfield Shopping Centre Development.
- Croydon is experiencing reduced outward migration but movement from the North towards the Southern parts of Croydon which is more affluent.
- Surrounding London Boroughs of Surrey and Sutton are also experiencing rising Birth Rates and predicted shortages of secondary school places.
- Croydon has the highest demand for additional places in the Country (LG Futures 2012)
- 954 additional children have been admitted into the Reception Year of Croydon Primary Schools last year.
- Croydon has seen a 78% increase in primary school applications in January to September 2013
- Croydon has seen 1000 allocations of additional in year primary places each quarter over the recent academic year.
- **Croydon forecasts needing at least one new Secondary School/year each year for the next ten years**
- Significant housing developments in Croydon include 675 units at Cane Hill in south west Croydon which have just been approved with estimated 162 primary school children and 60 secondary school children but no school provision on the site, and 400-600 units at the Westfield development in central Croydon.

Sources include: Croydon Educational Estates Strategy Cabinet Paper 17th June 2013, Responses to Supplementary Questions for Overview and Scrutiny 9th July 2013, Croydon LA presentation on Basic Need & LG Futures, 2012, Cane Hill consultation website, LB Croydon planning website.

Evidence of low standards in neighbouring Secondary Schools using Ofsted judgements, pupil attainment and progression data

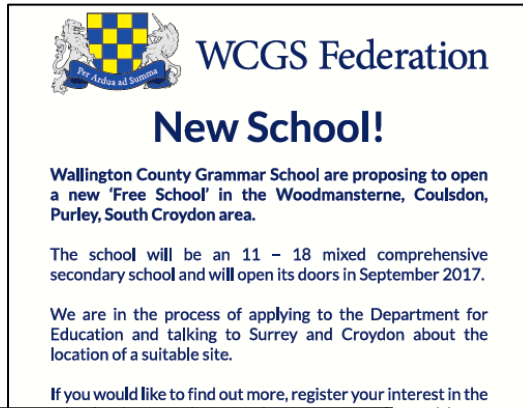
1.1 NOR	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
Type	Academy Sponsor	Academy Converter	Academy Converter	Academy Sponsor	Main-stream	Academy Converter	Academy Sponsor	Academy Sponsor	Academy Converter	Academy Converter
Date of opening as Academy	Aug-08	Jun-12	Jun-12	Sep-09		Jun-11	Jun-13	Aug-10	Jan-12	Jun-11
Age Range	11-19	11-19	11-19	11-19	11-18	11-18	11-19	11-18	11-19	11-18
School Capacity	1150	1310	1952	1150	1050	1139	980	1115	981	1000
NoR	650	1175	1887	942	1098	1274	820	462	995	1035
2.1 Current Ofsted rating	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
Date	Mar-11	Jan-13	Oct-11	Dec-11	Jul-13	Dec-13	Jun-12	Jun-13	Nov-13	Nov-12
Grade	2	3	2	1	3	3	4	3	3	2
Section 8		Apr-13					Mar-13	Jun-12	Jan-14	N/A
2.2 Performance	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
% 5+ A*-C inc Ma and En	63	82	67	76	55	56	49	62	63	99
National averages	60	60	60	60	60	60	60	60	60	60
Local averages	64.4	77		64.4	77	77	64.4	64.4	64.4	77
Baccalaureate %	16	27	22	11	6	22	11	9	11	79
English (Nat level 67)	76	87	83	81	70	60	59	73	69	100
Maths (Nat level 70)	69	90	69	84	64	73	59	66	71	99
Science (Nat level 72)	76	85	86	92	80	71	79	93	90	98
2.3 Progress	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
% making not expected progress in En	28	11	16	13	25	35	27	16	33	0
% making not expected progress in Ma	31	10	34	16	37	29	41	27	34	0
Best 8 value added*	993.2	1013.2	1000.1	1022.1	1000.1	1004.5	1001.2	1008.8	1003	1028.8
B8 VA Low attainers	1059.5	1056.8	996	1066.1	982.1	1051.8	1017.8	1046.2	1016.9	NE
B8 VA Medium	987.7	1014.7	1003.3	1020.4	1003.9	995.4	998.9	995.6	1007.8	1066.7
B8 VA High attainers	957.1	1003.2	997.6	987.1	1012	1003.6	984.1	991.4	984.6	1029.4

2.4 Closing the gap – disadvantaged children	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
% of pupils	50	17	14	52	31	18	68	54	33	6
% not achieving A*-C in En & Ma	41	42	53	31	66	70	60	40	49	0
% not achieving 5+ A*-C GCSEs (or equiv) inc En & Ma	41	42	53	31	66	70	61	40	49	0
% pupils making not expected progress in En	36	14	20	12	37	53	35	14	45	0
% pupils making not expected progress in Ma	37	23	53	21	47	50	53	32	47	0
Best 8 value added*	976.1	1019.9	985.6	1013.2	975.8	998.3	993.5	1003.1	994.2	1043.3
2.5.1 KS4 Average Point Scores	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
Total APS (capped) per pupil (GCSEs)	270.5	316.9	317.9	267.4	235.6	313.7	240.6	259.7	272.5	434.3
APS per GCSE – Low attainers	189.8	163.3	196.8	155.1	131.6	184	148.3	212.2	156.1	NE
APS per GCSE – Middle attainers	275.9	303.5	297.2	257.8	245.5	287.2	235.2	264.5	267	403.4
APS per GCSE – High attainers	323.3	379.7	378.8	345.3	355.3	390.4	357.8	359.3	356.2	429
2.5.2 A Level Summary	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
Number of A level students at the end of KS5 study	13	38	102	Not included	10	89	2	NE	9	143
Average point score per A level entry	171.5	191.6	209.4	Not included	135.7	217.8	SUPP	NE	182.8	252
% students at least 3 A levels A*-E	15	71	83	Not included	10	79	SUPP	NE	11	99
% students 3 A levels at AAB or higher	8	8	9	Not included	0	8	SUPP	NE	0	53
Value added score	0.02	-0.37	0.01	Not included	-0.35	0.16	SUPP	NE	-0.07	0.2
2.6 Behaviour and Safety	Oasis Coulsdon	Woodcote High	Riddles-down Collegiate	Harris Purley	Stanley Park	Overton Grange	Addington High	Quest Academy	Shirley High	WCGS proposer
Absence	6.70%	5.10%	4.3%	4.40%	5.70%	6.10%	7%	6.4%	5%	3.30%

*1000 is national average

Gathering

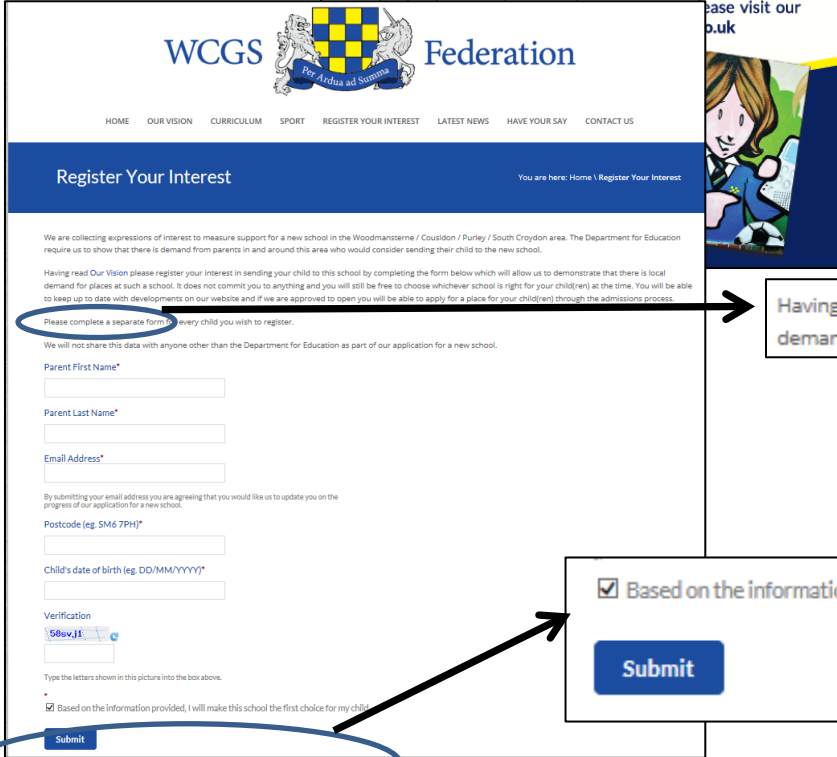
Parents who have access to this flyer [WCGS Federation](#)



WCGS Federation
New School!
Wallington County Grammar School are proposing to open a new 'Free School' in the Woodmansterne, Coulsdon, Purley, South Croydon area.
The school will be an 11 - 18 mixed comprehensive secondary school and will open its doors in September 2017.
We are in the process of applying to the Department for Education and talking to Surrey and Croydon about the location of a suitable site.
If you would like to find out more, register your interest in the new school. Please visit our website [www.wcgsfederation.co.uk](#)

Evidence of Demand

Parents who have completed the survey have had or the same information on the website, stating our vision.



