Department for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

Richmond upon Thames College Free School

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	☒	☐
2. Have you established a company limited by guarantee?	☒	☐
3. Have you provided information on all of the following areas:		
Section A: Applicant details	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of need	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Budget planning and affordability	☒	☐
Section H: Premises	☒	☐
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	☒	☐
5. Have you fully completed the budget plans?	☒	☐
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	☐	☐
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	☐	☐

9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below? 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or 9am on 5 May 2014 and 12 noon on 9 May 2014.	☒	☐
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	☒	☐

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

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

Section I of your application		
11. Have you sent: a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	☒	☐

Declaration

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

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

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [redacted]

Print name: [redacted]

Date: **January 10, 2014**

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

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

Department for Education

SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

Jump to about the company
Jump to further details about the group
Jump to links to other organisations

Basic information

Pre-registration reference number	
Name of proposed school:	
Is this a route one application or a route two application?	Please select
Name of lead applicant:	
Address of lead applicant:	
Email address of lead applicant:	
Telephone number of lead applicant:	
How you would describe your group?	Please select
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Please select
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Please select
Company name:	
Company address:	
Company registration number:	
Date when company was incorporated:	
Please confirm the total number of company members (must be a minimum of 3):	Please select
Please give the names of all company members:	

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	

Please provide the name of the proposed chair of the governing body, if known:	

Further details about the group

Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	Please select

Are you an approved academy sponsor?	Please select

How many existing free schools or academies are run by your group?	Please select

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

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

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

If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your most recent inspection report:	

If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	

How many free schools are you seeking to open in this application round?	Please select

Links to other organisations

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; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Please select

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	

Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	

If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	

Have you received help and support from the New Schools Network (NSN)?	Please select

In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Please select

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:	

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SECTION B: OUTLINE OF THE SCHOOL

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

Jump to use of freedoms

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. **If this applies to your application please briefly outline the main differences.** You will also need to address these differences in more detail in the relevant sections of the application.	
In which local authority is your preferred location?	Richmond upon Thames
Proposed opening year:	2017
Age Range:	11 to 16
If 'other' please specify	n/a
Will the school have a sixth form?	No
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	No
Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No
If other, please specify	n/a
Maximum capacity of proposed free school:	750
Please say which year groups the school will have in first year and the PAN for each	150 Y7 pupils in first year. Growing by one cohort per year until full.
Date proposed school will reach expected capacity in all year groups:	2021-222 will see the first Y11 cohort in place.
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	n/a

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	n/a
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	No
If yes please say when you propose the principal would start:	n/a
Please say how many people will sit on your governing body:	Between 8 and 10 when at fulll capacity

Use of freedoms

Will you operate a non-standard school day?	No
Will you operate a non-standard school year?	No
Will you adopt the national curriculum?	Broadly but with some variations in keepng with the overarching principles of our proposal
Will you adopt non-standard terms and conditions for teachers?	We are unlikely to do so but this will be considered in more detail nearer to the time of opening.
Do you plan to make employ teachers without QTS?	No, though we would if we believed that to be the best way to secure a particular aspect of our curriculum provision
Please list any other freedoms you intend to use	

Section A: Applicant details

Excel application form accompanies this application.

Section B: Outline of the school

Excel application form accompanies this application.

Section C: Education vision

Rationale for our school

The proposition of the partners involved in this project is to create a five form entry 11–16 secondary school as part of the Richmond Education and Enterprise Campus based on the site currently owned by Richmond upon Thames College (RuTC) in Twickenham. The aim is to create a fully inclusive school to meet the needs of its community and serve it with distinction. Our vision is for our school to be one in which diversity is celebrated and in which aspiration knows no bounds, from which outcomes are outstanding and whose reputation is unparalleled. The Richmond upon Thames College Free School partnership has a commitment to deliver this vision and a genuine belief that it is possible and sustainable.

The wider ambition for the Richmond Education and Enterprise Campus is to develop a diverse campus which will accommodate the free school proposal detailed here together with a re-developed Richmond upon Thames College (RuTC), a new home for Clarendon Special School and headquarters for the Haymarket Media Group. Harlequin Football Club Ltd. (hereafter referred to as “Harlequins Rugby Club”) is adjacent to the site and we are pleased to welcome that organisation not only as a partner to the overall scheme but also as major contributor to this free school proposal. All these partners will contribute to this exciting campus for education and enterprise with specialisms in creative arts, digital technology, engineering and sport. These already dominant subjects will be of increasing importance in the world of tomorrow. The campus approach and contribution of business partners will provide unique opportunities for the school to develop a wide range of possibilities for the pupils. The partners will work together to guarantee a range of experience and opportunity that few, if any, other secondary schools would be able to aspire to. All are committed to working together to create this unique school and will bring excellent role models and opportunities for high quality work experience opportunities.

