

CHETWYNDE SCHOOL

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Chetwynde School, Croslands, Rating Lane, Barrow-in-Furness, Cumbria. LA13 0NY
3.	Email address: [REDACTED]
4.	Telephone number: 01229 824210
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: N/A
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input checked="" type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: N/A
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: N/A
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

	<p>i) [REDACTED] – [REDACTED]</p> <p>ii) [REDACTED] – [REDACTED]</p> <p>iii) [REDACTED] – [REDACTED]</p> <p>It is envisaged that Livingstons will continue to act as the main point of contact for legal advice in relation to Chetwynde School. [REDACTED] will remain as a member of the Steering Group through pre-opening and post-opening if the bid is successful and will join the Governing Body in September 2014.</p>
Details of company limited by guarantee	
13.	Company name: Our Lady's Chetwynde School Ltd (OLCS) Our Lady's Preparatory School Ltd (OLPS)
14.	Company address: Chetwynde School, Croslands, Rating Lane, Barrow-in-Furness, Cumbria. LA13 0NY
15.	Company registration number and date when company was incorporated: 02989252 (OLCS) – 11/11/1994 1162393 (OLPS) – 08/03/1974
16.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: The company runs the current Chetwynde School.
Company members	
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
18.	Please confirm the total number of company members: 8
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]

	8. Name:	
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Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [redacted] ([redacted])
	2. Name: [redacted] ([redacted])
	3. Name: [redacted]
	4. Name: [redacted]
	5. Name: [redacted]
	6. Name: [redacted]
	7. Name: [redacted]
	8. Name: [redacted]
21.	Please provide the name of the proposed chair of the governing body, if known: [redacted]

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: N/A	

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).	
	N/A	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	510349
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Age range 3 – 18. 200 pupils on roll. Present capacity of 426.
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
	September 2008 - www.isi.net/schools/7353/	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
	http://www.chetwynde.co.uk/index.php/results	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
	N/A	

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



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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 23rd December 2012

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

Section B: Outline of the school

1.	Proposed school name:	CHETWYNDE SCHOOL
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input checked="" type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2015
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	A Christian ethos
11.	If you have a preferred site, please give details, including the post code:	Chetwynde School, Croslands, Rating Lane, Barrow-in-Furness, Cumbria. LA13 0NY
12	Please tell us how you found this site:	Site of present Chetwynde School
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority in which the proposed school would be situated:	Cumbria
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Rationale

Chetwynde School is a high performing, co-educational, non-selective, independent day school for children aged 3 – 18. There is, however, an overwhelming desire (see Section E), for the school to become a more inclusive school within its locality, benefitting the wider community and enabling a greater number of children access to the exceptionally high standard of education the school presently provides. The new Free School will be situated in Barrow-in-Furness, Cumbria on a site already occupied by the present Chetwynde School.

Background – Chetwynde School

When the Sisters of the Sacred Heart of Mary opened a small preparatory school in 1945, they only catered for a very small number of boys up to the age of seven and girls to the age of eleven. However, by 1979, Chetwynde School had established itself as an extremely well respected school in the local area and was teaching around 200 boys and girls through to the age of eleven. In 1984 Chetwynde School once again extended its age range, this time to sixteen, and in 1989 Chetwynde School opened its Sixth Form.

Whilst the school is now non-denominational, it maintains a Christian ethos. Since its opening, the school has always held a vision that the educational experience the school provides should be as accessible as possible to the local community. Recent years of industrial decline and pressure on the local workforce and family unit have taken their toll; therefore the school has become less accessible to the people of Barrow-in-Furness and the surrounding Furness Peninsula. The area values the education that the school provides, but is finding it increasingly difficult to support an independent school. The opportunity to now ‘complete the circle’ through a Free School bid and return to the original dreams of the founders of reaching out to the whole community is a distinct possibility.

Our ethos and successes to date have been developed and nurtured through a true family atmosphere. Due to the small class sizes, a team of very dedicated staff, and a very supportive parental body, the school has always managed to encourage high aspirations within its student body and then help them achieve these goals through focused teaching and the ability to provide genuinely supportive pastoral care.

Background – Barrow-in-Furness

Within the county of Cumbria, there are a number of towns which have seen their over reliance on a small number of ‘heavy industries’ cause problems in times of economic downturn. For example, during the early 1990s the major employer in Barrow-in-Furness (BAe Systems) cut its workforce from around 15,000 workers down to around 5,800 and there still remains a dependency on several key employers. The history of the town and the resulting social, economic and health issues that some of the population are facing are highlighted using the English Indices of Multiple Deprivation 2010 (IMD). The district of Barrow-in-Furness is adjudged to be deprived on many levels, but we believe that the introduction of a high performing Free School into the community will provide an aspirational environment that will inspire future generations and provide them with the level of qualifications required for success in the local community and further afield.

(The IMD are widely recognised as one of the most accurate statistical measures of quality of life in local communities. The ranking is a number between 1 and 326 with 1 being the most deprived area and 326 the least deprived area.) The rank percentile for each district in Cumbria is shown below (See Figure 1) where 1-10 equals the most deprived 10% of districts nationwide, 1-20 the most deprived 20% etc.

Indices of Multiple Deprivation

District of Cumbria	2004	2007	2010	Change since 2004
Allerdale	30	34	34	+4
Barrow-in-Furness	8	8	10	+2
Carlisle	31	31	33	+2
Copeland	24	22	24	0
Eden	56	62	65	+9
South Lakeland	73	75	74	+1

Figure 1 – Indices of Multiple Deprivation (Data provided by Barrow Borough Council website (www.barrowbc.gov.uk))

Differences between Districts

Whilst there remains a big difference between the levels of deprivation in each district the headline figures for Barrow are:

- Barrow-in-Furness is the 32nd most deprived district out of 326 in England.
- It is the 3rd most deprived district in England in terms of health.
- It is the 5th most deprived district in terms of housing quality.
- It is also the 14th most deprived in terms of employment.

Differences between Lower Layer Super Output Areas (LSOAs)

The IMD is an overall measure of multiple deprivation experienced by people living in an area and is calculated for every Lower Layer Super Output Area (LSOA) in England. It can be used to rank all 32,482 LSOAs in England according to their relative level of deprivation (with '1' being the most deprived).

There are 50 LSOAs in the Borough containing on average 1500 people in each area. Each ward contains four of these Super Output Areas with the exception of Barrow Island which only has two. (See Figure 2)

- 8 LSOAs in Cumbria fall in the most deprived 3% in England, 6 of which are in Barrow-in-Furness. All areas of Barrow-in-Furness do and will continue to fall within the catchment of Chetwynde School.
- The most deprived LSOA in Cumbria is in Central Ward (Barrow-in-Furness).
- An LSOA in Barrow Island Ward (Barrow-in-Furness) is the most deprived in England in terms of housing quality.

Severely deprived LSOAs in Cumbria:

Area	Number of LSOAs	LSOAs in most deprived 0-10% in England	LSOAs in most deprived 0-20% in England	% of Total LSOAs in the most deprived 20%	Change in % since 2007
Cumbria	322	29	55	17	- 1.9
Allerdale	60	6	12	20	+ 1.7
Barrow-in-Furness	50	13	20	40	- 4.0
Carlisle	68	5	13	19	- 4.5
Copeland	49	5	10	20	- 4.5
Eden	36	0	0	0	0
South Lakeland	59	0	0	0	0

Figure 2 – Severely deprived LSOAs in Cumbria - (Data provided by Barrow Borough Council website (www.barrowbc.gov.uk))

The above information does indicate that there are many areas within the catchment area of the school that have populations encountering difficulties on many levels, but this does not mean that they place little value on education. For example, the quote below (See Figure 3), from a completed 'expression of interest survey', highlights the feelings of many of the people who have contacted the school:



Figure 3 – Quote from 'Expression of Interest' survey

How will the student intake change in the future?

The table below (See Figure 4) and the information in Figures 1 and 2 provide some indicators to how the student body may change if Chetwynde School converts to a Free School.

We can surmise that the student cohort of Chetwynde School will change if the school converts to Free School status, to closely match the statistics attributed to the other schools in Barrow-in-Furness. Whilst the school is presently non-selective and will remain non-selective, in the academic year 2014/15 there will be a greater influx of students who will have Special Educational Needs (SEN) and those from less affluent backgrounds. In order to cater for children with SEN we will be increasing the SENCo role from a part-time to a full-time position and appointing extra Learning Support Assistants (LSAs) and Teaching Assistants (TAs) where required.

Data comparing Chetwynde School with other Barrow-in-Furness

schools and Nationally at Key Stage 1 & 2 (2011)			
	% of students with SEN (Statements or School Action Plus)	% of students with EAL	% students eligible for free school meals
Schools in England	8.0	16.8	19.2
Barrow-in-Furness Schools	10.25	1.75	24.2
Chetwynde School	2.6	0	0

Figure 4 – Student characteristics – (Data provided by the DfE website)

As a school, we believe that just because the ‘make-up’ of the student cohort will change, it does not mean that the broad academic curriculum on offer will not meet their needs. With all of the pupils joining in Reception offered an all-through education, there will be fewer transitional phases between Key Stages thus adding greater stability. We would also continue to use the specialised teachers in the Senior School to deliver some aspects of the Primary curriculum, again offering greater stability to the pupils as they move through the school. We will need to develop a larger and more specialised ‘Learning Support’ section within the staff body with a dedicated room or rooms suited to cater for the demands of ensuring every student has access to the education received by their peer group. Whole staff and individual professional development would prepare staff for the expected changes in cohort dynamics, whilst we would also ensure all pastoral heads would achieve Level 2 Child Protection Training, with two members of staff at Level 3.

Present Parent Body

It has become increasingly difficult for our present parent body to manage school fees over the last few years, but what has been noticeable are the constant requests from present and prospective parents to gain access to the school through means of bursaries and scholarships. Unfortunately, many of the requests for assistance are beyond the realms of possibility, as they often exceed our means or would be in danger of putting the parents in exceptional financial hardship. (Since September 2012 we have received 24 requests for financial assistance from prospective parents, but only 8 of these came to fruition as often the level of bursary required has exceeded a 70% discount of fees, sometimes even higher.) Chetwynde School is not a school full of children from wealthy backgrounds, the majority of parents are making financial sacrifices to send their children to the school and this is one of the sectors of the population that have been hardest hit in the present economic downturn. Even some of those parents who value the education Chetwynde School provides above every other financial commitment they have, are needing to consider withdrawing their children from the school due to financial constraints.

Education provision within Barrow-in Furness

Within Barrow-in-Furness there are three state, mainstream, 11-16 secondary schools and two colleges providing Post-16 education and a number of primary schools. There are no schools that presently cater for an 11-18 provision and very few within the whole county that cater for students from aged 4 -18. Chetwynde School would be the only educational establishment that would provide a 4 - 18 offering in Barrow-in-Furness and the surrounding area, a provision that would bring a high performing educational establishment within reach of a far greater proportion

of the local population.

As a school we make no excuses for our focus and drive towards ensuring each student achieving their full potential. We provide a breadth of education that ensures a school experience that extends each student both in the classroom and outside of it. Academically, although we are a non-selective school, we aim for 90% of our Key Stage 4 students to achieve at least 5 A* - C GCSE grades, including Mathematics and English, whilst our provision naturally guides each student towards every opportunity of achieving the English Baccalaureate (EBacc.). These are aspects of our curriculum and vision that would remain as we move forward and develop as a Free School, and the growing importance of the EBacc. from 2015, is a 'change' we embraced some years ago.

Chetwynde School will continue to strive to maintain the high academic standards that it expects of all of its students. The two graphs below (Figures 5 & 6) show how well the school performs in terms of Key Stage 4 results in relation to other secondary schools in Barrow-in-Furness and within a 10 mile radius of Chetwynde School.

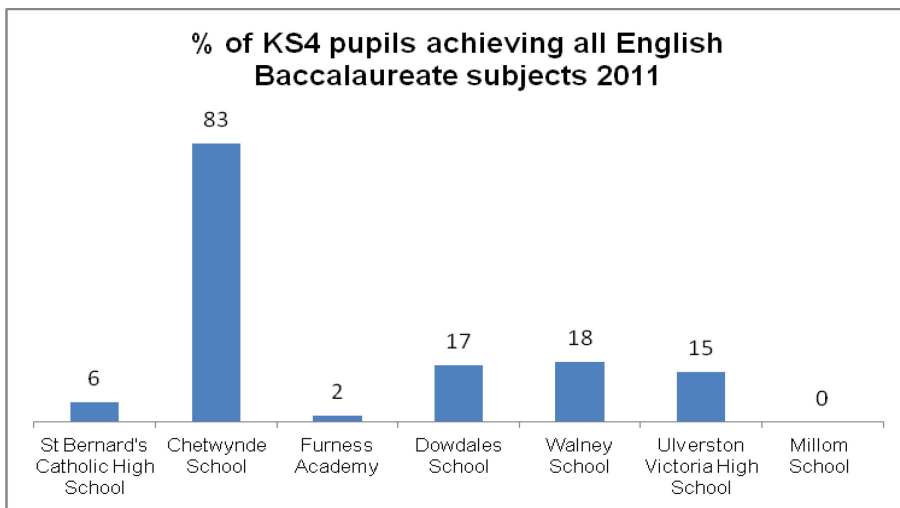


Figure 5 – 2011 EBacc. results (Data provided by the DfE website)

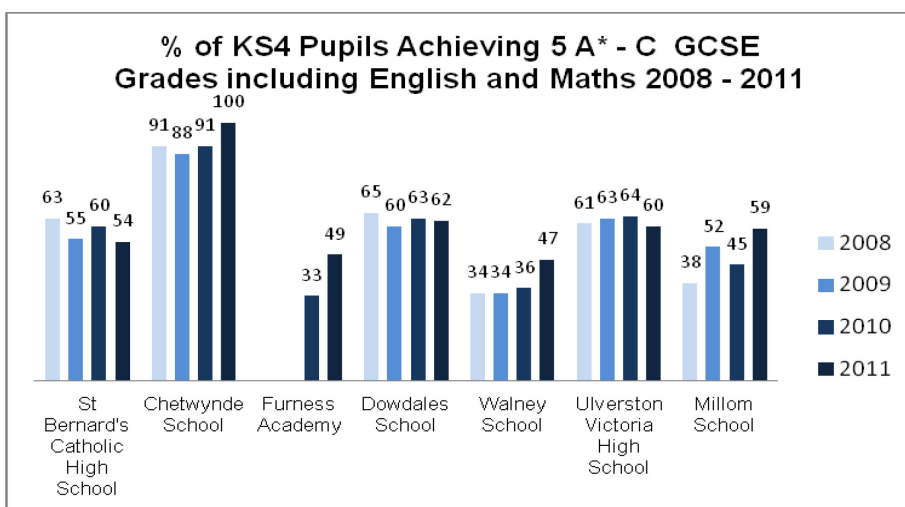


Figure 6 – GCSE results 2008 - 2011 (Data provided by the DfE website)

The table below (Figure 7) indicates the A-level (GCE) results that the students have achieved at Chetwynde School in relation to the other providers of A-levels over the last four years:

GCE Provider within 10 miles of Chetwynde School	Year			
	2008	2009	2010	2011
Chetwynde School	829.9	839.4	871.2	935.5
Barrow in Furness Sixth Form College	817.0	821.6	842.5	863.1
Furness College	546.8	643.8	682.8	607.1
Ulverston Victoria High School	785.9	796.4	832.0	823.4
Millom School	768.1	823.5	752.2	717.0

Figure 7 - Average GCE Points Score Per Student 2008 – 2011 (data provided by the DfE website)

But it is not just in the Senior School that our students make excellent progress. The graph below (Figure 8) shows the progress made by Year 6 classes over the past three years. The pupils are assessed in the October of the year they enter Year 6 using the nationally standardised NFER Progress in Maths 10. In January they then complete Progress in Maths 11. As can be clearly seen from the graph, in the three months between tests many of our pupils progress above the recommended 2 NC sub-levels of development per year.

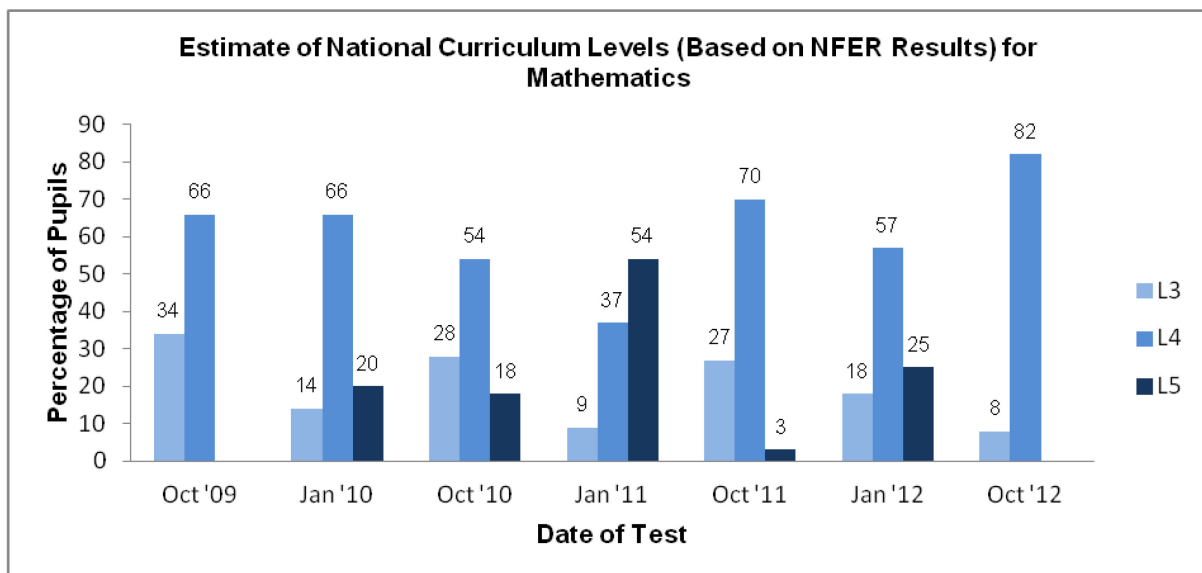


Figure 8 - Estimate of National Curriculum Levels (Based on NFER Results) for Mathematics.

School Vision and Ethos

Chetwynde School will provide an outstanding educational experience for all of its students from aged 4–18. The school will improve the educational chances, opportunities and aspirations of all

of its students and enable them to leave the school prepared for the challenges that they will face in the world. We would expect all of our students to achieve their potential and either enter the workplace onto a career path of their choice or continue with their studies into Higher Education. The school will adopt a number of key principles:

- **High expectations:** We will set extremely high expectations of all our students and these will be constantly reinforced throughout the Key Stages of the school by the staff and by the students themselves. For example, our academic Key Performance Indicators (KPIs) will include:
 - We would expect 90% of our Key Stage 4 students to achieve 5 or more A*-C passes at GCSE including Maths and English and 90% to achieve the EBacc.
 - At A-level, we would target our Average Point Score Per Student to be at 900 points or above.
 - By the end of Key Stage 2 we would expect 90% of our pupils to achieve at least Level 4 in Maths and English and 40% to have achieved Level 5.

The students will be expected to take a significant level of responsibility for their own progress and development alongside the high quality support and teaching they will receive from the staff. We will be a school that not only expects the children to do their best, but also to celebrate success at every opportunity – it will be the norm to celebrate the achievements of others.

- **Teaching and Learning:** The quality of teaching that will be provided at Chetwynde School will be excellent in every way. Systems will be put in place to monitor and develop the quality of the teaching provision at the school across the complete age range. Professional Development Plans (PDPs) will help staff to identify and action the areas of their teaching they would wish to nurture or develop, whilst a rolling three year programme of internal, school-wide, departmental reviews will instil a culture of peer review and sharing of good practice. Opportunities for staff development and training will be actively encouraged and monitored, ensuring that the Chetwynde School experience will draw upon the excellence of all of the staff and also strive to engage with new ideas and strategies to enable students to achieve their potential. Teaching will focus on the delivery of a broad base of GCSE and GCE qualifications, whilst we will continue to offer other opportunities such as the Extended Project at Level 3 and ASDAN CoPE to those students who require added breadth.
- **Beyond the classroom:** Ensuring that the learning experiences and opportunities made available to the students do not finish in the classroom or at the end of the school day will be a priority. Outdoor education and in particular the Duke of Edinburgh's Award Scheme (DofE) will form a major part in the student's experiences outside the classroom. Our expectation will be that all Year 9 students will begin the Bronze Award, with a very high percentage of students completing their Silver Award and a good number completing their Gold Award whilst at school. Sport, drama, music and many other extra-curricular activities will help the students identify and access their talents.
- **Behaviour:** Chetwynde School will be renowned for its calm and respectful community, with a highly structured school day and a formal start and end to lessons. It will be an educational establishment where success is seen as the norm, is celebrated and is not

only accepted but desired. Poor behaviour that would cause disruption of the teaching by the staff or the learning by the students will not be tolerated. Students will not only have high expectations of themselves but also of their peer groups and of the staff. Opportunities for online surveys (via Survey Monkey) of staff and parents will identify their perceptions of the school, whilst the School Student Council and PSHE lessons will provide feedback from the students. 'Learning walks' will also give the Senior Management Team (SMT) a 'feel' for the school.

- **Core Understanding:** The school will focus on ensuring all students possess a very strong foundation in the core subjects of Maths, Science and English. This will be especially noticeable in Key Stages 1 and 2, where this will enable the pupils to access the academic curriculum on offer throughout the Primary School and on into the Senior School. Whilst SATs will be taken within the Primary School, we will use a variety of 'soft' and 'hard' methods of assessing progress within these main 'building blocks' of the curriculum, creating a working assessment and monitoring programme through teacher assessment, teacher observations, PIPS, MidYIS, Yellis and ALIS to name a few. We also recognise the value of specialised teacher knowledge and would therefore continue to make use of specialised teaching staff in the Senior School to help deliver certain aspects of the curriculum in the Primary School.
- **Small school:** Whilst we presently cater for 200 students (including Kindergarten), a successful conversion to Free School status will see the school expand to 508 children from aged 4 - 18. This expansion would still result in Chetwynde remaining as a small school. We would see class sizes of a maximum of 24 in the Primary School and year groups of 54 students in Key Stages 3 and 4 that would be split into two forms or three teaching classes in the core subjects. The Sixth Form would comprise two year groups of 35 students each. These small classes and year groups will not only ensure that the students receive the desired level of tuition/contact time and support from the members of staff, but it will help nurture a family atmosphere. The school will be full of children and staff who know and respect each other. This will also instil an understanding and positive culture within the school's wider community.
- **Pastoral Care:** The quality of the school's pastoral care will be "outstanding" as was judged in our last ISI inspection in 2008 (see www.isi.net/schools/7353/). The overarching drive will be to create a safe and happy school, giving the students the support, care and advice they need to secure their well-being. Undoubtedly the first couple of years will see a large number of new students join the school, but this will be managed thoughtfully and carefully, giving opportunities for children to visit and experience the school beforehand and working very closely with other schools and organisations where a child may have SEN.

Ethos

Chetwynde School will be a thriving school for boys and girls from the ages of 4 - 18. We will provide an education that is supportive, challenging and inspiring, a balance between traditional

values and a dynamic, forward-thinking approach that will give our students the foundations they need for an exciting future.

As a school we believe that every child has talents; every child is special and deserves the best. From Reception through to graduation from the Sixth Form, children will benefit from outstanding teachers and staff, opportunities to blossom beyond the classroom and an environment that inspires them to achieve their fullest potential.

Our inclusive approach will enable the children to share a wealth of different experiences and develop a genuine respect for individuality, with a framework of academic, sporting and creative excellence giving each and every one the encouragement and confidence to shine. The school will have a Christian ethos, but be non-denominational in intake, ensuring all can benefit from this caring and inclusive approach to education and also possess the understanding behind the beliefs associated with other religions.

This Christian ethos will be reflected in the fact that all Secondary and Primary assemblies will include a hymn and a prayer and that in the Primary School 65% of the Religious Education provision will be centred on the Christian faith. The ethos will encourage tolerance, high moral standing and a sense of community, whilst giving the students an awareness of other faiths. Charity work will continue to play a major role in the life of the school, with many local and national/international causes supported. The STAR Scheme, where Sixth Form students visit and help the Primary classes, will also continue. (See D8 for greater detail on how the ethos will be reflected in the curriculum.)

What will make Chetwynde School special will be its ability to cater for all, yet also provide the personal touch. Children will feel happy, safe, listened to and part of a respectful, friendly and courteous community.

Educational Plan and Aspirations for the School

- The curriculum on offer at Chetwynde School will focus on the core subjects of English, Science and Mathematics throughout the school, whilst giving the students opportunities to be academically stretched in many areas.
- In the Reception class the Foundation Stage Curriculum will focus on the seven areas of learning and development. This will be implemented through planned purposeful play and a good balance of adult-led and child-initiated activities. On-going observations and assessments by experienced practitioners, coupled with strong links with parents and carers will ensure the pupils are prepared for the challenges of the more formal learning environment in Year 1.
- The curriculum throughout Key Stages 1 and 2 will provide the foundation for the rigours of the academic provision of the Senior School, focusing on English, Mathematics and Science, but also providing a broad, rounded education.
- Key Stage 3 will prepare the students for their future studies, allowing them to access the breadth and depth of knowledge required to make decisions regarding their choice of academic route at Key Stage 4. A broad 'carousel' of subjects offered in Year 7 will be slimmed down in Years 8 and 9, before the students make their GCSE/EBacc. subject choices. Choices at this stage will be heavily influenced by the individual needs of the students, which will in turn drive the whole options process.
- Key Stage 4 will provide an environment in which the students will be able to develop the

depth of knowledge required to pursue their academic goals and achieve the EBacc. along with a variety of other GCSE subjects. There will also be a distinct focus on providing the support and guidance required to ensure that the students and their parents are able to make informed decisions regarding Post-16 options/education.

- The Sixth Form will have an academic culture, where expectations from the school and from the students themselves will be high. Students will be supported throughout their studies by excellent teaching and guidance, ensuring they are aware of the opportunities open to them regarding their career/educational path after leaving the school.

From entry into the school until a student leaves, students will be provided with the building blocks for successful academic study, helping them to make progress throughout their educational experience at Chetwynde School. The school will make use of collated baseline data to provide evidence of 'value-added' development.

The aspirations for the school are that it cements its place in the community as the school where students will receive an outstanding education. The school will become an integral part of the local environment, supporting inclusion and becoming renowned as the 'first choice' for many parents. Public examination results will remain well above the national average and results-based indicators will identify the school as an establishment capable of helping all students to flourish both in the classroom and beyond. It will be a caring school and one that staff, parents and students of all ages will feel proud to be part of. It will offer a choice for parents that is presently not represented in the local provision and make the school more attractive to the local population.

Whilst the school will be focused, it will not be insular in its approach. It will continue to look for and explore opportunities to work with local employers, charities and schools. Discussions have been ongoing with Barrow Sixth Form College regarding the possible sharing of staff and facilities, where we could provide staff expertise in Latin, Philosophy and Music, whilst Walney School are very keen to develop links in our drive to form and nurture a Design and Technology facility to cater for the need of 'high end' skills in ICT and electronics and systems within the local workforce and local major employers.

Links are already firmly developed with major companies in the area such as: BAe Systems; GlaxoSmithKline, Kimberly-Clark and Sellafield Ltd. Involved in a variety of graduate schemes, work placement schemes and direct educational links, we envisage maintaining our positive working relationships with the local employers, helping to provide the skills required by a future generation for a possible route into a career based in the locality. We have received support for our application to convert to a Free School from several of the major employers in the area, highlighting why Chetwynde School would be particularly appropriate to meet the needs of the locale. For example, a letter from [REDACTED] ([REDACTED]) states:

[REDACTED]

With a history of running its own affairs and through our independent approach we have helped a

huge number of children to achieve their best, whether that is entry to Oxbridge or leaving the school fully prepared for the career path of their choice. Through being independent, we are also used to managing our financial affairs and working to budgets and other people's expectations. We are also aware of the move away from ISI to Ofsted inspections and would welcome the opportunities to demonstrate the strengths of the school.

The expansion of the school from 200 to 508 students will also give the school the opportunity to broaden our provision (See D2) and add the facilities required (See H) to deliver the curriculum that our students and future generations of students will need.

We see the conversion of Chetwynde School to a Free School as a highly positive and exciting opportunity for all of the local area, where added competition will help drive up standards and results, giving the inhabitants of the Barrow-in-Furness area and the Furness Peninsula an added option of a high performing, academic institution where their children can achieve their dreams.

Section D: Education plan – part 1

The proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. The first column shows how many pupils are currently on roll.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception	12	24	24	24	24	24	24	24
Year 1	9	24	24	24	24	24	24	24
Year 2	13	24	24	24	24	24	24	24
Year 3	13	24	24	24	24	24	24	24
Year 4	9	24	24	24	24	24	24	24
Year 5	9	24	24	24	24	24	24	24
Year 6	13	24	24	24	24	24	24	24
Year 7	18	54	54	54	54	54	54	54
Year 8	12	54	54	54	54	54	54	54
Year 9	13	54	54	54	54	54	54	54
Year 10	16	54	54	54	54	54	54	54
Year 11	27	54	54	54	54	54	54	54
Year 12	7	35	35	35	35	35	35	35
Year 13	20	35	35	35	35	35	35	35
Totals	191	508	508	508	508	508	508	508

Section D: Education plan – part 2

D1: Curriculum Rationale

Chetwynde School believes that every child deserves to achieve their full potential in an environment which is supportive, challenging, inspirational and safe. There will be an educational experience which is a balance between traditional values and a dynamic, forward-thinking approach where the attainment of excellence is the expected norm and success is celebrated. High standards of behaviour will be expected at all times and there will be a respect for the beliefs and needs of others. We will develop a student's moral, spiritual, cultural and social development via our PSHE programme, RE teaching, assemblies and tutor time.

We believe that our existing expertise as a non-selective school will mean that our outstanding success in public examinations (see Section C) will remain and be strengthened upon conversion to a Free School. Our reputation and historical success will attract students who wish to achieve and ensure that we will be able to recruit high calibre staff. (Figures 5, 6 and 7 illustrate our academic success compared to local maintained providers.)

We will also continue to promote strong partnerships with our parents/carers so they can feel fully involved in their child's education and provide the support that is so essential to academic success. There may well be an increase in the number of students with specific learning requirements and improvements in this area are integral to our application. The role of the SENCo will become full time (see D4) with additional Learning Support Assistants (LSAs) and, as appropriate, Individual Education Plans (IEPs) will be developed to support SEN students. There will also be a clear focus on stretch and challenge for the Gifted and Talented. Support

will also be provided for those for whom English is not their first language. Differentiation will be used to suit the student's educational needs. This will include:

- Different tasks being given to students to reflect their needs.
- Varied resources being made available for different learners.
- The use of progressive questioning for different learners.
- Using a student's response to inform lesson goals.
- Using intervention for a learner/group.
- Informing lesson and curriculum planning.

There will also be an improvement in the diagnostic assessment provision and this will be used to inform target setting for individual students, groups and cohorts. Teaching and learning will also benefit from the additional information available enabling targeted and responsive schemes of work to be developed. We will provide a learning culture which is focused on the needs of the individual student, is rich in diagnostic data and enables the students to be closely involved in setting their personal learning targets.

All-through Provider

Chetwynde School will be the only all-through 4 - 18 education provider in the area with a clear emphasis on delivering a challenging academic curriculum that prepares students for the rigours of public examination success. As an all-through school we will be able to:

- Raise attainment in all Key Stages throughout the school by reducing the performance dips that can occur when students transfer from one school to another. We will also be able to tailor the curriculum to provide continuity, progression and relevance at our school.
- Improve teaching and learning by the sharing of expertise across phases and by offering increased opportunities for personalised learning.
- Provide outstanding pastoral care for children since there will be close links and cooperative working between the staff in all the Key Stages. This will ensure that the specific needs of the individual are paramount in our thinking and actions.
- Be flexible in areas such as curriculum design, delivery and school leadership/management – as planning is not broken up by phase boundaries.
- Improve continuity for multi-agency involvement across phases for students, carers and families and maintaining closer community links for longer.
- Have a common ethos which will provide:
 - Purpose and direction for all staff and students.
 - Continuity in learning and behavioural approaches or expectations.
 - Consistency in classroom management and practice.
 - A shared set of core values and goals which will provide a strong framework for the social, moral and spiritual development of students.

Core Curriculum Principles

Our vision of Chetwynde School is for an all-through school from 4 - 18 that provides a broad, challenging academic curriculum that is relevant to the modern world and to the local community. The core principles and aims of our curriculum are that:

- All students will follow a broad, balanced and highly academic curriculum.
- We will have high expectations of our students. We will provide highly qualified teachers and an extremely supportive pastoral structure to provide them with outstanding personal

and professional support. The school aims to encourage self-motivated and independent learners who will value themselves and the contribution they can make to society.

- The school will give high quality information, advice and guidance on progression routes and points of transition at Reception, Key Stages 3, 4 and 5 and guidance on careers and Further/Higher Education opportunities post-16.
- We will promote the moral, spiritual, cultural and social development of our students.
- We will prepare students for opportunities, responsibilities and experiences now and in the future.

The Curriculum

Our academic curriculum will seek to prepare an individual for success in public examinations and to facilitate the pathway to their chosen career whether that is moving on to Higher Education or to a work placement.

Reception

In Reception the experience will provide a rich and stimulating environment to nurture the learning and development of our pupils. It is here we begin the process of promoting a genuine curiosity about the world around them and encouraging them to enjoy all aspects of learning through challenging experiences and exploration of their environment. (See D2 for more detail.)