WCGS Federation
HOME OUR VISION CURRICULUM SPORT REGISTER YOUR INTEREST LATEST NEWS HAVE YOUR SAY CONTACT US
Register Your Interest
You are here: Home > Register Your Interest
We are collecting expressions of interest to measure support for a new school in the Woodmansterne / Coulsdon / Purley / South Croydon area. The Department for Education require us to show that there is demand from parents in and around this area who would consider sending their child to the new school.
Having read Our Vision please register your interest in sending your child to this school by completing the form below which will allow us to demonstrate that there is local demand for places at such a school. It does not commit you to anything and you will still be free to choose whichever school is right for your child(ren) at the time. You will be able to keep up to date with developments on our website and if we are approved to open you will be able to apply for a place for your child(ren) through the admissions process.
Please complete a separate form for every child you wish to register.
We will not share this data with anyone other than the Department for Education as part of our application for a new school.
Parent First Name*
Parent Last Name*
Email Address*
By submitting your email address you are agreeing that you would like us to update you on the progress of our application for a new school.
Postcode (eg. SM6 7PH)*
Child's date of birth (eg. DD/MM/YYYY)*
Verification
58wJ15
Type the letters shown in this picture into the box above.
 Based on the information provided, I will make this school the first choice for my child.
Submit

On-line survey for parental completion showing hyperlink to 'Our Vision':

Having read Our Vision please register your demand for places at such a school. It does

Based on the information provided, I will make this school the first choice for my child

Submit

Postcode maps of home addresses of respondents to the parental survey, showing centre of interest around South Croydon but also demand from neighbouring boroughs of LB Sutton to the west and Surrey CC to the south west.



A selection of the type of communications we have had

Latest News Blog – Should the new Free School be built in Woodmansterne, Surrey?

[Redacted]

[Redacted]

[Redacted]

Latest News Blog – Should the new Free School be built in Purley / South Croydon?

[Redacted]

It was in a reaction to this comment that we have adapted our curriculum plan to promote the teaching of coding within Computer Science.

[Redacted]

[Redacted]

At the request of parents we have investigated whether Free Schools are able to have recognised Feeder School within their admissions criteria.

Other communications of interest received during consultation:

From: [Redacted]
To: [Redacted]
Date: Friday, 02/05/2014 9:31 AM

Dear [Redacted],
Thank you for your letter regarding the establishment of Free School as part of the WCGS Federation, which I am sure is an excellent proposal. [Redacted]

I am a Governor of my local Primary School that has over the last four years opened a new school as part of a two school establishment to cater for the growing demand of school places in London.

My role in this was to support the Schools leadership team with advice, challenge and guidance in the design and delivery process of the new school, as my work is in the built environment. I am a [Redacted] based in London.

There were many lessons learned from the process of establishing the new school I was involved with, not least laying out clearly the schools vision and operational requirements, to inform the design and the role and required commitment of the leadership team in driving the overall programme.

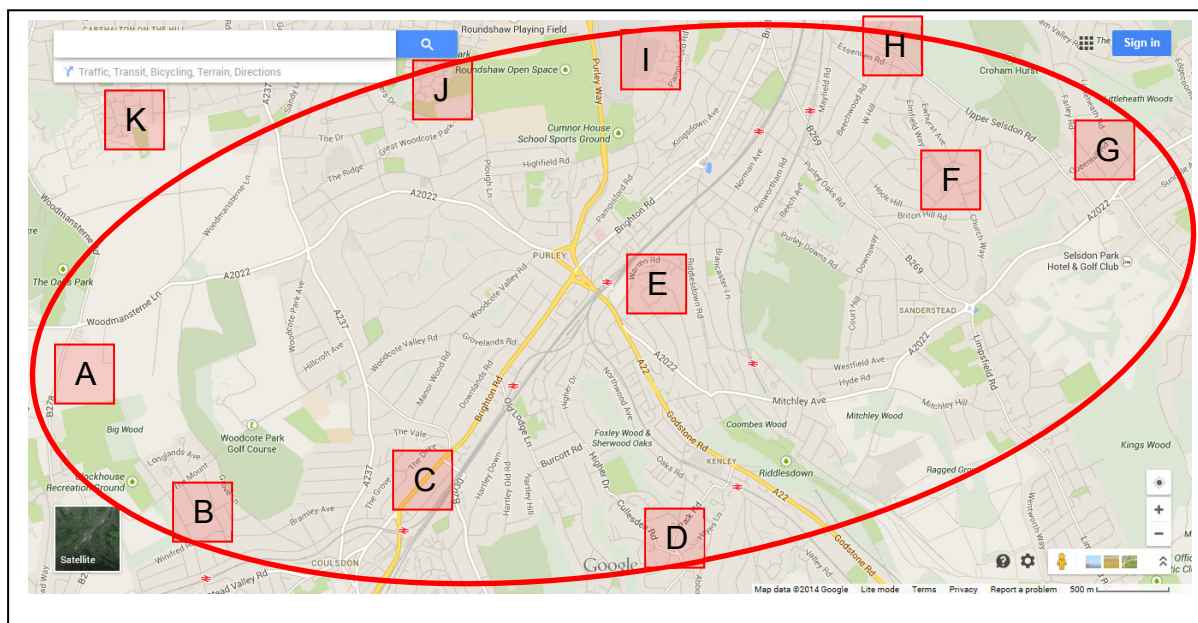
I would be pleased to share these lessons learned, or support in any way you feel would be useful as you consider the development of this project.

Best Regards

[Redacted]

E2 – Successful engagement with the community

Our local community, with regards our Free School proposal, is an area which stretches in an East / West radius of 6 kilometres from a central point which has been identified as Purley, South Croydon. It also stretches in 2 kilometre direction North / South.



- A = Woodmansterne Residents Association, Surrey
Woodmansterne Primary School
Walcountians Sports Club
- B = Clockhouse Residents Association, Sutton
- C = Smitham Primary School, Coulsdon
- D = Surrey County Council (School Commissioners and Local Councillors)
- E = Leaflet drop for WCGS Federation consultation website (Purley / South Corydon area)
- F = Ridgeway Primary School, South Croydon
- G = Selsdon Primary School, South Croydon
- H = St Peters Primary School, South Croydon
- I = Croydon Council (School Commissioners and Local Councillors)
- J = Amy Johnson Primary School, Sutton
- K = Sutton Council (School Commissioners and Local Councillors)

Within this area we have engaged with a number of different members of the community as shown in the following timeline table. However, although our earliest consideration was for [REDACTED] site this is not located in South Croydon. Through consultation we are no longer planning on using this site and have turned our focus to locating the school in South Croydon area to serve that locality.

WCGS Federation Timeline of interaction with local community		
Date	Engagement Activity	Lessons Learned
Thursday 16 th January 2014	██████████	There will need to be significant consultation with the ██████████.
Friday 17 th January 2014	RFU Education Landscape Conference – Core Values in schools	Having a new school focused on ‘sporting’ core values such as those used by England Rugby will be very powerful and work well with the proposed sports specialism.
Wednesday 22 nd January 2014	██████████	Part of the rationale for building this new Free School could be to support both Surrey and Sutton in meeting the demands of pupil places planning. This feature should be incorporated into the DfE application.
Thursday 23 rd January 2014	Meeting with ██████████	██████████ was very excited in the prospect of enhancing progression from her primary school into a new secondary school. Something to consider would be increased capacity to share facilities both in the classroom and with regards sports facilities. In the early days a relationship could prosper in the first few years of opening where shared facilities could be possible. Later economies of scale and shared CPD could make for an exciting educational model.
Thursday 30 th January 2014	Meeting with WCGS SLT to discuss new Free School application	It is clear that the well-being of all senior staff at the existing school is paramount. There must be now loss of improvement in the existing school in its drive to become outstanding. Careful planning to use a select group of staff to complete the DfE application is required.
Tuesday 5 th February 2014	Sutton Headteacher’s Conference – Free School application announced	It was shared that the WCGS Federation was to be set up and an application developed to open up a Free School in either Surrey or Croydon. It was clear that this initiative must not distract from the work of Greenshaw High School to sponsor a new secondary school in the middle of Sutton. Harmony with the Sutton School Alliance must be maintained.
Friday 7 th February 2014	Meeting with building consultant ██████████ with regards site	It has become clear that from a planning and highways perspective the ██████████ site is highly problematic and is unlikely to be a suitable site for the EFA to accept. For this initiative to continue to gather support we must formulate a credible plan and a compelling reason for why we must develop a new school ██████████ and affect the local rural community of ██████████.
Tuesday 11 th February 2014	New Schools Network Development Programme Interview	We hope to secure a place upon the NSNs Development Programme which will give us a greater chance to succeed in our DfE application. There would be increased support mechanisms and much needed funding for marketing of a new school.
Friday 14 th February 2014	Meeting with Linda Kemeny - Surrey County Councillor & Cabinet Member for Schools and Learning	It appears that Surrey are very interested in accepting an offer of a Free School to relieve the pressure building on secondary places in Reigate and Banstead. The perfect location would be closer to Netherne or Merstham. ██████████ proves to be unacceptable then we could explore speaking to Surrey about building a new Free School in a different area. If successful in our DfE application we should explore options with Surrey.
Tuesday 4 th March 2014	Meeting with ██████████	Very supportive of the opportunities to share services, CPD, facilities as they see it as a great line of progression for students in the primary school. They are hugely concerned about the impact it will have on the rural community.