This free school application will make an exciting and innovative addition to the secondary school provision in Richmond. As such it is a viable and worthwhile project in its own right. We can demonstrate the need for the school (see Section E) and demand is already high at this very early stage. It is important to note, however, that this project is being developed within the context of the wider campus development project at RuTC referred to above. That project is ambitious in its scope and has the aspiration to create a unique opportunity through the coming together of a diverse group of strong, successful partners. The campus development will deliver a range of community developments that will benefit many both within the direct neighbourhood and beyond. The range of opportunities that will be available on site will also be available to the school and its

community. It is clear, therefore, that the establishment of the free school brings an enormous benefit of its own but also helps to deliver the wider goals on the campus. With the development of the overall project proceeding at pace we are keen to secure the approval for the free school at this early stage and so ensure its place in that exciting vision for the future at the RuTC site.

In these unprecedented and challenging times we know that the quality of education is crucial in shaping lives and strengthening communities. We know that children's emotional resilience and experience of parenting impact on educational achievement and that resilience and parenting can be learned. We know also that early intervention works to remove or alleviate problems. Importantly, we know that the new school will need to achieve 'more with less'; it will be essential to appoint leaders and teachers who are expert educators; willing and able to maximise the use of resources, time and space.

The need for the school is well-established. Richmond upon Thames has experienced a significant increase in pupil numbers and there is a sizeable increase currently working its way through the primary phase. The local authority's projections make clear there is sufficient demand for an additional secondary school in the Twickenham area by 2017 when our new school will open. Detailed analysis of this issue can be found in Section E: Demand.

Consultation by the London Borough of Richmond upon Thames in 2013 showed that there was significant interest in establishing a non-selective co-educational school and recent and on-going meetings with prospective parents have also made clear that there is significant and increasing support for the school being proposed.

Richmond upon Thames is a high attaining authority and at the top of the national tables for achievement at primary level. The families in the local community are predominantly professional with high aspirations for their children. This is also an area where parents have the means to send their children to independent schools and will compare our school to these as well as other local outstanding state schools when making their choices. This school will not be able to afford to be anything other than Outstanding in every regard. We will insist that this school has exceptionally high achievement for its pupils which results from the very highest quality of teaching. This will be driven and underpinned by inspirational leadership and highly effective management and will prosper in an environment in which pupils' behaviour and safety is exemplary. Nothing less will be acceptable. We will expect the school to perform outstandingly regardless of any change in external Ofsted performance criteria. Parents demand the best for their children's education and the school will benefit from the willingness of many skilled and able parents to become involved in their children's learning and in the running of the school itself.

At our school we will implement a curriculum which will enable all pupils to achieve the best that they can and make accelerated progress against their entry levels. One of the core features of our school will be to provide different developmental pathways to prepare all our pupils for exciting future opportunities whilst meeting the needs of a diverse learning community. Our school will be a gateway to opportunities in a wider world beyond the school gates.

Richmond upon Thames College will bring:

- A wide range of educational and vocational pathways not usually accessible to schools to pupils in KS4
- Access to high quality 6th form provision with easy transition arrangements
- Access to a large professional staff team
- Access to state of the art specialist facilities

Harlequins Rugby Club will bring:
- Sports Science expertise to create educational content and deliver courses.
- Sports marketing, communications and commerce expertise to create educational content and deliver courses
- Internship and training opportunities for those interested in pursuing a career in sports
- Sports expertise that can be used to shape and run high performing sports programmes for the schools and college (not limited to rugby, but encompassing a wide variety of sports, fitness and skills)
- Access to outstanding facilities for the school and college to utilise

The Haymarket Media Group will bring:
- A programme of events that provides an interactive, practical and engaging view of today's workplace targeted at Year 10 and Year 11 across the academic year and organised in a logical timeline that progresses and culminates in work placements and experience in Year 11.

  There will be two strands:
  - Curriculum Support- Two 'Haymarket Days' dedicated to delivering a programme of lectures and workshops across the creative arts and media and digital/technology.
  - Employment pathway – careers presentation, careers evening and work experience. Detailed in Section D1.

Clarendon Special School will bring:
- Specialist trained staff in a range of special educational needs (including autism, learning difficulties, social, emotional and behavioural difficulties and physical disabilities) which will provide help, support and advice and facilitate shared training as appropriate to the benefit of the pupils in our school with a variety of special needs.
- Opportunities for inclusion for pupils in both schools. These will include: part-time placements, access to specialist academic and vocational courses, extra curricular activities and planned social interactions for pupils in both settings.
- Opportunities to access a range of specialist therapeutic and academic interventions.
- Opportunities to access specialist teaching facilities for pupils with complex needs from the proposed school.