Primary School (Key Stages 1 and 2)

The Primary School curriculum will be designed to promote learning, personal growth and development. There will be a clear emphasis on academic study with the development of independent study skills and an enjoyment of learning. The inclusion of PSHE promotes the spiritual, cultural and social development of the individual. In short, their time in the Primary School will be an ideal preparation for the development of the knowledge, skills and attitudes that are needed to attain their full academic and personal potential as they progress to the next stage of their education.

The core curriculum of English, Mathematics and Science will be given a larger allocation of time (see D2 - Primary School Programme of Study) so that greater emphasis can be placed on the acquisition of the fundamental skills necessary to access the other subjects. The curriculum is broad (including History, Geography, RE, Art, Music, ICT, PSHE, MFL, DT, Sport and Swimming) but balanced so that all pupils at the same stage will study the same subjects. There is a strong academic emphasis in the design of the curriculum to prepare our students for the Key Stage 2 SATs and the rigours of Key Stage 3. This also aids in the transition from Key Stage 2 to Key Stage 3 since there is a commonality between the subjects studied.

Senior School

The Senior School curriculum prepares the students for success in their GCSEs, EBacc. and GCEs. There will be timetabled PSHE lessons to further their spiritual, moral and ethical education as well as curricular contributions from RS. There will also be a varied PE and Sport programme which will be tailored to the specific age groups but will be seen as an integral part of our school life.

We will introduce setting in the core subjects of English, Mathematics and Science to ensure that all students receive focused and directed teaching which maximises their potential and success so they all achieve a similar level to their peers. This will also help to ensure that they attain the highest levels of numeracy and literacy which will benefit their studies in other areas. (See D2 - Programme of Study in the Senior School.)

We will be introducing Design and Technology (DT) from Year 7 and will offer this subject both at GCSE and GCE level. We will place an academic emphasis on this subject by only offering Electronics and Systems Control options. We feel this will best suit the employment prospects in the local community, reflects the emerging trends in the ever more technology related workplace and maintains our core commitment to producing a highly academic curriculum. This will build on the work already started in Key Stage 2, further reinforce the academic focus of our curriculum and build and match the employment profile of the local area where the major employers (BAe Systems, GlaxoSmithKline, Sellafield, Kimberly-Clark, Centrica and James Fisher & Sons Ltd) require well qualified, technologically able employees with particular expertise in the engineering disciplines. It will also add breadth to our curriculum and will be a compulsory subject in Years 7 – 9. In the first year of opening, GCSE DT will only be offered to those Year 10 students who have a proven background of study in the subject. However, in order to widen access to this new, exciting course there will be a requirement of only one year of study in DT to choose this as an option until the initial cohort of Year 7 students at opening reaches Year 10.

KS3 - In Year 7, all students will study all the available subjects in the Senior School and they will then be asked to make some choices at the end of the year. We believe this curriculum design will provide Key Stage 3 students with an opportunity to:

- Begin to develop preferences for their future GCSE studies.
- Be taught a high proportion of the subjects they wish to learn whilst maintaining academic rigour and breadth in their curriculum.
- Prepare them for the EBacc. qualification.

Clearly this means that the balance of the curriculum will change in Years 8 and 9 since students will not all study the same subjects but they will all study the core subjects of English, Mathematics and Science as well as ICT, DT, Geography, History, French, Art, German, PSHE and PE lessons. They will then rank Music, Drama, RS, Classical Studies (CS) and Latin and the option blocks would be arranged to try to give each student their first choice and (hopefully) their second choice. (For more details of the options process see D2 - Year 8.) They will all take the Functional Skills in ICT examination in Year 9.

Subjects: Art, CS, Drama, DT, English, French, Geography, German, History, ICT, Mathematics, Music, Latin, PE, RS and Science.

KS4 - In Year 9, students will choose their GCSE subjects. They will all study English, Mathematics, Science (either as Biology, Chemistry and Physics or as Science and Additional Science), PSHE and PE. Students will then choose from German, French, CS, History, RS, Geography, Music, Art, PE (GCSE), Latin, ICT, Drama and DT. Option blocks will be constructed, as far as possible, to reflect the choices of the students and to preserve their preferences and will therefore vary year on year (for more details of the option process see D2 Year 10). This will allow:

- All students access to the EBacc.
- All students to take 10 GCSEs.
- A clear focus on academic subjects and maintaining academic rigour.
- Students to access Higher Education pathways including Russell Group universities.

Subjects: The subject range on offer would be taken from the Year 7 list but be modified due to

the choices made in the Year 7 – Year 8 transition.

KS5 - Students in the Sixth Form will study four AS levels and be expected to take at least three through to A-level. General Studies at A-level or the AQA Extended Project Level 3 will be taken by most students. PSHE will be taught within the curriculum and be studied by all students. This will ensure that whilst the necessary and inevitable specialisation occurs, there will still be a strong focus on the wider education of the students so maintaining their all-round academic and social education.

On entering Year 12, the students will be able to choose four subjects to study at AS level from the option blocks. The option blocks will be constructed as far as possible through consultation with the potential Year 12 students themselves, although we may not always be able to accommodate all choices. Close discussion and consultation with the students, teachers and parents/carers will then be used to try to achieve an equitable solution that retains, as far as possible, the student's wishes.

The expectation would then be that most students would continue three subjects onto A-level although the most able will not be debarred from doing four. All students will have compulsory PE lessons in which a dynamic, diverse and exciting programme will be delivered which will also include team sports. To broaden the curriculum choices, GCE DT (Systems and Control Technology) will be introduced.

Subjects: English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, French, German, RS, History, Geography, ICT, Music, Art, PE and DT.

Pedagogy

In Reception we will organise the time, space and activities in the daily routine to reflect the overall combination which best supports children's well-being and learning. We feel the best outcomes for children's learning occur where most of the activity within a child's day provides a good balance of:

- Child-initiated play, actively supported by adults.
- Focused learning, with adults guiding the learning through playful, rich experiential activities.

In the Primary School the predominant mode of working is formal, although individual work and group teaching will be used where appropriate. In some subjects (Languages, Music, Science, Art and PE) specialist teachers will be used from the Senior School to enrich the educational experience. Normally, however, all class teachers will be responsible for subject delivery.

In the Senior School the teaching will usually be delivered through formal, structured lessons by highly qualified staff with excellent subject knowledge and the ability to inspire the students. There will be a clear focus on academic rigour, numeracy and literacy to ensure very high standards and to facilitate student access to our curriculum. The teaching will seek to develop each student's independent learning skills and place a great emphasis on academic success.

Pathways

It will be expected that the vast majority of our students will remain in the school until the end of Key Stage 5 and go on to study in Higher Education. We will provide a range of activities that will help to inform their choices which will include:

- Having visiting admission tutors from universities including Oxford and Cambridge.
- Talks from past students who are currently attending university.
- Individual help with the UCAS application process by experienced Sixth Form tutors.
- Organising visits to further education establishments in Years 12 and 13.
- Encouraging visits to prospective universities during the UCAS process.

For those not wishing to continue their education there will be:

- Careers interviews in Years 11 and 12 that focus on possible and alternative pathways.
- Help in producing a CV for those seeking employment.
- Organised Careers Fairs for Years 10 - 13 involving local companies and a variety of presentations from the key personnel of these companies.
- An organised work experience programme in Year 12.

Improving Outcomes

The clear academic focus of our School curriculum will mean that:

- 90% of our students will achieve the EBacc.
- All students will study a core of English, Mathematics and Science to gain an excellent grounding for all other subjects.
- 90% of our students will achieve at least 5 A* - C grades at GCSE including English and Mathematics.
- At GCSE most students will study ten subjects.
- At GCE most students will study four AS subjects and take three of these on to A-level.
- There will be a culture and clear expectation that students will achieve their full potential and celebrate in their success and the success of others.

We will enable the students to choose subjects at a number of points in the Senior School so they feel fully involved in their education. These will be:

- Moving from Year 7 to Year 8 where they will have a choice of five subjects that are not included in the compulsory core.
- Moving into Year 10 where they will be able to choose four from those subjects they were studying in Key Stage 3 as well as the compulsory core.
- Moving into Year 12 where they will choose their A-level subjects.

We will offer a wide range of extra-curricular activities and would expect:

- Most students and pupils to participate in the extra-curricular provision.
- All Year 9 students to begin the Duke of Edinburgh's Bronze Award, with 90% moving on later to complete the Bronze Award and start Silver, and 75% completing Silver and beginning Gold.
- Sixth Form students to begin, if a new entrant, or continue their Duke of Edinburgh's Award and achieve at least a Silver Award before they leave the school.
- Most Sixth Form students to participate in the Young Enterprise scheme.
- Many students and pupils to participate in school drama productions.
- Many students to participate in the vibrant music programme e.g. school choirs.

We will offer a broad, varied and stimulating sporting programme and would expect:

- All students and pupils to participate in some way.
- Sporting excellence from those who have the necessary aptitude and attitude.
- All students and pupils to feel engaged and motivated by the activities and so achieve positive health benefits and improvements to their well-being.

The ethos of the school and the excellence of the teaching staff will:

- Allow all students and pupils to access the curriculum and achieve their full potential.
- Inspire students and pupils to become lifelong learners and to maintain a curiosity and a love of learning.
- Produce a safe, happy and motivational atmosphere of tolerance, independent learning and celebration in individual success and that of others.
- Promote an inclusive atmosphere where students and pupils wish to participate in as wide a range of activities as possible.
- Broaden the experiences of the students and prepare them for the wider world.
- Add opportunities for the local community that would not otherwise be available, opening up possibilities that were not previously considered. We want our students and pupils to think ‘what do I want to be?’ rather than ‘what can I be?’ and aspire to this through hard work, dedication and an aspirational environment.

We will centre our focus on the growth, development and achievement of the child and we will:

- Ensure that differentiation methods are used to support both SEN students and the Gifted and Talented to achieve their full potential.
- Provide a flexible public examination pathway so that students will take their examinations at prescribed times but there will be flexibility. This could mean that able students could take some GCSE examinations early and then begin AS level study. This decision would not, however, be taken lightly and would be done after consultation with parents or guardians, the student, subject teachers, pastoral teachers and the SMT. This would ensure that this was the correct social and academic solution for the student. Similarly, a student may be held back from taking their examinations if this was the correct educational decision. In both cases the primary focus would be the needs of the student.
- Use a robust and fit for purpose assessment and monitoring system referenced against national norms to provide targets for the students and pupils and to guide and inform teaching and learning (D5).

D2: Curriculum and Organisation of Learning

Through our curriculum we will aim to provide the very best opportunities for each child to develop their full potential whether it is academic, sporting or creative. It will foster an enjoyment of learning and promote their moral, cultural and social development. By setting high standards in all we do, children will be inspired to do their best, whatever their ability.

Reception

In Reception, we will aim to provide a broad and balanced curriculum for the children based on the recommendations of the Early Years Foundation Stage. Adherence to the Themes, Principles and Commitments of the EYFS Framework will ensure that each child at Chetwynde will be treated as a unique individual, enabling them to make the best possible progress towards

completion of the Early Learning Goals by the end of Reception class.

Curriculum Model

Emphasis will be placed primarily upon acquiring the skills which are interconnected across the Prime areas. The ratio of adult-led to child-initiated activities will be approximately 60:40. The Specific areas grow out of the Prime areas and include the essential skills and knowledge that the children will require to participate successfully in society. In planning and guiding the activities for children, we will reflect on the different ways the children learn and use the information to inform future planning. As the children grow in confidence and develop fundamental skills in each area, the ratio of teacher-led to child-initiated activities will increase gradually to approximately 80:20 during the final term, with a more structured approach particularly in the areas of Literacy and Mathematics. This will also prepare the children for the more formal teaching in Year 1.

Content of the Curriculum

The curriculum comprises seven areas of learning and development (see Figure 9 below):

Learning and Development Area	Type
Communication and Language	Prime
Physical Development	
Personal, Social and Emotional Development	
Literacy	Specific
Mathematics	
Understanding the World	
Expressive Arts and Design	

Figure 9 - The seven areas of learning and development.

Programmes of Study

Each child's individual needs and stage of development will be carefully considered in planning a challenging and enjoyable experience for them in all areas of learning. Indoor and outdoor play has a central role at this stage, incorporating activities which require team work, inter-personal and problem solving skills and physical exertion. These, together with a whole host of activities devised and set up by the children using materials they have sourced themselves, ensure a wealth of social, communication and language opportunities vital at this phase.

Very high importance will be placed on Literacy and Mathematics from the beginning of the Reception year. Phonic activities will commence immediately. These will take place daily both formally and informally and will include phonic/high frequency word recognition and word/sentence play linked to the school's reading scheme. The Letters and Sounds Teaching Programme will also be used to supplement our own strategies.

Mental mathematics activities will also take place daily combined with a problem-solving task or work related to the current topic e.g. Measuring, Shape and Addition etc. The children will be encouraged to use the correct mathematical vocabulary at all times and to explain the methods they have used to find solutions to their problems.

Primary School

The pupils will study a broad and balanced curriculum with a strong academic core of English, Mathematics and Science. Subjects such as Art, Music, Drama and DT will be introduced from Year 1 as well as the study of two modern foreign languages (French is introduced at Year 1 and German in Year 5). This will make the curriculum exciting, meaningful and memorable and the

key driver is to prepare our pupils for the academic rigour of the Senior School curriculum. (See D1 for more detail on the curriculum rationale.)

Curriculum Model

The models described below clearly reflect the ethos and vision of our proposed school as outlined in Sections C and D1. The curriculum model will provide academic excellence and rigour and allow our children to achieve their full potential. We are in complete agreement with the June 2012 press release by Education Secretary Michael Gove where he set out his plans to restore rigour in the key subjects of the Primary National Curriculum. The press release states:

'The draft Primary National Curriculum Programmes of Study for English, maths and science are more demanding than the existing National Curriculum. They align England with those countries that have the highest-performing school systems. By raising standards in basics such as reading, grammar, fractions and basic scientific concepts, children will be equipped to do more advanced work once they start secondary school'

Source - (<http://www.education.gov.uk/inthenews/inthenews/a00210127/newnatcurric>)

These changes are due to come into effect, following a consultation process, in September 2014 but have been part of our Primary School ethos and underpinned our curriculum for a number of years. This has allowed us to drive the achievement of our pupils in the Primary School and it has been integral to the outstanding success at GCSE and GCE in the Senior School (see D5 - Academic Target supporting data). This is most clearly demonstrated by the time provision for the core subjects in our proposed curriculum models, particularly English and Mathematics which each have the same very generous time weighting. The following figures show the model for Key Stage1 (Figures 10 and 11):

Subject	Time Spent per Week		% per week for Years 1 and 2
	Year 1	Year 2	
English	6h 30m	6h 30m	26
Mathematics	5h 45m	5h 45m	23
Science	1h 30m	1h 30m	6
ICT	1h	1h	4
RE	50m	50m	3
PSHE	30m	30m	2
Art & Craft	1h 45m	1h 45m	7
Topic (including Geography/History)	2h	2h	8
Music	1h	1hr	4
MFL	30m	30m	2
DT	1h	1hr	4
PE	1h	1hr	4
Swimming	2h	2h	8
Total	25h 20m	25hr 20m	100

Figure 10 - Key Stage 1 Curriculum Model

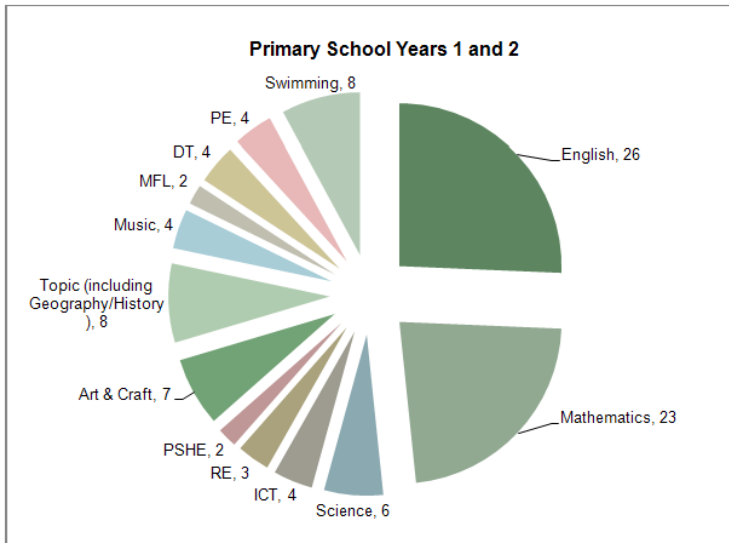


Figure 11 - Key Stage 1 Curriculum Model Pie Chart (% allocation)

In Key Stage 2, we see the introduction of S/E/E lessons. (See Figures 12, 13 and 14). *S/E/E (Support/Extension/Enhancement) allows flexibility within the working week to ensure all pupils' needs are addressed. It also enables one afternoon per half-term to be used for workshops – academic, cultural, sporting or social. These will be organised as cross-phase groups i.e. pupils from Years 3 to 6 in each. This will offer the opportunity for learning and development not present in age groups. Younger pupils will receive emotional support from the older pupils whilst they, in turn, develop an understanding of nurturance and leadership.

The workshops will allow us to extend and enrich the children's experiences in aspects and areas not covered by our curriculum. Examples of this would be:

- Media - an introduction to film production.
- Languages – exposure to other languages e.g. Polish.
- Cultures – experience of others through parents and contacts.
- Sport – e.g. sailing and canoeing.
- A visiting local artist, craftsperson or author.
- A focus afternoon for a particular subject or project.

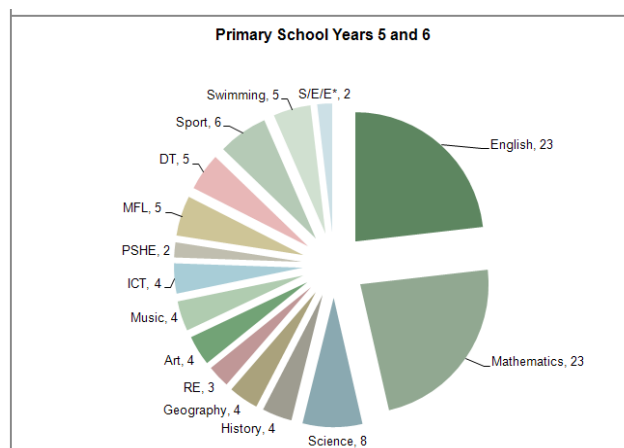
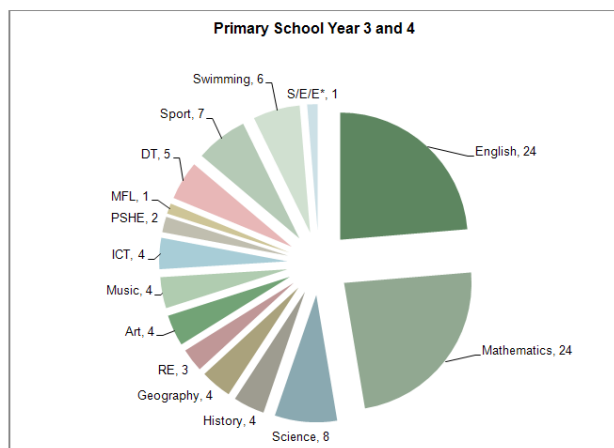
The table below (Figure 12) shows the curriculum model for KS2:

Subject	Time Spent per Week		% per week	Time Spent per Week		% per week
	Year 3	Year 4		Year 5	Year 6	
English	6h	6h	24	6h 10m	6h 10m	23
Mathematics	6h	6h	24	6h 10m	6h 10m	23
Science	2hrs	2hrs	8	2hrs	2hrs	8
History	1h	1h	4	1h	1h	4
Geography	1h	1h	4	1h	1h	4
RE	45m	45m	3	45m	45m	3
Art	1h	1h	4	1h	1h	4
Music	1h	1h	4	1h	1h	4
ICT	1h	1h	4	1h	1h	4
PSHE	30m	30m	2	30m	30m	2

MFL	20m	20m	1	1h 20m	1h 20m	5
DT	1h 15m	1h 15m	5	1h 15m	1h 15m	5
Sport	1h 40m	1h 40m	7	1h 40m	1h 40m	6
Swimming	1h 30m	1h 30m	6	1h 15m	1h 15m	5
S/E/E*	20mins	20mins	1	30mins	30mins	2
Total	25h 20m	25h 20m	100	26h 35m	26h 35m	100

Figure 12 - Key Stage 2 Curriculum Model

Figures 13 & 14 below - Key Stage 2 Curriculum Model Pie Chart (Years 3 and 4 - % allocation)



Content of the Curriculum

The subjects offered provide a traditional mix of the core subjects of English, Mathematics and Science together with others to make available experience in the essential areas of aesthetics, creativity, ethics, linguistics, literacy, numeracy, physicality, science, social sciences, politics, spirituality and technology (see Figure 12, and D1 for more detail).

Programmes of Study

We will place emphasis on practical learning and problem solving, encouraging pupils to be inquisitive, exploring topics to gain greater understanding, and to think for themselves. We will aim to instil an enthusiasm for knowledge which will support and enhance their learning as they progress through school. We are particularly proud of the specialist teaching provided which sees age and subject specialist teachers deliver subjects such as Mathematics, Languages, Science, Art and Music. This specialism, combined with the best mix of traditional and innovative teaching methods, underpins an approach which drives accelerated progress. The clear focus on the core subjects will increase the numeracy and literacy of our pupils and prepare them for their Key Stage 2 SATs at the end of their time in the Primary School (see D1 for more detail).

Senior School

The curriculum has been designed so that:

- PSHE is delivered within the timetable for all year groups.
- No subject at GCSE or GCE will be taught outside the timetable.
- English and Mathematics will have near equal allocations in Key Stages 3 and 4.
- Students will usually take ten GCSE subjects.
- There is a clear focus on the EBacc.
- Students will usually study four AS levels and take three through to A-level.

Programme of Study

The curriculum is designed to be broad and balanced with an emphasis on academic study. We will introduce DT into Key Stage 3 to offer a unique learning experience, to stimulate curiosity about everyday products and develop skills and knowledge essential for an increasingly technologically advancing world. At Key Stage 4, GCSE DT will be offered in Electronics and Control Systems (see D1 for rationale) and at GCE we will offer Systems and Control. The curriculum will include industrial practice and links with local industries to make it relevant to the local community. There will be a clear focus on the core subjects and preparation for the EBacc.

Curriculum Models and Content

These are available at the end of this section (pages 44 - 47) and show the proportion of teaching time spent per week in each subject.

Year 7

Students will study every subject. English, Science and Mathematics will have sets which are independent of each other. This will allow curriculum delivery that is targeted to ability and attainment. All other subjects will be taught as form groups. Art, ICT and DT will be blocked together and have one double lesson each per week. This structure will give students a wide experience of the subjects on offer but still retain a focus on the core. (See D1 - Key Stage 3.)

Subject key: Eng = English, Ma = Mathematics, FM = Further Mathematics, Sci = Science, Bi = Biology, Ch = Chemistry, Ph = Physics, DT = Design and Technology, PS = PSHE, Hi = History, Gg = Geography, Fr = French, De = German, Mu = Music, Dr = Drama, CS = Classical Studies, La = Latin, Sw = Swimming, PE = Physical Education, RS = Religious Studies, PEA = Physical Education (GCE), GS = General Studies, YE = Young Enterprise and Ga = Games.

Year 8

For Year 8, students will need to make some option choices. There will still be three sets in English, Mathematics and Science but the time allocation will rise by 40 minutes and each can be set independently. DT, Art and ICT will still be blocked so each subject retains one double lesson per week. Students will have to rank Music, Drama, RS, CS and Latin into their preference. This data will then be collated and:

- A subject with fewer than twelve students will not run and therefore cease to become a GCSE option for that year group.
- Other subjects will be put into blocks, taking account of student preferences.
- The most popular subject will be put into two of the blocks so all students will be given their first choice.

The curriculum model assumes all subjects are available but RS is the most popular choice. This model still delivers a broad curriculum choice with a clear focus on the EBacc.

Year 9

In Year 9, English and Mathematics will have three independent sets. Science will now be taught as three discrete sciences of Biology, Chemistry and Physics by specialists. Each science subject will have two lessons per week in three sets. The option blocks decided in Year 8 for that cohort will follow through but they are unique to that cohort and will not be influenced by, or influence, other year groups. The curriculum model assumes that all subjects have run from Year 8 but Music was the most popular so it appears in two blocks. This now introduces the three sciences to place further emphasis on the core subjects.

Year 10

In Year 10, students will take their GCSE options. English and Mathematics will have three independent sets. Science will also have three groups. This will allow students to choose Biology, Chemistry and Physics or Science and Additional Science. PSHE will be taught by two different teachers to give the potential for them to swap half way through the year.

Students will then choose from German, Spanish, French, CS, History, RS, Geography, Music, Art, PE (GCSE), Latin, ICT, Drama and DT. The students will then take four subjects from the option blocks. Students will be asked to rank their subject choices in order of preference. Four blocks would then be created of four subjects each and organised to maximise student choice. If a subject has fewer than eight students it would not run but this would allow another subject to be doubled up to allow more flexibility within the option blocks (see D1 - Key Stage 4). The curriculum model assumes that all subjects will run but History and Geography were the most popular. It maximises the opportunity for a student to gain an EBacc.

Year 11

In Year 11 the students would continue their GCSE choices from Year 10 and so the option blocks would remain the same. As before, the option blocks are independent of any other cohort to maximise choice. In the model it has been assumed that all the option subjects are running but that Geography was the most popular.

Year 12

All students in Year 12 will have one PSHE lesson, one General Studies or Extended Project Level 3 lesson, one Young Enterprise lesson and one double Games lesson per week.

Students will choose their AS levels from English, Mathematics, Further Mathematics, Physics, Chemistry, Biology, German, French, RS, History, Geography, Music, Art, PE, ICT and DT. Option blocks will then be compiled to best fulfil the option choices. If a subject has fewer than five students it will not run but the space would be used to run another subject to add flexibility to the option blocks. The subject option blocks will be in five groups and a student would normally choose four subjects. The remaining block would then act as study periods for the students. In the model all available subjects have run (see D1 Key Stage 5).

Year 13

Clearly the timetable structure would follow through from Year 12 but most students would only take three of their subjects at A-level.

Supporting Choice in the Senior School

In Year 8 there is potential for students to choose a series of subjects that do not form a pathway to the EBacc. They will be strongly encouraged not to do this through the option process by reasoned and sympathetic advice but it may not be a suitable choice for some of our cohort. To support this, staffing structure and provision will allow us the flexibility to cater for both scenarios and so maximise the attainment of all whilst catering for the differing needs of our students.

A similar process will occur at the end of Key Stage 3 to support GCSE choices in Key Stage 4. Here diagnostic information from MidYIS will also be used to inform choice and an 'options evening' will be organised with parents/carers. It will still be expected that most students will opt for a subject combination that will lead to the EBacc., but there will be recognition that this may not be suitable for all our students. Again, sensitive and reasonable advice will be given but the best outcomes for each student will be our overarching concern. The staffing model will allow us

the required flexibility to achieve this.

At the end of Key Stage 4 there will be a final opportunity for our students to exercise their choices for Key Stage 5. For some, this may be to leave our school, for example take up an apprenticeship or to seek employment (see D1 - Transitions). We expect that most of our students will go on to study A-levels and then on to Further Education. Here again we will support the process with appropriate advice, a vibrant careers service, consultation with parents/carers and reference to diagnostic information from Yellis and ALIS (in Year 12).

School Extra-Curricular Activities

We will offer a wealth of activities beyond the curriculum which are designed to extend learning, promote independence and develop the potential of our students.

Pupils from Reception to Year 6 will have the opportunity to participate in Speech and Drama lessons as well as in a varied programme of activities in our breakfast and after-school clubs, which will be available from 8am until 6pm, including an Art Club, Gymnastics, Yoga, Gardening, ICT Club, Cookery, Karate, Young Engineers and Aerobics.

Music will play a prominent part in the life of the school and children will benefit from specialist teaching. We will have a wide range of peripatetic instrumental staff who will offer singing and instrumental tuition. Chetwynde will run a Primary and Senior Orchestra and a variety of choirs. The children will also enjoy a wide variety of drama orientated activities and take part in school productions. Theatre trips and visits by professional companies will be regularly arranged.

We will also ensure that our children get a taste of the great outdoors. The Reception class will undertake Forrest and Beach School activities utilising our grounds and our many local beaches. Years 1 and 2 will visit High Borrans Centre once a term to undertake adventure days. Year 2 will also participate in their first overnight stay during the final term. Years 3 to 5 will enjoy a weekend residential.

In Years 7 and 8, students will be offered several opportunities to sample various pursuits such as climbing, mountain biking and canoeing on days out, weekends and a week-long residential in the heart of the Lake District. Then, in Year 9, students will begin their Bronze Duke of Edinburgh's Award which includes two camping expeditions. Most of our students will be expected to choose to move on to the Silver and Gold levels of the award and hence will undertake a series of challenging adventures. Our Sixth Form will enjoy many more opportunities to experience off-site activities such as sailing, windsurfing and abseiling.

Transitions

In the Primary School, cross-phase continuity will be ensured by liaison meetings between Reception and Key Stage 1 staff, Key Stage 1 and 2 (Year 3) staff and between Key Stage 2 staff (Year 6) and Key Stage 3 staff (Year 7). Year 6 pupils will also have a taster day in the Senior School where they are taught a special timetable by Key Stage 3 staff to encourage a positive attitude towards their upcoming transition. Year 6 parents/carers will also be invited into the school where they are given information to ease their concerns and prepare for the next steps. There will be a residential weekend where Year 6 and 7 go to High Borrans Outdoor Activity Centre to participate in team-building skills.

School Timetable and Calendar

The school will provide wrap-around care with a pre-school breakfast club from 8:00am in the morning and an after-school club until 6:00pm. This will not be compulsory but will be a paid for service. The school year will be divided into three terms with half-termly breaks which broadly follow the dates prescribed by Cumbria County Council. A possible arrangement for 2014/15 would be:

Autumn Term 2014 Starts	Half Term	Ends
Staff: 1 st – 3 rd September Students: Thursday 4 th September	Friday 24 th October to 31 st October inclusive.	17 th December 2014
Spring Term 2015 Starts	Half Term	Ends
Monday 5 th January	Monday 9 th to Friday 13 th February inclusive	Wednesday 25 th March
Summer Term 2015 Starts	Half Term	Ends
Staff: Monday 13 th April Students: Tuesday 14 th April	Monday 25 th May to Friday 29 th May inclusive	Friday 10 th July (noon)

Reception Timetable

There will be no formal structure within the day but the start, end and break times will follow the Primary School.

Primary School Timetable

The curriculum will be delivered via sessions throughout the day and there will be some flexibility within those sessions as to the type and duration of the activities. Each day the structure will be:

Reception, Key Stage 1, Key Stage 2 (Years 3 & 4)						
Registration 8:35-8:45	Session 1 8:45- 10.15	Break 10:15- 10.30	Session 2 10:30- 12:00	Lunch 12:00- 1:15	Registration 1:15-1:20	Session 3 1:20-3:30
	1hr 30mins		1hr 30mins			2hrs 10mins

Key Stage 2 – Years 5 & 6						
Registration 8:35-8:45	Session 1 8:45-10.15	Break 10:15- 10.30	Session 2 10:30- 12:15	Lunch 12:15- 1:15	Registration 1:15-1:20	Session 3 1:20-3:30
	1hr 30mins		1hr 45mins			2hrs 10mins

Senior School Timetable

The curriculum will be delivered through 40 minute lessons (see below):

AM Registration	8:40 – 8:45
Lesson 1	8:45 – 9:25
Lesson 2	9:25 – 10:05
Lesson 3	10.05 – 10:45
Morning Break	10:45 – 11:05
Lesson 4	11:05 – 11:45
Lesson 5	11:45 – 12:25
Lesson 6	12:25 – 13:05
Lunch	13:05 – 14:00
PM Registration	14:00 – 14:05
Lesson 7	14:05 – 14:45
Lesson 8	14:45 – 15:25
Form Time	15:25 – 15:55

Within the end of day Form Time, whole-school and Key Stage assemblies will take place. There will be one whole-school assembly each week usually on a Monday.

Organisation of Students

Academic

In Reception and the Primary School there will be a maximum of 24 pupils per class and there will be one form entry. The class names in the Primary School will be Year 1 - 6 and all classes will have a class teacher.

In the Senior School the Years will be called 7 – 13. Years 7 - 11 will have form tutors and Years 12 and 13 will have Sixth Form tutors. The maximum form size in Years 7 – 11 will be 27 and there will be a two-form entry. In both Years 12 and 13 there will be a maximum size of 35 students. These small form sizes will maximise both academic success and pastoral care firmly establishing our ethos and vision. LSAs will be employed to provide targeted help to those students with SEN and they will be line managed by the SENCo. This, together with differentiated lessons and worksheets, will guarantee that students attain their full potential whatever their starting point.

Academic setting on ability will occur in the Senior School in the core subjects of English, Mathematics and Science, but otherwise subjects will be delivered on a form basis throughout the school by subject specialists ensuring that academic rigour and high attainment is maintained. Our setting will be informed by diagnostic assessment, previous academic attainment and by on-going performance and so it will be a dynamic process that will be subject to change should performance dictate this. It will occur as follows:

- In Year 7 the sets will be decided by Key Stage 2 SATs results, MidYIS profiles, predictions from PIPS and academic progress in the Primary phase.
- In Years 8 and 9 this will be supplemented by on-going progress and performance in summative assessment e.g. school examinations.
- In Key Stage 4 the performance through Key Stage 3 and the Yellis predictions will be used and the suitability will be reviewed regularly in light of on-going performance.

Setting will not apply to sport where whole year groups will be taught. PSHE will be incorporated into the timetable and will be delivered by suitably qualified teachers. Overall responsibility for the PSHE programmes will be taken by the Deputy Head in the Senior School and the Primary Head. The subject areas will be organised into departments and each will have a Head of Department who will be responsible for the quality of the teaching and learning. These will be line managed by the Deputy Head.