Wednesday 19 th March 2014	Meeting [REDACTED] (WGBRA)	A short meeting with only 12 members present which was well run and allowed me to launch to basic plan for the new school. This will lead into a bigger meeting at the WGBRA AGM. I should be prepared for a bigger audience at this event.
Thursday 20 th March 2014	Meeting with Peter Fosdike and Wendy Mathys (Sutton Cllrs)	Clear that from speaking to local councillors the local residents from the Sutton side (Clockhouse) may be receptive to a new Free School. They feel isolated from Sutton and are worried about the growing pressure on Woodcote High School. It is very likely that this part of the community will have a different attitude towards a new school compared to the Woodmansterne community.
Friday 21 st March 2014	Meeting with Tim Pollard - Croydon Councillor & Cabinet Member for Schools and Learning	A very positive meeting which clearly identified that Croydon have very clear pupil place planning issues over the next ten years. With the size of the challenge they face and the improved opportunity of finding a suitable 'Brownfield' site within the borough it sounds like it is worth considering moving away from the [REDACTED] site and turning our evidence of demand collection more in the South Croydon area.
Friday 28 th March 2014	Meeting with The Youth Sports Trust to discuss curriculum development	We now have the firm support of the Youth Sports Trust in developing a school curriculum which embeds sporting values. Should we get through the DfE application they will be willing to work with us in planning our curriculum. They have agreed to allow us to place their logo on our consultation website as recognition of our vision.
Tuesday 8 th April 2014	Meeting with OWRFC to discuss the development of club / school relations	This meeting allowed us to plan for how any new school and our existing school could raise the profile of this rugby club, promote young people taking up sport and bond both the club and the school. We decided to ensure the ethos of the school contained a progressive attitude towards player development into adulthood.
Wednesday 9 th April 2014	Meeting with Sport England to discuss the additional funding for schools with Sports Specialisms	With the vision of a sports specialism that we wanted to integrate into our new school we would need enhanced sports facilities as the EFA would only fund according to their fixed formula. This meeting gave us the news we wanted saying that Sport England are a statutory planning consultee and they were in favour of adding funding to upgrade facilities to leisure standard rather than school standard. This would enable us to welcome the local community to use facilities while raising the profile of sport.
Wednesday 30 th April 2014	Proposed meeting with Year 2 and Year parents at [REDACTED]	This meeting had to be cancelled despite being warmly received by the parents/carers and school community. An angry local resident leafleted the local village saying it was an open meeting and an opportunity to oppose the proposal. Because of unknown numbers the meeting was cancelled. We incurred a lot of disappointment from the school community as they were expressing that they desperately wanted the new school to go ahead. There is clearly a huge debate in this area between members of the community. If things are to progress we will need a huge amount of detailed consultation.
Thursday 1 st May 2014	X 6,000 WCGS Federation Flyers distributed by volunteers in the South Croydon area.	The New School Network provided us with the funding to market the new school by circulating flyers. This created a steady flow of interest on our website. We have a further 2,000 flyers which we have held back for final targeted marketing as we try and get the last few families to register an interest.
Thursday 1 st May 2014	WCGS Federation consultation website goes live for parents and	The website has taken several hits which have been achieved through the circulation of our flyers and business cards at public meetings and through letter boxes in the local area. One

	carers to 'Register their interest', 'Have their say' and 'send us a message'.	adjustment that needs to be made is securing email addresses from those who register an interest.
Thursday 8 th May 2014	Meeting with Year 2 and Year 3 parents at Ridgeway Primary School, South Croydon	This was a very successful public meeting which saw over 60 parents attend. We used paper registration forms which proved a successful way of securing interest there and then. Comments from parents helped us change our curriculum plan by thinking about whether to promote increase English and maths in the early years.
Thursday 29 th May 2014	Meeting with the Clockhouse Residents Association	Another challenging meeting in Woodmansterne, this time with Sutton residents. A deprived housing estate which again suggested opposition against such a plan. Young families clearly in favour.
Thursday 5 th June 2014	Meeting with Year 2 and Year 3 parents at St. Peter's Primary School, South Croydon	A very positive meeting with a lot of verbal support at the end of the meeting. A round of applause is always nice. Parents talked of how they liked the traditional curriculum and the way in which we were planning to make the study of languages compulsory. Latin was welcomed and there was a suggestion that the teaching of coding and ICT related topics was important. We have since added attention to this aspect of the curriculum.
Saturday 21 st June 2014	Ridgeway Primary School summer fair	Networked with a range of parents and other members of the community, informally discussed our vision and was able to answer questions about the proposed Free School; received expressions of encouragement for the project.
Sunday 22 June 2014	South Croydon Scouts summer fair	Networked with a different sector of the community, raising the profile of the project and received expressions of encouragement.
Wednesday 9 July 2014	Engaging with parents on the streets in Selsdon, Forestdale, Addington Village and Sanderstead.	Parents or relatives/neighbours of eligible children were eager to have the opportunity to discuss the possibility of a new Free School and expressed eagerness for choice and for a good school in the area.
w/c 21 July 2014	2 page advertorial in Sutton and Croydon Guardian	The editorial concerned the shortage of school places in the Croydon\Sutton areas. Our supporting editorial brought to the attention of the local population our proposal for a new Free School to address the shortage and to give parental choice.
Monday 8 th September 2014	Email to parents who have registered interest, giving an update on our progress.	Engaged with parent of home schooled child who registered interest and who is keen to engage with their network of parents of home schooled children.
Monday 15 th Sept 2014	Meeting with parents of Y3 and Y 4 at Park Hill Junior School	Parents positive about the potential for a school offering a traditional curriculum.
Wednesday 24 th September 2014	Woodcote Primary School Parents' consultation evening with Y4 parents	Much interest from parents in the curriculum offer including Computer Studies, as well as Geography and History as separate subjects.
w/c 13 October 2014	Engage with Addington High School and primary schools in Addington	

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience of members, directors and others in the project group

(CVs included in Annex)

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	██████████	15 as Executive Head, 2 as Staff Governor
██████████	Y	██████████	██████████	██████████	15
██████████	Y	██████████	██████████	██████████	10
██████████	Y	██████████	██████████	██████████	20
██████████	N	██████████	██████████	██████████	3
██████████	N	██████████	██████████	██████████	3
██████████	N	██████████	██████████	██████████	3
██████████	Y	██████████	██████████	██████████	5

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Skills/experience missing	How you plan to fill the gap

Skills/experience missing	How you plan to fill the gap
Media & Marketing	Recruiting a Marketing and Development Officer to address this need, and will be looking for these skills in recruiting New Governors.
Legal	Engage with external consultants. Recruit governor with legal background.
Project Management	██████████ can offer project management support for a limited time. When the new Head of School is appointed it is expected that there will be a significant project management aspect to that role.

F2 Governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new Free School

A transitional plan of governance at WCGS and within the Federation.

In November 2012 Wallington County Grammar School was judged as 'outstanding' with regards Leadership and Management. Despite this the school knew that it was still essential to continue to self-reflect upon the standard of governance. In September 2013 a new Headmaster was recruited (██████████). This change in leadership triggered the school into organising a National Governance Association (NGA) review. This took place in April 2014 and included a full self-review, training on up to date governor roles and responsibilities, a skills audit which would support future recruitment and a confidence survey on the new Ofsted framework which would direct and target specific governor training.

At the time of writing this application the WCGS Governing Body is reconstituting. This new, more efficient structure is shown in the first diagram (Spring 2015) and shows the first involvement of a new Free School Committee which is an adaptation of the Free School Working Party which currently exists and which is responsible for producing the Free School Application. The 'committee' is put in place and delegated decision making powers by the Full Governing Body once the DfE have approved the application. The Free School Committee is chaired by a key governor who reports to the Full Governing Body once a term. The Free School Committee meets regularly and when necessary during the pre-opening years from January 2015 - July 2017. They have control over pre-opening funding and will oversee decision making relating to things such as; recruitment and marketing for the new school.

From Spring 2015, after DfE approval of the Free School Application, the model of governance will morph to that which is displayed in the September 2017 model. During this period there will be a need for annual skills audits to direct recruitment and roles within the structure and confidence surveys to direct training. It is essential that the model of governance does not expand too big, too fast. The importance of the right people in the right roles is essential. Should the right personal not present themselves from the extended WCGS community the Federation will look for support from the School Governance One Stop Shop (SGOSS). At the time of writing this application we have governors involved in the Free School working party and committee but do not have anyone who has been recruited to be the Chair of Federation Governing Body.

During pre-opening how will the Full Governing Body hold those responsible for pre-opening to account?

After DfE approval the Free School working party will be delegated by the FGB decision making powers regarding the use of any pre-opening funding, marketing, recruitment of staff and liaisons with both the EFA and Croydon Council. This 'Free School Committee' will be chaired by a lead governor and be supported by the following people:

██████████

This committee will meet a minimum of once a term and report directly to the FGB to ensure accountability. It is highly likely that this committee will meet more regularly as and when strategic decision making and discussion is required during pre-opening. Operational decision making will be delegated to the Executive Headteacher (██████████).

Termly reports from the Free School Committee to the FGB will include a spending update, recruitment update, admissions, marketing strategy and any issues relating the site.

Wallington County Grammar School

Spring 2015

Present Structure

Other Committees

(any x3 trained Governors)
Appeals / Disciplinary etc.
Admissions Committee
Remuneration Committee

Lead Governors: To support and challenge school evaluation:

Financial Management (Chair of Resources Committee)

Achievement of Students (Chair of Standards Committee)

Quality of Teaching (Member of the Standards Committee)

Behaviour & Safety (Member of the Resources Committee)

Leadership & Management (???)

Sixth Form (???)

Members (x4 people)

Full Governing Body

Directors / Trustees (x10 people)

Executive Headteacher's Appraisal

Free School Committee

WCGS Resources Committee

WCGS Standards Committee

WCGS Finance Sub-committee

(Deep financial analysis of WCGS)

WCGS Federation – Multi Academy Trust (MAT)

From September 2017

Chief Executive Officer's Appraisal
 Chair of Federation Governing Body (???)
 Vice Chair of Federation Governing Body (???)

Director of Academic Standards Appraisal
Director of Finance & Shared Services Appraisal
 [Redacted] Chair of Federation Governing Body (???)

Members (x5 people)
 [Redacted]

Directors / Trustees (x7 people)
 Chair of Federation Governing Body (???)
 Vice Chair of Federation Governing Body (???)
 [Redacted] Chair of Standards Committee (???)
 Chair of WCGS Local Governing Body (???)
 Chair of Free School Local Governing Body (???)
 [Redacted] Observer / WCGS Head of School (???)
 Observer / Free School Head of School (???)

WCGS Head of School Appraisal
 [Redacted] Chair of WCGS Local Governing Body (???)

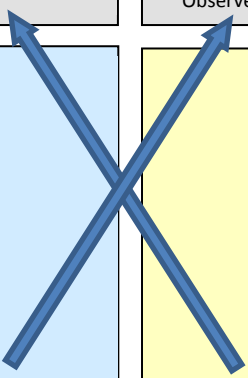
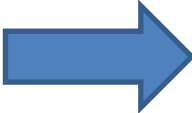
Free School Head of School Appraisal
 [Redacted]

Federation Standards Committee (x5 people)
 Chair of Federation Standards Committee (???)
 Vice Chair of Federation Standards Committee (???)
 [Redacted] Staff Governor / WCGS Head of School (???)
 Staff Governor / Free School Head of School (???)
 [Redacted]

Federation Resources Committee (x5 people)
 [Redacted] Vice Chair of Federation Resources Committee (???)
 [Redacted] Staff Governor / WCGS Head of School (???)
 Staff Governor / Free School Head of School (???)
 Observer / Director of Finance & Shared Services (RBK)

WCGS Local Governing Body (x9 people)
 (Resources & Standards)
 Chair of Local Governing Body (???)
 Vice Chair of Governors (???)
 Co-opted Governor (???)
 Co-opted Governor (???)
 Parent Governor (???)
 Parent Governor (???)
 Staff Governor / Head of School (???)
 Staff Governor (???)
 Staff Governor (???)
 Observer / Deputy Headteachers (???)

Free School Local Governing Body (x9 people)
 (Resources & Standards)
 Chair of Local Governing Body (???)
 Vice Chair of Governors (???)
 Co-opted Governor (???)
 Co-opted Governor (???)
 Parent Governor (???)
 Parent Governor (???)
 Staff Governor / Head of School (???)
 Staff Governor (???)
 Staff Governor (???)
 Observer / Deputy Headteachers (???)



Directors of the Multi Academy Trust (MAT)

Setting Vision, values, ethos, behaviour principles and strategic direction of the Federation schools
 Holding the Chief Executive Officer to account
 Overseeing Financial Performance of the Federation
 Responding to requests for information under the Freedom of Information and Data Protection Acts on behalf of the Federation
 Appoint Headmaster / Headteacher of schools within the Federation
 Ensure financial probity, efficiency and value for money of schools within the Federation
 Funding for capital investment within the Federation schools
 Deal with appeals (disciplinary / admissions) within the Federation
 Admissions arrangements for schools within the Federation
 Ensure rigorous appraisal systems are in place to motivate, challenge and support all Federation staff
 Remuneration and Appraisal arrangements within the Federation
 Core policy setting
 Setting the School Day and Term Dates of all schools within the Federation
 Recruitment of Senior Staff within the Federation
 Determining Pay and conditions of service within the Federation
 Employment tribunals on behalf of the Federation
 Ofsted inspections of the MAT and individual schools within the Federation

Federation Standards Committee

Monitor, Evaluate and Moderate progress measures of academic performance in both schools against estimates and professional predictions.
 Set objectives within Federation School Development Plans (SDPs)
 Identify and monitor Subject Area Reviews.
 Coordinate a shared CPD/JPD programme across the Federation.
 Monitor and Evaluate the Federations work for children with SEN, LAC status and FSM eligibility.
 Monitor and Evaluate Value Added measures across schools within the Federation
 Monitor, Evaluate and Moderate standards in the Quality of Teaching across the Federation.
 Direct Targeted Intervention in Federation schools.
 Contextual Federation policy setting for schools within the Federation
 Ofsted inspections of schools within the Federation.

Federation Resources Committee

Financial planning, expenditure and accounting arrangements within Federation schools.
 Benchmarking spending against others to improve efficiency of schools within the Federation.
 Accountability for how the Federation money is spent.
 Confirm allocation of resources for schools within the Federation.
 Monitor and Evaluate the Behaviour of students within Federation schools.
 Monitors and Evaluate standards of Health and Safety within Federation Schools.
 Direct Targeted Intervention in Federation schools.
 Contextual Federation policy setting for schools within the Federation.
 Ofsted inspections of schools within the Federation.

Wallington County Grammar School / Free School Local Governing Bodies

(Resources / Standards Committees)

Ensure the well-being of students, including school safety and security
 Ofsted Inspections
 Monitoring and targeted intervention required with groups of students (Pupil Premium, FSM, SEN, LAC etc.)
 Evaluating Subject Area Reviews.
 Monitor behaviour, attendance and discipline
 Monitor Inclusion and Exclusion of students
 Localised policies such as; Food and uniform
 Ensure sound safeguarding for students and staff to include child protection and safer recruitment procedures.
 Ensure staff development / CPD / JPD
 Capability / Grievance / Suspension and other procedures leading to dismissal
 Accountability for how the school's money is spent
 Recruitment of teaching and non-teaching staff
 Induction and training of all new staff / NQTs / trainee teachers
 Self-evaluate school performance (SEF)
 Monitor progress of school improvement (SDP)
 Ensure effective use of allocated resources
 Implement and Evaluate targeted Subject Reviews
 Deal with complaints
 Hold Senior Staff to account for progress data
 Listening to the views of others (students, staff and parents)
 Day-to-day control of school premises
 Sharing information and data with external agencies – e.g. DfE

Once the Free School opens in September 2017 how will Members of the Multi Academy Trust hold others to account?

We aim to have five 'Members', two of which will also be involved in the Full Federation Governing Body as Directors. Members will meet twice during the academic year to ensure they know what is going on with regards the standards and resources within schools of the Federation. These meetings will take place at the end of the Autumn Term and late in the Spring Term.

Autumn Term focus: Value for Money Statement from the Accounting Officer [REDACTED] The Governors Statement from the Chair of the WCGS Federation Full Governing Body, Public Examination Results, Academic Estimates for the year, the updated Self Evaluation Form (SEF) and the School Development Plan (SDP) for each school within the Federation.

At this time (October) Members will appraise the work of the Executive Headteacher and ensure challenging objectives are in place for the coming academic year.

Spring Term focus: Update report from Accounting Officer (WCGS Executive Headteacher) and Chair of Governors for Federation on finances, progress against SDP and Academic Estimates in all Federation schools.

At this time (March) Members will appraise the work of the Executive Headteacher and ensure challenging objectives are still relevant and that progress is being made.

A mechanism for the Members to hold others to account would be to demand an annual Skills Audit, a signed Code of Conduct and recognition of Roles and Responsibilities from all Directors of the Trust. Based upon this analysis, training and recruitment will ensure that the right people are sat around the table and are confident in making the right decisions.

What is the remit of the Federation Committees (Standards and Resources) and how do they ensure that there is not just repetition from Local Governing Bodies?