Pastoral

The school will be divided vertically into a pastoral three-house system to encourage competition, mixed-aged endeavour, team spirit and a sense of community. In the Senior School

there will be Heads of Key Stages 3 and 4 who will oversee pastoral care. They will be the line managers of the form tutors and be line managed by the Deputy Head. In the Primary School the class teachers will be line managed by the Head of Primary.

Extra-Curricular

There will be a vibrant and diverse programme of sport and extra-curricular activities for all year groups in the school. This will mainly take place after school and be delivered by existing school staff. External experts (e.g. in Karate, Archery and Outdoor Pursuits) will be employed to provide the best possible experience. The Duke of Edinburgh's Award Scheme will be seen as an integral part of school life from Year 9 and this will be overseen by our own school staff.

The activities will be optional and we will endeavour to provide a programme which gives free choice to our students. However, we will strongly encourage all our Year 9 students to start the Bronze Duke of Edinburgh's Award Scheme since this is a clear focus in our vision. It is inevitable that there will be clashes that prevent students from accessing all their choices but it is hoped that this will be at a minimum. However, this may actually become an opportunity for them to experience activities they had not previously considered.

Teaching and Learning

At Chetwynde School we will build upon the excellence of our existing provision and expertise to provide a rewarding, stimulating and aspirational environment that evolves to suit the needs and challenges faced by our students. We have traditionally provided outstanding academic results to a wide range of abilities through its non-selective intake. We have experience of dealing with students with AEN and we understand that we will probably face additional challenges. Our vision includes strategies to overcome this and we are confident that we will be able to deliver our ambitious academic curriculum to all the students who attend our school.

In Reception there will be a mix of adult-led and child-initiated activities, the balance of which will shift as the child moves through the year. There will be clearly defined literacy and numeracy activities and emphasis will be placed immediately on phonic activities. The progress of the individual pupils will guide our future planning and ensure that our children complete their Early Learning Goals.

Entry into the Primary School will begin the introduction of more structured and formal learning. The curriculum is organised on a subject basis and the core subjects will be Mathematics, English and Science. The predominant mode of working is formal class work, although individual work and group teaching will be used where appropriate. Pupils will learn in different ways including:

- Investigation and problem solving.
- Research, discovery and the use of ICT.
- Independent work and whole class work.
- Fieldwork and visits of educational interest.
- Debates, role-plays and oral presentations.
- Designing and making things and other creative activities.

As a pupil moves through the Primary School there will be an increase in the formality of the learning structure and an increase in the rigour and challenge of the material. Clearly we will need to build towards our pupils taking their Key Stage 2 SATs in Year 6 to meet our regulatory requirements, but our independence from the National Curriculum will allow us to develop

programmes of study that forge extremely strong foundations in their Numeracy and Literacy. This will allow us to prepare our pupils for the rigours of the highly academic curriculum in the Senior School by giving them firm foundations and high level learning skills.

In the Senior School, the preparation for public examination success begins and teaching is now more structured. Formal lessons are the norm and our aim will be to produce students who will progress to university with the confidence to stand alone as independent learners, with a firm basis of knowledge, experience and understanding, and a strong sense of values, personal integrity and compassion. This teaching will be provided by a team of specialist subject teachers, working with highly committed pastoral staff, and with a directed Learning Support Department.

At Key Stage 3, emphasis will be placed on ensuring that students are happy, content and can focus on their learning in a calm but industrious working environment. Teaching will often combine a mix of the traditional and modern such as the use of ICT. There will be a clear focus on students gaining the necessary high order skills to access success in public examinations with the further development of their literacy, numeracy, communication skills, reasoning and problem solving skills. In Year 9 many subjects will begin to introduce work from the GCSE syllabus to give students a head start in their examination success. Also, single science subjects will be introduced to further prepare our students and to allow them to make informed choices whether to study the sciences separately or as Science and Additional Science at GCSE.

In Key Stage 4 there will be a full emphasis placed on the GCSE syllabus for each subject to ensure that all the necessary material is covered in the appropriate depth and that all students have the skills to achieve their full potential. The class sizes will now usually be smaller due to option choices in the non-core subjects to further enhance the learning experience. Setting will be used throughout Key Stages 3 and 4 in the core subjects to tailor the learning experience for the student and to ensure stretch and challenge. This will mean that a typical student will see clear progression as they move through their Key Stage 3 and 4 education. For example, in Mathematics, Years 7 and 8 will follow a balanced programme which will equip them with the problem solving skills and techniques they will need. In Year 9 they will now move on to application of these techniques to material from the GCSE syllabus. In Key Stage 4 there will be a clear focus on acquiring the knowledge and skills required to be successful at GCSE. Within that, differentiated material will be used to open access for all with, for example, some students in a class receiving different materials or being expected to produce different outcomes. This will ensure that all students feel engaged, challenged and motivated to achieve. This could mean that Set 1 in Mathematics would be taught only Higher Level whereas Set 3 would be taught only Foundation material. Similarly, the way the material will be presented could be different involving more independent work in Set 1 whereas there would be more group work and exemplar exercises in Set 3. The scenarios discussed above are all commonplace currently at Chetwynde School and have a proven track record of success.

At Key Stage 5 there will be a further change in how the curriculum will be delivered. The group sizes will become even smaller with a typical class size being 10 - 15 students. This will allow closer supervision by the teacher to help students come to terms with the difficult concepts at A-level. Students will be taught seven lessons per week in each subject and will be allocated study periods for their own unsupervised work. This will allow the development of their research and independent study skills so important to A-level success.

Students will develop a closer relationship with their teachers and the teaching may be less structured particularly in subjects such as English and RS. Science subjects may have a larger

proportion of their time in the laboratory with learning often around experimental investigation. Students will also be expected to take General Studies or the Extended Project at Level 3 to further their general education. Participation in the Young Enterprise scheme will help develop team work and give an insight into the business world. The mathematicians of Key Stage 4 would now find themselves in a class which is organised around problem solving, working predominantly as an individual but sometimes as a group, with the teacher acting as a facilitator.

Students will be expected to take much more responsibility for their learning and to develop excellent time management skills. This will provide a thriving, supporting and stimulating learning environment which will feel very different from their GCSE classes. This will carry on the excellent provision that is provided by the current Chetwynde Sixth Form.

In the Senior School, DT will be introduced with a particular emphasis on Electronics and Control Systems. This will further broaden and enrich our curriculum whilst filling an acknowledged skills gap in the local community. (See Section C for quote.)

The following exemplar timetables show what Key Stage 1, 2, 3, 4 and 5 students could expect to experience:

KS1 Year 2	Session 1			Session 2		Session 3		
Monday	English			Milk & Story	Maths	PSHE	RE	IT
Tuesday	Maths	English	English	PE	Music	Topic		
Wednesday	English			Milk & Story	Maths	Science	Topic	
Thursday	English	Milk and Story	Swimming		Maths	ICT		
Friday	Assembly	RE	English	Milk & Story	Maths	Library	Art & Craft	

KS2 Year 6	Session 1		Session 2		Session 3		
Monday	English		Maths		History	Science	
Tuesday	Maths		English	RE	Sport	DT	
Wednesday	English	Swimming		Maths	Sport	IT	S/E/E
Thursday	Assembly	English	Maths	MFL	Science	Art	S/E/E
Friday	English		Music	Maths	PSHE	MFL	Geography

Note in the Primary School there is a short morning registration from 8:35-8:45, morning break is from 10:15-10:30 and lunch is from 12:00-1:15. There is an afternoon registration from 1:15-1:20.

Examples of Key Stage 3 and 4 timetables:

KS3 Year 8	1	2	3	4	5	6	7	8
Monday	Maths C21 M1 Set 1	English H4 HS Set 2	French C14 CY	ICT Ith DT1 Set 3	German C14 G1	German C14 G1	RS C5 AW	
Tuesday	Art A2 A1		Latin C4 CM	Science L3 AT Set 1	Swimming SHA KG Set 1	English H4 HS Set 2		
Wednesday	CS C5 AW	PHSE H2 PS1	History C3 H1	DT D1 DT2 Set 3	Maths C21 M1 Set 1		Science L3 AT Set 1	English H4 HS Set 2
Thursday	Maths C21 M1 Set 1		Latin C4 CM	German C14 MFL1	Geography H8 CF	History C21 H1	Science L3 At Set 1	
Friday	Games Sha KG		Geography H8 CF	CS C5 AW	French C14 CY	Science L3 AT Set 1	English H4 HS Set 2	Maths C21 M1 Set 1
KS4 Year 10	1	2	3	4	5	6	7	8
Monday	English H4 HS Set 1	PE GCSE SHA SD		Maths C25 AF Set 1		Physics L1 S2 Set 3	Chemistry L3 S1 Set 3	Biology L2 HR Set 3
Tuesday	Geography H8 CF	Chemistry L3 S1 Set 3	Music Mu1 MJ	English H4 HS Set 1	Maths C25 AF Set 1	German C10 MFL1	Games Sha KG	
Wednesday	PE GCSE IT3 PE1	Biology L2 HR Set 3	Maths C25 AF Set 1	Games Sha KG		Physics L1 S2 Set 3	Music Mu1 MJ	
Thursday	English H4 HS Set 1	Biology L2 HR Set 3	Chemistry L3 S1 Set 3	Maths C25 AF Set 1	Physics H9 S2 Set 3	German C10 MFL1	Geography H8 CF	
Friday	English H4 HS Set 1		Music Mu1 MJ	PE GCSE IT3 PE1	PSHE H2 PS1	Geography H8 CF	German C10 MFL1	

An example of a Key Stage 5 timetable:

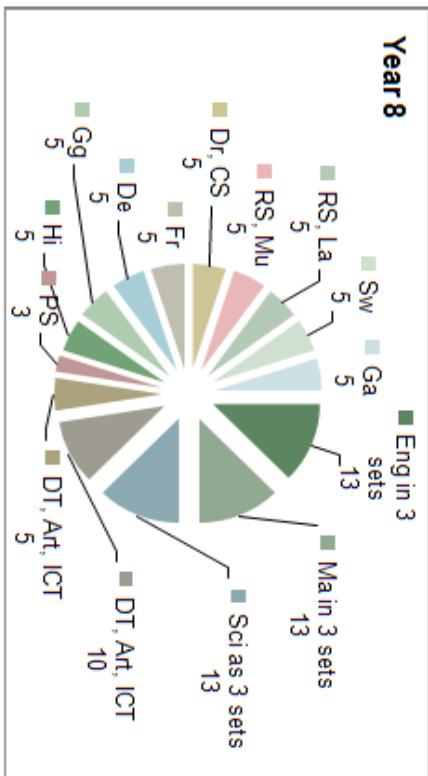
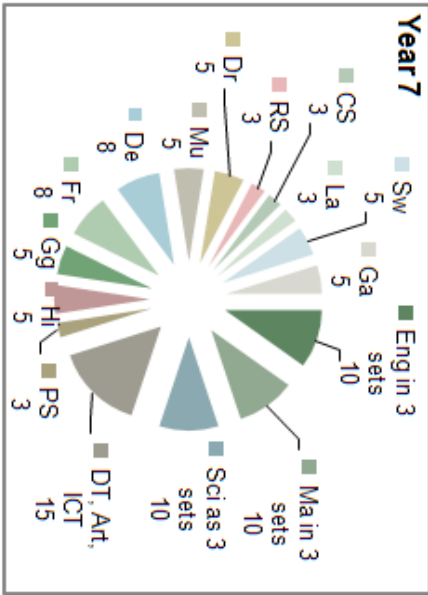
KS5 Year 12	1	2	3	4	5	6	7	8
Monday	PE(AS) IT3 AA		GS SF SS Set 1	Study Period	Study Period	ICT IH AA	Maths C21 M2 MA2	
Tuesday	ICT IH AA		PE(AS) H8 PE1	Physics L4 JB		Maths C21 M2	Study Period	Study Period
Wednesday	Study Period	Physics L4 JB	PE(AS) H8 PE1	Maths C21 M2	ICT IH AA	Young Enterprise H9 Hr Set 1	Games Sha SD Set 2	
Thursday	Maths C25 AF		ICT IH AA	PE(AS) Sha KG		Physics L4 JB	Physics L1 S2	
Friday	Study Period	Study Period	PE(AS) Sha KG	PHSE IC ES Set 2	ICT IH AA	Physics H9 S2	Maths C25 AF	

Note in the Senior School that there will be a short morning registration before Period 1 (10 mins), a morning break of 20 mins between Periods 3 and 4, lunch and afternoon registration will be for one hour between Periods 6 and 7 and there will be 30 period at the end of the day. Each lesson has subject, location, teacher and set. An M1, for example, relates to a teacher name that will be employed for the Free School.

An example of the breakdown of subject allocation in Years 7 and 8:

Year 7

7A	Eng in 3 sets	Ma in 3 sets	Sci as 3 sets	DT Art ICT	PS	Hi	Gg	Fr	De	Mu	Dr	RS	CS	La	Sw	Ga
7B	Eng in 3 sets	Ma in 3 sets	Sci as 3 sets	DT Art ICT	PS	Hi	Gg	Fr	De	Mu	Dr	RS	CS	La	Sw	Ga
Total per week	2h 40m	2h 40m	2h 40m	4h	40m	1h 20m	1h 20m	2h	2h	1h 20m	1h 20m	40m	40m	40m	1h 20m	1h 20m
% per week	10	10	10	15	3	5	5	8	8	5	5	3	3	3	5	5



Year 8

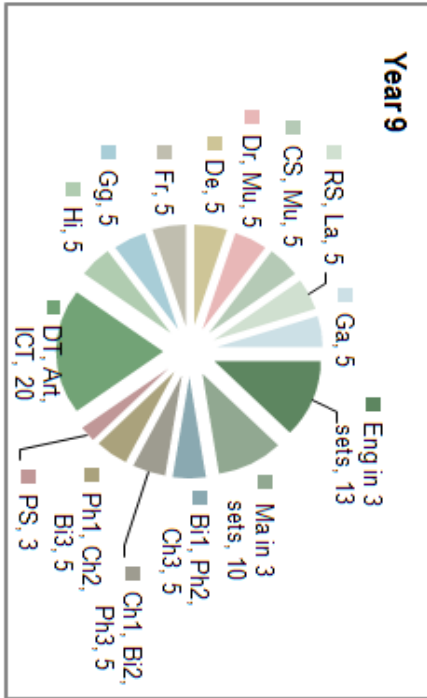
8A	Eng in 3 sets	Ma in 3 sets	Sci as 3 sets	DT Art ICT	DT Art ICT	PS	Hi	Gg	De	Fr	Dr	RS	RS	Sw	Ga
8B	Eng in 3 sets	Ma in 3 sets	Sci as 3 sets	DT Art ICT	DT Art ICT	PS	Hi	Gg	De	Fr	Dr	RS	RS	Sw	Ga
Total per week	3h 20m	3h 20m	3h 20m	2h 40m	1h 20m	40m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m
% per week	13	13	13	10	5	3	5	5	5	5	5	5	5	5	5

An example of the breakdown of subject allocation in Years 9 and 10:

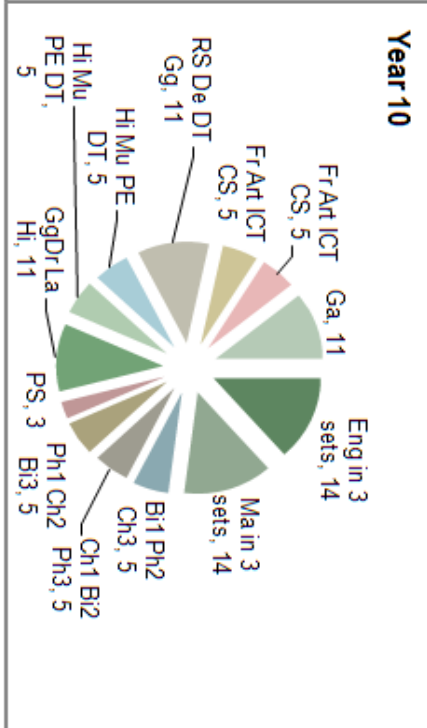
Year 9

9A	Eng in 3 sets	Ma in 3 sets	Bi1 Ph2 Ch3	Ch1 Bi2 Ph3	Ph1 Ch2 Bi3	PS	DT Art ICT	Hi	Gg	Fr	De	Dr Mu	CS Mu	RS La	Ga
9B	Eng in 3 sets	Ma in 3 sets	Bi1 Ph2 Ch3	Ch1 Bi2 Ph3	Ph1 Ch2 Bi3	PS	DT Art ICT	Hi	Gg	Fr	De	Dr Mu	CS Mu	RS La	Ga
Total per week	3h 20m	2h 40m	1h 20m	1h 20m	1h 20m	40m	4h	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	1h 20m	2h 40m
% per week	13	10	5	5	5	3	20	5	5	5	5	5	5	5	5

Year 9



Year 10



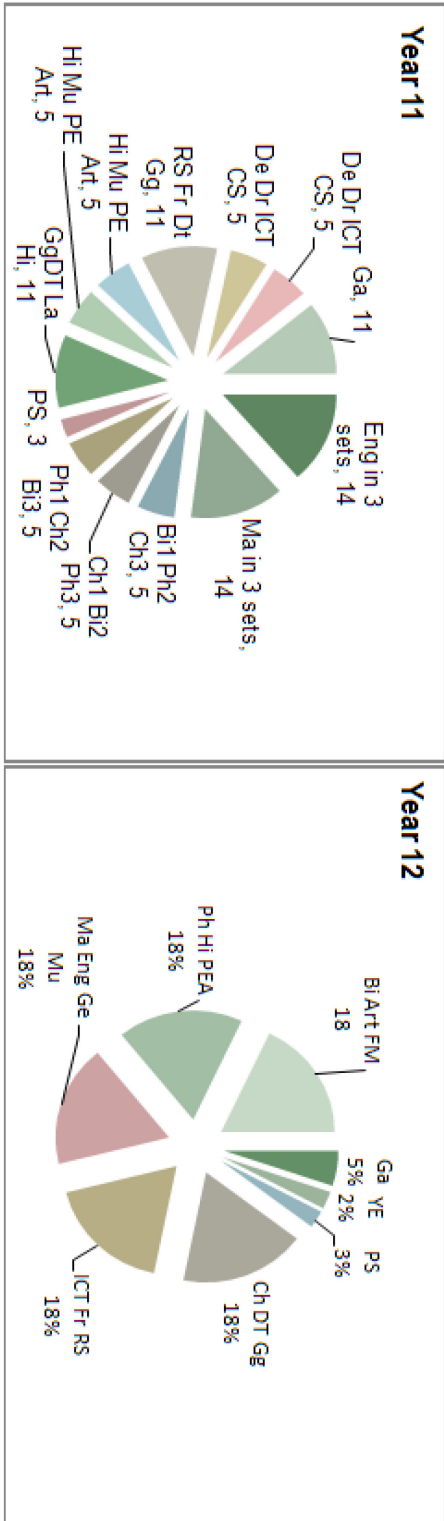
Year 10

10Y	Eng in 3 sets	Ma in 3 sets	Bi1 Ph2 Ch3	Ch1 Bi2 Ph3	Ph1 Ch2 Bi3	PS	Gg Dr La	Hi Mu PE DT	Hi Mu PE DT	RS De DT Gg	Fr Art ICT CS	Fr Art ICT CS	Fr Art ICT CS	Ga
Total per week	3h 20m	3h 20m	1h 20m	1h 20m	1h 20m	40m	2h 40m	1h 20m	1h 20m	2h 40m	1h 20m	1h 20m	1h 20m	2h 40m
% per week	14	14	5	5	5	3	11	5	5	11	5	5	5	11

An example of the breakdown of subject allocation in Years 11 and 12:

Year 11

11Z	Eng in 3 sets	Ma in 3 sets	Bi1 Ph2 Ch3	Ch1 Bi2 Ph3	Ph1 Ch2 Bi3	PS	Gg DT La Hi	Hi Mu PE Art	Hi Mu PE Art	RS Fr Dt Gg	De Dr ICT CS	De Dr ICT CS	Ga
Total per week	3h 20m	3h 20m	1h 20m	1h 20m	1h 20m	40m	2h 40m	1h 20m	1h 20m	2h 40m	1h 20m	1h 20m	2h 40m
% per week	14	14	5	5	5	3	11	5	5	11	5	5	11



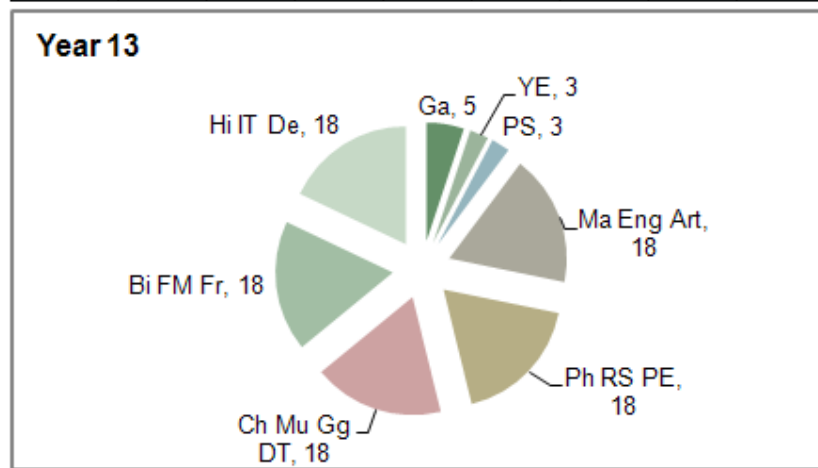
Year 12

12A	Ga	YE	PS	Ch	ICT	Ma	Ph	Bi
12B				DT	Fr	Eng	Hi	Art
12C				Gg	RS	Ge	PEA	FMI
12D				Mu				
Total	1h 20m	40m	40m	4h 40m	4h 40m	4h 40m	4h 40m	4h 40m
% per week	5	3	3	18	18	18	18	18

An example of the breakdown of subject allocation in Years 13:

Year 13

13A	Ga	YE	PS	Ma Eng Art	Ph RS PE	Ch Mu Gg DT	Bi FM Fr	Hi IT De
Total per week	1h 20m	40m	40m	4h 40m	4h 40m	4h 40m	4h 40m	4h 40m
% per week	5	3	3	18	18	18	18	18



D3: - Staffing Structure

Chetwynde School currently has an established staffing structure in place with an effective line management system. The structure provides clear lines of accountability whilst offering support for staff and their responsibilities. Communication is crucial for its success and line management meetings are held regularly for reporting, monitoring and motivation.

The staffing structure for Chetwynde School will not change significantly as the school moves to capacity. (See Figure 15.) Changes in staffing from 2014/15 to reaching capacity in 2015/16 are detailed in the text. The number of staff when at capacity in 2015/16 for each position is shown in brackets.

The roles and responsibilities of the key members of staff are detailed on the next page. Additional comments are included where there is a need for their role to change and adapt due to the increase in students and the anticipated change in the nature of the cohort.

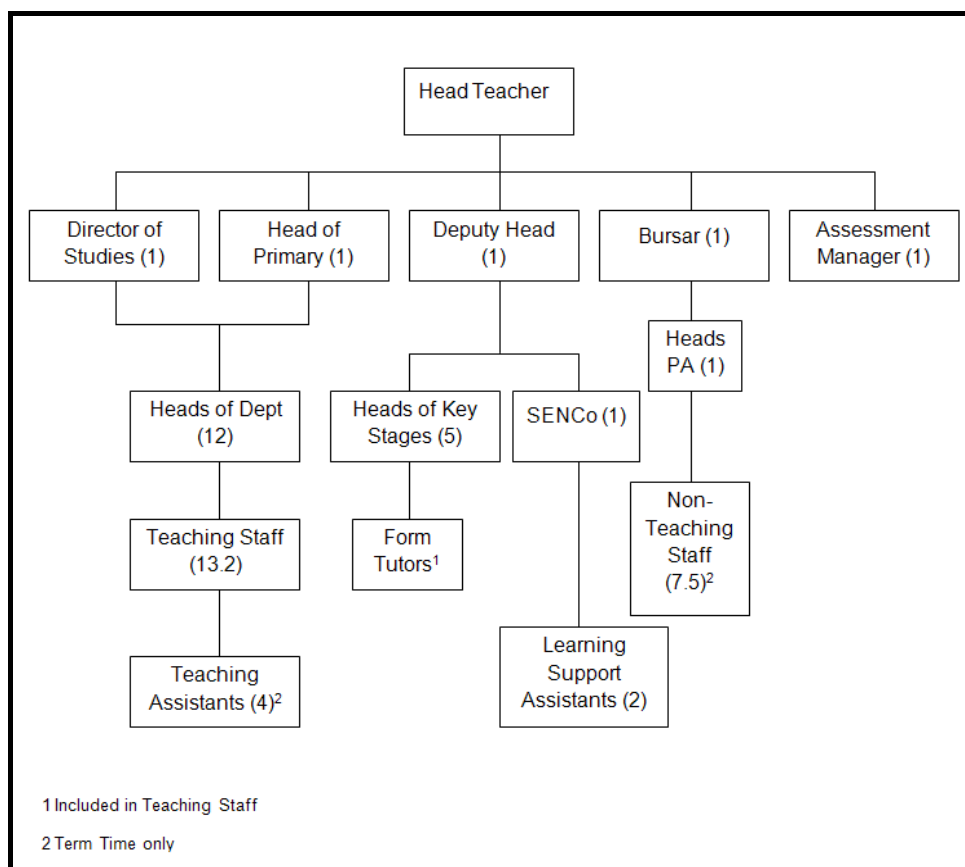


Figure 15 – Staffing structure and envisaged growth of staff body.

Head Teacher:- The Head Teacher will continue to teach Geography and this will allow an opportunity to teach the students in Year 7. A detailed biography and CV can be found in Section F5. The main responsibilities will include:

- Providing strategic direction in the overall development of the school and to enhance the performance and reputation.
- Providing excellent leadership for the staff.
- Creating and maintaining an environment which promotes and secures good teaching, effective learning, high standards, good behaviour and discipline.

Deputy Head:- The Deputy Head will have responsibility for the pastoral care of all students in the Senior School. This role is considered essential for the school and additional time will be allocated for this. Whilst it is recognised that the student intake may change, the robust and effective pastoral care structure will allow matters to be dealt with, firstly by form tutors before being passed onto the Heads of Key Stage and then the Deputy Head. The school recognises that the teaching commitment for the Deputy Head will reduce from its present level and this is included within the finance model and timetables. The main duties will be:

- To oversee the running of the school in the absence of the Head Teacher.
- To be responsible for the pastoral care of all students in the Senior School with overall administration and oversight of the pastoral system.
- To have responsibility for Child Protection as the Child Protection Officer, senior staff

- induction, professional development and supervision of Senior School NQTs.
- To be responsible for the PSHE programme in the Senior School.
- To have responsibility for 'Looked After Children' in association with their parents/carers and external agencies (see D4 for full details).

Assessment and Reporting Manager:- This role will be important within the school and to acknowledge this, the teaching commitment will be limited to 50% of a full timetable. The main responsibilities will be:

- To lead the Assessment, Reporting and Recording Committee in developing, reviewing and implementing the assessment and reporting policies and procedures within the Senior School.
- To ensure that the school meets the statutory reporting requirements (see D5 for details).
- To create a suitable reporting structure throughout the school.

Director of Studies: - This role will be key to the implementation of the academic policy of the school. In order to ensure value for money the Director of Studies will teach a 50% timetable. The main responsibilities will be :

- To assist with the general oversight, direction, and review of all aspects of the school's academic practice and policy.
- To have overall responsibility for the timetable, subject choices, and option blocks for all year groups, and to produce class, staff and student timetables.

Head of Primary:- Whilst the responsibilities of the Head of Primary are not expected to change, the increase in pupil numbers will require a change in the workload balance of this role due to an increased pastoral role. To acknowledge this, the teaching commitment of the Head of Primary will be reduced to a 50% timetable by 2015/16. The main responsibilities will be:

- To have overall responsibility for the policies, procedures and day-to-day running of the Primary School.
- To formulate the aims and objectives of the Primary School.
- To oversee the development of the schemes of work and moderation of the assessment of pupils' work.
- To have responsibility for primary staff induction and supervision of NQTs.
- To have responsibility for the PSHE programme in the Primary School.

Bursar: - Many of the responsibilities of the Bursar will continue on conversion to a Free School and these are detailed below, but there will be a more active role in admissions, marketing and an increase in management reporting. Duties currently carried out with regard to invoice preparation, debt collection and sales ledger will be reduced, releasing more time for the additional requirements of the DfE. The main responsibilities will be:

- To manage the day-to-day finances, to control the cashbook, cash management, purchase and nominal ledgers, banking, salaries and petty cash.
- To have responsibility for all costs, cost control and management of ancillary services to include buildings, grounds, maintenance, catering and principal supplier contracts.
- To undertake the constant review of matters concerned with ongoing legislation, in conjunction with the Head Teacher, the Governors and the School's auditors and solicitors.

- To report to the Head Teacher and Finance Committee.
- To act as Clerk to the Governors.
- To ensure maintenance of the school site/buildings and the preparation of maintenance schedules.
- To take responsibility, along with the Head Teacher, for the day-to-day tasks and effectiveness of the support staff.
- To have responsibility for support staff induction and appraisal.

Special Educational Needs Co-ordinator (SENCo):- It is expected that the nature of the cohort of students will change as a Free School and the role of the SENCo is therefore expected to expand. The SENCo will be a fully qualified teacher but will have a very limited teaching timetable. The SENCo will oversee two full-time Learning Support Assistants (LSAs) who will be deployed throughout the school as required. Further LSAs will be employed for any students with Statements of Educational Needs and will be funded from the student's Statement. The main responsibilities will be:

- To identify students who may have SEN and arrange the necessary assessments.
- To communicate with all staff to ensure they are aware of the student's difficulties and the most appropriate strategies to use.
- To lead or arrange relevant in-service training.
- To maintain and update the SEN register.
- To establish and maintain excellent relationships with students, parents and the wide range of professionals who may be involved with any one student.

Heads of Department (HoDs):- The school recognises the crucial role the HoDs play and how this contributes to the overall vision of the school. It is not expected that their role will change on conversion and each HoD will continue to receive an additional two periods of non-contact time. Their responsibilities will be:

- To formulate, in consultation with the Head Teacher, the objectives of the department.
- To liaise with the SENCo and the Gifted and Talented Co-ordinator to assist in identifying students and to ensure the provision of adequately differentiated lessons.
- To evaluate and promote teaching performance and ensure that staff within the department are effectively recording and assessing student progress.
- To oversee the assessment of students' work.
- To ensure the departmental budget is effectively managed.

Heads of Key Stages: - An effective way of managing the pastoral care of the students in the Senior School is through the Heads of the Key Stages. There is one Head for each of the Key Stages who receives a non-contractual allowance and four periods of non-contact time. The increased and changed cohort will necessarily expand the role and additional periods of non-contact time will be given for pastoral meetings with the Deputy Head and form tutors to identify and resolve issues in an effective and timely manner. The main duties will be:

- To have responsibility for the day-to-day running of their Key Stage.
- To liaise with form tutors and pastoral leaders regarding pastoral care.
- To contribute to and support the PSHE programme in liaison with the Deputy Head and/or Head of Primary School.

Specific to Key Stages 2 and 3

- To facilitate the Y6/7 transition including organising New Pupils Day and supervising new

entrants to the school.

Specific to Key Stages 4 and 5

- To liaise with the Director of Studies in co-ordinating the options booklet for the Year 9, information evening and subsequent option choices.
- To liaise with the Careers Co-ordinator and Inspira representatives regarding careers information and Sixth Form options.

Form Tutors/Classroom Teachers: - These will have the day-to-day contact with their form and carry out administrative duties as required. Apart from the increased number of students, the main duties of the form tutor and classroom teachers are not expected to change and will be:

- To have responsibility for the registration of students, recording absences and maintaining the student records as necessary.
- To contribute to PSHE and assemblies as required.
- To have responsibility for monitoring academic performance and preparing tutor reports.
- To deal with all minor matters of pastoral welfare and discipline, reporting to the Head of Key Stage as required.

Teaching Staff: - Staffing at the school is the most significant cost centre and therefore the effective use of teaching staff is critical for the smooth running of the school and for maintaining a viable business plan.

Senior Teaching Staff

A full timetable for senior teaching staff will be forty periods per week with six allowed for lesson planning and preparation. The full detail of the teaching commitment for 2014/15 and 2015/16 can be found within the financial assumptions in Section G. It is assumed that the school will reach capacity in 2015/16 and the full teaching commitment will not be required until then. Based on this assumption, the following reductions in teaching commitment can be made:

Year	Students in 2014/15	Teaching Commitment	Saving in periods. (Based on capacity)
7	54	Full teaching commitment	0
8	54	Need full teaching commitment	0
9	54	Need full teaching commitment	0
10	54	Need full teaching commitment	0
11	20	Two sets for core subjects Three down to two PE Staff Three subjects per Block (In this example no DT x 2, Latin or History)	19 4 16
12	35	Need full teaching commitment	0
13	20	Reduced from 4 to 3 PE Staff Reduced from 4 to 3 PHSE staff Only 11 option blocks (Not 16) (For this example no DT, ICT, German, Music or Art)	2 1 35
Total Saving			77

These savings equate to 2.2 full time equivalent teachers based on teaching 34 periods and would likely to affect the following departments (see Figure 16):

Department	% of staff commitment reduced
English	15
Science	45
Languages	35
Art	27
Music	27
Design and Technology	75

Figure 16 – An example of how the savings may be split across departments.