Local Governing Bodies are very much focused on contextual matters within individual schools. It is at this level that staff governors and parent governors support and challenge the work of individual schools. Individual schools are delegated a proportion of finances for localised items such as premises, recruitment and subject area / department capitation. The individual Local Governing Body are responsible for local issues relating to standards and resources. This will include more contextual targeted intervention strategies which respond to data analysis within local governing bodies.

Federation Committees are essential in analysing standards and resources across the Federation. It is at this level that patterns and trends are analysed. An example would be the analysis across the Federation of Value Added measures ensuring standards are high. Where concerns over standards exist in for example a specific subject area or with a specific group of students targeted intervention would be requested. Support mechanisms are put in place by sharing good practice across the Federation or by making the necessary resources available. The key function of Federation Committees are to bring together Standards and Resources across the Federation and 'monitor', 'evaluate' and trigger 'targeted intervention'. This targeted intervention may include funding or professional development and training. Committees do not contain staff governors or parent governors from individual schools. They are small in size (5 people) and chaired to ensure accountability. Chairs in turn write termly reports to the Directors/Trustees of the MAT in coordination with Headteachers of the individual schools.

What will the relationship be between Heads of School (September 2016 to July 2019) and Federation staff to ensure a degree of autonomy but maintaining accountability during pre-opening and up until July 2019?

Federation Staff who will work across schools within the Federation are as follows:

WCGS Executive Headteacher Spring 2015 to July 2019. The remit of the Executive Headteacher is to act as Accounting Officer for all schools and is therefore responsible for completing the Federations Value for Money Statement. He line managers Heads of School from September 2017 or when they are recruited giving them support and challenge through the appraisal system. The Executive Headteacher will also line manage all other Federation Staff - Director of Academic Standards, Director of Finance and Shared Services and the Project Coordinator. The Executive Headteacher is responsible for 'Overall Effectiveness' within the Federation SEF. An agreed SLA will be put in place between the Executive Headteacher and Heads of School to ensure transparency of roles and to ensure an appropriate level of support is provided without stepping on anyone's toes. Both the Executive Headteacher and the Heads of Schools must know what they expect of each other. Examples of challenging decisions dealt with in the SLA are - who excludes a student? Who sets the objectives within 'local' school development plans.

WCGS Federation Chief Executive Officer from September 2019. The timing of the change from Executive Headteacher is only once both Heads of School in the local schools are ready to take on the responsibility of full Headteachers. They will place their name on the Ofsted reports of the schools and be fully accountable for this process to the Federation. The WCGS Chief Executive Officer will continue to be a mechanism of challenge and support and be guided by a new SLA which will frame the relationship between the CEO and the Headteachers. As there are two significant schools within the Federation by this point the role of the CEO is very much involved in the development of the Federation as an educational body ready to expand further and influence local and national policy on education. The CEO reports directly to the Federation Board of Directors / Trustees. Responsibilities of the CEO are outlined in a formal delegation of authority. As the Federation grows, the CEO stands as a 'mouth-piece' for the organisation and is able to articulate the core values of the Federation. They promote the Federation's unique approach to education and seek opportunities to raise the profile of the organisation. The CEO will meet with local educationalists and others on a national scale to direct educational change and the creation of new policy.

The Director of Academic Standards is responsible for setting the curriculum models of all schools within the Federation to ensure they are in line with the Federation core principles of providing a traditional and academic curriculum. They determine and run the systems by which schools are analysing and communicating progress data regarding individual students, student groups (PP, SEN, EAL, ethnicities, gender, classes, teachers etc), subject areas and of school as a whole to all applicable stakeholders. The relationship between the Director of Academic Standards and Heads of School and eventually Headteachers is one of support. They work with senior staff in all schools to analyse progress data identifying areas of strength and improvement. They ensure the cycle of assessment and reporting is organised so there is a steady flow of meaningful data for the school to use and for stakeholders to see how well students are performing. On an annual basis the Director of Academic Standards works with senior staff in all schools to adapt an appropriate timetable ensuring that students are on the right courses and that there are opportunities to share curriculum time if necessary. The Director of Academic Standards will be accountable to the Executive Headteacher / Chief Executive Officer and will produce reports for both the Federation Standards Committee and Directors/Trustees Group of the Federation with regards Achievement of Students. They will collate evidence for the Federation which evaluates Achievement of Students within the Federation SEF.

The Director of Finance and Shared Services is responsible for the smooth running of all shared services across the Federation. They will put in place appropriate processes and systems that will allow the Shared Services functions to deliver the expected level of performance demanded by the individual schools and outlined in SLA's for each function. They will work closely with the Heads of School and their senior staff to ensure that they have the financial and business support that they require to deliver value for money in their respective locations and are able to monitor and evaluate the financial performance of the individual schools.

At Federation level, they will work closely with the Executive Headteacher/CEO to drive efficiencies and value for money by negotiating Federation-wide agreements for common services in the schools such as cleaning, reprographics and professional services. They will also be responsible for submitting bids for financing either at individual school level or at Federation level.

The Director of Finance and Shared Services will be accountable to the Executive Headteacher/CEO, and will produce reports for the Federation Resources Committee and the Directors/Trustees Group of the Federation with respect to all Finances, Health & Safety, and Premises Management matters. They will also be responsible for ensuring that all legal and statutory matters in relation to the Trust are completed in a timely and effective manner.

The Free School Committee and the Federation Staff in pre-opening will include a **'Project Co-ordinator'**. From Spring 2015 to September 2016 this role will work closely with the Executive Headteacher in engaging with the DfE, EFA, Croydon Council, external consultants and service providers who are involved in setting the school up. This role will relieve the pressure upon the Executive Headteacher whose primary role is to ensure standards are maintained within the existing school. From September 2016 they will work closely with the newly recruited Head of School for the new Free School who will also be party to all meetings which concern getting the new school operational. All of this work will be overseen by the Executive Headteacher. To ensure daily operations and high standards are maintained in the existing school a Head of School will also be recruited here. It is likely that this will be in time for September 2016.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	TBC	██████████	██████████	██████████	2
██████████	TBC	██████████	██████████	██████████	2
██████████	TBC	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	██████████	2 as Staff Governor, 15 as Executive Head

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
<p>Chair of Governors for the WCGS Federation</p> <p>Governors to take on specific roles.</p> <p>Skills that any governing body must have include:</p> <ul style="list-style-type: none"> • Ensuring clarity of vision, ethos and strategic direction, • Holding the Headteacher to account for the educational performance of the schools and its pupils, • Performance management of staff, • Overseeing the financial performance of the school, ensuring value for money is achieved. 	<p>We plan to advertise locally to secure a suitable Chair for the WCGS Federation and recruit using the SGOSS (School Governors One Stop Shop). This will give us access to well trained and experienced governors which can be used within the WCGS Federation Structure and in the two local governing bodies that are to be set up. (Free School and existing Selective school).</p> <p>WCGS has recently been working with the NGA in running a governance review and is now restructuring and organising a reconstitution of committees. The movement from a SAT to a MAT will reorganise processes of accountability. Skills Audits have been carried out with existing governors, role and responsibilities established to include a code of conduct and confidence levels tested of the Ofsted evaluation framework. Appropriate training will be identified and sourced.</p> <p>The WCGS Federation will carry out a targeted recruitment drive with regard to governance once the Free School Wave 8 application has been deemed successful. (Spring Term 2015).</p>

F4 Recruiting a Head of School

The existing Headmaster of WCGS will be leading the project from DfE approval to September 2016, [REDACTED].

Below is a timeline for how our group proposes to move towards establishing a strong leadership team within the new Free School - from application approval to being fully operational.

Following DfE application approval (Spring 2015), Federation staff will be appointed / validated by WCGS Governing Body to include:

WCGS Federation Executive Headteacher
Director of Academic Standards
Director of Finance and Shared Services
Project Coordinator

Summer 2015	Site acquisition / specific marketing and local community engagement / identification of additional funding streams – e.g. Sport England.
Summer 2015	WCGS Federation established as a Multi Academy Trust (MAT)
Autumn 2015	Plan recruitment campaign for January 2016 advertising
February 2016	Recruitment of a Head of School (September 2016 start)
September 2016	Head of School starts (likely to be a three year contract)

With the following timeline the Executive Headteacher leads on; (supported by other Federation Staff)

2015/16	Site acquisition / building development Securing additional funding streams (e.g. Sport England) Recruitment of team for pre-opening Agreement of admission arrangements Marketing and media campaign for the Free School Developing statutory policies Working with and updating WCGS Governors Developing the curriculum plan and a suitable staffing model
---------	--

With the following timeline the Head of School leads on; (supported by other Federation Staff)

2016 / 2017	Finalising building development Recruiting staff team for year one of opening Finalising admission arrangements with LA Continues marketing and media campaign for the Free School Finalising statutory and also contextual policies Recruiting Parent and Staff Governors Working with and updating WCGS Governors Finalising the curriculum plan and the staffing structure Running a Parent Information Evening for future Year 7 students
-------------	---