Primary School

The Primary school has seven classes from Reception to Year 6, each requiring a full time teacher. To encourage high academic standards, the Year 5 and 6 classes will be grouped for English, Maths and Science. Additional provision will also be made for those pupils who require assistance for SEN. It is expected that these functions will require one FTE teacher and will be carried out from within the Primary School staff. Planning and preparation time for the Primary staff is provided when the classes are engaged in other activities or are being taught by senior staff. An element is built into their timetable and it is anticipated that this will increase as the budget allows. The Primary teaching commitments are detailed below:

Teaching Requirement	2014/15 FTE	2015/16 FTE
Require 7 classes & setting	8.00	8.00
Allocated to:		
Reception teacher	0.95	0.93
Yr 1 Teacher	0.95	0.93
Yr 2 Teacher	0.75	0.93
Yr 3 Teacher	0.95	0.93
Yr 4 Teacher	0.95	0.93
Yr 5 Teacher	0.95	0.93
Yr 6 Teacher	0.95	0.93
Covered by Senior staff	0.80	0.86
Head of Primary	0.62	0.50
Other coaches	0.13	0.13
TOTAL	8.00	8.00

All Teaching Staff

The main responsibilities for all teachers will be:

- To take a share in the general responsibilities of running the school and the supervision of students.
- The carrying out of duties as required, e.g. break duty, supervision, etc.
- To be aware of the school's policy statements and to comply with the recommendations and procedures.
- To supervise and, so far as practicable, teach any students whose teacher is not available and to set work for classes in cases of planned absence.
- To select appropriate resources and teaching methods including differentiated materials

- for students with SEN, IEPs and Gifted and Talented students as appropriate.
- To establish good working relationships with groups and individuals and to encourage students to be actively involved in their own learning.
- To monitor and assess students' performance and be prepared to discuss individual progress with relevant staff and parents.
- To write reports on students' progress in keeping with the school's Assessment Recording and Reporting Policy.
- To communicate with the Head of Department over matters of curriculum, resources, classroom management and discipline.

Learning Support Assistants: - It is anticipated that the need for special educational support will increase on conversion to a Free School. A strong support structure and dedicated facilities and resources will enable us to cater for these student needs. The number of Learning Support Assistants (LSAs) will increase from the current 1.1FTE to 2 FTE and will be deployed in the Senior School as required. The main responsibilities will be (see D4 for further details):

- To provide learning support for students with relevant special needs as a member of a multi-disciplinary team.
- To provide support for students for whom English is an additional language.
- To maintain an up-to-date knowledge of relevant developments in special needs provision.
- To plan and evaluate lessons either independently or with the SENCo.
- To record and update information regarding progress of students and to contribute to the drawing up, implementation and review of IEPs.

Teaching Assistants: - In the Primary School there will be a full-time Teaching Assistant (TA) in Reception, Year 1 and Year 2 classes and another who will be deployed through Years 3 to 6. The role of the Teaching Assistants is not likely to change and will be to:

- Support the class teacher by assisting in classroom management and by providing basic supervision and care skills in relation to students under the direct supervision of the teacher and the HoD concerned.
- Join in student activities in the classroom, talk with and listen to the students and to provide general care and welfare.
- Ensure everyday classroom resources are readily available and replenished.

Support Staff:- The full details of the support staff requirements are included in the assumptions in Section G but will include:

Administration Staff

The Main Office will be staffed by the Head's PA who will deal with visitors and by an administrative assistant whose duties will include responsibility for telephone calls, staff administration and admissions enquiries. A further administrative assistant will be responsible for financial duties, including data input to the accounts package and collection of monies. The duties of the administration team will be interchangeable.

Technicians

Technicians will be required to assist in the ICT, DT and Science departments. By efficient use of the resources it is anticipated that two full-time equivalent members of staff will be available to work within these departments.

Site Staff

In order to maintain the grounds and buildings, carry out routine repairs, school security, attend to Health and Safety matters and ensure that equipment, facilities and resources are available for staff, the school requires a full-time Site Manager supported by a part-time Assistant Caretaker and part-time Groundsman. Out of hours security required for the letting of the facilities is carried out on an hourly basis as required by a separate member of staff.

Librarian

The school librarian is a part-time member of staff who combines her role as librarian with that of assistant Examinations Officer as required.

School Transport Drivers

It is anticipated that the service will reduce to one route from 2015/16 and only one driver will be required. The site staff will continue to drive the students during school hours as necessary and drive the 'school run'.

Lunchtime Supervisors

The school will have three Lunchtime Supervisors who will be deployed in the Dining Hall to assist with the Primary School lunches before taking the children to the playground. Two of the staff will continue to supervise the students around the site during the Senior School lunchtime.

Chetwynde Pay Scale

Chetwynde School operates pay scales for both teaching and support staff. The teaching pay scale includes 8 incremental pay spines for NQTs together with an extension if required.

The support staff pay scale contains a number of pay spines which are allocated to staff in accordance with the nature of the position, their experience and qualifications. On application, successful completion of relevant qualifications or for additional responsibilities support staff can move up the pay spine but this is on a case by case basis and not a guaranteed annual progression. Both teaching and support staff receive the same percentage increase in salary each September. This award has been frozen since September 2012. Whilst the pay scales are not based on the national pay scales they are comparable.

Department	Pay Scale
English	4
Maths	4
Science	4
Languages	3
Boys Games	2
Girls Games	2
Design and Technology	2
History	1
Art	1
German	1
Music	1
Geography	1

The teaching pay scale includes a management scale which applies to Head of Departments. This contains 5 pay spines which are awarded according to the relevant responsibilities and size of a department e.g. HoDs of core subjects will receive HoD 4 and Head of Art will receive HoD1. The HoD scale is reasonable for the experience and responsibilities of the staff and allows a degree of flexibility for recruitment purposes. The table on the left details the pay scale for each HoD.

Many of the practices the school will continue to implement indicate an ability to seek value for money and efficiency within the staffing and the arising costs. Some of these areas include:

- Non-contractual allowances are awarded for additional responsibilities. These are

detailed in the finance model and would include awards for Heads of Keys Stages, Year 6/7 transition, Duke of Edinburgh's Award administration etc.

- All part-time contracts for teaching staff include a clause which allows the school to vary the teaching commitment by 15% in any one year. This creates flexibility within the staffing to cut costs where periods and, therefore, teaching commitment are not required.
- Lesson cover is carried out from within the school staff; this is accepted by the current staff body, expected of new staff and will continue.
- The practice of using Senior School staff in the Primary School will continue and is seen to be a cost effective way of enhancing the teaching provision of the Primary School whilst allowing flexibility for the timetabling of the Senior School.
- The Senior Management Team will continue to teach a 50% timetable.
- Administration staff and technician hours will be reduced to term-time only from September 2014 with some additional weeks for the fulfilment of their duties during school holidays.
- Savings from the reduction in option blocks and setting in core subjects will reduce teaching commitments in 2014/15 by the equivalent of 2.2FTE teachers. Based on a standard teaching salary with on-costs this will equate to a cost reduction in 2014/15 of [REDACTED].
- The Head of Primary will have an increased teaching commitment in 2014/15 to cover a part-time teacher, but this will reduce to 50% from 2015/16. Any duties which require attention in 2014/15 will be dealt with by the Deputy Head or Head Teacher as required. This action will make a cost saving of [REDACTED] in 2014/15.
- Teaching Assistants will be paid at a lower rate than LSAs.
- Salary rates for support staff, including the lunchtime supervisors, technicians and the Bursar are lower than the national advertised rates.
- The salaries for the Head Teacher and Deputy Head are at the lower end of advertised rates for similar positions.

Whilst the salary rates for some of the staff are equivalent or lower than rates for similar positions nationally, the school does not envisage an issue with recruitment. The benefits of working at the school such as high academic achievement, small class sizes, a preferential admissions policy and membership of the Teachers Pension and Group Pension Schemes are thought to be attractive to any prospective applicants.

D4: Meeting the needs of all pupils

At Chetwynde School, as stated in the vision, high standards will be set across curricular and extra-curricular activities. Staff will have high expectations of students and therefore the work and activities should meet the needs of all abilities. In Chetwynde School we will aim to provide a curriculum that is appropriate to the needs of all of our children, with our teaching and learning planned in such a way that we enable each child to reach for the highest level of personal achievement. Every child should achieve at a rate at least in line with their peers.

Awareness of Varying Needs

Able, Gifted and Talented Pupils

Our school will have, at any time, a number of extremely able students, some of whom may perform at a level that well exceeds the level of others in their class or age group. Our definition recognises academic, practical, creative, musical, physical, sporting and social performance. It

also recognises that a child may possess this potential although performance may not currently reflect this i.e. the child is 'underachieving'. We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases we may need to work with external organisations to meet their needs. The present role of the Gifted and Talented Co-ordinator will remain within the school.

Identification:

For academic achievement, baseline assessment data will be available from:

- PIPS Baseline in Reception; PIPS through Key Stages 1 and 2; SATs – Year 6; MidYIS – Year 7; Yellis – Year 10; GCSE results at the end of Year 11 and ALIS in Year 12.
- At Early Years and Foundation levels, teacher observation of pupils will be of primary importance, with emphasis on identifying pupil progress from their base-line assessment on entry. PIPS will be introduced in Reception: it will provide an assessment of attainment in the areas of reading, mathematics and phonological awareness. By assessing children when they enter Reception and then again just before they leave, it will allow staff to build a powerful profile of individual progress for every child throughout the Reception year. Comparisons with national data will also enable staff to highlight Gifted and Talented/SEN pupils early on in their educational career.
- In Key Stages 1 and 2, teacher assessment through tracking will continue using: PIPS; target setting; test results; work scrutiny and continuous monitoring of attainment; discussion with colleagues and pupil reviews. These methods will help identify those children who need stretch and extension. The SATs at the end of Key Stage 2 will also underline any judgements previously made and provide added data regarding progress to date. (See reference to diagnostic testing in D5.)
- At Key Stages 3, 4 and 5, work scrutiny in particular subjects will be vital to the identification process, especially where perceived potential is not demonstrated in assessment scores. This will be organised by the Gifted and Talented Co-ordinator, who will work closely with Heads of Department to initially identify potential students.
- Evidence of outstanding achievements in activities pursued outside school will be gathered through annual completion/updating of an 'interests database'. Through target setting at the start of the academic year and a section in the end-of-year reports, form tutors will be able to identify and pass on to the Deputy Head evidence of excellence outside the classroom.
- For new students entering the school, earlier school reports will provide information regarding particular talents that students may have.
- Talks with parents/carers during Parents' Evenings, will provide background information.
- The use of MidYIS, Yellis and ALIS will help identify any Gifted and Talented (G&T) students who join Chetwynde during Years 7 to 12.

Provision:

One or more of the following will be employed to meet the needs of the individual:

- EYF emphasis will be on providing learners with rich opportunities for experiential learning and interaction across the Learning Areas.
- Departmental handbooks will include specific reference to strategies and provision for very able students.
- Planning for differentiation, extension or acceleration.
- Use of questioning to raise the level of the challenge.
- Encouraging creativity.

- Grouping – within class, cross-age.
- Pastoral care.
- Inter-school links providing opportunities to work with others of similar abilities – Chetwynde School will run and host termly G&T workshops to which pupils from local Primary Schools will be invited.
- Support from outside agencies/individuals – use of ambassadors and mentors from local industry e.g. BAe Systems, Sellafield Ltd and GlaxoSmithKline.
- Extra work may occasionally be a suitable way to extend a student but should not be overused as this may be counter-productive.
- Residential experiences or enrichment days/summer schools, such as Smallpeice Trust residential courses, STEM days, and G&T days at Manchester University.
- Extra-curricular activities e.g. sport, music and other out of class activities.
- Competitions e.g. local inter-school Rotary Technology Tournament, the National Science and Engineering Competition and inter-school 'Top of the Form'.
- Lunchtime and after-school clubs.

Monitoring:

When students have been identified as Gifted and Talented, the school will ensure that the progress of each individual is tracked and monitored, and that there is an appropriate teaching and learning programme in place. This will be achieved through:

- Regular meetings with the individuals concerned to add support where required.
- Target setting and ensuring students understand the criteria for success.
- Student progress towards targets will be tracked (using the proposed MIS and Assessment Manager).
- The Gifted and Talented Co-ordinator having an overview of G&T cohort's composition, targets and study support opportunities.

Use of ICT to support Gifted and Talented students will:

- Provide greater breadth and depth of information than is available from other sources.
- Enable the effective recording of a student's ideas.
- Provide extra educational support both in school and at home.
- Improve educational and social communication with and between G&T students.
- Alleviate peer pressure and other obstacles to a student achieving at a high level.
- Enable a student with a particular talent to display and develop that talent.
- Aid educational inclusion.
- Allow the provision of a Virtual Learning Environment (VLE) so that the student to personalise their learning, to go back on lessons taught in classrooms and revise their work, or if they feel confident they can progress to the next level or topic and prepare for lessons ahead. Doing so will allow them to reinforce teaching and learning in the classrooms and also stretch their understanding.

Special Educational Needs

Chetwynde School is presently the named provider, within a child's statement of educational needs, of several students and the majority of these students are of an age where they will still be with us if we successfully convert to a Free School. The school has experience of working with students with a wide variety of Special Educational Needs (SEN) and their parents/carers in order to meet their needs and ensure success. These include students for whom we have obtained Statements of SEN for Hearing Impairment, Speech, Language and Communication Difficulties, Specific Learning Difficulties – Dyslexia, Acquired Brain Injury and Autistic Spectrum

Disorder. The majority of students on our current SEN register have less severe needs of the same types; we also have a student with cerebral palsy and one with a diagnosis of ADHD.

It has been outlined in our vision (Figure 4) that we anticipate our student cohort will change in converting to a Free School. Presently we only have a small number of students with SEN in the school and we are aware that this may well increase significantly. In order to cater for this change, we will be expanding the role of the SENCo and making the post full-time with a very limited teaching commitment, if any. It is also likely that we will need to employ a greater number of LSAs who will be able to support the children who require extra help. Alongside a growth in the number of staff required to provide the support needed by our SEN children, we will develop a new room(s) where a dedicated 'Learning Support' area can be set up. This will provide rooms where the Learning Support staff can hold meetings, where students can 'drop in' for structured or unstructured support, or a quiet room where students can go during their free time.

On arrival at our school, all students are carefully observed by their classroom teacher(s) along with relevant records from any previous schools and information from parents and if there are concerns that there may be special educational needs then the various stages of our whole-school SEN policy are implemented. This policy is based on the DfE Code of Practice. We are aware that there are proposals that will change the legislative framework with regard to making provision for students with SEN, and our policy will be amended in the light of those changes.

The identification processes outlined above in helping to identify G&T students will not only help to gauge the levels of progress made by our SEN students, but also potentially identify previously unidentified needs. Students may also be removed from the register if the strategies employed have effectively met their needs and they no longer require any measures beyond the normal differentiation of classroom work. There is an emphasis throughout on inclusion.

Students with SEN are given 'a voice' at the school through several methods:

- Each termly review meeting with all relevant agencies includes a section where the student is encouraged, verbally and in writing, to express their thoughts, successes and concerns.
- Through the School Council.
- By discussion with teaching staff and support staff.

Support within the classroom

Students with SEN will be supported in the classroom in a number of ways, but primarily through the member of the teaching staff, the LSA and their peer group. It is essential that all staff are encouraged and have access to high quality Continuous Professional Development (CPD) to ensure that they are fully aware of changes in legislation and ideas to ensure that students with SEN are given every opportunity to make as much progress as their peers.

The role of the Learning Support Assistant

A LSA will work alongside students on agreed targets and, given adequate training and support, may help the child with the acquisition of new skills. As well as offering in-class support, a LSA may be involved with assessment and record keeping, lesson planning and preparation and the modification of teaching and learning materials to meet specific needs.

LSAs can support students of all ages, but their input will depend on a number of factors. These include the age of the student, the nature of the difficulty and the context in which they are being educated. Their role will be far-reaching and varied.

In most cases the aim of extra support will be to give a student access to the mainstream curriculum. Work shouldn't be too different, if at all, from that undertaken by the rest of the class, but may be adapted to take account of learning need. The LSA will act as a bridge, helping with what the student needs to do to get from where they are currently to where they want to be. An assistant may also ensure that different learning styles are adopted, perhaps kinesthetic, visual, practical, or act as a scribe or amanuensis to help the child achieve the learning objectives.

Helping a student develop independence in all aspects of life will be a key part of the role, and this includes allowing a student to make mistakes and to look for ways to solve problems rather than just being told the right answers or solutions. Rather than taking over when a child is struggling to achieve something, they will offer the tools to help the child to succeed.

Additional Educational Needs

Chetwynde School has recent experience of meeting the needs of a small number of students for whom English is an additional language (EAL). The local demographic means that there are not many students in this category (see Figure 4), but it is possible that the number of children with EAL will increase if we are successful with our bid and depending upon the intake of students we might need to employ a LSA that specialises in providing support for those students with EAL needs.

With regards to 'Looked After Children', we, as a school, would look to follow the principles outlined by the National Institute for Health and Clinical Excellence (NICE):

- Put the voices of children, young people and their families at the heart of service design and delivery through the termly reviews with all interested parties. The students will be given every opportunity to express their thoughts, successes and concerns, both in written and verbal form.
- Deliver services that are tailored to the individual and diverse needs of children and young people by ensuring effective joint commissioning and integrated professional working.
- Develop services that address health and well-being and promote high-quality care.
- Encourage warm and caring relationships between child and carer that nurture attachment and create a sense of belonging so that the child or young person feels safe, valued and protected.
- Help children and young people to develop a strong sense of personal identity and maintain the cultural and religious beliefs they choose.
- Ensure young people are prepared for and supported in their transition to adulthood.
- Support the child or young person to participate in the wider network of peer, school and community activities to help build resilience and a sense of belonging.
- Ensure children and young people have a stable experience of education that encourages high aspiration and supports them in achieving their potential.

We believe that our small classes, strong family ethos and focus on an academic, aspirational curriculum cover the guidelines outlined above and support the future vision of Chetwynde School. Whilst the school has limited experience of working with 'Looked After Children', with only one child of this background presently in the school, the school's values and ethos would provide an ideal stable environment for any child. In assessing the individual needs of a 'Looked After Child', the Deputy Head will take responsibility and work closely with the SENCo, Heads of

Key Stage, form tutors and external agencies to ensure the required level of support is in place.

Disabilities

We are aware of our need to abide by the Equalities Act 2010, with the Head Teacher having recently (October 2012) attended specific training in this regard. We analyse the needs of each student in relation to the school environment and make any reasonable physical adaptations that are necessary. Both of the main buildings of Chetwynde School are quite old and one has listed status, thus we are limited in of providing complete access to all, however in the past we have adjusted the school timetable and rooming structure to accommodate mobility issues to ensure complete access to the curriculum. In the future, any new buildings would need to comply with relevant legislation and guidance.

Social, Emotional and Pastoral Needs

“As every teacher knows, in order to learn successfully, children must feel happy and secure within the school environment”

Source - Hellaby, L. ‘Walking the Talk...’ (London, Fulton 2004)

Our pastoral care was described as “outstanding” in the last inspection report; the small size of the school, its family ethos and the attention given to every child enables concerns to be spotted and shared sensitively. Chetwynde School has current or recent experience of working with students who have a variety of such needs, such as bereavement, a parent in prison, coping with difficult family breakdowns, bullying at a previous school, eating disorders and self-harming.

As stated by the Department for Education, Social and Emotional Aspects of Learning (SEAL) is:-

“a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools”.

SEAL will play a very important role within the whole pastoral system, from themed assemblies to PSHE provision and will overarch the school’s values in helping children with social, emotional and pastoral needs.

(Please refer to Section D7 for further ‘Well-being’ issues that either directly or indirectly influence the students that already or will attend Chetwynde School.)

Effective strategy for supporting all pupils

The curriculum in our school is designed to be accessed by all children who attend the school. Chetwynde School is aware of and complies with the Government’s Special Educational Needs *Code of Practice*, thus the school aims to:

- Ensure that the special educational needs of children are identified, assessed and provided for, professionally and sensitively.
- Ensure that our children have a voice in this process.
- Encourage parents/carers to play their part in supporting their child’s education.
- Offer all students full access to a broad, balanced and relevant curriculum and equal access to all the experiences and activities provided by the school.
- Help all children to experience success and pleasure in learning.

Chetwynde School meets the variety of needs by strategic use of the following resources:

The classroom and staffing

We strongly believe that all our teachers are teachers of students with Special Educational Needs. Well-planned, differentiated classroom teaching will in itself meet some of these varying needs. Information including suggested strategies and techniques to use with each student on the SEN register will be circulated to all relevant staff.

For some students with SEN, this staff awareness leading to the provision of appropriate teaching methods and helpful approaches may be sufficient to enable the student to fulfil their potential. Classroom approaches already in use include a variety of student groupings within a class according to need, small groups working on different tasks, differentiation by task (such as a reduced list of spellings) and by outcome, use of a multisensory approach and alternative means of recording.

For other students, the use of a detailed Individual Education Plan (IEP) as outlined in the Code of Practice, followed and adhered to by all members of staff who teach the student, will be more appropriate. In our Primary School, this will be drawn up by the class teacher in consultation with the Primary SEN development officer; in our Senior School it will be drawn up by the SENCo in liaison with all those who teach the student. An IEP will be regularly reviewed and drawn up once a term.

We have a team of well-qualified LSAs who are deployed to work with those with greater needs, either supporting the student in the classroom with work set by the teacher or working with students 1:1 on agreed IEP targets and strategies. 1:1 work in addition to good classroom practice will prove to be beneficial to the students, identified through the stages of the SEN policy, and integrated into the student's timetable in a discreet and sensitive way.

We will meet the needs of students for whom English is an additional language by means of a range of appropriate measures such as some initial curriculum reduction, 1:1 working with a LSA, staff awareness and monitoring, and use of a 'buddy system'.

Students with social, emotional and pastoral needs will have these met through our pastoral system, where each student will be in a small tutor group with a dedicated class teacher or form tutor. There are experienced pastoral heads for the Primary School, Key Stages 3 and 4, and the Sixth Form. A pastoral issues file, containing articles on a variety of subjects will be kept and updated; this will be used to provide instant advice for staff following any pastoral issues which affect the school community.

The role of the SENCo is seen as a key one in school. The SENCo will have overall responsibility for:

- Identifying students who may have SEN and arranging the necessary assessments.
- Communicating with all staff to ensure they are aware of the child's difficulties and the most appropriate strategies to use.
- Leading or arranging relevant in-service training.
- Maintaining and updating the SEN register.
- Establishing and maintaining excellent relationships with students, parents/carers and the wide range of professionals who may be involved with any one student.

The current SENCo has QTS and a post-graduate SEN qualification, and is to retire at the end of this academic year; finding the right replacement has already been identified as a priority appointment.

Use of ICT to support SEN students

ICT has a large part to play in meeting the varying needs of students with SEN. Where appropriate, each of our statemented students will have an individual laptop, funded through their statement, with carefully chosen software, such as Clicker and Wordshark (literacy), Inspiration (mind mapping), Numbershark (numeracy) and voice activated software. These programmes, selectively and professionally used, can bring a real sense of success and achievement, for example: the use made of Clicker by a statemented student, presently at the school, to produce her own illustrated story book which she then read to some of our youngest students. All teachers and support staff will have been made aware of functions within Word that can make work more accessible to dyslexic students. Word processing will be used where appropriate to aid the drafting and editing process and to produce attractive and accurate work that the student can be proud of.

For students with physical and sensory disabilities, ICT can be used to:

- Provide switch access to classroom activities such as matching, sorting and word processing.
- Translate text into speech and speech into text.
- Prepare work which is specially adapted with large fonts, symbols and particular colours.

This will give students some level of independence in partaking in activities and the ability to work in an environment that encourages play and investigation.

For students with learning difficulties, using ICT can:

- Provide students with a clutter-free working environment where features of programmes are linked to students' ability.
- Enhance the development of activities which are clear, focused and attractive to students.
- Enable students to practise skills in a different context, allowing numerous repetitions in order to aid learning.
- Support language development activities and offer multi-sensory ways of learning.
- Offer a medium for differentiated activities.

For students with emotional and behavioural difficulties, using ICT can:

- Offer students a non-threatening or non-judgemental situation.
- Allow students to be motivated and offer opportunities for success.
- Give students the opportunity to be responsible for their own learning.
- Allow students to work on tasks that are more manageable and achievable.

We will also use ICT indirectly, in that all students coming into Year 7 will be screened for possible dyslexia using the LASS screener. The whole-school assessment routine will help support learning progress for SEN students by providing a monitoring and tracking record, and will be another tool used to flag up discrepancies between areas of performance that could indicate an underlying special need.

Other Agencies and Partners

We will work in close liaison with the Joint Council for Qualifications to obtain and provide evidence for any examination access arrangements that may be required by students with varying needs. These will then be practised in school and become the students' normal way of working. Examples of access arrangements currently in place include up to 25% extra time, use of a reader, a transcript and an oral language modifier, language modified papers, and a live speaker for listening assessment. We will also work with a variety of other professionals, particularly with regard to our statemented students. These will include:

- Educational psychologists.
- GPs.
- Paediatric physiotherapists.
- Occupational therapists.
- The Local Authority Special Educational Needs Department.
- Local Authority Specialist Teachers (Speech and Language, Hearing Impaired, Autistic Spectrum Disorder, and Visual Impaired.)
- The Inspira service with regard to students who are statemented to ensure that they can progress smoothly to the appropriate level of Further and Higher Education.
- Children and Adolescents Mental Health Service (CAMHS).
- SCuDA (South Cumbria Dyslexia Association).
- CBIT (Child Brain Injury Trust).
- NDCS (National Deaf Children's Society).
- SAFA (Self-harm Awareness for the Furness Area).

The School Environment

We are aware of our need to abide by the Equalities Act 2010 and have examples where we have made some reasonable adaptations to our school environment, such as adjusting door security mechanisms and fitting handrails to exterior staircases and shower cubicles to enable them to be used safely and independently by students with physical disabilities.

The Learning Support Department presently has a permanent base within our library, with access to two networked computers. These are used during Study Support lessons, for example to give access to revision websites. There is also a departmental laptop that can be used during the drop-in sessions held twice weekly by the SENCo for students in Year 7-9. This base has small, welcoming quiet rooms for 1:1 and small group work; SEN students' work is also displayed on the walls.

With the anticipated change in our future cohorts, we will be expanding this facility into another area of the school. This area will provide a much larger room where students can meet on a formal and informal basis, where Study Support sessions can take place and where smaller rooms will enable 1:1 sessions and meetings to take place.

D5: Pupil Achievement

Overall Aims

As a Free School, Chetwynde will become synonymous with excellence and opportunity where every child feels valued, empowered and able to fulfil their potential. We will strive for academic excellence and rigour and help our children achieve their true academic potential in a friendly and disciplined environment. They will be at the very focal point of our existence and we will

blend traditional and modern educational methods to facilitate this goal.

Areas of Achievement

The key areas we have identified that will allow us to achieve our aims and vision are:

- Academic Achievement – Chetwynde School will provide a curriculum that will be both broad and highly academic. We will have high expectations of our students and so we will look to set ambitious targets for their learning, progression and qualifications.
- Behaviour – Chetwynde School will be a calm and respectful community and we will have extremely high expectations for the behaviour of both the staff and students. This will help to create a culture with a very positive attitude towards teaching and learning and lead to outstanding student achievement.
- Beyond the Classroom – We do not want the experiences and opportunities available to the student to stop at the classroom or at the end of the day. Chetwynde School will deliver a wide and stimulating range of extra-curricular activities. This will contribute to the health and well-being of our students as well as broadening their horizons and so contributing to their achievement. We will set targets to encourage participation by all.
- Small School – We believe in the positive benefits of a small, co-educational, all-through school where students feel valued and are part of a thriving inclusive community. We will set ambitious targets for attendance, creating a demand at the entry points, to reflect the popularity and success of the school. We want students and parents to aspire to Chetwynde School knowing that their achievement and progress is assured.

Types of Pupil Assessment

A central pillar of our success will be measured through the academic achievement of our pupils since there is a clear focus on this in our vision. To ensure that each student fulfils their potential and that the whole-school achieves its ambitious academic targets, data will be collected in a variety of ways to monitor progress for the individual and as a school. Assessment will be integral to all teaching and learning at Chetwynde School. It is the means by which we will analyse student learning and the effectiveness of our teaching and will act as a foundation on which to base our future planning and self evaluation.

Diagnostic Assessment

We will employ a number of diagnostic assessment products from the CEM Centre at the University of Durham throughout the Key Stages that will provide standardised educational progress data that can be used to monitor progress (individual and whole-school), set individual targets, inform teaching and learning and have a diagnostic role in bringing to light cognitive issues. We will use:

- PIPS (Performance Indicators in Primary Schools) provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential.
- MidYIS (Middle Years Information System, ages 11 - 14) will provide baseline tests and feedback which includes predictions and chances graphs for external examinations and a full value-added reporting system.
- Yellis (Year 11 Information System, ages 14 -16) is a value-added monitoring system that will provide a wide range of performance indicators and attitudinal measures for students in Years 10 and 11. Students will take the Yellis Baseline Test and the results from this will be reported back together with detailed Key Stage 4 predictions for each student.
- ALIS (Advanced Level Information System) will provide performance indicators for Key

Stage 5 in their A/AS levels. ALIS uses GCSE data and its own alternative baseline tests as measures of ability, against which to measure. This enables ALIS to provide predictive data and value-added analyses specific to each student and each subject studied.

- Every student entering the school at Year 7 will take part in a series of assessments called LASS tests. Areas of strength and of relative weakness can be identified by the tests which may, in some cases, indicate the need for further interventions or assessments as appropriate e.g. the diagnosis of dyslexia.

Internal Examinations

These will be used as summative assessment (where age appropriate) within the school to allow us to gauge student knowledge and understanding and will usually take place twice a year in January and June. The exams will be differentiated so that they provide stretch and challenge to the most able but are also accessible to all. The marks achieved will be compared across subjects and against the appropriate student diagnostic data to ensure that student progress is consistent with predictions, there are no anomalies that may suggest some 'problem' or cognitive issue and to monitor the performance of subjects and departments so that the best possible outcomes are available for our students.

Teaching and Learning

Formative assessment will be routinely used throughout our school to gather valuable information during the normal teaching practice where formal methods (i.e. structured lessons) will predominantly be used. The assessment information will be used to inform teaching and learning and to tailor the subject delivery to the particular strengths and weaknesses of the student. We will strive to produce a truly student-centric environment where students are provided with a wealth of support and progress information so they can become active participants in their learning experience and target setting. This will ensure that we, as a school, will be able to deliver the best possible outcomes for our students, achieve our core vision and to be able to undertake effective self evaluation and reflection leading to, if necessary, intervention strategies to maintain the excellence of our provision.

External Examinations

These will be used as summative assessment, will form part of our statutory reporting requirements and will be an indicator of the overall success of our vision since they are a measure of absolute results against national standards.

Specific Targets

In our first years of opening we will create targets that will act as Key Performance Indicators (KPIs) to enable us to rigorously monitor the ongoing success of our school in the key areas we have identified. Clearly, over time, these targets may necessarily be changed or modified to reflect the on-going success of the school.

Academic Achievement

EBacc.

- 90% of our students will achieve the EBacc. We feel this will be achievable, for whilst the school achieved very high EBacc. results in 2011, we were not focused on the EBacc. qualification so some students did not take suitable subject combinations. Now there will be a clear focus, we feel this target is very achievable. (See Figure 5, D1 and D2.)

GCSE

- 90% of our students will achieve 5 A*- C grades at GCSE including English and Maths.

We feel this will be achievable since our average figure from 2008 - 2011 was 93%. This clearly demonstrates that the fundamental structures necessary are in place and successful in our school. (See Figure 6.)

GCE

- The average GCE points score per student will be at least 900 based on highly academic A-levels. We feel this will be achievable since the data from 2008 - 2011 from the DfE clearly shows that Chetwynde School has delivered a consistently high level for this measure. (See Figure 7.)
- 85% of our Sixth Form students will go on to study at university with at least 40% of them attending a Russell Group university.

We feel this will be achievable since these figures are very close to the average of the statistics from the last five years for the Sixth Form at Chetwynde School.

KS2 SATs

- The percentage of students achieving Level 4+ in Key Stage 2 SATs will be at least 90%.
- The percentage of students achieving Level 5+ in Key Stage 2 SATs will be at least 40%.

Behaviour

It will be a primary aim of our Free School that every member of the school community feels valued and respected and that each person is treated fairly and well. We will be a caring community built upon mutual trust and respect and where bad behaviour will not be tolerated. A measure of our success will be in our permanent exclusion rate (see D7). Our target on behaviour will be:

- There will be no permanent exclusions from Chetwynde School in the first three years of its operation.

Beyond the Classroom

Participation in our extra-curricular programme will be seen as an essential part of developing the individual and ensuring the well-being of our students. It will add to the life experiences of the students, impart new skills and enrich their learning experience. We are particularly keen that as many of our students as possible will enrol in the DofE and continue its outstanding success in Chetwynde School where all Year 9 students have taken the Bronze Award. To continue this success we will set the following target:

- All Year 9 students will begin the DofE Bronze Award, with 90% moving on to complete the Bronze Award and start Silver, and 75% completing Silver and beginning Gold.

Small School

We are passionate about the advantages that being a small school will bring to the area including a feeling of inclusiveness, belonging and being part of a family atmosphere. This has been a clear strength of Chetwynde School to date and our stated PAN of 508 will ensure that this continues. The family nature of the school will enable us to set ambitious targets for attendance (see D7). We believe that students will want to come to Chetwynde School since they feel valued and enthused and so we will set the following targets:

- The overall annual unauthorised absence percentage will be below 0.5%.

- We will be consistently at PAN from September 2015.

Purpose of Targets

We have a clear vision for Chetwynde School where our students feel safe, inspired and able to achieve their full academic potential. We are also pragmatic enough to realise that we need to monitor and refine our progress in the light of changing circumstances and as time progresses. By setting targets, we will provide a framework by which to monitor and evaluate our success in achieving and improving this vision. By engaging in the monitoring and evaluation of our targets annually we will know how well we are doing and how to improve standards and provision.