September 2017 School opens under appointed Head of School

2017/19 Appointed Head of School leads on: (supported by Federation Staff)

Officially opening the new Free School
The day-to-day management of the Free School
Achievement of Students, focus on contextual tracking and targeted intervention
Behaviour & Safety (pastoral care)

Quality of Teaching (joint practice development)
Leadership and Management
Works with and updates WCGS Federation Directors
Continuing marketing and media campaign for the Free School (specific focus on Sixth Form)
Recruits staff team for year two / three of opening

Summer 2019 Executive Headteacher appointed as WCGS Federation Chief Executive Officer

Summer 2019 Head of School promoted to Headteacher or new Headteacher recruited

2019/22 Headteacher leads on: (supported by Federation Staff)

The strategic development of the Free School
Ofsted Inspections
Achievement of Students, focus on contextual tracking and targeted intervention
Behaviour & Safety (pastoral care)
Quality of Teaching (joint practice development)
Leadership and Management
Works with and updates Local Governing Body
Works with and updates WCGS Federation Directors
Marketing and media campaign for the Free School
Recruits team for year four / five of opening

Describing a high quality Head of School

It is vital to realise that the person who is best suited to taking the new Free School through rapid changes from pre-opening to four year groups being present with the majority of staff in place is not likely to be the same person as the eventual Headteacher who will run the school at capacity. The timeline above suggests that during the pre-opening and post-opening years there will need to be significant and simultaneous appraisal against two very different Job Descriptions / Person Specifications; one for a Head of School and one for a Headteacher. For the purpose of this application we will analyse the characteristics and desirable person specification of the Head of School.

Taking into account the stressful nature and particular skill set of this role it would be necessary to recruit the Head of School on a three year contract. The reason for this is to ensure accountability, to maximise motivation for the role and to give the Federation the opportunity to replace the person in post should they not have the required skill set and longevity to link between the pre-opening years and early years, which in itself can be very different.

The Head of School characteristics

Important requirements for this role will be drive, creativeness, an authoritative approach and excellent communication skills. Descriptors include: Determined / Motivational / an Energy Producer / Resilient / Passionate / Rigorous / Courageous / Resilient / Empathetic / High Expectations / Humility.

Coupled with this, they will need to embody the ethos and values held in high regard at WCGS and finally a keen interest in Sport is strongly preferred to support the proposed sports specialism.

Head of School desirable person specification

Qualifications/Experience

- Leadership experience within secondary phase education of at least 3 years
- A credible track record in project management within an educational arena
- Qualifications beyond degree in educational leadership / management (e.g. MA, NPQH)

Experience/knowledge

- Experience of significant educational change
- Knowledge of media and marketing within the educational arena
- Knowledge of recruiting to leadership positions within the educational arena
- Ability to create a financial plan for pre-opening and post-opening with the Federation Director of Finance and Shared Services.
- Ability to create a curriculum plan and a staffing model with the Federation Director of Academic Standards.
- Ability to develop and maintain an effective Management Information System (MIS) with the Federation Project Coordinator.
- Ability to develop and maintain a reliable Network with the Federation Network Manager for the Free School to enhance efficiency and the learning environment
- Knowledge of outstanding governance
- Understanding of how to recruit governors and develop their skills
- Ability to attract, recruit and appraise an appropriate team of high calibre staff
- Experience of delivering high quality training to groups of staff
- Skills in developing a brand recognised for quality and delivering real and innovative improvements to young people's development as successful citizens
- Designing and implementing the necessary operational systems and procedures including educational policies, training resources, quality assurance and evaluation
- Ensure organisational objectives and standards of performance are not only understood but owned by all staff, governors, parents and students
- Ensure the Free School complies with all applicable legal and statutory requirements from central government.

Attributes

- Ability to embody the culture, ethos and leadership mind-set of the Federation by working closely with the Executive Headteacher.
- A love of Sport
- Competitive, with a high degree of self motivation, drive and the ability to motivate others
- Relish and respond positively to challenge
- Ability to communicate logically and persuasively across a range of stakeholders
- Able to act independently, with authority, in situations with no precedent
- Establish a strong team ethos and a culture of excellence and develop senior leaders to their full potential
- Proactive, energetic and flexible in approach
- Undertake measured risk, deliver innovation and tangible results
- Self aware, reflective and the humility to learn
- Sufficient humour and resilience to see through a demanding project

How we intend to recruit the best possible candidate

To give the Federation the opportunity of securing the best possible Head of School for a September 2016 appointment, the recruitment process will run as follows:

- Planning Autumn 2015
- Promotional campaign January/early February 2016
- Interviews end February 2016

This will enable us to run a second process if necessary to accommodate the required resignation period of serving, experienced senior leaders.

Recruiting a Head of School

Attraction Stage: ensuring the Federation’s unique selling points are promoted

To support the recruitment process, the Federation intend to engage external recruitment support, drawing upon the experience, expertise and prior knowledge of the external professionals who supported WCGS in the recruitment of the current Headmaster, we will design and develop an extensive, informative candidate pack outlining not only the role requirements but aspects of the strategic development, future aims and indicative culture of the new school.

Using a proven strategy, the focus will be our online advertising campaign using a variety of media outlets, including TES, LinkedIn and appropriate social media forums. This will promote the opportunity and career potential this vacancy will offer to attract candidates with the key innovative skills and pioneering characteristics we have identified. All responses will be handled by an experienced recruitment consultant with the knowledge to field enquiries and encourage able applicants, bringing a high level of personal interaction known to appeal to quality candidates.

Additionally we will run at least one information evening in the locality, sharing details of the building programme and a strategic overview of the project, hosted by WCGS Federation Executive Headteacher. The Federation would present its vision for the new school and outline the culture and ethos it would expect to find permeating the fabric of the school. The sports specialism would be emphasised so there would be no doubt about the importance of the sporting values and beliefs that the Federation has set for this new school. Details of the proposed site and images of the proposed build would be displayed. If it is not possible to hold this event in the proposed building for the school, it would be staged in the local area to attract the best staff within the locality as it is likely that local staff would engage better with local families and children. If the event drew in potential candidates from a national audience, then by holding it in the direct locality of the proposed school, candidates would be able to spend time engaging with the local community so they fully understand the unique community that the school is seeking to serve.

Selection stage

Using a specially designed application form, a longlist will be drawn up from those who demonstrated they have met the key criteria of the Person Specification and the ensuing selection process will comprise the following assessment activities:

Initial Panel Interview	Validation of evidence to meet key criteria
Psychometric assessments	Assessing leadership styles, motivation factors, reaction to pressure, speed of learning, levels of Emotional and Social Intelligence
Own school visit	To observe candidates work ethic and interaction

At an assessment centre or at WCGS for:

Activity	Assessing:
Faculty Learning Walk – feedback to Executive Headteacher or joint lesson observation and observed feedback to staff	Analytical skills and ability to judge quality of teaching and learning, provide developmental feedback and build positive staff relationships
Student engagement activity	Interactions with young people and inclusivity
Chairing SLT meeting	Leadership style, chairing skills, capacity to listen, ability to identify action points and secure commitment to move forwards
Financial and Data analysis	Strategic thinking, analytical skills, ability to prioritise, identification of key issues, knowledge of finance

Assembly / Presentation	Presence, authority, communication style and skills
Written task	Understanding of ethos, values and capacity to promote these effectively
Presentation & final panel interview	Strategic planning, communication, ability to respond under pressure, interaction with Federation Directors and Executive Headteacher
References / Safer Recruitment procedures	Opportunity to explore any areas of concern

Ratification of the successful candidate and the offer of a three year contract, final salary to be negotiated but in the region of ██████████.

Induction and Training

There are two principal types of professional who could be successful in this role:

- an ambitious and experienced Assistant Headteacher looking for a role which would be similar in pay to that of an experienced Deputy Headteacher. They would have the energy required to work long hours and see the school grow from an idea to a reality. They would project themselves deeper into senior leadership with a view of later developing into the role of Headteacher.
- a former Headteacher who has retired early or who has recently completed a new build, start-up academy. This breed of professional is rare but would have the necessary characteristics mentioned previously to stay the course and weather the storm of starting a school from scratch.

Training and induction will therefore be tailored to accommodate identified needs.

This programme will give a year lead-in to the first day of opening, for the successful candidate to undertake the necessary founding work ready for the September 2017 start date, including the recruitment process for pre-opening staff and embedding the Federation culture, mindset and ethos. During pre-opening a working relationship will have to be established with Federation staff and other local schools as well as the local authority with regards admission arrangements.

The Head of School, during site acquisition and building development, will work at the other existing school within the Federation to embed their understanding of the Federation culture and ethos. From Spring 2017 a significant recruitment process will be undertaken to ensure the new Free School attracts and secures the best staff. They will be known as the founding staff, with responsibility for developing schemes of work linked by themes which contain lessons which are well resourced, engaging and challenging and absorb and embody the ethos and culture of the Federation.

F5 Educational track record

Wallington County Grammar School (WCGS) is a selective grammar school with academy status, admitting boys into Y7 and Y9 according to ability, and is coeducational in the Sixth Form, admitting a large number of students in addition to retaining the vast majority of Y11 students.

It was last inspected on 14-15 November 2012 (<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136798>), and was judged as follows:

Achievement of pupils	Outstanding	1
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1
Overall Effectiveness	Good	2

The existing strong governance ('it is strongly led and represents a useful range of professional experience) of the school is described in the summary:

'Governors are well informed, carefully review the performance of leaders and teachers and intervene if challenging targets are not met.'

The full report adds detail on the 'clear and ambitious vision that grows out of a very accurate and regularly updated understanding of the academy's strengths and areas for development', and remarks that the governors' 'commitment to high achievement is shared by leaders and managers at all levels' and act as 'critical friends, providing challenge as well as support' and 'carefully review the performance of leaders and teachers and intervene if challenging targets are not met'.

The capacity of the SLT to bring about school improvement is noted:

'Senior leaders are driving improvement in teaching and learning with energy and skill.'

'Senior leaders closely monitor the achievement of individual students and groups, using it as the benchmark against which the quality and impact of teaching are judged. They have a very precise picture of strengths and areas for development and this sets priorities for whole-staff training and carefully targeted support for individuals. The proportion of outstanding teaching is increasing steadily. Where it is clear that aspects of subject leadership are not strong, senior leaders intervene to ensure that teaching and learning do not lose momentum and to provide appropriate professional development, combining support with challenging targets.'

Since the previous Ofsted inspection (2008, before conversion to an academy), leadership and management improved from good to outstanding, leading to achievement of students and behaviour and safety also improving from good to outstanding (the latter compared to the previous category of personal development and well-being). In 2008 it was commented that the SLT included 'colleagues who have demonstrated recent excellent teaching and middle leadership skills'; the current SLT is composed of a mixture of those staff and external appointments who have a clear record of driving improvement within WCGS.

A shift has been made from students achieving well and making 'good progress', but with the need to 'ensure achievement of A*/A grades by a greater number of students'; in 2012 there was 'excellent progress as well as outstanding achievement'.

One clear area of impact has been in the teaching and learning and therefore achievement of students in Mathematics and Science; identified in 2008 as the main areas in which students were 'not always reaching their full potential'. 47% of students achieved an A* in their separate science GCSEs, and 73% obtained an A* in maths GCSE in 2013, compared with 10% and 27% respectively in 2007. This has led to positive science and maths EBACC value added scores comfortably within the top 10% of schools for progress, with students achieving roughly two-thirds of a grade higher than expected given their prior attainment in these subjects. The high proportion of students taking these subjects at A Level was also remarked upon, and highlights the engaging teaching and learning as well as co-curricular activities now taking place from STEM subjects. English was praised in both 2008 and 2012, and this strong record of expertise, already being utilised across the Sutton Secondary Schools Partnership, will be used to ensure the Free School has excellent literacy as well as numeracy embedded within it.

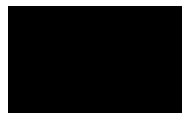
Other areas central to the vision of the Free School are also praised in Ofsted's 2012 report, for instance the attention paid to pupil premium students, who achieve highly: 'There is clear evidence that they have benefited from additional one-to-one tuition and additional small-group teaching', with similar comments regarding SEN and EAL students. Governors close scrutiny of pupil premium spending and its impact is also detailed.

The House system is said to be 'highly valued... with good reason. It encourages leadership and team-building skills, builds positive links between year groups, promotes healthy competition that adds spice to students' wish to achieve, and extends students' learning and personal development beyond the curriculum.' The co-curricular offering is described as 'exceptional'.

Ofsted 2012 also uses the word 'exceptional' as well as 'broad' to describe the spread of subjects. The match between the curriculum provided and the needs of the students of WCGS is 'entirely appropriate' with students 'confident that their choices and well-judged and well-supported... students' progression indicates how well their subject choices equip them for the next stage of their education'.

The proposal is to create a MAT under the oversight of a further-strengthened governing body and to use its experienced leaders to support school improvement in the Free School, in addition to recruiting high quality staff to work solely at the Free School. All of the named individuals in the following section are currently part of WCGS, and their CVs are provided in the annex.

Specific individuals working across the Federation and supporting the Free School in terms of education will be:



Shared Services will operate within the Federation, with immediate responsibility held by



DfE Performance Tables for Wallington County Grammar School are available at <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136798>

KS4 Results

The percentage of students achieving 5 or more A* to C (including English and Maths) has been significantly above (averaging 40% more than) national averages for each of the previous 3 years, and has not been less than 99% in that time. The Average Capped Points Score for best 8 subjects has also been significantly above (averaging 97 points more than) national averages for each of the previous 3 years, always in excess of 430.

In English the APS has exceeded 50 points for each of the 3 years, with an average of 54.0 in 2013. Again this is significantly above national averages, by 2 to 2 ½ grades. In Mathematics the APS has averaged 55 points over three years, being more than 2 ½ grades higher than national figures. Eleven other subjects were significantly above national percentages in 2013 (with the remainder not being statistically significant due to smaller cohort sizes).

FSM students exceeded school averages for both %5A*-C (inc E&M) and for the English Baccalaurate. The group of students with middle prior attainment matched the performance of those with high prior attainment in these categories, as did those with EAL and SEN. Excellent tracking and monitoring systems, teachers' knowledge of student and differentiation for them, and outstanding pastoral care contribute to this pattern, and also to the fact that 98% of students entered early achieved an A* on their first attempt. Every single student taking Mathematics early who remained at WCGS in the sixth form went on to pass AS and A2 examinations in Mathematics, having completed either GCSE Further Maths or a Level 3 qualification in Additional Mathematics during their normal lessons in Year 11.

As a selective school with high expectations more use is made of the Value Added analysis, as this takes into account the relatively high prior attainment of the students. The Best 8 Value Added score for WCGS has been significantly positive for each of the previous 3 years, averaging 1028 and has not fallen below 1020 in that time, keeping it in the top 20% of schools

for progress and in the ninth percentile in 2013. For English, Mathematics and Science, the EBACC Value Added scores have also been significantly positive and within the top 20% of schools for each of the previous 3 years. In 2013 English was in the first percentile, Mathematics in the fourth and Science in the sixth. 93% of students made more than expected progress in English, and 86% made more than expected progress in Mathematics.

The ethnic group with the lowest value added score (Any Other Black Background) still had a very positive value added of 1019.8, and the largest group (White British) at 1027.3 were significantly above the national value added score (995.6). FSM students scored 1043.4, SEN students 1033.3, EAL students 1035.0 and middle prior attainment 1066.7, all significantly above the national averages for those groups. All students analysed under Closing the Gap were above the national mean line for value added. All of these valued added figures are substantially higher than 1000, the national average, but even further above 991.0 which is the national average for boys. If a simple averaging of all Sutton schools' value added scores is made, the score for the LA is 1002; if excluding special schools and PRUs it is 1018. Even in one of the best performing education authorities in the country, WCGS at 1028 is still substantially above this average.

KS5 Results

In 2013 21% of WCGS students achieved an A* in their A2 qualifications (compared to 7.6% nationally), with 60% gaining A*/A (26%), 86% gaining A*-B (53%), and 96% A*-C (77%). These results are broadly in line with 2012 and 2011 results, and give an average grade of B+. APS scores per student were significantly positive, 115 points above national averages at A2 and 173 above at AS.

At A Level the same philosophy of using Value Added measures (at this Key Stage L3VA) wherever possible holds true, and the Value Added score for A Level Progress for 2013 was +0.20 of a grade. All AS Levels gave a Value Added score of +0.16 of a grade. These positive scores are both statistically significant. Especially at A2 there has been a year-by-year increase in value-added scores, as a result of the Leadership Team (including a new Assistant Headteacher position as Director of Sixth Form) working to bring standards in KS5 up to the same levels as KS4.

All ethnic groups other than unclassified had substantially higher APS scores than nationally (although data is suppressed in the PANDA for groups smaller than 4). CLA/FSM students did not perform as well as their peers in value added at A2 (although they outperformed them at AS), but at both AS and A2 they were the student group with the highest difference between school and national APS per student (with +360 points at AS they achieved more than double the national average of 255 points, and scored +185 points at A2). Both Female and Male students outperformed national averages significantly.

F6 Capacity to expand

Wallington County Grammar - Four Year Historical Financial Summary

<u>£000</u>	<u>2010/11</u> <u>Actual</u>	<u>2011/12</u> <u>Actual</u>	<u>2012/13</u> <u>Actual</u>	<u>2013/14 F'cst</u>	<u>2014/15</u> <u>Budget</u>
EFA					
Revenue					
Catering					
Revenue					
Other Income					
Total Income					
Payroll costs					
Other staff					
costs					
Educational					
costs					
Premises					
costs					
Catering					
Costs					
Other costs					
Total Costs					
Surplus/(Def					
icit)					

The table above shows the financial performance of Wallington County Grammar School over the last 4 years, and our projected budget for 2014/15.