Self-evaluation for School Staff

The targets we have identified at Key Stages 2 and 4 will provide an accurate and reliable indication of expected student progress. The data gathered from diagnostic testing will also provide valuable evidence of student strengths which can be used to inform teaching and learning by identifying ability in a number of key areas. This information, together with their own formative and summative assessment, will allow teaching staff to plan appropriate lessons with suitable differentiated material and to assess the outcomes reliably and, in some cases, against national standards.

The individual targets for particular cohorts and the whole-school targets will allow departments to develop suitable and rigorous schemes of work that are responsive and challenging and to look at individual teacher performance. This will allow quality assurance and monitoring to ensure that the best possible outcomes are being provided by the teaching staff.

Whole-School Evaluation

The targets at Key Stages 2, 4 and 5 will allow the Head Teacher to compare the school performance against national standards and thus see if the school is successful against its own targets and against other schools both locally and nationally through the DfE annual performance tables. Comparison of predicted data, derived from the diagnostic tests, with actual achieved results will allow student progression to be monitored and give a clear indication of how Chetwynde School is adding value to our students' achievement.

The non-academic targets will also allow the Head Teacher to look at many other aspects of the school and how it is performing e.g. pastoral care, behaviour, attendance and extra-curricular involvement. This information can then be used to inform the strategic thinking in the critical process of self evaluation. This will ensure that the central vision of the school remains at the forefront and continuous improvement is the mantra for the way forward.

Reporting to Parents and Carers

Chetwynde School will continue to be a community with a family ethos and so will actively seek to engage our parent and carer body. We will keep them regularly informed on their child's progress and targets through personal target sheets, progress tracking sheets, the progress grade report, parents' evenings, and annual full reports. Through the school newsletter we will also make clear our statutory targets to include those at Key Stage 2 and at GCSE. Specific diagnostic assessment will not be shared with the parents except the results from ALIS to help with A-level choice.

Reporting to Other Interested Parties

We will be happy to release our statutory targets at Key Stage 2 and at GCSE/GCE to other interested parties e.g. the local council, newspapers and other forms of media.

Strategic Planning by the Governors

The targets we have set clearly define the roadmap for what type of school we wish to be in the future. The targets are measurable, focused and unambiguously state the intentions for the school. As such, they will provide a robust framework on which the Governors can plan the strategic future of the school and monitor the success of its implementation. They also allow the Governors to evaluate the performance of the Head Teacher and staff who are ultimately accountable to the Governing Body by giving performance targets.

Monitoring and Reporting Systems

Our monitoring system will be based around SIMS using the Assessment Manager suite. This will be a new departure for the school since we currently use a system that was developed in-house. It will provide us with an integrated system that will allow more sophisticated tracking and target setting and allow teachers to enter data at home through the SIMS Learning Gateway and parents and carers to access progress information. It will also allow us to meet our statutory reporting requirements each year.

What information will be collected to Monitor our Targets

The vision of Chetwynde School as an all-through 4 - 18 school will result in a wealth of data being available for tracking, monitoring and reporting. We will now consider the data that will be collected at Chetwynde School:

Student

Upon Entry to the School

Information will be collected from the parent/carer including age, address, previous school, UPN, medical issues, emergency contact, doctor, telephone number, comments from the previous school, Key Stage 2 SATs results (if appropriate), SEN details and existing qualifications. This information is normally collected by the Admissions Officer.

Daily

Attendance information, assessment information, discipline issues, pastoral issues, medical issues, accidents, merits/house points.

Diagnostic Information

Class/Year Group	Diagnostic Test
Reception	On-entry Baseline test when they join in September
End of Year 1	January of this year
Year 2	January of this year
End of Year 3	May-June of this year
Year 4	May-June of this year
End of Year 5	May-June of this year
Year 6	January of this year
Year 7	MidYIS in September and LASS
Year 10	Yellis in September-October of this year
Year 11	Yellis Attitudinal Questionnaire in January of this year
Year 12	ALIS - GCSE results sent in September for feedback by October/November
Year 13	ALIS Attitudinal Questionnaire in January of this year

These tests will normally be administered by the Assessment Manager and entered into SIMS.

Public Examinations Entries

Year Group	Examination Type
Year 6	Key Stage 2 SATs
Year 9	Functional Skills in ICT
Year 11	GCSE entries
Year 12	AS entries
Year 13	A-level entries

The Head of the Primary School will communicate the entries for Year 6 to the Examinations Officer in the Senior School. For all other entries in the table (left) they will be communicated to the Examinations Officer by the appropriate Head of Department and entered into SIMS.

Public Examinations Results

Year Group	Examination Type
Year 6	Key Stage 2 SATs results July Yr 6
Year 9	Functional Skills in ICT results August Yr 9
Year 11	GCSE results August Yr 11
Year 12	AS results August Yr 12
Year 13	A-level results August Yr 13

These are collected by the Examinations Officer or their administrative assistant and entered into SIMS.

Internal Examination Results

Year Group	Timing of Examination
Years 3 -10	January and June
Year 11	Mock GCSEs in January

These will be entered into SIMS by the appropriate subject teacher and checked by the Head of Department in the Senior School and by the class teacher in the Primary School.

Progress Reporting in Reception, Primary and Senior Schools

Reception	Continuous observation and daily assessments recorded with progress records (including PIPS) and Foundation Stage Profile (FSP) updated once per half-term.
Primary School	Current PIPS results and history collated in November.
Senior School	A termly progress reporting system that will look at the effort and attainment of our students.

How will Information be analysed

The key purpose for the assessment and diagnostic data is to monitor progress and to set aspirational but attainable targets for the students. It will also be used to monitor teacher, departmental and whole-school targets. By using the data in this way, we will be able to quickly decide if a student or target is on track and if not intervene to create a positive outcome. The diagnostic data will provide valuable information on the strengths and weaknesses of our students and also provide predictions of performance at various Key Stages and in public examinations. It will be analysed and used in the following ways:

Diagnostic Test	Use
PIPS on-entry baseline	This will allow us to gain a profile of our pupils as they enter Reception so we can begin to set realistic learning targets for them. This will also give us a benchmark to monitor progress against, so we can quickly intervene if the child is underperforming.
PIPS	This will be used to provide an annual assessment of attainment which will allow us to modify targets, assess progress and to modify teaching and learning strategies. It will also provide Key Stage 1 and 2 baselines from which progress can be measured. At Key Stage 2, PIPS will incorporate the SATs results and this will provide information for the transitions between Key Stages 2 and 3.
Key Stage 2 SATs	This is part of our statutory requirement and will be added into our PIPS data.
MidYIS	This will be used to produce Individual Pupil Records (IPRs) to act as a baseline to inform teaching and learning and to update any targets. It also produces predictive data which includes GCSE grades that will be used to further refine personal targets. This will be used in Key Stage 3.
Yellis	This will be used in Key Stage 4 as a value-added monitoring system and to produce performance and attitudinal data. This will refine the GCSE predictions obtained in Key Stage 3 and inform student target setting.
ALIS	This will be used at Key Stage 5 in Year 12 to produce predictions of performance at A-level and will be used to inform target setting, teaching and learning.
LASS	This will be used in Year 7 for the diagnosis of dyslexia.

The diagnostic data will be entered into SIMS, where appropriate, so it can be used to form baselines for target setting. Selected assessment data (for example internal examination results, progress grades and termly topic tests) will be entered into SIMS together with targets so that progress can be monitored using the 'traffic light system' in tracking grids. This will also allow us to compare student, class and whole-school progress against national levels and baseline data. Within Assessment Manager we will also be able to create end-of-year reports which will be rich with progress and attainment data and provide a valuable and engaging resource for our parents/carers.

Who will see the Information

Information is clearly of no use unless it is used and monitored but similarly, the amount of information seen by an individual or body will vary depending on the purpose, the individual or group concerned and any legal requirements (e.g. the Data Protection Act). This will also form a review process so that it can be rapidly established if an area is on target or falling behind so that appropriate and timely interventions can be instigated.

Academic Targets

Progress Tracking

- Student progress tracking sheet – this will be seen each week by the student,

parent/carer and the subject teacher so progress can be monitored and suitable interventions started if necessary.

- Class progress tracking sheets – these will be seen by form/class tutors, subject teachers, Heads of Department (HoDs), Heads of Key Stage (HKS) and the Assessment Manager (AM) each month to provide an overview and to highlight any trends.
- Whole-school progress tracking – these will be seen by the AM, SMT, Head Teacher and Governors to see if whole-school targets are being met and to formulate the strategic direction of the school.
- Progress reports – these will be seen by the student, form/class tutor, HKS and the parent/carer each term. These will allow student attainment and effort to be monitored and so trigger interventions as necessary.
- End-of-year reports – these will be seen by the student, form/class tutor, HKS, Head Teacher and the parent/carer each year. They will form part of our statutory reporting obligations and will provide a detailed review of progress and attainment.

Target Sheets

- Student target sheet – this will be seen by student, parent/carer and the subject teacher once per half-term. This will help teaching and learning at the student level.
- Class target sheets – this will be seen by the form/class tutor, subject teacher, HoD, HKS and AM each month. This will allow the effectiveness of teaching and learning to be assessed.

External Examinations

- Individual results will be seen by the student and the parent/carer when they are released.
- Cohort results will be seen by all teaching staff, the SMT and the Head Teacher when they are released.
- The processed results will be seen by the SMT, Head Teacher, Governors and interested stakeholders when they are published. This will meet our statutory reporting requirements, publicise the schools success to the wider community and allow target monitoring to occur.

Pastoral Behavioural Data

- Permanent exclusion rates will be looked at by the SMT, Head Teacher and Governors annually to monitor targets and to make strategic decisions.

Beyond the Classroom

- The participation rates in the DofE will be looked at annually by the SMT, Head Teacher and Governors to monitor the target success and to make strategic decisions.

Small School

- Attendance data will be looked at each term by the SMT, Head Teacher and Governors to monitor the target success and to make strategic decisions.

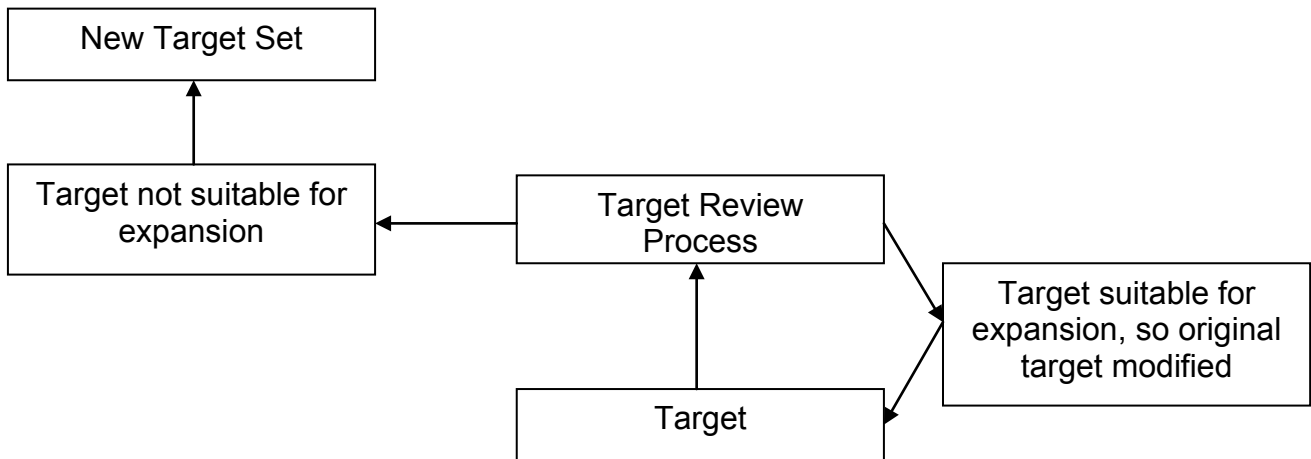
Whilst the bullet points above are not exhaustive, they will show that, as a school, we will be aware of the sensitive nature of some information and the principle of a 'need to know'. Clearly there are many levels of organisation including strategic, tactical and operational within a school and we will be careful to provide appropriate information for each level without breaking confidentiality. Pastoral matters would be a good example of this, particularly those that are deemed to be Child Protection issues. The Governors clearly fall at the strategic level of the school and so summative information will be needed here so that decisions can be made about

overall performance and progress towards our key targets and strategies.

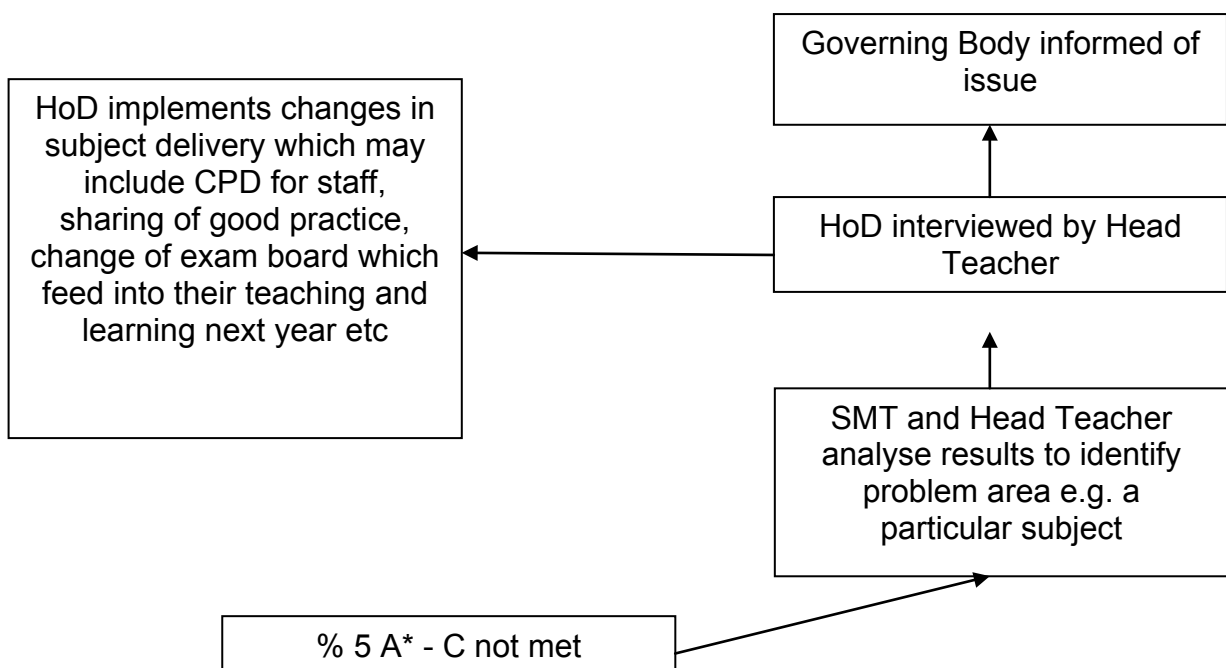
Interventions and Accountability

If a target is judged to have been met or exceeded by a regular review process, the SMT and the Governors would then decide on the way forward. This outcome would differ slightly if the target had only just been reached since it would alter the mindset and potentially influence any future targets. This would depend on the nature of the target.

The flow diagram below outlines the decision-making process:



The case for a target that has not been reached is more complex in the type of solution needed but is no less clear in determining the action. If, at the review process, a target has not been achieved then some form of intervention maybe necessary. Clearly, the ladder of intervention for each type of target will be different in its make-up but the desired outcome will always be to bring the target back on track. An example of this would be the percentage of students achieving 5 A* - C grades at GCSE. The flow chart below shows how the problem would be studied:



Performance Management

Accountability is clearly an inherent part of the teaching profession and as a school, we will be responsible to our stakeholders to provide an excellent education for our students. There will also be accountability to the government through the inspection process. With accountability comes responsibility and a need to ensure that rigorous and appropriate standards are adhered to. This must necessarily include a transparent, fair and impartial discipline procedure which may be needed in extreme cases. There is also a need for clear leadership and professional support so that the teachers can feel valued and supported.

To promote excellence in teaching there will be a supportive, mandatory performance management structure in place that will meet yearly to decide key objectives for the coming year and to review and rate performance over the previous academic year. The criteria used for review purposes will be different dependent on the position the individual holds in the school. In all cases, however, the idea is to not identify weaknesses but, rather, to provide opportunities for improvement and additional responsibility to support career progression, and to help the school achieve its overall targets. Opportunities for professional development in relation to our current targets could be:

Target	Professional Development Opportunity
Academic Achievement	Exam Board training courses, additional qualifications, sharing of best practice, ICT training (e.g. on VLE), SIMS training, lesson observation
Behaviour	Training courses, sharing best practice, lesson observation
Teaching	Exam Board training courses, additional qualifications, sharing of best practice, ICT training (e.g. on VLE), SIMS training, lesson observation
Beyond the Classroom	DofE training, staff training
Small School	Marketing training, SIMS training

Professional development training is clearly an ever expanding arena with many providers eager to enrol teachers so care must be taken to make a judgement of the value of such offerings. In principle, however, we will support any reasonable request for professional development providing a reasoned case can be made and it is fiscally possible within the budget constraints of the school.

Engaging Parents/Carers

We believe that the education of a child is a partnership between the school and the parent/carers. Without the wholehearted and committed participation of both, the educational outcome is likely to be the poorer. We therefore feel it is fundamental to the community ethos of our school that we engage our parents/carers as widely as possible in the education of their children. We have described how and when we will report on the progress of the students and outlined ways in which we intend to gather information from our parents/carers since they are a key stakeholder. In our vision we see parental involvement vital since it can:

- Enhance their ability to support the child's education.
- Help create a culture of learning.
- Help improve their own skills and confidence.
- Help them to understand how to support the development of their child's skills.

Through the use of newsletters, a PTA (The Friends of Chetwynde), parental surveys and meetings, we will be able to inform parents/carers and gather their views and opinions. This valuable feedback will enable us to move forward with confidence by incorporating the views and needs of the parent/carer body where prudent and appropriate.

Parents/carers will be encouraged to support the many school activities (sport, drama and music to name a few) where they can appreciate the many talents of their children and of others. The feeling of collective community and purpose that this will create can only be of benefit to the development of the student and school. By fully engaging in their child's education they will contribute to their social and emotional development acting as role models or barometers of acceptable behaviour. A valued child is an ambitious child who will thrive in the environment that will be Chetwynde School and the circle of our vision and ethos will be complete.

D6: Admissions

Chetwynde (The School) will act as its own admissions authority and will operate admissions arrangements in line with the School Admissions Code, School Admissions Appeal Code and Admissions Law as it applies to maintained schools.

Published Admission Numbers (PAN)

- Chetwynde School will have an agreed PAN of 508.
- The PAN for year groups Reception to Year 6 will be 24 and will operate one class in every year group.
- Years 7 to 11 will have a Pan of 54 per year and operate two classes in every year group.
- The number of students in the Sixth Form will be approximately 70.

Chetwynde School will be an all-through school; the normal year for admissions will be Reception, although there will be some additional places available in Year 7. Students already on roll in Year 6 will be guaranteed a place in Year 7.

Selection Criteria

There will be no selection criteria for entry into the school other than in cases of oversubscription where the oversubscription criteria will apply as set out below. In addition, entry into the Sixth Form will be by achievement of a minimum of six GCSE passes at grade B or above, including A* - C passes in English Language and Mathematics, and obtaining a grade B or above in subjects the applicant is wishing to study at A-level. Again, if the Sixth Form is oversubscribed, the oversubscription criteria below will be applied (after the relevant qualifications have been obtained).

Application Process

Chetwynde School will be its own admission authority. The school will work a co-ordinated admissions arrangement with the Local Authority. In doing so, it will ensure that the Local

Authority has all the necessary information, including details on PAN, to complete the Local Authority application form within the statutory timescales. Applications for Year 12 will be made directly to the school. Applications will be made by way of a common application form direct to the Local Authority. For Reception to Year 6 entry, applications are to be lodged with the Local Authority by no later than 15th January 2014.

For applications into Years 7 to 11, the common application form is to be lodged with the Local Authority by no later than 31st October 2013.

Parents will be informed by the Local Authority by 15th March 2014 for Reception to Year 6 applications and 1st March 2014 for Year 7 to 11 applications.

Oversubscription Criteria

If Chetwynde School is not oversubscribed, all applicants will be offered a place. Where the number of applications for admission exceeds the published admissions number, the oversubscription criteria outlined below will be applied:

After children whose Statement of Special Education Needs (SEN) names the School within section 4 of their Statement, the criteria will be applied in order as they are set out below:

1. "A looked after child". A looked after child is a child who:- (a) is in the care of the Local Authority, or (b) is being provided with accommodation by the Local Authority in the exercise of their Social Services function, or (c) the definition as set out in Section 22(1) of the Children Act 1989 and previously looked after children and children who are looked after, but cease to be so because they are adopted or became subject to a Residence Order or Special Guardianship Order, at the time of making an application to the school.
2. Children of staff. Where a member of staff has been employed for at least 2 years at the time when the application is made, OR where a member of staff has been recruited to fill a vacant post for which there is a clear skills shortage.
3. Children with older siblings attending the school at the time of admission. A sibling is defined as a brother or sister, step-brother or step-sister, and half-brother or half-sister. A sibling must be living at the same address and not be a cousin or other relative. This claim can only be made if the child has an older sibling who will be in attendance at school when the admission forms are submitted.

If there are more sibling applications than places available, the places will be allocated on the basis of shortest walking distance by road to the school. Walking distances are measured using a computerised Geographic Information System (GIS) to measure from the centre point of the children's home to the main gate of the School. In the event of a tie break within a block of flats, those living closest to the communal entrance will be given priority.

4. Children living closest to the front gate of the school allocated by the shortest walking distance by road.

If there are more applications than places available, the places will be allocated on the

basis of shortest walking distance by road to the school. Walking distances are measured using a computerised Geographic Information System (GIS) to measure from the centre point of the children's home to the main gate of the School. In the event of a tie break within a block of flats, those living closest to the communal entrance will be given priority.

Allocation of twins

Where a single place remains at the school and the application being considered is for twins or children of multiple births or same year group siblings, places will be allocated above the PAN to accommodate each child.

Waiting Lists

Those children who are not offered a place after the oversubscription criteria has been applied will be placed on a waiting list. This will be maintained for one full school term. Should places become available, the school will contact the child at the top of the waiting list. The child's ranking on the waiting list will be as set out in the criteria above.

Appeals Procedure

Chetwynde School will arrange for an Independent Appeal Panel to be constituted in line with statutory requirements. All parents who have not been successful in obtaining a place for their child will be informed of their right to appeal and the procedure required. The decision of the Independent Appeal Panel is binding on both parents and school.

Appeal hearings will take place between March and April 2014. If necessary, dates later in the year can be arranged but it is aimed that all appeals will have been concluded prior to the end of the summer term to ensure that both the school and parents know whether the child will be attending the school.

In Year Admissions

In year admissions include applications made part way through a school year or at the start of any year excluding Reception and Year 7. The school will work with the Local Authority to enable a co-ordinated response to be made to such in year applications, but the school will process its own in year admissions.

Admissions for September 2014

Transfer into Chetwynde School will be guaranteed for all children who are on roll from Reception to Year group 6 at the start of spring term 2014.

All students who are on roll from Year groups 7 to 10 by the start of the autumn term 2013 will be guaranteed a place.

In addition to the normal entry level (Reception and limited places in Year 7), the school will admit additional students where their academic year is below PAN. Chetwynde School will work closely with the Local Authority to ensure that the Local Authority is informed of the number of places available in each year group. The oversubscription criteria will be applied where necessary, along with the appeals procedure.

Summary

In drafting the Admissions Policy, the School has considered the School Admission Code, the School Admission Appeal Code, the Education Act 1986 and other relevant education law. The aim is to produce a fair and balanced Admissions Policy which allows parents in the locality of

Chetwynde to choose Chetwynde School for their child. The school has specifically not set a catchment area so as to encourage applicants from throughout Barrow-in-Furness and local area.

In drafting its policy, it has liaised closely with Cumbria County Council, who will be co-ordinating the School's admission. The draft policy has been agreed with Cumbria County Council.

D7 - Pupil behaviour, attendance and well-being

A key strength of our school will be its pastoral system. The quality of pastoral care links and flows through every aspect of student behaviour and attendance as well as their mental and physical well-being. Staff knowledge and understanding of their students, together with their professional care and expertise in accordance with thorough, pragmatic and progressive policies, will ensure the maximum balance of good mental and physical health leading inevitably to higher than average attendance rates and good behaviour.

Our pastoral system will be built around a hierarchy of form tutors, classroom teachers, Heads of Key Stage, Deputy Head, Primary Head and Head Teacher, acknowledging also the vital contribution made by TAs and lunchtime supervisors (see Figure 17 on next page). It will offer a clear and coherent pathway for pastoral issues and concerns. The hierarchy of staff corresponds to the ladders of intervention relevant to problems in attendance, punctuality, behaviour and child well-being. For each problem, there will be a ladder of appropriate procedures and a clear indication of what will happen next if that procedure does not produce the desired improvement.

The Pastoral Hierarchy

- **The Head Teacher**, together with the Governor with specific responsibility for pastoral care, will have final responsibility for pastoral issues, especially those cases involving child protection and exclusions.
- **The Deputy Head** will be, in normal circumstances, the member of staff responsible for whole-school pastoral care. He or she will have passed Child Protection Level 3 and will therefore be the school's Child Protection Officer. They will have responsibility for ensuring that key members of staff - Heads of Key Stage and Primary Head - have Child Protection Level 2 and that all members of staff, including those with non-teaching roles, have Child Protection Level 1, reviewed on a three-year rolling programme. The Deputy Head will also be the Head of PSHE and will be responsible for syllabuses and for some delivery of the Senior School programme. As Head of PSHE, he/she will also liaise with the Careers Officer and with the Local Health Authority, for example with regard for School Nurse provision of inoculations, counselling services etc. As part of the wider pastoral programme involving the well-being of staff, the Deputy Head and Primary Head will also have responsibility for the PDP with annual reviews and setting of future targets for teaching staff and induction of NQTs.

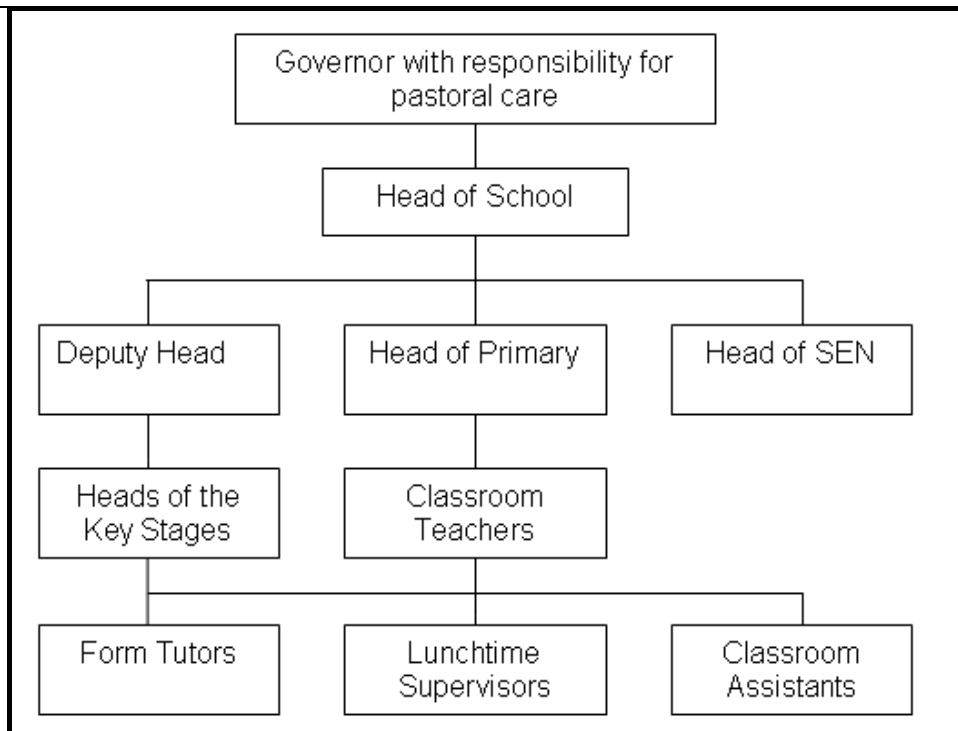


Figure 17 – Pastoral Hierarchy

- **The form tutors and classroom teachers** will be the pastoral frontline, as will sports staff and lunchtime supervisors who are often the first to notice changes in behaviour, health and eating patterns. The importance of TAs and lunchtime supervisors cannot be underestimated as it is often through their informal relationships with students that problems such as anorexia, self-harming, bullying etc. come to light.

The pastoral system will offer regular communication with parents/carers via the Home-School Agreement, the Pupil Planner, progress grades (see D5), parents' evenings, reports, and the daily register. Staff may communicate with their line managers via the Incident Report and the half-termly 'Concerns Sheet'. All relevant policies, forms and risk assessments regarding student attendance, behaviour and well-being will be in each teacher's Staff Handbook. One of the key aspects of the school's vision is the maximisation of each child's potential through high aspirations and high self-esteem. A thorough, compassionate and professional pastoral system will be integral to the achievement of this vision.

Pastoral success will also be strengthened by the 4 - 18 nature of the school which will encourage regular communication, and the growth of empathy between older and younger students. For example, we will operate a mentoring system whereby Key Stage 4 students can informally mentor the well-being of individual students at Key Stages 2 and 3. We will also continue to run the Chetwynde STAR scheme which enables Sixth Formers to give 1:1 support in Mathematics and English to pupils in the Primary School. The 4 - 18 nature of the school will also minimise the Year 6 to 7 transitions and the potential distress often experienced by children at this stage. We would be the only school in this area offering 4 - 18 education and the benefits of smooth, uninterrupted education, pastoral care and high academic expectations would doubtless appeal to many parents/carers.

Attendance, behaviour and well-being

These are often related to child poverty and deprivation. Cumbria has a lower level of child

poverty than the overall figures for England (17.1% as compared to 22.4% in 2011) but Barrow-in-Furness has the significantly higher statistic of 25%. There are more than 15,000 children under the age of 17 living in poverty in Cumbria and the vast majority will be resident in one of the Barrow-in-Furness wards. (Starting Sure in Cumbria, 2011).

www.nwpho.org.uk/cumbria/STARTING%20SURE%20CUMBRIA%20REPORT.pdf

Children growing up in poverty face greater challenges across a greater range of health and social indicators than those growing up in more affluent circumstances. If we are to tackle the health and social inequalities that shape the course of people's lives, then they are best addressed early so that every child has a fair start of starting sure in life.'

(Starting Sure in Cumbria, 2011 – Page 7 – See above link)

A 4 - 18 school with the best quality of pastoral care and expectations of behaviour will go a significant way to ameliorate Barrow-in-Furness' position in the country's poverty and child well-being statistics.

Attendance, behaviour and well-being are also affected by factors not related to poverty. Examples include bereavement, divorce, domestic violence, illness and a breakdown in family relationships. It is essential therefore that consistent and regular communications, both formal and social, are maintained with the students' families. The better we know our school community, the more able we are to address issues affecting student welfare.

A - Behaviour

'It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built upon mutual trust and respect. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate way.'

(Chetwynde School - Behaviour and Discipline Policy)

Our expectation is that student behaviour will be courteous and positive at all times. Doors should be held open as a matter of course, teachers and visitors should be greeted by name where possible, students should listen to each other in class, put up their hands and be given time to speak. They will be taught at every level to understand the importance of waiting patiently for one's turn, whether that be in class discussion, getting on the bus or standing in the lunch queue. One of the great advantages of the 4 – 18 nature of the school will be the positive role models constantly reinforcing considerate behaviour. For example, the younger pupils should be able to see from the Sixth Formers how to conduct themselves around school and towards staff. The older students will be aware at all times of the presence of smaller children and will moderate their language, attitudes and behaviour accordingly. The 4 – 18 nature of the

school will also ensure that the merits and sanctions policy continues smoothly with all students being familiar with what they might expect from both positive and disappointing behaviour.

Student behaviour will continue to be managed positively through use of:

- **The merit system:** Merits will be awarded by all teaching and non-teaching staff for excellent pieces of work, considerate behaviour, participation in extra-curricular activities, community projects, representing the school in a positive light in the wider community, the Duke of Edinburgh's Award etc. Merits are then calculated on a half-termly basis and added to the House scores so that the students can see on a regular basis the progress of the Houses in the House Cup Competition. Merits awarded to Primary pupils will contribute to this competition as will the Key Stage 2 'Pupil of the Month' certificate.
- **Positive marking:** All departmental handbooks will have marking policies where the emphasis is on the comment rather than solely the mark attained. All marking will include praise or constructive criticism.
- **The Pupil Planner:** All students from Year 6 upwards will make daily use of their Planner. Although primarily important for the organisation of homework, it will also be a medium whereby good behaviour can be noted by the teacher for the notice that same evening of the parent/carer, whom will be expected to sign the Planner at the end of each week. Form tutors review the Planner on a weekly basis and will therefore be able to see very early on if there are patterns of negative behaviour.
- **Positions of Responsibility:** These are awarded from Year 6 upwards. They include School Council representatives from each form, prefects, House Captains, Sports Captains and a Head Boy and Girl. These positions will be viewed as the very pinnacle of student aspiration. Those appointed will see themselves, and will be seen as, role models for the entire student body. They will have very real influence, for example on the School Council. The Head Boy and Girl will have regular meetings with the Head Teacher. The House and Sports Captains will be given many responsibilities, for example the organisation of Sports Day and the House Music Competitions.
- **The Head Teacher's Commendation:** Exceptional pieces of work or behaviour will be rewarded with a letter home from the Head Teacher.
- **Speech Day prizes:** These two very important occasions – one for the Primary and one for the Senior School - cover a wide range of achievement from prize essays and the industry awards to the Governors' Cup for superb whole-school contribution.
- **The Curriculum:** This will also help maintain good behaviour because of the very generous range of subjects on offer. The chance for students to narrow down their preferred options at Year 7, Year 9 and at Year 11 ensures that they are stimulated by a variety of disciplines and can also play to their strengths. Frequent consultation and exercise of choice encourages a positive attitude towards behaviour in class.
- **Classroom discipline and expectations:** These will be consistent across all Key Stages and will demonstrate respect and courtesy. For example, all students will address every member of staff by title and name, all students will stand at the beginning and end of lessons, a formal greeting will be given by the teacher and will elicit a class response, and students will put their hands up when they wish to address the teacher.

Student behaviour below expectation will be managed through the following whole-school system of strategies and early intervention procedures:

- **The Pupil Planner's discipline code and school anti-bullying policy:** This will be read and discussed by all students on the first day of the autumn term. The Code is signed by

all students, indicating their understanding and acceptance of its philosophy of respect towards others and the importance of safe, considerate behaviour.

- **The Pupil Planner:** This will also be used to relay small misdemeanours such as overdue homework to parents/carers and to the Heads of the Key Stage who will review the Planners regularly so that patterns can be quickly identified. This checking will complement the weekly Pupil Planner signing done by the form tutor.
- **Form tutors:** They may then choose to communicate first with the student and then parents/carers either by telephone or meeting. All communications with parents are then written up by the end of the same day and put in the student's permanent record.
- **The Incident Report:** This can then be used to detail disappointing behaviour such as persistent rudeness which can be written by any member of staff and is then shown to the relevant form tutor or classroom teacher and then to the Head of the relevant Key Stage. The incident will then be dealt with in the appropriate manner, a summary of which will be added to the original Incident Report which will then be filed in the permanent record of the student.
- **The Weekly Report:** This will be used to monitor a student's behaviour and organisation lesson-by-lesson. This will be preceded by a telephone call to parents/carers detailing why this measure will be deemed necessary. The parent will be requested to read and sign the report daily. It will then be filed in the permanent record with a summary by the Head of Key Stage as to whether further action was deemed necessary.
- **The weekly detention system:** Departments may choose to run their own detention system but there will also be a whole-school night run by the Head Teacher and Deputy Head which can be used for behaviour which crosses departmental boundaries. Parents/carers will be given twenty-four hours notice of any after-school detention.
- **A period of exclusion:** Exclusion from school might in extreme cases be deemed appropriate. This will only be necessary if all the aforementioned measures have been put in place and given a fair chance to succeed. Any measure involving temporary or permanent exclusion will necessitate the full involvement of student, parents, Head of School and Governing Body's Exclusion Committee with strict adherence to school policy and DfE provisions. Our philosophy will be to exclude no students if at all possible.

Although we understand that the nature of our student cohort will change, it will be expected that the high standards of behaviour encouraged, enforced and enjoyed by Chetwynde School from 1945 to 2012 will continue to be the norm. With this changing cohort, we anticipate a much closer and more regular liaison with our external partners, including the Local Authority.

Permanent Exclusion rates

In the decade from 2002 to 2012 Chetwynde School permanently excluded two students. There were no exclusions at all from 2009 to 2012. The local Academy permanently excluded eleven students in the year 2009 - 2010 and temporarily excluded 1,185 students. It was reported in the BBC local news as having "*the highest exclusion rate in England*" (see www.bbc.co.uk/news/uk-england-cumbria-17217756). We will aim to exclude no students and maintain our excellent record of encouraging good behaviour via high aspiration and the best pastoral care.

High aspirations and expectations of behaviour fostered and sustained by a strong, clear, hierarchical pastoral system will ensure standards of behaviour conducive to high academic achievement, student happiness and parental satisfaction. The school's Exclusions Policy will work in line with current legislation including the *Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012* and will have regard for the 2012 DfE Guidance: *Exclusion from maintained schools, Academies and pupil referral units in England*.

This will then have a positive impact, on the issues outlined below, on the wider community. Our vision aims to deal effectively with as many of those children as fall within our remit.

'10% of Cumbria's children begin school with challenging behaviour that can hinder how they progress at school.'

(Starting Sure in Cumbria, 2011, page 8)

www.nwpho.org.uk/cumbria/STARTING%20SURE%20CUMBRIA%20REPORT.pdf

Bullying

There is no doubt that persistent, directed unpleasant behaviour can blight a child's school experience and permanently affect self-esteem and the ability to form healthy relationships. Fostering compassionate and respectful attitudes towards others will form a core part of the whole-school PSHE philosophy, with specific units in Years 4, 6 and 7. There will also be complementary units, for example on prejudice and discrimination in Year 8 PSHE, Year 9 Religious Studies and GCSE RS, and the study of Human Rights in Year 11 PSHE. The school's anti-bullying policy will be in every student's Pupil Planner and will be read and discussed at the beginning of each academic year. The anti-bullying policy will work in line with legislation, in particular the Equality Act and has regard for the DfE's *2012 Guidance: Preventing and Tackling Bullying*. Strategies for prevention will include:

- The Sixth Form Mentoring scheme will enable students to convey their concerns to older students who can pass these on to staff.
- A professional and friendly relation between form tutors and tutees so that all children feel that there is someone with whom they might confide.
- The School Council which acts as a medium between students and staff.
- A professional and reasonable measure of confidentiality afforded to students reporting cases of perceived bullying to others.
- Regular updates at the weekly staff meetings so that teaching staff are aware of problems between certain students which might affect seating plans, group work etc.
- A range of sanctions for unpleasant behaviour ranging from letters of apology to meetings with parents/carers to periods of exclusion.

B – Attendance

Good attendance and punctuality will be emphasised as a crucial aspect of our school leading as it does to students achieving their full potential. It will therefore be an important part of the Home-School Agreement signed by parents when their child joins (see quote below).

'We expect all children on roll to attend daily, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend and to put in place appropriate procedures. We believe that the most important factor in promoting attendance is development of positive attitudes towards school. To this end we strive to make our school a happy and rewarding experience for all children.'

Extract from the Chetwynde School Attendance Policy

This school policy is in line with the Cumbria County Council policy (see below):

Regular school attendance is:

- *Attending school every day unless there is a very good reason for absence, getting to school on time, being present at school for both morning and afternoon sessions.*

Children who attend school regularly are more likely to:

- *Keep up with school work, develop good habits and important life skills, maintain friendships, gain better qualifications, have access to a wider range of opportunities when they leave school, stay away from harm.*

Cumbria County Council

www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/attendance.asp

Our strategies / ladder of intervention to encourage good attendance and punctuality:

- The start of each day will be specifically designed to be brisk. There will be a short registration taken by the form tutor or classroom teacher and then an immediate start to Period 1. The curriculum structure therefore encourages punctuality.
- Each register will have a clear code of symbols showing the cause of absence or lateness. The responsibility for keeping the attendance register up-to-date is primarily that of the form tutor or classroom teacher. The school office will then pursue unexplained absences by 10am that same day. The office will also be responsible for ensuring that annual absences and lateness are included in each student's end-of-year report which goes home to parents/carers.
- All students not present by the bell announcing the end of morning registration will be noted as absent in the register by the form tutor or classroom teacher.
- If a child is late, they must go to the school office and let the administration team know whereby they will be entered as 'late' in the register. If they do not appear by 10am, the administration team will ring home.
- Form tutors, classroom teachers and Heads of Key Stage will be responsible for contacting parents/carers regarding persistent lateness and unusual rates of absence.
- Penalties for lateness might include:
 - A note in the Pupil Planner.
 - Lunchtime detention.
 - Letter home from the form tutor.
 - Meeting with parents/carers.
 - Letter from the Head of School.
- Unusual rates of absence will be dealt with by the Deputy Head and will be seen as a child protection matter and investigated accordingly.

A very high proportion of students will be expected to participate in after-school clubs, music and drama, sporting teams and the Duke of Edinburgh's Award Scheme. The sense of achievement, camaraderie and belonging generated by such involvement will go a long way to ensuring that school is an enjoyable experience for students of all academic abilities. If a student feels a sense of duty to a team, to a teacher or to a club and also gets huge emotional benefit from such

activities, they are likely to have very low rates of absence.

Strategies to deal with long periods of absence:

- The form tutor or classroom teacher will usually act as staff-home liaison whilst keeping the Head of Key Stage and Deputy Head informed.
- A weekly 'round-robin' across all relevant staff will ensure a steady supply of work to be completed by the student so that he or she will not fall behind. This can be sent home or collected by parents, siblings or friends. It will be marked promptly by the appropriate teacher.
- The school's VLE system will facilitate work to be done at home and home-school communication. Each student will also have remote access to the school system.
- Depending on the cause of absence, a child protection folder may well be opened by the Child Protection Officer. This may well involve liaison with the LA, leading to potential prosecution under *s444 Education Act 1996* and thereafter working with parents/careers and the LA under any Court Order made.

Absence rates in Cumbria and Barrow-in-Furness

According to recent DfE figures, 2,709 secondary school students in Cumbria (9.6%) missed at least 15% of the school year 2010/11. The total absence figure for Chetwynde School in the same year was only 1.3%. Although we anticipate, given our new cohort, these figures to slightly increase, we are fully confident that our strategies and ethos will ensure an absence rate much lower than local averages.

The North West Evening Mail published an article in 2009 pointing out that in just the first three months of that year, a total of 66,000 days were missed across Cumbria's primary and secondary schools due to unauthorised absence (truancy or term time holidays). (See link - www.nwemail.co.uk/news/66-000-school-days--lost-to-unapproved-absences-in-cumbria-1.521147?referrerPath=/23207)

For 2010 to 2011, Chetwynde School had 0 unauthorised absences. The local Academy's rate for 2010 to 2011 was 1.28%, significantly higher than the national average of 0.69%. (DfE data).

High aspirations and self-esteem are both the road to, and the consequence of, excellent attendance. Our pastoral care will aim to ensure that every child wants to attend school because they are happy and safe within our walls and because they value the achievements they will enjoy. These are essential components of our overall vision.

C – Well-being

Poverty and deprivation affecting the local area impact upon every aspect of a child's well-being, whether it is their mental health, physical health, self-esteem, career prospects, internet safety or academic progress.

How well children are growing up can be measured by the Child Well-being Index which uses various indicators to estimate the position of children and young people in LEAs. Cumbria ranks 55th out of the 149 LEAs in England for overall child well-being. For the purpose of this application, it is crucial to note however that there are considerable variations between domains, with Barrow-in-Furness appearing with depressing regularity toward the negative end of all

indicator rates. (The higher the ranking number the greater the issue) – (See Figure 18 below: Communities and Local Government (Child Well-being Index 2009) Data provided by - www.nwpho.org.uk/cumbria/STARTING%20SURE%20CUMBRIA%20REPORT.pdf)

Indicator	Barrow-in-Furness ranking (out of 354)
Child well-being overall	295
Material well-being	270
Health and disability	342
Housing	325
Children in need	304

Figure18 - Child Well-being Index for Barrow-in-Furness

Ward	% of children in poverty
England	22.4
Cumbria overall	17.1
Allerdale	18.5
Barrow-in-Furness	24.2
Carlisle	18.4
Copeland	21.7
Eden	8.9
South Lakeland	9.5

Well-being is linked to poverty which in turn affects aspiration, self-confidence and academic expectations, all essential aspects of our overall vision. Child poverty in Barrow-in-Furness is a major reason why the area desperately needs a school with high quality pastoral care.

The table to the left clearly shows that the children in Barrow-in-Furness are more likely to be living in poverty than any other

population of children in the county.

A strong, compassionate and effective Personal, Social and Health Education programme (PSHE) within the pastoral provision needs to consider strategies to deal with the effects of child poverty and the lower-than-average well-being in the Barrow area.

Health and corresponding longevity are key factors to be addressed in Barrow-in-Furness and the statistics indicate the need for high quality PSHE provision concentrating on healthy eating, mental health, safe sex, contraception, smoking and drug abuse. All indices show that the general population of Barrow-in-Furness scores badly on issues such as general health, with especially worrying statistics regarding sexual health.

Sexual behaviour and statistics

According to the *Young People in Cumbria Health Related Behaviour Survey* commissioned by Cumbria County Council in 2011:

- Only 47% of Years 8 to 10 students knew where to obtain free condoms.
- Only 29% of Years 8 to 10 students knew of the existence of local sexual health services.
- 32% of Year 10 boys thought that AIDS could be cured.
- 93% had no knowledge whatsoever of genital herpes.

(Data provided by - Young People in Cumbria, Health Related Behaviour Survey 2011, CCC www.cumbriaobservatory.org.uk/elibrary/Content/Internet/536/671/4674/6164/4061603742.pdf)

These statistics seem to indicate the need for a comprehensive programme of sex education within the PSHE provision of local schools.

Another worrying trend is the increase in new cases of HIV and AIDS infection. Statistics show that new cases in Cumbria doubled between 2004 and 2008 but numbers in Barrow-in-Furness quadrupled in the same period. 75% of those infections were from heterosexual infection. A worrying aspect of these statistics is that 22% of new cases in Cumbria were identified at the AIDS stage rather than at the HIV stage compared to 8% in the North-West area as a whole. This implies that greater proportions of the people in Cumbria are not recognising the dangers of their lifestyles and were only tested when symptoms present. There is clearly a pressing need for better education in this area. (Source – North West AIDS Monitoring Unit, John Moores University.)

Chlamydia is a growing national concern. In England as a whole, 7% of those tested, tested positive. In Barrow-in-Furness the figure is 10%. (Data provided by - Cumbria Intelligence Observatory 2010.)

www.cumbriaobservatory.org.uk/elibrary/Content/Internet/536/671/4674/6164/4061603742.pdf

There has also been an increase in the number of teenage girls conceiving. The national increase is 3%; the increase in Cumbria for 2010 was 15%. Nationally the rate of conceptions per 1000 girls between 15 and 17 years is 41 (2007 figures). In Barrow-in-Furness however, the rate was 46.5. This rate indicates that some work needs to be done within local schools and health care providers to educate young people regarding sexual precautions if they are to equal or better the national average. The National Office for Statistics also shows that 28% of Cumbria's abortions were to women below the age of 20 whereas the national average is only 22%. This again indicates a level of ignorance concerning contraception and a low level of aspiration and career choice affecting teenage girls.

'Poverty, like teenage pregnancy, follows intergenerational cycles with children born into poverty at increased risk of teenage pregnancy especially young women living in workless households. ... Teenagers who become pregnant are more likely to drop out of school, missing a key stage of their education, leading to low educational attainment and no or low-paying insecure jobs without training.'

The Child Poverty Needs Assessment 2010

www.nwpho.org.uk/cumbria/STARTING%20SURE%20CUMBRIA%20REPORT.pdf

It seems clear from these statistics and the above statement that a better quality of pastoral care is needed in Barrow-in-Furness if these statistics regarding personal behaviour, aspiration and self-esteem are to be improved.

PSHE at Chetwynde School

PSHE will be a seamless part of the curriculum from Reception to Year 13. In the Early Years stages, PSHE will be taught within the other subject areas as an integrated part of the timetable. Examples might include:

- Bringing in examples of healthy food.
- Good listening skills.
- Showing how we care for others.

- 'How to be a good friend' games.

At Key Stage 2, PSHE will be timetabled in its own right with a minimum of 30 minutes a week. Examples of lessons might include:

- | | |
|-----------------------------|-------------------------|
| ➤ Feeling healthy. | * Making choices. |
| ➤ My chest of memories. | * Playground rules. |
| ➤ Looking after our bodies. | * Real friends. |
| ➤ Role models. | * Smoking. |
| ➤ Moral dilemmas. | * How government works. |
| ➤ Relationships. | * Can I talk about me? |

In the Senior School, PSHE will be timetabled to have one forty minute lesson a week per year group. Subject areas will include:

- **Healthy eating.** Barrow-in-Furness has higher-than-average childhood obesity rates and there will be an emphasis throughout whole-school PSHE on the consequences of unhealthy eating. We will expect occasional presentations, displays, posters etc. from our catering company to consolidate these messages.
- **The dangers of smoking, alcohol and drugs.** Again, the Barrow-in-Furness area has a significant problem in these areas and regular PSHE talks, discussions, assemblies, visiting speakers, DVDs will be the norm.
- **Prejudice and discrimination, including bullying.** Topics to include; *How are we all different from each other and yet share so much? How might we deal with cases of bullying as a school community?*
- **Sex education including STDs and contraception.** This course will be delivered to both Year 10 tutor groups over the course of an entire term. It will include worksheets from the Stanley Thornes - Integrated Personal and Social Education Programme (which covers Years 7 to 11). We would also expect to invite the LEA nurse in to deliver information and allow the students to discuss sensitive topics without staff necessarily present. It is expected that these sessions would include examples of contraception and advice concerning use, suitability and availability.
- **Parenting.** This course will be delivered to both Year 11 tutor groups separately over the course of an entire term. It will be based on the 'Stanley Thornes integrated programme' and therefore will be a direct progression from topics covered further down the school. The tone of each lesson will be to emphasise the hard work and dedication required to be a parent, and the huge responsibility it entails. Each lesson will also aim to nurture the sense of aspiration and confidence with which each young person should leave the school. Parenthood should be seen as a choice made by two people in the best possible position to make that choice.
- **Human rights.** This will be a progression from the anti-bullying work done before. The students will be able to see links between how they treat each other as individuals and how the world community treats whole groups, races and nations.
- **Democracy and political parties.** We would organise visits from local councillors and MPs. We would also run school elections for School Council representatives and mock general elections so that all pupils and students have a chance to participate in the process.

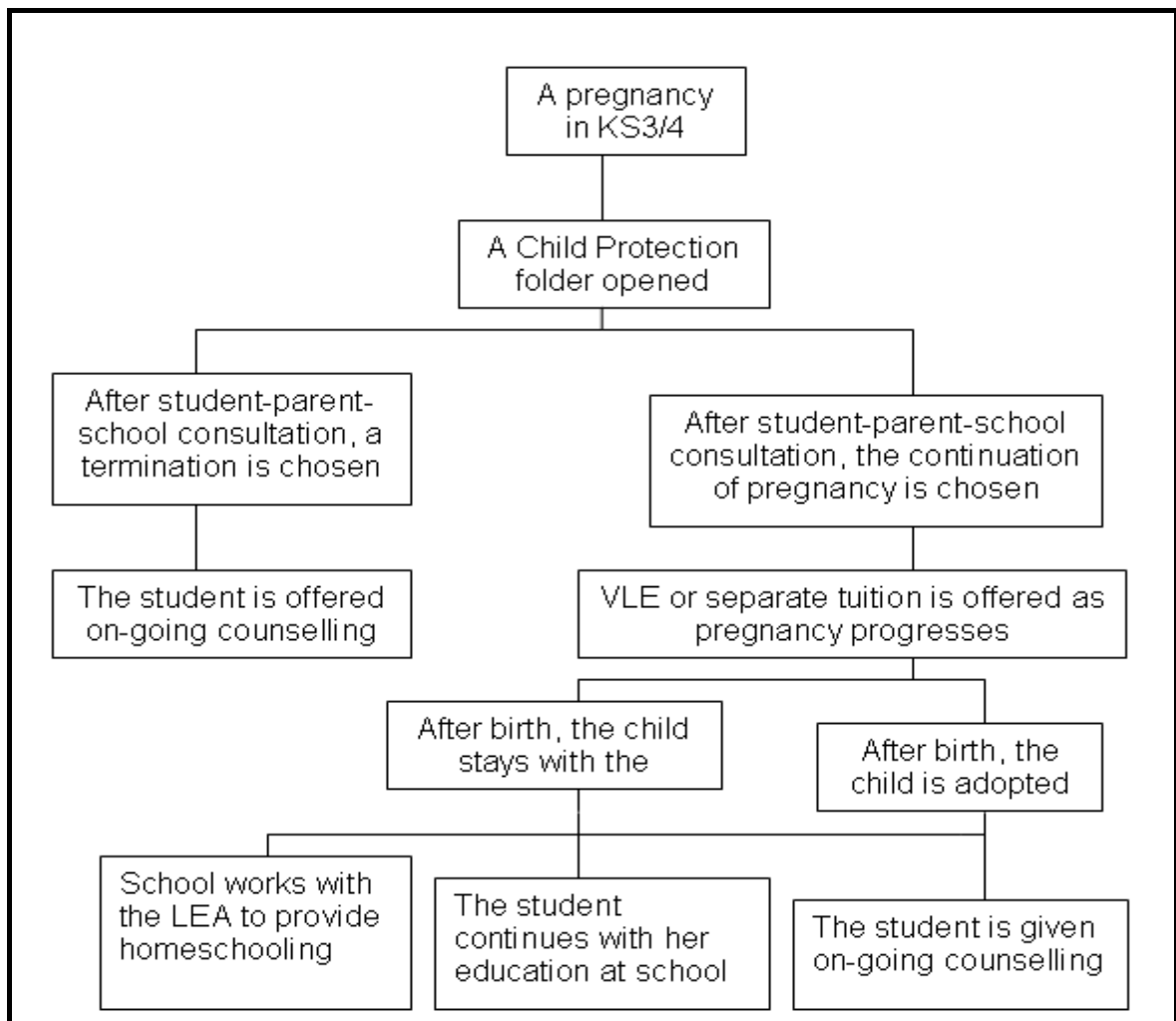
PSHE will also include visiting speakers such as LEA nurses, charity workers such as Age Concern and World Vision, bereavement counsellors etc. It will be expected that Key Stage

assemblies will regularly have PSHE as their focus.

Ladders of intervention

Although we expect to make a valuable contribution to improving the well-being, health and available lifestyle and career choices of our local community, it would be disingenuous to assume that all students will automatically make sensible decisions all the time. We therefore need to have flexible and pragmatic strategies in place to deal with the rare occasions when a student has made a poor choice with potentially destructive consequences.

An example of a ladder of intervention regarding student pregnancy:



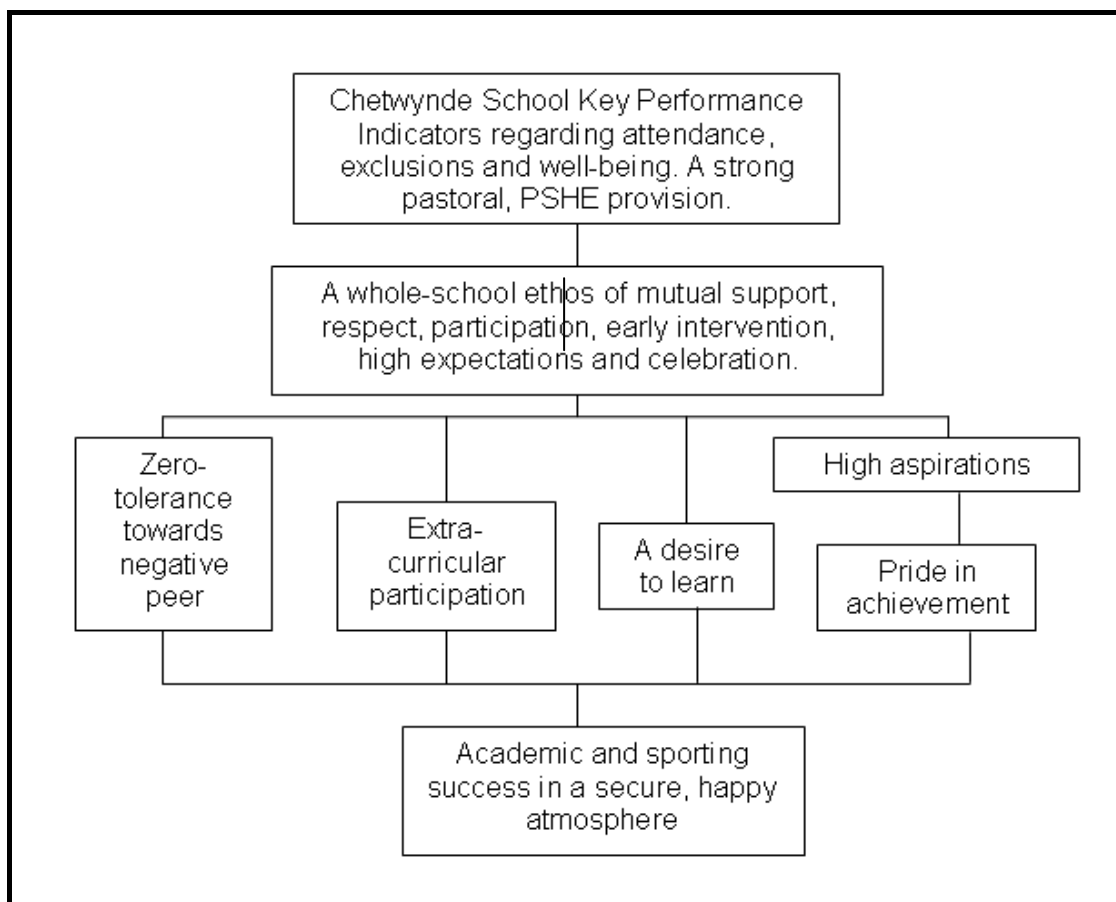
To conclude, local children in our community often begin life without the advantages of most English children, for example in Barrow-in-Furness 11.4% of houses do not meet the Government Decent Homes Standard. This is the highest percentage in the entire county and must surely impact upon the life chances and well-being of the children involved. There is a high crime rate in Barrow-in-Furness with Barrow Central Ward experiencing 200 crimes per 1000 population compared to the Cumbrian average of 51.4. (Data provided by the Cumbria Constabulary website.)

In Barrow Central Ward, there were no '*wealthy executives*', no '*flourishing families*', no '*prosperous professionals*', no '*educated urbanites*' and no '*wealthy achievers*'. 81.1% of those

living in the ward were described as 'blue-collar roots' and 8.3% were described as 'struggling families'. (Data provided by Cumbria Constabulary.)

www.cumbria.police.uk/Admin/uploads/attachment/files/Performance/Barrow_Ward/16UCFQ.pdf

It seems clear from local and national statistics that Barrow-in-Furness suffers from more poverty indicators than most English district council areas. The children here suffer from disadvantages of deprivation which then lead inevitably to risky behaviours impacting hugely upon their physical and mental health. Wards like Barrow Central, Barrow Island and Ormsgill which share similar statistics have traditionally sent no children to Chetwynde, (although the information gathered as part of the application for Free School (see Section E) suggests that this would not be the case if Chetwynde School was successful in its bid). As a Free School however, high academic aspirations, superb pastoral care and the expectation of achieving natural potentials regardless of poverty would allow such children a fair and equal chance in life.



We would offer the best futures to those given the worst starts.

D8 – Ethos

Local area, school traditions and history:

- Barrow-in-Furness is a predominantly white, Christian locale in keeping with the county of Cumbria as a whole. In the 2001 census, 0.15% of the population of Cumbria was described as being Muslim, 0.05% were Hindu, 10% were of no religion and 85% described themselves as White Christian.

- The two main employers however, Furness General Hospital and BAe Systems, have higher ethnic percentages.
- Chetwynde School traditionally also has a higher-than-county proportion of ethnic diversity, implying that it serves the needs of the two local employers. For example, in 2010, 34 out of 330 students (10%) were described in the ISC census as being of an ethnic origin other than White British. In 2011, the figure was 34 out of 297 (11%) and at the start of 2012, it was 38 out of 286 (13%).
- Our Free School will be sited upon the land of a former convent and has a seventy year history of Christian education, being once a Catholic school and then more recently a Christian non-denominational independent school.
- The three local senior schools offer either a secular or a Catholic ethos. There are no senior schools in the area offering a non-denominational Christian philosophy.

It therefore seems that an ecumenical, broadly Christian ethos is both necessary and desirable in the area. However, there should also be provision for the teaching of other faiths relevant to Barrow-in-Furness and the wider national demographic and we would aim to fulfil this need.

Curriculum

Reception, Key Stages 1 and 2

All faiths will be taught with an age-appropriate emphasis on festivals, foods, prayer and rites of passage ceremonies. Weekly RE lessons of 45 minutes will be timetabled as a discreet subject. The teaching of Christian tradition will account for roughly 65% of that teaching time with multi-faith themes accounting for the remainder.

Examples of lessons taught: Creation Stories, Light and Dark (Diwali, Christmas and Hanukkah), Jesus' Miracles, Jesus Chooses His Friends, Important Meals, Baptism and Funerals, Celebrations (Eid ul Fitr, Baisakhi), Advent, Religious Buildings, a visit to Furness Abbey.

Key Stage 3

All students will take Religious Studies in Year 7 unless parents/carers object in writing in which case alternative provision can be made, for example supervised library time or an extra period of another subject. Each Key Stage 3 year group will have two lessons a week. At the end of Year 7, students will be able to narrow down their curriculum according to aptitude and interest. Religious themes will however continue for all students in timetabled PSHE lessons throughout the Senior School:

- Year 7. Topics will include discussion of the nature and purpose of religion itself, an overview of all world religions and an emphasis on Judaism, Buddhism and Islam. There will be a visit to the local Buddhist Manjusri Temple. There will also be an introduction to ethical dilemmas taken from Christian and secular points of view.
- Year 8. Topics will concentrate on the life of Jesus, including the writing of the gospels, the disciples, the parables, the miracles and Holy Week. There will also be an introduction to contemporary moral issues, for example, capital punishment, which will be secular but with Christian foundations.
- Year 9. We will introduce Philosophy, Ethics and Sociology from a broadly secular perspective. Schindler's List will be shown and discussed as part of the Discrimination unit in Ethics.

Key Stages 4 and 5

We will offer Religious Studies as an option but also teach compulsory PSHE lessons to all KS4 and 5 students with broadly Christian themes such as human rights, the dangers of discrimination, responsible attitudes towards sex, alcohol and driving etc.

- GCSE. We will offer two AQA units: Christian Ethics and Mark's Gospel. These are broadly Christian yet can appeal to those of all faiths and none. Academic success in this subject does not depend on any particular faith.
- Key Stage 4. These students will also have the opportunity to demonstrate core Christian values through the Service element of the Duke of Edinburgh's Award Scheme. We expect all students to complete the Bronze stage and the vast majority to complete Silver. Examples of service include helping younger pupils with their learning, doing volunteer work in local charity shops, raising money for good causes.
- GCE. We will offer Edexcel Philosophy and Ethics. This will appeal to students of all faiths and none. The course content takes Christian philosophy as its base - for example the Five Proofs of Thomas Aquinas - but also encourages secular critique - for example the work of Hume and AJ Ayer. This A-Level is a clear continuation of the ecumenical and ethical philosophy promoted from the Primary School upwards. Philosophy and Ethics are the two most popular Religious Studies options taken nationally across all three exam boards but we would be the only local school offering both, for example Barrow Sixth Form College offers Ethics and Islam and Ulverston Victoria School offers Ethics and Buddhism. As part of GCE, we will continue to take both AS and A2 students to the much-acclaimed annual Philosophy lectures given by Dr Peter Vardy of Heythrop College, University of London.
- Key Stage 5. Sixth Formers will have many opportunities to show service in the Duke of Edinburgh's Gold Award, for example some will do volunteer work at St Mary's Hospice, many will spend a residential period helping at the Bendrigg House centre for children with disabilities. They may also participate in the Chetwynde STAR scheme whereby Sixth Formers give up their free time to help Primary pupils with their learning. We will also continue to enter Sixth Formers for the North West Evening Mail 'Golden Apple Award' for community work, which was won in 2012 by a Chetwynde student.

Christianity represents the bulk of this curriculum because it reflects both the traditions of the area and of our school site and history. The curriculum does not however imply the moral superiority of the Christian tradition.

Religious Displays

RS teaching rooms will be multi-faith so that posters, artefacts, music, clothing, holy books, prayer mats etc can be used as teaching tools. Christian artefacts are likely to dominate given the Christian history of the building, for example statues of Mary in the grounds. Students of any faith should be able to see something pertaining to their religion on the walls of the RS teaching rooms.

Assemblies

Whole-school assemblies will be based upon Christian themes, for example tolerance, respect, the Ten Commandments, care for the environment etc. A Christian prayer will be said and Christian hymns sung although there will be no compulsion for students of other faiths or none to participate. They would be expected to remain still and respectful. Non-attendance will not be encouraged because assemblies are also purveyors of secular information necessary for

students. However, - after consultation with the parents/carers - the student is still a candidate for non-attendance, there will be provision made for them to read in their form room, with their form tutor having the responsibility to inform them of any secular information given out and therefore missed.

Primary School and Senior School Key Stage assemblies are to be run on a weekly basis and by the students themselves. These do not need to include hymns or prayers though it is expected that their themes will be appropriate to our school ethos of tolerance, respect and unselfish participation. Our many choirs will be expected to perform in local churches to raise money for suitable causes.

Outside speakers and lunchtime groups

We will offer local churches the opportunity to run lunchtime clubs such as the Cross Fire Club offered by Chetwynde School for many years, run by the Spring Mount Baptist Church. We shall continue our links with World Vision's work in Rwanda and continue to sponsor children in the developing world through Plan International. We shall also continue with our weekly multi-faith meditation group. We shall encourage parents and students of non-Christian faiths to come into school and give informal talks about their religion and practices.

Visits/trips abroad

We will view these as very much an essential and integral part of the school experience. We aim to offer as many students as possible a wide range of opportunities to travel both locally and abroad, for example an annual trip to France. The school will continue to work closely with the British Council's Comenius Project which allows students to experience other European countries. We would also aim to continue our link with World Vision's work in Rwanda; we have already sent two students out there to teach and help in the World Vision school and clinic. The aim of the school is to foster the belief in universal human dignity, regardless of race or faith, and foreign travel can greatly encourage a more empathetic world view. Trips essential to the academic curriculum will be funded by the school. Those deemed non-essential to academic success are voluntary and family-funded with school assistance available where appropriate.