This period has been a very challenging financial one as we have had to deal with increasing costs whilst per student income has declined consistently. Added to this is the fact that as a Local Authority, it has finally been acknowledged that Sutton is one of the most under-funded authorities in the country (DfE Report on the consultation for Fairer Funding, April 2014), which will result in us receiving between [REDACTED] in 2015/16 just as a result of the adoption of the minimum indicative funding levels.

Given this caveat, we believe that the above data demonstrates that we have managed our financial affairs very well, and although we have experienced in year deficits, and are currently planning a deficit for 2014/15, we have managed to maintain a positive reserves position.

Wallington County Grammar School Federation is looking to leverage its existing experienced staff to create a shared services model that will support both the existing school and the proposed new Free School. The objective is to be able to benefit from economies of scale, and shared processes and procedures to ensure effective and efficient delivery of services and monitoring of performance.

The main areas of service that we propose to share are as follows:

1. Finance
2. HR
3. ICT Network Infrastructure & Support Services

4. Administration
5. Systems, Data Analysis & reporting

In addition to these employee based services, a number of other services will be outsourced and shared across the schools in the MAT. These will include:

1. Payroll
2. Legal Support
3. Strategic Alliances
4. Auditing and Statutory compliance
5. Governor Training

One of the major driving forces behind this application is the opportunity that it presents to spread the cost of support services across a wider base. We firmly believe, based on the Finance Director's previous experience in the commercial world, that significant economies of scale can be achieved when successful systems and processes are in place.

The teams at WCGS have worked hard to develop these systems and procedures and will continue to refine these in the pre-opening phase so that they are more robust and scalable. This will undoubtedly require the adoption of a new Financial Accounting system that will allow greater automation of transaction processing, and this will be identified and sourced during pre-opening. It is not anticipated that any additional staff will be required until the new school opens, and even then these will only be added when the need is clearly identified.

The table below sets out the proposed senior members of the shared service team as they exist at the present time, together with the associated costs for each area.

F6 (a) Shared services

CVs included in Annex

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost PA Incl on costs £
██████████	Finance Manager, responsible for day to day running of finance operations and all statutory and Management reporting	██████████	15-20 Hours per week	██████████
██████████	HR Manager, responsible for HR policies, recruitment and general employee support. Will oversee assistant based at New School		15-20 Hours per week	██████████
██████████	Network Manager, responsible for Network infrastructure, and ICT procurement		15-20 Hours per week	██████████
██████████	Director of Systems & Data, responsible for all Data collection, storage and reporting. Also responsible for system development and improvements.	██████████	15-20 Hours per week	██████████
██████████	Responsible for Marketing and PR of the schools in the Federation and for developing relationships with external sponsors and other income generating opportunities.		15-20 Hours per week	██████████

The costs of the shared services have been allocated to each of the schools based upon the years of entry open in each school. Therefore in the first year of operation, Wallington County Grammar School will take 7/8^{ths} of the cost whilst 1/8th of the cost would be allocated to the new WCGS Federation Free School. From a practical point, the funding for the shared services above and any other shared costs will be achieved by top slicing 7% of the funding for each school. This cost is a little higher than has been seen in other MAT's that we have talked to, where 5% is more typical, but in the majority of these cases costs are being spread over a far larger number of schools. Should the WCGS Federation increase beyond the current size in this application, it is anticipated that this cost would fall much more in line with the 5% level. Another mitigating factor is that Systems and Data Analysis are included in the shared costs as we believe that it is imperative that the same models of analysis, monitoring and intervention are replicated in the new school, and in any subsequent schools falling under the MAT. The anticipated allocations for the items above are shown in the table below.

F6 (b) Shared services

Name of school	Budgeted contribution to MAT shared service					
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Wallington County Grammar School	£	£	£	£	£	£
WCGS Federation Free School	£	£	£	£	£	£
	£	£	£	£	£	£

The governance structure outlined in section F2 shows how appropriate challenge will be provided to both Wallington County Grammar School and the new WCGS Federation Free School, and both the Trust Governing Body and the local governing bodies will be supported by the shared services functions above.

Financial delegation to the local governing bodies will be minimal, concentrating mainly on curriculum delivery and premises management. The bulk of the financial management will take place at trust level, with the largest part of this, payroll, being handled by the shared services function.

The local governing bodies will be responsible for monitoring academic achievement and taking corrective actions, and the chair of each will be responsible for keeping the Trust Governing Body informed.

The Trust Governing Body will be responsible for all performance management monitoring, and will accept recommendations from the local bodies. Remuneration will be set and monitored at trust level, and all personnel policies will be common across the trust. The Headteacher of each of the schools will sit on the Remuneration Committee.

All other major policies will be set and monitored at Trust level, but local adaptations may be necessary due to the different natures of the schools' population.

Budgeting will take place at Trust level with each school receiving delegated amounts for curriculum delivery and facilities management. The shared finance service will work with the Headteacher of each School to ensure that they are regularly apprised of financial performance and they in turn will sit on the Resources Committee of the Federation.

Academic performance and other data such as attendance and bespoke analysis will be provided by the shared services System & Data department to each school, and the local governing bodies will be responsible for monitoring and challenging the schools. The chair of each local governing body will be responsible for reporting performance in these areas to the Trust Governing Body on which they will sit.

Section G: Budget planning and affordability

G1 Development of financial plan



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

Section H: Premises

See the Excel application form.

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	The location in which the WCGS Federation propose to open a new 11 - 18 mixed Free School is in South Croydon. We are flexible within a 5 mile radius with regards the precise location of the site but we are keen that there is enough space to open a 6FE secondary school with suitable facilities to allow the school to follow its vision of having enhanced sports facilities which will help develop sporting habits among students, staff and members of the wider community. The annotated map already provided shows the catchment area of a proposed school location which includes areas such as South Croydon, Purley, Sanderstead, Selsdon and New Addington. Our evidence of demand has been taken from the main populated area of South Croydon indicating parent support in this area for a school such as this.
--	--

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	NA
--	----

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	8680 sq m
---	-----------

Any comments on your calculated building space:	We hope to secure additional 'top-up' funding from Sport England once a successful application has been granted to enhance sport facilities to include a fitness and dance studio, a large sports hall and 25 metre swimming pool. It is important that we secure a site with a sports field.
---	---

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
---	------------

In which local authority is the site?	Croydon
---------------------------------------	---------

If the preferred site is near to the boundary with another local authority, please say which:	Surrey
---	--------

If the preferred site is near to the boundary with a third local authority, please say which:	Bromley
---	---------

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	This site was identified by <Redacted> at Croydon Council.
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	NA
-----------------------------------	----

Please include information on purchase or lease price if known:	Not known at this time.
---	-------------------------

Who owns the site?	<Redacted>
--------------------	------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Not sure
---	----------

Name and contact details of owner:	Not known
------------------------------------	-----------

Name and contact details of agent or local authority representative where available:	Not known
--	-----------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	The site is <Redacted>. The site was purchased from the council in 1987 and used as a centre for <Redacted>. The site is now thought to be up for sale and is <Redacted>.
--	---

Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
---	------------

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The EFA are currently looking into the suitability of this site.
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
--	------------

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

CV Templates

CV for [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where	

CV template	
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>

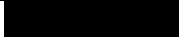
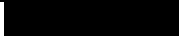
CV template

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


CV for [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key 	Not applicable

CV template

	<p>Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	Not applicable
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	

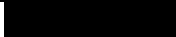
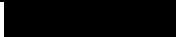
CV template

	previous roles.	
8.	Reference names(s) and contact details	

CV for [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should 	

CV template



	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>	

CV template	
	previous roles.
8.	Reference names(s) and contact details

CV for [REDACTED]

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/ organisation
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained

CV template

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

CV template		
	dent for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

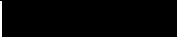


CV for ██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four	██████████
		██████████
		██████████

CV template

	years. If not, please include additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none">▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>	

CV template

	<p>school (where available):</p> <ul style="list-style-type: none">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV for [REDACTED]

CV template	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation [REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held [REDACTED] ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only: details of professional qualifications, including: [REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): [REDACTED]
	<ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 re-

CV template

	<p>sults, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> • ██████████

CV template

8. Reference names(s) and contact details



CV for [REDACTED] CV for [REDACTED]

CV template	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation [REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held [REDACTED] ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should

CV template

	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>	

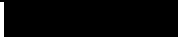

CV template

	previous roles.	
8.	Reference names(s) and contact details	██████████

CV for [REDACTED]

CV template	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	<ul style="list-style-type: none"> ▪ name of school/ organisation [REDACTED]
	<ul style="list-style-type: none"> ▪ position and responsibilities held [REDACTED] ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should

CV template

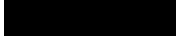
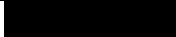
	<p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three</p>	


CV template

	previous roles.	
8.	Reference names(s) and contact details	██████████

CV for [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	[REDACTED]

	<ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played	

	helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	



Department
for Education

© Crown copyright 2014

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

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

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

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