Uniform and symbols

The school uniform must be worn by all students alike regardless of faith. Discreet jewellery will be permitted which can allow religious symbols. Trousers and headscarves will be an option for girls in the Sixth Form. The school aims to be a community in which we share mutual respect and recognise our common humanity. Adherence to an agreed uniform helps to promote social cohesion and also to minimise social, financial and religious divisions.

Dietary provision

A wide range of foodstuffs will be offered daily. We aim to use Cumbria Catering which has existing experience in the dietary requirements of the local area as it serves most of the county's schools.

Conclusion

To conclude, we will adopt a Christian ethos as our fundamental philosophy. We will encourage an ecumenical approach to fostering an individual's life of responsibility, personal enrichment and unselfish work ethic. We will acknowledge the basic moral tenets that Christian teaching has given society in its most inclusive form. We also believe very strongly that there is no place in modern British education for any form of exclusion or judgement on the grounds of faith.

We plan to prepare our students for life beyond the culturally and racially narrow demographic of Barrow-in-Furness so that they can comfortably and with empathy take their place in 21st century Britain.

Section E: Evidence of demand – part 1

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	24	-	115	479	24	-	81	338
Year 1	24	9	89	408	24	-	115	479
Year 2	24	12	81	388	24	9	89	408
Year 3	24	9	89	408	24	12	81	388
Year 4	24	13	78	379	24	9	89	408
Year 5	24	13	83	400	24	13	78	379
Year 6	24	9	83	383	24	13	83	400
Year 7	54	9	86	176	54	9	83	170
Year 8	54	13	40	98	54	9	86	176
Year 9	54	18	34	96	54	13	40	98
Year 10	54	12	31	80	54	18	34	96
Year 11	54	13	20	61	54	12	31	80
Year 12	35	16	16	92	35	13	20	94
Year 13	35	27	12	111	35	16	16	92
Totals	508	173	938	219	508	146	979	221

Section E: Evidence of demand – part 2

Introduction

With high levels of local deprivation, the school has sought over recent years, to increase its bursary and scholarship fund to enable parents to continue to access the high standard of education offered for their children. Whilst a concerted marketing campaign has been undertaken to the wider community, it has highlighted the fact that the school is still not accessible to the majority, due to financial restraints. In many instances we have seen the incredible financial hardship some parents are prepared to put themselves through in order to access this educational opportunity for their children. (See Section C.)

E1 – Evidence of Demand

The initial public announcement that Chetwynde School was going to apply for conversion to Free School status was made on 9th November 2012. By 7th December 2012 we had received an amazing 1270 expressions of interest. Of these, parents of 1125 children indicated that they would select Chetwynde School as their first choice of school for their children and the other 145 parents supported the bid and requested further information.

What was also immediately evident was that there were many parents willing to make a financial commitment for twelve months in order to guarantee a place for their child in the school if the application was successful. To date, the Head Teacher has met with the parents of 98 children who have formally registered an interest in their child starting at Chetwynde in September 2013. These potential new students have not been factored into our projected numbers going forward, but their inclusion would mean beginning the academic year 2013/14 at 64% of capacity. Our expectation would be that more parents will register their children to start with us in September 2013 if a successful bid is announced in May 2013.

The overwhelming majority of the present parent body of the school have expressed their support for the conversion to a Free School. Only two sets of parents, with children presently in Kindergarten – Year 11 did not submit an ‘expression of interest’ survey form (although they did not state they were against the bid) and every form that was returned gave support for the bid.

The above indicates that there is a high demand for our educational ethos, standards and academic offering. These beliefs are substantiated by the following statements received from prospective parents when asked if they supported the Chetwynde Free School bid, the academic curriculum, ethos and objectives of the school:



[Redacted]

[Redacted]

[Redacted]

Local industry, business and community leaders are also strong in their support for Chetwynde School and its importance to the community as a whole: this is evidenced in the statements given below and further referenced in Section C:

John Woodcock MP for Barrow and Furness

“A fee-free Chetwynde can give the area a real boost and open up opportunities to families which are currently only available to those who can afford to pay. I have counselled all involved with the school to pursue this route and hope they have been helped by the meeting with education secretary Michael Gove which I secured for the Head. I will never begrudge people who use their means to pay for what they feel is best for their children but I am delighted at the prospect that a well-regarded school currently only available to a minority could soon be open to everyone.”

[Redacted] - [Redacted]

“I think it is extremely important to have a range and diversity of high quality education, not only to ensure we have the highly skilled workforce we need for our future, but also to attract highly skilled people into the area who are looking for a high quality education for their children.”

[Redacted] - [Redacted], [Redacted]

“Inter-generational poverty is endemic across Barrow. We are looking at a real dearth of aspiration; we need to give children in Barrow something to aspire to” (Source - NW Evening Mail 17/12/12).

Template of Survey Form

The Chetwynde School Support Survey Form outlined the ethos and curriculum to present parents, prospective parents and young people. A Frequently Asked Questions sheet (see E2) was attached.



Chetwynde
School

Chetwynde School Support Survey

We are currently collecting surveys to measure support for Chetwynde School converting to a Free School in September 2014. We may share this information with the Department for Education as part of our application for a new school.

Chetwynde is an independent school renowned for the high quality of its educational provision, consistently achieving GCSE and A Level results which place it as one of the highest performing schools in Cumbria. The last set of official Department for Education figures (Jan 2012) showed that in 2011, all of Chetwynde's Year 11 students achieved at least 5 A - C grades at GCSE (including Maths and English) and that 83% achieved the English Baccalaureate. (These were the highest results achieved by any school in Cumbria).*

The new **Free School** will be non-fee paying, around 500 pupils in number and be the **only all-through school** in the area providing the option for children to be educated in the same school from Reception through to Sixth Form. Chetwynde School will continue to offer the educational, sporting, musical and extra-curricular opportunities associated with a high performing school, whilst its outstanding level of pastoral support will continue to prepare all of its students for the challenges that they will face in the 21st century. Through a broad, traditional, academic curriculum culminating in the delivery of a focused A-level provision, we would expect all of our students to set themselves aspirational targets, maximise their potential and on leaving the school either embark upon a career path of their choice or continue with their studies into Higher Education. In the initial opening phase, the school would accept students across all year groups and then in subsequent years, at Reception, Year 7 and Sixth Form. The school will provide an exceptional educational experience for all of its students from aged 4-18 years.

Please register your interest in sending your child to Chetwynde School in September 2014 by completing and signing the form below.

If you provide us with your contact details, we will keep you updated on the progress of the campaign.

Name of Parent or Guardian	Postcode	Child's Date of Birth	I would select Chetwynde School as first choice for my child(ren) Please sign	O.R, I am interested in finding out more information	Email Address	Is your child(ren) currently enrolled at Chetwynde School?

Breakdown of results – Postcodes

The table below (Figure 19) shows the results from the School Support Survey Form. It also shows where all of the current students and prospective students, who have confirmed Chetwynde School as their first choice or have returned an 'expression of interest' survey form, live.

Postcode Area	District	Sub - District	Number of Response	
			Total	From current students
LA13 – [REDACTED]	Barrow-in-Furness	Newbarns, Roose & Holbeck	154	22
LA13 – [REDACTED]	Barrow-in-Furness	Risedale, Roose, Parkside & Newbarns	181	32
LA14 – [REDACTED]	Barrow-in-Furness	Central & Hindpool	42	7
LA14 - [REDACTED]	Barrow-in-Furness	Central, Risedale, Barrow Island & Hindpool	46	0
LA14 - [REDACTED]	Barrow-in-Furness	Walney	95	7
LA14 - [REDACTED]	Barrow-in-Furness	Ormsgill & Hawcoat	118	7
LA14 - [REDACTED]	Barrow-in-Furness	Parkside, Hindpool, Ormsgill & Hawcoat	184	12
LA15	Dalton-in-Furness		98	5
LA16	Askam & Ireleth		44	11
LA17	Grizebeck		17	3
LA18	Millom & Villages		25	6
LA20	Broughton, Foxfield & Ulpha		20	10
LA23	Windermere		1	1
LA8	Kendal		2	2
LA11	Grange & Villages		17	7
LA12	Ulverston & Villages		211	37
Others			15	0
TOTAL			1270	169

Figure 19 - Postcode Breakdown of 'Expressions of Interest'

Overview of results

The following statements can be made from the above table:

- For every expression of interest that was received from parents of students at Chetwynde, we received 6½ from prospective parents.
- 65% of all responses came from students living in Barrow-in-Furness, where only 51% of present students live in Barrow-in-Furness.
- Parents of 33 of our students, who returned the form, live within LA14. We received 452 other 'expressions of interest' from the same area. A significant number of Lower Layer Super Output Areas (LSOAs) of multiple deprivation can be found within LA14 (see Section C).

How the evidence of demand was collected

Present Parent Body

A meeting for existing parents was held to explain the intention to submit an application for conversion to a Free School in September 2014. Parents were overwhelmingly supportive of the proposed application and were given a copy of the Support Survey and the Frequently Asked Questions (FAQ) sheet (see E2). They were also made aware that there would be a 'drop in' session two days later, at the school, if they had any further questions to ask. Parents made it clear at the meeting that not only was the economic climate putting pressure on their ability to pay school fees, but also that 'opening the doors' to the wider public would enable students, who would not normally be able to attend Chetwynde School, the chance of an outstanding education. The parents were so supportive of the application that many of them went away to inform family and friends of the proposed decision and also became involved with the marketing of the bid.

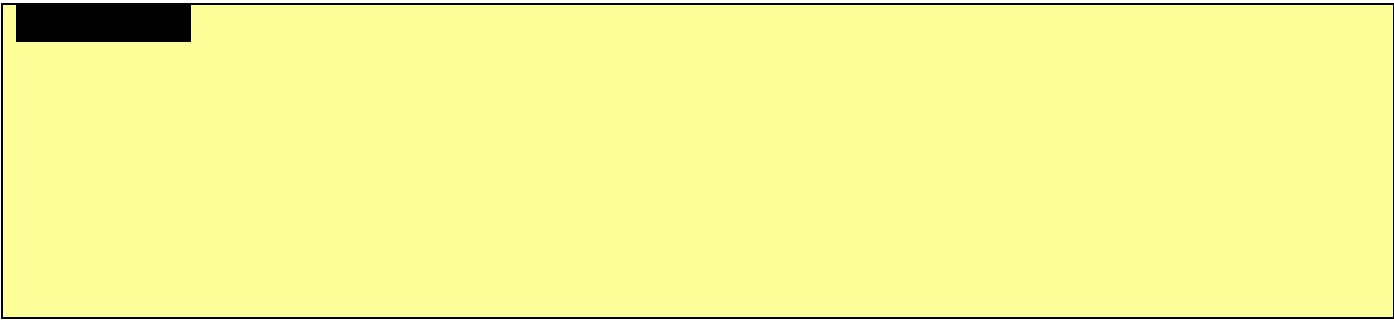
Potential Parent Body and Students

Whilst we had always been convinced that there would be a great deal of interest within the local parent body for Chetwynde School converting to a Free School, we had to wait until we had spoken to our existing parents before we 'went public'. However, it was decided that once the news had 'broken' in the local newspaper, a series of strategies would be put in place to ensure that we engaged directly with the local community. They were as follows:-

Newspaper Flyers:- The most efficient method of ensuring distribution of the Free School message to the wider community was via a leaflet campaign, with 39000 distributed in the local 'Advertiser' free paper (22nd November) and 14000 in the North West Evening Mail (17th November). This leaflet incorporated a Chetwynde Free School Survey form to evidence demand and offered information and direction to the Chetwynde School website for full details of the application, FAQ's and useful links for Free School related information. The FAQ sheet was distributed to every parent and young person registering interest at roadshows and town centre events.

Newspaper Editorial:- Editorial pieces in the North West Evening Mail encouraged wider public knowledge of Chetwynde School's vision and aspiration to Free School status, highlighting the support of our local Labour MP, John Woodcock. It also noted the expression of support from the Rt Hon Michael Gove MP for Chetwynde School to pursue Free School status following a meeting at the Department for Education with our [REDACTED], [REDACTED] in July 2012.

Electronic Poll:- An electronic poll was run on the Evening Mail website, asking the question 'If Chetwynde became a Free School and scrapped its fees, would you consider sending your child?' This generated 638 votes within two weeks, with 59% voting 'Yes'. A comment was also posted by someone calling themselves [REDACTED] which read:



Roadshows:- Roadshows and registration events were hosted at fourteen locations throughout the Furness Area in community centres, parish halls, and Sure Start Centres, with larger events at Barrow's main theatre, 'Forum 28', and the conference facility at the 'Dock Museum'. The map below highlights the venues for the roadshows and reflects the geographical distribution of levels of multiple deprivation evident in the locality.




Figure 20 – Map showing venues of roadshows, the number of 'expressions of interest' from each postcode area and the levels of multiple deprivation across the region. Prior to these roadshow/community events, 15000 roadshow specific leaflets were distributed by willing volunteers into letterboxes in the areas to enhance understanding and participation, incorporating dates, venues and a Chetwynde Free School Survey form.

Digital/Social Media:- Social media websites such as Facebook and Twitter were also used to communicate information to the existing parent body, their friends and associates. With a targeted Facebook advert generating over four hundred direct links through to the Chetwynde website for further information on the Free School bid, parents and young people could either download a form from the website to register their interest or submit their details electronically.

Other Events:- Committed parents and teachers went out into the community to raise awareness and canvas support, focussing on public community events including Ulverston's Dickensian Festival, Barrow's Christmas Markets and the switching on of the Christmas lights in Barrow Town Centre. An additional Open Day was organised at the school due to the response received from prospective parents. Teams of parent and teacher canvassers also attended Barrow's main supermarkets and shopping area to gather feedback and support, gaining a valuable insight into the hopes and concerns of prospective parents and young people.

E2 - Marketing


The strategy of utilising an extensive leaflet distribution in conjunction with traditional newspaper advertising, digital media via the website, social networking platforms, canvassing and roadshow events to engage directly with local communities has proven itself to be very successful (see E1).

Whilst the leaflet drops and the newspaper articles ensured all areas of Barrow-in-Furness were made aware of Chetwynde School's bid to become a Free School, it was distinctly noticeable that the best way of accessing the students and their parents from deprived and disadvantaged families was to 'take the message' to them. In Figure 20, it can be seen that of the fourteen roadshow/community events that were staged, six of them were held in areas of significant multiple deprivation.

The effect of these roadshows was to see a marked increase in the number of students from the most disadvantaged areas of Barrow-in-Furness who would consider Chetwynde School as their 'first choice'. For example:

- In LA14 – 2 (the Central, Risedale, Barrow Island & Hindpool postcode area), which falls into the top 3% of deprived areas nationally, parents of 46 children have registered their interest as Chetwynde being their first choice of school for September 2014/15. Currently there are no Chetwynde students from this postcode area.
- In LA14 – 4 (the Ormsgill and Hawcoat area), which falls within the worst 3 - 5% of socially deprived areas nationally, an information/registration roadshow was conducted at the Ormsgill Youth Community Centre. In addition to the current 7 students already in attendance at Chetwynde School, a further 118 children registered the school as their first choice for September 2014/15.

To make Chetwynde School more accessible to students from deprived and disadvantaged families, we arranged a focused marketing campaign through Barrow's Council Housing Association. They published an advertorial in their Christmas Newsletter for tenants and residents which was delivered to 2694 homes under their supervision, inviting readers to attend roadshow events and to visit the school's website for further information and to register their interest. Below is a copy of the letter we received highlighting where the targeted households were situated, again many of these are located within the areas of Barrow-in-Furness that have higher levels of multiple deprivation (see D7,C and Figure 20).



In the event of our application being successful, we would continue to enhance the above strategy by building links, visiting local communities and incorporating a further expansion to engage with nurseries, leisure/sports clubs, social groups such as Scouts and Brownies, and drama/performing arts groups.

Working with the community

Below is an outline of some of the links that we have with local schools and communities. These are links that we would continue to develop whilst looking for opportunities to nurture others:

- 'Gifted and Talented' workshops have been very well attended at Chetwynde School since their inception in 2010. These events are aimed at Years 5 and 6 pupils and take place on a Saturday morning, where local Primary Schools are invited to put forward a

number of their own pupils they believe will benefit most from these educational and fun workshops. The workshops have so far focused on a range of subjects including Modern Languages, Science, Sport, ICT, Philosophy, Maths and History.

- Sports events are an important part in the life of Chetwynde School:
 - Chetwynde School regularly hosts both football and netball festivals.
 - Members of the staff at Chetwynde School take the lead in organising the development of a variety of sports in the Barrow area. Within the staff body we have the Chair of the Barrow Primary School Swimming Association, the Chair of the Barrow Primary School Netball Association and the organiser of Barrow Senior School Athletics.
- Chetwynde School invites inspirational guest speakers to its Speech Day. As part of the arrangement, we invite pupils from the local Primary Schools to a special talk where they get an opportunity to meet and listen to the guest. Recent guests have included [REDACTED] and [REDACTED]. [REDACTED] [REDACTED]
- We have already developed strong links with several major local employers such as BAe Systems. They provide graduate trainees to help with our Young Engineers Club and staff to facilitate careers fairs and talks. They also help us provide several work experience posts, both in this country and abroad for some members of our Sixth Form.
- Allowing other organisations to use our facilities is also seen an important role within the community. Whilst we hire out our Sports Hall to a variety of groups throughout the week, for example the 'Bowmen of Furness', we also make our sports facilities and minibuses available to local Primary Schools when they are not in use.
- Charity work also plays a part in the life of the students of Chetwynde School. The students raise several thousand pounds each year for good causes and have been heavily involved, for many years, in raising money for a local Hospice and the North West Air Ambulance, through fundraising within the school and local community.

Future links

It is envisaged that by maintaining the above and looking to develop further links within the community, that we will encourage families to join the school. It is recognised that with such activities, a positive marketing campaign would continue to raise the profile of the school, constantly reminding the local families of the successes enjoyed by both the school and its students, and their role within society. This marketing campaign would use similar media and formats alluded to in E1 and would focus on making the school appear an attractive option to prospective parents, young people, students and staff.

One area where the school will look to further develop links is with other Secondary Schools. We are already in preliminary discussions with Walney School (an 11 – 16 Specialist Engineering College), who are keen to work with Chetwynde School to the mutual benefit of all our students and the wider community. We are particularly keen to form a mutually supportive relationship with Walney School and work towards our vision and aspirations to cater for 'high-end' skills in Design and Technology requirements for local students.

Faith ethos and marketing

Chetwynde School has a Christian ethos and will maintain this if the application for conversion to a Free School is successful (see D8 for further details). Whilst stating our ethos, we will be non-denominational in intake and will encourage an ecumenical approach to fostering an individual's life of responsibility, personal enrichment and unselfish work ethic. We will acknowledge the basic moral tenets that Christian teaching has given society in its most inclusive form. We also believe very strongly that there is no place in modern British education for any form of exclusion or

judgement on the grounds of faith. Even though 85% of the population of Barrow-in-Furness describe themselves as White Christian, through our roadshows we have endeavoured to reach out to all faiths and religions that are present within the area. Our current parents of an ethnic origin have been extremely supportive of the application and have been actively engaged in marketing the Free School bid within their own communities. We will prepare our students for life beyond the culturally and racially narrow demographic of Barrow-in-Furness so that they can comfortably and with empathy take their place in 21st century Britain.

Open Marketing

In the marketing of the school in preparation for the application, we have found that being 'open' with parents, prospective parents and young people with regards to what Chetwynde School, as a Free School, would look like has been the best policy. We have found the FAQ sheet below, to be one of the most positive aspects of the marketing campaign. This was given to all of the present parents, prospective parents and students.

Chetwynde School conversion to a Government Funded Independent School (Free School) - Frequently Asked Questions

1. Why is Chetwynde School applying to become a Government Funded Independent School?

Free Schools are government funded independent schools that provide a first class education free of charge. They provide, in many ways, an ideal of education: free to parents but allowing independence for the governing body and the staff of the school. In addition, in an uncertain economic outlook, Free School status will ensure the future of Chetwynde School. Our commitment is to retain the advantages that independence gives us whilst charging no fees.

2. How would Chetwynde be funded in the future?

The school would receive funding from central government which would be based on the number of students at the school.

3. So are the motives purely financial?

No. Whilst the planned change will indeed ensure the long term future of the school, we recognise that economic circumstances mean some Chetwynde parents, current and potential, will find it an increasing burden to pay school fees. The prime motive is to use the freedoms afforded by the Free Schools programme to provide a broad, academic and excellent education to the children of Barrow-in-Furness and beyond, and to strengthen the links of the school with its local community.

4. How big will the school become?

There will be a senior school of around 340 students and a junior/infant school of around 170 students. This will involve secondary year groups of about 54, plus a sixth form of 70. The whole school will be likely to consist of around 500 students.

5. What will happen to class sizes?

We would be aiming for maximum class sizes to be around 24 through the junior and infant classes. In Key Stages 3 & 4 each year group would be split into two forms or 3 classes in certain subject areas. This would keep class sizes comfortable and comparable with the presently stated maximum class size. This would still be below Government legislation.

6. What will happen to current Chetwynde School pupils?

All current Chetwynde pupils will retain their place within the school. Siblings of current pupils will

be a high priority in the new Admissions Policy (see Admissions Policy for further information).

7. What will happen to academic standards?

They will remain an absolute priority and Chetwynde would be free to follow its own curriculum. We will continue to cater for all ability groups and the curriculum will retain its academic nature. Chetwynde School is renowned for the high quality of its educational provision, consistently achieving GCSE and A Level results which place it as one of the highest performing schools in Cumbria. The last set of official Department for Education figures (Jan 2012) showed that in 2011, all of Chetwynde Year 11 students achieved at least 5 A* - C grades at GCSE (including Maths and English) and that 83% achieved the English Baccalaureate. (These were the highest results achieved by any school in Cumbria).

8. Will standards of discipline and pastoral care be maintained?

Yes. We have a well-established commitment to pastoral care and this will continue in the new school. The school's ethos is also incredibly important and it will be essential that this is maintained and instilled amongst the school community. The new Free School will be the only all-through school in the area providing the option for children to be educated in the same school from Reception through to Sixth Form. Chetwynde School will continue to offer the educational, sporting, musical and extra-curricular opportunities associated with a high performing school, whilst its outstanding level of pastoral support will continue to prepare all of its students for the challenges that they will face in the 21st century.

9. What about the extra-curricular activities?

These will continue as before, although with a greater number of children in the school, Chetwynde would be able to field some sports teams that it has struggled to maintain over the last few years. It would lead to a more vibrant, competitive sports and extra-curricular programme. There would also be a much greater participation in the arts subjects and students would be expected to take a full role in the life of the school. Some activities would be self-funding, whilst others might be funded by the school. The economies of scale enjoyed by larger schools would also mean that certain cultural experiences would become more available.

10. What will happen to pupils already at the school?

All Chetwynde pupils will be guaranteed their place at the school through to the end of Year 11, where certain academic requirements would need to be achieved to progress into the sixth form.

11. Will parents withdraw pupils because of this decision, thus destabilising the school?

That is not the evidence from other independent schools that have become Free Schools. The newly defined school should prove to be a very popular option with existing students and their parents, and also with future generations. Free Schools generally have a higher level of performance than local authority schools and standards of attainment at independent schools which have converted to Free School status have generally been maintained or have increased.

12. What arrangements will be in place for current staff?

All staff employed at the school on the conversion date will be entitled to transfer into the new school on their existing terms and conditions.

13. What will be the Admissions Policy?*

If the school is not oversubscribed, all applicants will be offered a place. If the school is oversubscribed, the oversubscription criteria below will be followed in allocating places:

a. All children whose Statement of Educational Needs (SEN) names the school within Section 4 of

their Statement.

b. 'A Looked After Child'. A looked after child is a child who (a) is in the care of the Local Authority or (b) is being provided with accommodation by the Local Authority in the exercise of their Social Services function, or (c) the definition as set out in Section 22(1) of the Children Act 1989 and previously looked after children and children who are looked after but cease to be so because they are adopted or became subject to a Residence Order or Special Guardianship Order, at the time of making an application to the school.

c. Children of staff. Where a member of staff has been employed for at least two years at the time when the application is made OR where a member of staff has been recruited to fill a vacant post for which there is a clear skills shortage.

d. Children with older siblings attending the school at the time of admission. A sibling is defined as a brother or sister, step-brother or step-sister, and half-brother or half sister. A sibling must be living at the same address and not be a cousin or other relative. You may only claim this priority if your child has an older sibling who will be in attendance at school when the admission forms are submitted. If there are more sibling applications than places available, the places will be allocated on the basis of shortest walking distance by road to the school. Walking distances are measured using a computerised Geographic Information System (GIS) to measure from the centre point of the children's home to the main gate of the school. In the event of a tie break within a block of flats, those living closest from the communal entrance will be given priority.

e. Children living closest to the front gate of the school allocated by the shortest walking distance by road. If there are more applications than places available, the places will be allocated on the basis of shortest walking distance by road to the school. Walking distances are measured using a computerised Geographic Information System (GIS) to measure from the centre point of the children's home to the main gate of the school. In the event of a tie break within a block of flats, those living closest from the communal entrance will be given priority.

f. Allocation of twins. Where a single place remains at the school and the application being considered is for twins or children of multiple births or same year group siblings, places will be allocated above the PAN to accommodate each child.

** This is the current proposed Admissions Policy and may be subject to change.*

14. What is the process in becoming a Free School?

Over the course of the last few months, members of the Senior Management Team and Governing Body have already attended several meetings and briefings as a means of keeping the original contingency plan of conversion to a Free School open.

The deadline for applications to be submitted is 4th January 2013, with interviews in February/March 2013 and a final decision being made by the Department for Education in the early summer of 2013. If the application is successful, the school would then be preparing for conversion in September 2014.

15. How do new children join Chetwynde School for September 2014?

Transfer into Chetwynde Free School will be guaranteed for all children who are on roll in Reception to Year 6 at the start of the spring term 2014. All students who are on roll in Years 7 to 10 by the start of the autumn term 2013 will be guaranteed a place. In addition to the normal entry level (Reception and limited places in Year 7), the school will admit additional students where their academic year is below PAN. The school will work closely with the Local Authority to ensure that the Local Authority are informed of the number of places available in each year group. The oversubscription criteria will be applied where necessary, along with the appeals procedure.

Section F: Capacity and capability

F1: Governance

Chetwynde School currently has a defined company structure but recognises there are areas on which it can build to further strengthen this in order to give the support required for the Head Teacher to run the school and the Governors to provide the strategic direction required to implement the vision for the school.

Company Structure

The Company is a private company limited by guarantee. The ultimate power therefore lies with the Members, each of whom will be liable to contribute to the extent of the guarantee in the event that the Company is wound up.

The Members will appoint the Governors who, as directors, are in a fiduciary position and who will be responsible for day-to-day decision making and running the Company on behalf of the Members. The Governors may be entitled to co-opt Governors to cover deficiencies in their numbers, but any Governor so co-opted shall only hold authority until the next General Meeting of the Company, at which point their appointment must be ratified by the Members.

The Governors will appoint the Head Teacher who will operate under the delegated authority of the Governors and will be answerable to them.

Members

The Governors are held accountable to the actions of the Members and therefore it is suggested that there will be no fewer than twenty Members. All Members will have full voting rights for such decisions as the appointment and removal of a Governor, approving or changing the Articles of Association, appointment or removal of the auditor, changing the Company name and winding up the company. They will meet at least once a year, at which time they can stand for election to the Board, vote on any matters required and receive an update on the running of the school.

Governors may be Members, but in any event the Members shall be responsible for electing the Governors or ratifying the appointment of any co-opted Governor as set out above.

It is anticipated that the full membership will be in place for September 2014. New Members will be recruited through local media. A clearly defined statement of roles and responsibilities for new Members will be attached to any advert. All new Members will be required to carry out the formal induction process but will not be required to carry out a CRB check as their limited contact with children as a Member will not warrant this.

The process for recruitment of new Members will include submitting a CV to the Board of Members for perusal followed by interview with the Head Teacher and/or Members, before a vote is taken. A unanimous vote will secure the election.

Governors

The Governors will be directly responsible to the Members and will have delegated authority to make day-to-day strategic decisions. As directors and trustees of the charity's assets they have responsibility for legal and regulatory compliance, risk management, financial propriety, strategic direction, health and safety compliance and maintenance of standards. They must work within the

requirements of the school's Articles of Association and conform to the relevant legislation of the Companies Act and Charities Commission.

Governors should be capable individuals from diverse backgrounds with a common goal and sound judgement who can offer guidance and the necessary expertise to fulfil their responsibilities. There are certain areas of expertise that are considered essential for the Governing Body to meet which will include but will not be limited to:

- Education
- Legal
- Human Resources
- Finance
- Marketing
- Surveyor/Architect
- Doctor of Medicine

The Board of Governors will not exceed fifteen Governors in total and will include a minimum of three Parent Governors and one Staff Governor.

Any Member wishing to be considered for election to the Board of Governors should make his/her intention known in advance of the Annual Meeting of Members where a vote will be taken against the selection criteria for Governors. A unanimous vote will secure the election and a Governor will be expected to serve three years before they are eligible for re-election.

Each Governor will sign a non-executive Directors Service Agreement setting out their rights and obligations, the source of the delegated authority and provide any specific authorities they may have e.g. Chair of Finance Sub-committee.

The Governing Body will meet at least once each half-term with the agenda including reports from each of the sub-committees. Opportunities for Governors to meet with staff periodically will allow Governors to gain an insight into their working life, get to know the staff and their issues, praise achievements and update on the development of the school. Openness between the Governing Body and staff is essential.

Staff Governors

Staff Governors will be elected annually by the staff body and serve one year before either standing for re-election or resigning office. The Staff Governor will sit on the Staff Consultative Committee and make a report to the Governors at the Board of Governors meetings.

Head Teacher

The Head Teacher is employed by the Governors of Chetwynde School to provide strategic direction in the overall development of the school, excellent leadership for all the staff and to sustain a culture in which the specific aims of the school can be fulfilled.

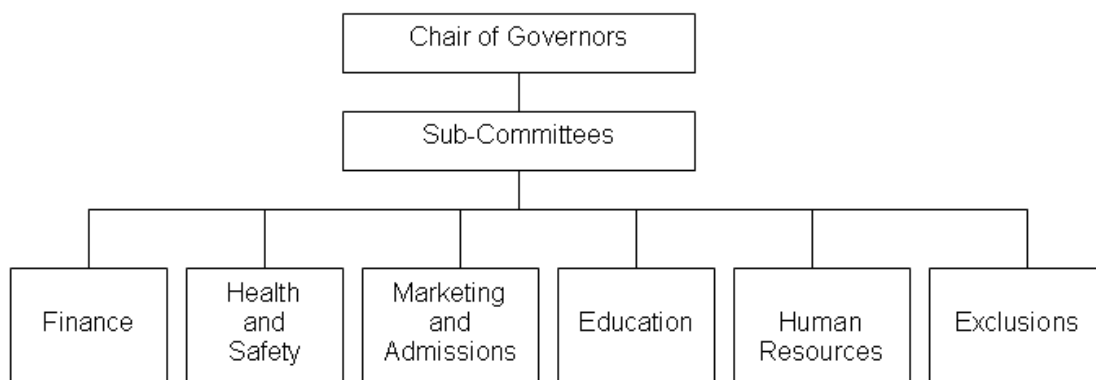
Communication between the Head Teacher and Governing Body is essential for the efficient and effective running of the school. Meetings between the Chair of Governors and Head Teacher will be held each half-term or as otherwise required to provide the Head Teacher with the support required, an objective view and any guidance whilst keeping the Chair fully informed about the affairs of the school. The Head Teacher will report to the Governing Body on such economic, educational, organisational and technical matters as the Governing Body shall decide and where

requested will provide such documentary evidence as is necessary.

In practice the relationship between the Head Teacher and the Governors can be complex. Proper communication, a strong structure and clearly defined divisions of responsibility will aid in strengthening this relationship. Areas in which the Head Teacher and the Governors will work together include:

- **Formulation of School Policy** - This will aid in informing the Governors of the elements required to run the school enabling them to make informed strategic decisions. The Clerk to the Governors will ensure that a programme of policy review and approval is continued and this item will appear on each Governing Body agenda.
- **Development Plan** - Initial drafting of the school's development plan will come from Heads of Department in conjunction with SMT but will be submitted to the relevant committees within the Governing Body structure for approval.
- **Staff Recruitment** - The Head Teacher and Bursar will be responsible for the day-to-day allocation of teaching and support staff; however Governors will be involved in the interview process for members of the Senior Management Team.
-

Governing Body Structure



Finance (see F3 for duties)

There will be three to six Governors serving on the Finance Committee at any one time and a quorum will be half of these Governors. The Bursar will act as secretary but will not receive a vote. Meetings will take place half-termly in advance of the Governors' meeting.

Health and Safety (see F4 for duties)

One Governor will take responsibility for Health and Safety reports being forwarded to the Governors and will attend the Health and Safety Committee meetings. Other members include staff from Art, Science, and PE together with a member of the Site Staff, Bursar, Head of Primary, Primary First Aider and the Health and Safety Officer. Meetings will be held termly and reports will be made to the full Governing Body. The Head Teacher will chair the meetings and the Bursar will act as secretary.

Marketing and Admissions (see F4 for duties)

The marketing and admissions sub-committee will be made up of at least two Governors, the Head Teacher and the Bursar. The Committee will meet at least once per month and the Bursar

will act as secretary.

The purpose of the committee will be to advance the school through the implementation of effective marketing and communication, to ensure that the correct admissions process is adhered to and that the appeals process is implemented correctly.

Education (see F2 for duties)

The Education Sub-committee will be made up of three Governors and the Head Teacher, who will act as the Chair. One of the Governors is to have prior experience of the education sector in a senior teaching capacity with management experience. The Staff Governor will also be a member of the committee. The committee will meet at least once per half-term and report to the Board of Governors. The Head Teacher's PA will act as secretary.

Human Resources (see F4 for duties)

The Human Resources committee will comprise of two Governors and the Head Teacher. At least one Governor will have expertise in Human Resource practices and will act as the Chair. The committee will meet at least once per half-term and report to the Governing Body

Exclusions

The Exclusions Committee is made up of three Governors who have been appointed by the full Governing Body to consider cases of exclusion. The role of the Committee is to decide if it agrees with the Head Teacher's decision to exclude a student. Its responsibility is to look at the evidence and to come to a view about whether the Head Teacher's decision was fair and reasonable in the circumstances. The committee will meet as required.

Other areas which will have Governor participation will include:

Estates

The school will have an estates group which will comprise of parents, Governors and staff who have expertise in buildings maintenance, construction, health and safety and other relevant areas. This group will meet at least once a month and concentrate on all areas of maintenance to ensure the fabric of the buildings are maintained in good order. The group will change according to the immediate needs of the school and expertise will be bought in or acquired as necessary.

Child Protection

One Governor will be elected to take responsibility for the overseeing of the Child Protection function of the school. They will meet regularly with the school's Child Protection Officer to ensure that procedures and policies are relevant, up-to-date and adhered to accordingly.

Other key relationships within the school are:

Senior Management Team

The Senior Management Team will meet each week and will liaise with the Governors through the Head Teacher unless an issue is deemed to be of such importance or relevance that a matter is raised directly with a Governor.

Staff Consultative Committee

The main purpose of the Staff Consultative Committee (SCC) will be to facilitate communication and understanding between Staff, Governors and the Senior Management Team (SMT). The aim of the SCC will be:

- To provide a forum for staff to ascertain, represent, discuss and seek action on issues and matters of interest arising from the staff body of the school.
- To develop lines of communication between the staff, Governors and SMT in order that issues and items of concern can be addressed directly and efficiently.
- To give the Governors a forum to appraise the staff of developments with the strategic plan of the school.

The SCC will comprise of members of staff as follows:

- Infant Department x1
- Junior Department x 1
- Seniors x 1
- Sixth Form x 1
- Non-teaching staff x 1
- SMT x 2

Clerk to the Governors

The Bursar will act as Clerk to the Governors. The Clerk will attend all Governors meetings and will be available to meet with the Chair and other Governors as required. The duties for this role will include:

- Preparing agendas for the Governors meetings. Forwarding these to each Governor with the minutes of each Committee in advance of the meeting.
- Convening the meetings and ensuring that subsequent meetings are agreed.
- Attending meetings, maintaining a record of the meeting and subsequently preparing minutes of the meeting for approval by the Chair.
- Distributing minutes to Governors.
- Advising the Governors on procedural matters and powers in relation to law, charity and company regulations.
- Organising the induction process for new Governors.
- Completing and submitting the necessary documentation to the Charities Commission and Companies House for new Members and Governors.
- Advising the Governors in respect of current trends and best practice in governance.
- Ensuring the Terms of Reference of each Committee are reviewed and kept up-to-date.

Conflicts of Interest

Governors and staff have a legal obligation to act in the best interests of the school and in accordance with the relevant legal and regulatory requirements. Conflicts of interest may arise where an individual's personal, business, family interest and/or loyalties conflict, or may conflict with those of the school and may create problems with inhibiting free discussion, making decisions which are not in the best interests of the school and may risk the impression that the school has acted improperly. To avoid conflicts the school will not contract in any commercial matter with any company or business in which a Governor is a Director, Owner (in the case of a sole trader), a Partner (in the case of a partnership) or is the holder of more than 5% of the issued shares of the Company. Similar prohibitions shall apply to associated or connected companies or individuals as defined by the Companies Act 2006. This prohibition can only be relaxed where the conflict is declared in advance and the Board decide unanimously (having regard to their fiduciary duty and the possibility of further conflict arising), that it is nevertheless appropriate to enter into such an agreement. This will be the exception rather than the rule.

Where there is a conflict between the interests of any person and the interests of the Governing Body that person will withdraw from the meeting and should not vote. The minutes will reflect this. In order to further minimise the risk of any conflicts the following measures will be in place:

- **Declarations of interests** - Governors and Members will be asked to declare any interests on an annual basis. The Clerk to Governors will maintain this information in the school's Register of Interests which will be accessible to relevant parties.
- **Staff Governors** - In order to protect the school and individuals involved in the decision making process at the school, any staff who are Governors are to remove themselves from discussion on such matters as pay and conditions and performance related issues and will not participate in the vote. This is to be fully documented in the minutes.
- **Parent Governors** - Parent Governors will not be involved in discussions that directly affect their children's education. Participation in discussions may be allowed where the benefits are universal to all children or the benefit is minimal.
- **Managing Contracts** - Where a Governor or Member has a pecuniary interest in any matter, he or she should withdraw from the meeting and not vote. Examples of cases where a fair hearing must be given include decisions relating to staff or student discipline or admission of students. The restrictions on persons taking part in proceedings do not stop a Governing Body or committee from allowing someone who can offer relevant evidence to a case from giving that evidence.

F2 – Educational Expertise

Chetwynde School is committed to continue providing a high quality teaching establishment and recognises the contribution from staff and Governors with educational expertise that is required to fulfil the vision.

Qualities required to achieve the vision

Chetwynde School has a high calibre staff body that has helped to develop the present ethos of the school through traditional values and high quality teaching. Through informal discussions, both on a group and individual basis, all of the staff are positive and enthused about the proposed conversion to Free School status. Whilst the teaching body contains varying levels of teaching experience, 73% of all the staff have previously taught within the state sector.

The school has a track record of high achievement in academic and pastoral terms. The current staff are integral in the application for the Free School and will be involved in the transitional process. Whilst it is anticipated that there will be three members of the staff body who will retire over the course of the next couple of years, (retirements that would have taken place whether the school converts to a Free School or not) it is expected that all present full-time members of staff will resume their teaching and other responsibilities at the post-opening stage. It will also be essential that, during the first year of the Free School, the Steering Group continue to meet regularly until the transitional stage is complete and to ensure that all regulations are complied with accordingly.

The roles and time commitments of those members of the Steering Group, staff and Governors who have educational experience are detailed in the table below and the short biographies that follow:

Educational Expertise

Name	Experience	Sections Completed	Time (p/w)	Role pre-opening	Time (p/w)	Role in School
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████	██████████	██████████	██████████

SG = Steering Group
 SMT = Senior Management Team
 A & R = Assessment and Recording
 SCC = Staff Consultative Committee

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[REDACTED]

Skills Gap

Chetwynde School is currently looking to recruit several Governors with direct educational experience and has had assurances from [REDACTED] that should the school be successful in its application [REDACTED]. The school will also continue to consider other applications for the position in order to further strengthen the educational expertise of the Governing Body and are presently exploring several options.

The current SENCo [REDACTED]. The recruitment of the SENCo will not take place until the result of the Free School application is heard and if the bid is successful the appointment of the SENCo will be the first role to be advertised. The role is likely to expand to one on a full-time basis and it is envisaged that the successful applicant will be in post from September 2013 to ensure a smooth transition and in preparation for the large influx of students the following year. The current SENCo has indicated her willingness to ensure that she is available for a focused handover and induction process.

F3. Show how you will access appropriate and sufficient financial expertise to manage your school budget

The Governing Body is responsible for the charity's assets and has the ultimate responsibility for the financial well-being of the school. The Governors are required to ensure compliance with the relevant legislation including Companies Act, Charities Commission and the Articles of Association and therefore should have the relevant expertise within the school to access the requirements. The Governors create and implement the strategic plan for the school and the corresponding budget but the responsibility for the financial management, budget, cost reductions and efficient operational running of the school is the responsibility of the Head Teacher and Bursar who will have effective oversight through a series of documented controls and procedures.

Financial Oversight

Governors

Chetwynde School will be run as a business and the Governors will therefore ensure that the financial rigours of any business are adhered to. An approved written scheme of delegated powers and appropriate authorities is currently in place and will continue to provide documentary guidance to ensure adequate financial control and management of risk is adhered to. A robust financial management framework will be capable of alerting issues that require action and ensure that reporting is effective between the Governing Body, Head Teacher and Bursar.

Head Teacher

The Head Teacher will be delegated to act on behalf of the Governors to oversee the running of the Finance Department although the day-to-day financial affairs will be managed by the Bursar. Value for money and effective use of funds is essential and the Head Teacher will be required to report to the Governors on how funds have been used. Regular meetings with the Head Teacher, Bursar and Finance Committee (Sub-committee of Governing Body) will provide the clear lines of accountability required for the monitoring and review of financial resource utilisation.

Bursar

The Bursar is appointed by the Governors and Head Teacher to manage and control the day-to-

day finances with the following delegated responsibilities and accountabilities:

- Control of the cashbook, cash management, sales, purchase and nominal ledgers, banking, credit control, billing, salaries and petty cash.
- Preparation of the annual budget, forecast and cash flow.
- Preparation of the annual statutory accounts.
- Liaison with the auditors.
- Monthly comparison of cash flow and actual I & E performance to budgetary plan.
- Presentation of variance report to Finance Committee.
- Responsibility for all costs (through monitoring of delegated budgets) and cost control.
- Direct management of ancillary services to include buildings, grounds, maintenance, catering and principal supplier contracts.
- Preparation of reports for the Finance Committee and Head Teacher.

Finance Sub-Committee

A key duty of the Governors is the guardianship of the school's assets, including land, buildings, equipment and cash. The complexities within this area require a wide range of expertise and it is therefore appropriate that the Finance Committee will comprise of a qualified accountant together with other Governors with commercial experience or business acumen.

There will be three to six Governors serving on the Finance Sub-Committee at any one time. The Bursar and Head Teacher are integral members of the committee with the Bursar acting as secretary without voting rights, but with the opportunity to draw on operational experience and provide the voting members with a robust option appraisal of matters being considered or reviewed.

Meetings will take place half termly in advance of the Governors meeting and the main duties and responsibilities of the Committee will include:

Financial Planning:- The Governing Body is responsible for approving the annual budget and ensuring the long term financial health of the school. Comparison of the actual income and expenditure to that forecast will be a standing item on the Finance Committee meeting agenda with the aim of recognising and addressing adverse trends on a timely basis.

Strategic planning experience within a business environment, together with an understanding and experience of financial management techniques, the identification and assessment of opportunities for improving efficiency and/or the delivery of financial savings whilst maintaining the high-quality education, are recognised key skills required of the members of the Governing Body, Finance Committee, Head Teacher and Bursar.

The requirement for staffing will be ascertained by the Head Teacher, SMT and Bursar and will continue to be the largest expense in the budget. A combination of educational and financial expertise within the Governing Body will ensure that staff are used effectively and efficiently in order to keep costs to a minimum whilst still providing for the needs of the school to operate towards the stated educational vision.

It is recognised that there is a need for interaction between the sub-groups of the Governing Body as options in the development of the school are appraised. The members of the Finance Committee will regularly liaise with other sub-groups and there will be cross-over between

members of the committees to provide all-round support and full awareness of operational projects and functions.

Internal Control, Monitoring and Management:- A rigorous framework of monitoring arrangements and risk management is essential if the Governing Body is to take account of its compliance with legislation and make decisions for the long term future of the school. The Governors, via the Finance Committee, will review the controls in place regularly and complete an annual self-assessment based on the Charities Commissions checklist CC8 – Internal Financial Controls for Charities. This will enable the school to measure its performance against legal requirements and good practice whilst identifying issues of non-compliance and providing scope for further development. The systems of control will be reviewed and evaluated by external bodies as being appropriate to the needs of the school. Areas reviewed in the checklist include:

- Financial controls.
- Monitoring activities.
- Internal audit.
- Information and communication.
- Directors' responsibilities.
- Managing risks.
- Income, purchases and payments.
- Wages, salaries and electronic banking.
- Fixed Assets.

Expertise required

A high level of knowledge and competency in financial management and internal financial processes will come from Governors who work for large companies/organisations and are responsible for either managing or developing annual budgets within their employed roles. This experience is supplemented by other members of the Governing Body who run their own enterprises and actively manage the risks associated with these businesses.

Whilst the Governors and the Head Teacher will command an overview and an understanding of how the finance office functions, the day-to-day duties will be carried out by the Bursar. An appropriate accounting qualification, together with relevant experience is essential for the role. The school Bursar has been in her current role for nine years and is a Member of The Association of Accounting Technicians. The Bursar is supported by, and directly oversees, an assistant who completes double entry book-keeping purchase ledger control, banking and petty cash control.

A knowledge of benchmarking and a commercial awareness will benefit the Governing Body, Head Teacher and Bursar. They are required to improve efficiency and ensure that value for money is obtained in the efficient and effective operational management of the school's resources.

Compliance with procedures, regulations and legislation requires knowledge and expertise in the relevant areas. The school is experienced in recognising that it may be prudent to seek external financial and legal opinion when appropriate on specific matters (e.g. development projects) in order to ensure the school is compliant with current financial and legal legislation and also best operational practice. The school has an appointed auditor/accountancy firm and solicitor. The expected costs of such professional opinion is quantified and included in the financial model.

Whilst many of the Governors have relevant expertise and skills in the areas required to oversee

the schools financial function, the Finance Committee will comprise of selected members who have various skills including:

- Formal professional qualifications and experience in accountancy and financial management.
- Project management skills.
- Budgetary responsibility within public limited companies.
- Entrepreneurial qualities.

The main body of expertise is detailed on the next page:

Name	Experience	Sections Completed	Time (p/w)	Role pre-opening	Time (p/w)	Role in School
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
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SG = Steering Group

SMT = Senior Management Team

FC = Finance Committee

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

[REDACTED]

F4. Show how you will access other relevant expertise to manage the opening and operation of your school

Chetwynde School already has many of the elements in place required to effectively run a school, but recognises that this application will provide an opportunity to review and strengthen its current structure. As mentioned in F1 the Governors are trustees of the charity's assets and as such have responsibility for legal and regulatory compliance, risk management, financial propriety, strategic direction, health and safety compliance and maintenance of standards. In essence, the school is treated as if it is a normal business and should have access to Governors and Senior Managers with business acumen to ensure there is a wealth of expertise from a diverse section of people. Other areas of expertise required will include:

Management

The Senior Management Team (SMT) will comprise of the Head Teacher, Deputy Head, Head of Primary, the Assessment and Recording Manager and the Bursar. It is expected that a Director of Studies will be appointed on successful application to Free School. The SMT are members of the

Steering Group (SG) and offer many years of educational, management and financial expertise.

Legal

The Governors are aware of their responsibility for compliance with relevant legislation including the Companies, Charity, Employment, Equality and Data Protection Law. They anticipate a gap in the knowledge surrounding the admissions and appeals process and have therefore recently developed a link with a practicing solicitor with expertise in Education Law. [REDACTED] (see Bio on Page 125) [REDACTED]

Health and Safety

Chetwynde School places great importance on health and safety matters and undertakes to conduct its operations with the health and safety of students, staff, employees and visitors to the school in mind.

[REDACTED] ([REDACTED] – see Bio on Page 122) will take responsibility for Health and Safety and will report to the Governors following attendance at the termly Health and Safety Committee meetings. These will involve members of staff from Art, Science, and PE together with a member of the Site Staff, Bursar, Head of Primary, Primary First Aider and the Health and Safety Officer. The duties of the Health and Safety Committee will include:

- Preparing an annual report on the external fabric of the school, its plant, equipment and systems of work.
- Reporting to both the Finance and Estates Committees to ensure the recommendations can be met from the budget.
- Ensuring that the school meets the compliance requirements for fire risk, legionella and asbestos and has suitable and up-to-date management systems in place.
- Appointing a suitably qualified Health and Safety Officer and ensuring that the relevant training and access to Health and Safety updates and information is received.
- Carrying out regular reviews of the overall arrangements for Health and Safety.
- Ensuring that the school has a comprehensive policy for the training and induction of new staff in Health and Safety related issues.

Marketing

As a business, it is expected that Chetwynde School will continue to market its successes and the product it will offer to the local community and therefore recognises that expertise in this area is essential. There will be a Marketing Committee chaired by one of the Governing Body, ([REDACTED] – see Bio on Page 126). The roles and responsibilities of the committee will be to:

- Develop strategies and action plans that will help promote and reinforce the positive image of the school.
- Ensure effective communication with parents, students and staff.
- Review marketing activities for their effectiveness and value for money.
- Maintain the school website to reflect the school's best position and regulatory requirements.

Human Resources

Together with the educational and legal expertise required for running a school, the school requires knowledge in relation to the day-to-day compliance with Employment Law e.g. recruitment, disciplinary procedure and appraisal. The school does not currently have a HR

committee, however it is anticipated that this will be in place in the near future, as the process of appointing a new Governor, (██████████ – see Bio on Page 133) who will take responsibility for HR matters, has recently begun.

ICT Provision

ICT plays an incredibly important role in school life and is an integral part of the curriculum. The ██████████ (██████████ – see Bio on Page 122) ██████████ whilst also giving guidance to the Board of Governors on the strategic direction in this area. This expertise presently comes from ██████████ who is the ██████████ and also ██████████.

Estates

This committee will assist the Head Teacher and SMT in identifying capital or large maintenance projects for inclusion in the school’s development plan. Relevant and varying expertise will be required to complete any such projects on time and within budget and it might be that some advice may be ‘bought in’. The Committee will include a selection of parents, staff, a Governor (██████████ – see Bio on Page 125) with the necessary skills to fulfil the remit of the group.

Below is a table of the Steering Group involvement in the above areas, their roles in the pre-opening, post-opening and the time they can commit, followed by a short biography of each member giving their relevant expertise in further detail:

Name	Experience	Sections Completed	Time (p/w)	Role pre-opening	Time (p/w)	Role in School
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████

SG = Steering Group

SMT = Senior Management Team

GB = Governing Body

A & R = Assessment and Recording

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F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Recruiting a Head Teacher

Qualities required

Chetwynde School recognises that the appointment of the Head Teacher is paramount for the delivery of its vision. ██████████

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Chetwynde School has a vision for high expectations of the students '*who will be expected to take a significant level of responsibility for their own progress*'. To achieve this goal the methods of reporting and monitoring on student progress will be relevant, focused and implemented rigorously (see D5).

██████████

Below is a copy of ██████████ Curriculum Vitae:

[REDACTED]

PROFILE

[REDACTED]

ACHIEVEMENTS

[REDACTED]

CAREER HISTORY

[REDACTED]

[REDACTED]

[REDACTED]

QUALIFICATIONS AND EDUCATION

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

INSET TRAINING

[REDACTED]

[REDACTED]

[REDACTED]

MEMBERSHIP OF EXTERNAL ORGANISATIONS

[REDACTED]

Developing Links

Commitment to enhancing links within the local community and the wider world are seen as

learning experiences and opportunities for the students and staff.

██████████

The school prides itself on the self-discipline and behaviour of its students and whilst we are fully aware that the make-up of future Chetwynde School cohorts will have the potential to change, a calm and respectful vision for the school must come from the top; the Head Teacher must model and exemplify the school's values and ensure that they run through the core of the school.

We will be a small school and as such requires a Head Teacher who is approachable and able to communicate with children of all ages.

██████████

The Board of Governors fully believe that ██████████ ██████████ the role of Head Teacher contained within the job description as follows:

- Working with the GB to develop the School's strategy to enhance the performance and reputation of the school.
- Managing the effective running of the School in all of its aspects.
- Maintaining and developing an appropriate system of pastoral care to ensure that each student is supported in such a way as to be able to achieve his/her potential.
- Working with the GB to monitor, evaluate and review the effectiveness of school policies including promotion and safeguard of the welfare, health and safety of children and staff.
- Creating and maintaining an environment that promotes and secures good teaching, effective learning, high standards and, good behaviour and discipline.
- Enriching the school's curriculum and promoting participation in extra-curricular activities.
- Selecting, appointing, deploying and managing members of staff.
- Overseeing the professional development of all teaching and support staff.
- Ensuring good communication and liaison with the whole-school community, including Governors, staff, parents, students and past students.
- Developing good relations with local schools, the local community and the local press.
- Ensuring the cost effective and efficient use of resources.
- Displaying sound financial awareness and, in conjunction with the Bursar, managing agreed budgets and being accountable for expenditure.
- Continuing to develop and promote the marketing of the School.
- Providing inspiration and motivation for all members of the Chetwynde community.

Support for the Head Teacher will come from the Chair of Governors, the Sub-Committees within the Governing Body and the Senior Management Team. Continuing Professional Development will be expected and a formal annual appraisal carried out by the Governors will be used to further his development into the role.

Recruitment of staff

Having identified a staffing need, it will be essential to ensure that the right calibre of staff, with the correct qualities, is selected. To ensure that enough suitable candidates are attracted to the post, an advert with supporting information about the school, job description and person specification would be placed. The selection procedure will be robust and involve the right mix of personnel from within the school to make an informed selection.

The Senior Management Team and Governors are mindful that Chetwynde School has limited

scope for recruitment locally. An attractive package will be required to attract a wider range of applicants and some of the benefits will include our accessibility to the Lake District, membership of the Teachers' Pension Scheme, priority in the admissions process for staff children where it is deemed appropriate (see D6) and small class sizes. It is not expected that the school will be able to compete nationally with regard to attractive salary rates but it is expected that a continued high calibre of staff will be attracted to positions at the school.

Teaching staff positions will be advertised nationally through the Times Educational Supplement (TES) including the website package. It is felt that administrative and other support staff positions are likely to attract candidates who are local and therefore these would be advertised in the local newspaper with the inclusion on their website. This website advertises positions for the whole of the North West of England.

Management positions will be considered from within the school staff but will also be advertised nationally through the TES to avoid discrimination. In the past the school has formed links with the teaching college at St Martin's in Lancaster and will continue these links through offering teaching practices and placements at the school. We recognise that there is value in the training of suitable candidates and will consider teachers with Newly Qualified Status (NQT) for a post.

A robust and effective interview process will highlight a teacher's strengths and the qualities they have to offer the school. Lesson observation is essential to ascertain their communication skills, energy and passion for their subject and will be part of every interview for teaching staff. Support staff will be required to complete a practical test; depending on the position e.g. administrative staff will carry out a key skills ICT test.

The selection group will meet in advance to discuss the questions to be raised at interview in order to be consistent and to gain the information they need to match the candidate against the person specification prepared.

Qualities expected from suitable candidates in order to further the school's vision and ethos have been referred to in detail in F2 and will include a sound knowledge and passion for their subject, a willingness to get involved in whole-school life, a knowledge of ICT and how this can play a part in teaching the curriculum and a willingness to learn from others and strengthen their knowledge through self-review and continued professional development.

All teaching staff will be required to have a teaching certificate and qualifications in their subject area. Evidence of a willingness to become involved in the delivery of extra-curricular activities will be an advantage for any candidate, but not essential. Support staff will have the relevant qualifications according to the position e.g. a financial qualification will be essential for the Bursar and TAs must have a NVQ3 in Childcare or equivalent.

The interview process will involve key members of staff relevant to the position; however, not all will be involved in the interview itself. Other opportunities to meet applicants may include giving a tour of the school, observing a taught lesson or an informal chat during a coffee break. Everyone who has been involved in the process will be asked for their contribution to the selection process although the final decision will be at the discretion of the Head Teacher.

For all staff positions references will be obtained in advance of the interview date and those successful will not be allowed to start at the school until a satisfactory Criminal Records Bureau check has been received, a medical has been completed and the Head Teacher has had evidence of qualifications and right to work in the United Kingdom documentation. All new staff will be subject to an induction process carried out by the Deputy Head (Senior School positions),

the Head of Primary (Primary School positions) or the Bursar (support staff). A probation period of one year (six months for support staff) will be required during which their performance will be reviewed by the Head Teacher and their immediate line manager.

Should the school be successful in its application for Free School status it is expected that the new teaching positions required will be advertised in March 2014 to allow those staff who need to give a full terms notice a chance to apply. This will allow time to re-advertise if a suitable applicant is not found. Any support staff advertisements will be made in May 2014 to enable the school to fill the position by the end of the summer term. A period of familiarisation will take place during the school holidays as required.

Recruiting Governors

See F1 for the process for the recruitment of Governors. Below is a table of the full Governing Body expertise, the sub-committee(s) to which they are allocated and the time they are able to commit.

Name	Sub-Committee	Relevant Expertise	Time to commit per week	
			Pre-opening	Post-opening
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

A mini-biography of other Governors who are not members of the Steering Group but available for expertise and sit on one or more of the sub-committees follows:

██████████ – see page 125

██████████ – see page 122

██████████ – see page 120

██████████

██████████

██████████ – see page 122

██████████

██████████

██████████ – see page 126

██████████ – see page 122

Future Governors

██████████

██████████

██████████ – see page 114

██████████ – see page 125

An outline of any perceived skills gap within the Governing Body is provided in F2.

Section G: Initial costs and financial viability

The following assumptions and explanations have been used when compiling the data for the Finance Model. The model has been completed for the first seven years; remaining years are assumed to be as the previous year. The reference to the relevant line in the Model is shown in brackets.

██████████

Section H: Premises

H - Premises

Current Use, Free holding, Availability, Capacity

Chetwynde School is an existing independent school established in 1945 on the site of a former Convent. It includes a Nursery, Primary School, Secondary School and Sixth Form. The school is Barrow's only independent school and the only school in the town which educates children all-through to Sixth Form.

The premises are freehold and are owned by the school's trading companies: Our Lady's Preparatory School Limited and Our Lady's Chetwynde School Limited. There is a loan outstanding to a benefactor. A condition within the loan agreement is that it is repaid in full by September 2014 or the ownership of the premises are transferred to her. The school currently complies with education regulations for its 200 students. This application is made on the basis that the current facilities are the only identified and strongly preferred option for the school premises.

Description of Current Facilities

Location

Located on the outskirts of Barrow-in-Furness, Chetwynde School is centred around a listed Victorian house set in grounds of approximately 17 acres.

General

The school currently accommodates 200 students but has operated with student numbers of 392 as recently as 2006/07 and presently has a capacity of 426. The Primary School currently has 87 pupils on roll (42 boys and 45 girls). The Senior School (including Sixth Form) currently has 113 students aged 11 to 18 on roll (62 boys and 51 girls). It is stated within the vision that if the Free School bid is successful, the proposed capacity for September 2014 will be 168 pupils in the Primary School and 340 in the Senior School and Sixth Form, a total of 508 students.

Layout of site

The present layout of the site is shown on the map below (Figure 21), identifying the four present buildings that make up Chetwynde School.

The current facilities consist of four main buildings:-

1. The Victorian house (Chetwynde House) and Primary Department.
2. The Sports Hall.
3. The Hall and classrooms (Our Lady's House).
4. Temporary canteen facilities.

The more modern facilities (The Primary Department and Sports Hall) are purpose built whilst the older parts of the premises have been modified over the years to ensure suitability. The Victorian house is a listed building, although the school is not located in a conservation area.

State of Repair & Maintenance

In recent years the dining facilities, cloakroom and changing facilities for students, grounds, roof of Our Lady's House, and a number of classrooms have been renovated. A programme of roof repairs and drains and guttering maintenance has recently been completed. With assistance from parents and teachers, the Sixth Form common room, entrance hall and office areas have been decorated and the grounds and gardens upgraded. The science area has an asbestos roof which whilst remaining undisturbed, is in a good state of repair and does not represent a health and safety issue. The school is generally in a good state of repair considering the age of some of the facilities.

Noise, Air Quality, Ventilation and Light

The school grounds and sports fields provide adequate separation distances from local roads and traffic. The surrounding neighbourhood is residential and as such, does not present disruption, noise or air quality issues. The school buildings all have adequate ventilation and light.

Access

Vehicle access and separate pedestrian accesses are from [REDACTED] and [REDACTED], where there is adequate parking for student pick up and drop off. All school buildings are located in close proximity to each other, ideal for student movement in relation to school timetables.

Sports Facilities

As well as grounds offering two tennis courts and two football pitches, the school has a large Sports Hall. The Sports Hall has markings for a full size indoor tennis court, a full size netball court, 6 badminton courts, 4 indoor cricket nets and one full size and 2 small basketball courts. With the added ability of being able to partition off parts of the Sports Hall, it can provide a variety of experiences to all the year groups at Chetwynde from five-a-side football to karate. The sporting facilities are hired out to Sports Clubs within the local community in the evenings and weekends e.g. The Bowmen of Furness Archery Club for additional income.

ICT

Chetwynde School has two dedicated ICT suites, one with a capacity for 20 students, the other large enough for a junior class and a much smaller suite which acts as a 'drop in facility' for the sole use of the Sixth Form students. The school has a Windows network with a mixture of all-in-one pc's and desktop machines. There is a restricted wireless network which currently covers the science laboratories, library and Sixth Form. Every student is provided with a network account, filtered internet access and an email account.

Library

There is a small bespoke library, dedicated to the provision of a quiet, well-resourced study area for all of the students. With a regularly updated source of texts, two ICT workstations and a dedicated area for Key Stage 1 and 2 pupils, the school library is an essential part of the provision at the school.

The Hall

The Hall is in constant use throughout the school year, used for assemblies, presentations, workshops, drama productions, concerts and as a gym for the Primary School.

Catering

The catering at Chetwynde School is provided by contract caterers from temporary buildings located on site.

Suitability, Vision and Investment Proposal

Vision

- Inclusive high quality education for the local community of the Furness Peninsula catchment area for 508 students, thereby increasing current student numbers by 308.
- Curriculum developed to provide enhancements in relation to the Design and Technology requirements of the vision and local employers.
- Curriculum provided in support of English Bacculaureate requirements.
- Grounds and facilities to meet modern standards, commensurate with the vision.

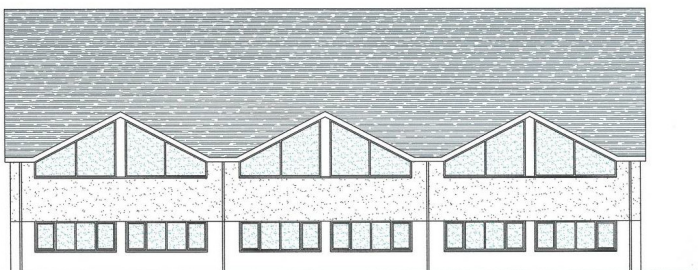
General

Current facilities in the present school would require some specific enhancements to meet the modern access and educational standards required for our projected 508 student roll. Investment is sought for a new Technology Centre to provide a high quality Design and Technology capability and a new base for the ICT provision of the school, due to the necessary room re-assignment required to enable provision of the new curriculum. Changes to access, car parking, playground space and sports facilities are also needed.

Design and Technology Centre (Figure 22 and Area A on Figure 23)

A new modern facility is proposed:

- Lower Floor: three Design and Technology rooms, office and prep room.
- Upper Floor: three ICT rooms, server, technicians' area and office.
- Toilets.
- This will be located as an annexe to the existing Primary Department, connected by a glazed atrium.
- Design features are to include high energy efficiency insulation and glazing standards, natural gas condensing boiler heating, solar panels and high efficiency lighting. Consideration will also be given to sustainable building materials and rain water capture.
- Particular attention will be made regarding security and fire and alarm systems given the function and equipment within the building.



FRONT ELEVATION 1 : 100

Figure 22 - Showing initial outlines of the proposed Design and Technology Centre – (Area A on Figure 23).

Impact on Existing Facilities

The Design and Technology Centre will free up the required additional space for teaching and offices within the school.

Chetwynde House, (building 1 see Figure 21). The current ICT suite and the Junior Design and Technology room will become part of the Art suite giving a dedicated A-level area and graphic area with computers.

Our Lady's House, (building 3 see Figure 21). The current ICT area will become a Physics laboratory, storage area and office, needing only minor conversion works (sinks, flooring and partition works). An extra laboratory is needed to meet the needs of the timetable. The current Physics laboratory will become a general science laboratory.

Playground Facilities/Tennis Courts (Figure 23 Area B)

Investment is sought for replacement playground space necessitated by the building of the new Design and Technology Centre on the site of the existing playground. It is envisaged that provision of this replacement playground area could have a dual role i.e. also providing two new tennis courts and hence value for money.

Vehicle and Pedestrian Access Improvements

Investment for widening current drives from [REDACTED] and [REDACTED] is sought for emergency and delivery vehicles; associated exterior lighting upgrades are recommended. Improved separate pedestrian access from [REDACTED] has also been considered. Some further car parking for additional staff will also be required.

[REDACTED]

Figure 23 - Proposed map of enhancements

Cost Estimate for Proposed Enhancements (ex VAT)

Requirements for Chetwynde School Vision	Estimated Costs
New Technology Centre (A)	
Including: 3 Design and Technology Rooms, 3 ICT Rooms, Toilets and Prep Rooms Total (Completed and fitted out building)	
Flooring	
Fixed Furniture and Storage for DT and ICT	
Equipment - including Fixed Machinery for 3 DT Rooms and Prep Room	
ICT Equipment	
Services Upgrade	
Air Conditioning Units for ICT Rooms	
Solar Panels	
Total	
Playground Space/Fencing (To include 2 Tennis Courts) (B)	
Minor alterations to present buildings	
Professional Fees (12.4% of build)	
Planning Application and Building Regulations	
Grand Total	

Summary

In considering our capital needs under the growth projections of a school moving from around 200 students to one of 508 students on roll, we are conscious that this application must offer value for money.

Budget cost estimates have been provided by [REDACTED], demonstrating value for money and cost constraint. Whilst grants will be sought where available to help offset some of the costs, the school does not possess the funding required to implement the proposed enhancements outlined above.

The school's premises have covenants attached to it which limit the use to that of an educational purpose. The Planning Manager from Barrow Borough Council visited the site in relation to the proposed building developments and confirmed his support of them to this application partially due to the covenants. It is anticipated that these facilities could be made available within 18 months of approval of funding and it is intended they would be ready for September 2014. Whilst these suggestions are based on what we envisage the Chetwynde School of the future to be, we would be open to discuss these ideas with the Department for Education.