Expected pupil intake

We anticipate that the majority of pupils will have made excellent progress during their KS2 education in their primary schools. Examination of the profiles of pupils at the end of Year 6 shows that they will enter the secondary phase of their education with prior attainment that is well above

national averages and that approximately 10% will be in the gifted and talented group. We are anticipating a prior attainment profile where at least 90% of the pupils will join the school with Level 4 and above in the core subjects and at least 50% at Level 5. Some pupils will also have achieved Level 6 in English and maths. This will be one of the most able non-selective cohorts in the country. In Section D we set out plans for a curriculum and delivery methods that take this as a starting point and aim to extend these young people further. We believe that there is an opportunity here to go beyond what schools ordinarily do and to achieve more for our pupils.

Achievement at our school will have to be outstanding to do justice to the abilities of its pupils and the aspirations that they and their parents will rightly have. Consequently we are proposing to set ambitious aspirations for their achievement at each key stage of their learning. By the end of Key Stage 3 we expect that some pupils will have had the chance to take GCSE examinations in English, maths and core science. During Key Stage 4 these pupils will complete their GCSE studies in other subjects while pursuing English and maths to Advanced level. The extension in science will be achieved by the separate study of each of the main disciplines. The targets reported by the school will reflect this breadth of opportunity and are set out in more detail in Section D.

The number of pupils from different ethnic backgrounds is likely to be above the national average as will those pupils who have English as their second language. Being mindful of this, we fully intend that the school caters for the full range of pupils that it might welcome and to use Pupil Premium funding to support these learners to perform to the best of their abilities, to realise their potential and ensure there is no gap between the attainment of all groups of pupils. We also know that there are pockets of disadvantage within Richmond upon Thames, some of which are quite close to the proposed site of the school. We expect the proportion of pupils with SEN will be about 2 percentage points lower than the national average while the number on free school meals and on deprivation indicator will also be below the national average.

We have some core beliefs and values that will drive the ethos and design of the school: that intelligence is not fixed, aspirations matter, parents make a difference, that the physical environment impacts on learning and that schools need strong partnerships to succeed. RuTCFS will also require school leaders to listen to the views of children, young people and the community, including employers, to continue to improve education.

From the outset of this project we have been committed to providing a fully inclusive school that welcomes all who wish to attend regardless of their abilities, gender, faith or special needs. This is a fundamental principle to which we fully intend to remain true in all that we do. We believe that the school should cater for all to the very highest standards and strive to do everything that it can to support all of its learners in achieving more than they might otherwise have thought themselves capable. The campus environment is fundamental to the achievement of the school's aims, provided through both the resources and facilities as well as the opportunities of being located amongst successful local enterprise and business.

In summary there are nine guiding themes that will flow through all that we do:

- An inspirational education which provides purposeful and challenging learning through which all pupils will achieve a broad range of appropriate qualifications at the highest possible level.
- A climate which prepares pupils to have excellent chances for future employment and personal contentment by becoming self sufficient, confident, resilient and reflective learners who understand how to successfully apply a range of learning skills to different situations.
- An innovative approach which promotes creativity in thinking, learning and development throughout the curriculum and beyond.
- An ethos which embraces new technologies and the online world, to enable pupils to develop as digital citizens who have the skills to use a wide range of technologies appropriately to enhance learning and to develop the ability to enter into the world of technological development.
- A comprehensive enrichment programme which provides a wide range of opportunities beyond the classroom to develop pupils' skills and abilities with enhancement of the curriculum through visiting lecturers, careers talks, workshops, work placements and access to state of the art facilities and equipment . Linked to this will be opportunities to take part in a variety of extra-curricular activities to suit many talents and personalities.
- A climate in which healthy lifestyles are promoted through a range of sporting opportunities and through our wider personal, social and health education.
- A welcoming and inclusive ethos which promotes respect of diversity, understanding of difference and values everyone for who they are and what they can offer and their place as citizens in the local, national and global community.
- Proactive partnerships with parents and carers to ensure pupils are able to access appropriate and positive support for their learning journey. This is linked with an excellent pastoral care programme that will ensure all young people are known and understood and helped to perform as well as they can.
- Proactive and innovative partnerships with our local partners at Harlequins Rugby Club, Haymarket, Clarendon and Richmond upon Thames College to enhance the programme for courses, study opportunities and work place experiences and provide role models and mentors for pupils beyond the school boundaries.

Through the development of these themes the pupils will:

- Achieve a broad range of appropriate qualifications at the highest possible level.
- Develop excellent chances for future employment and personal accomplishment by becoming enterprising young people able to make strong contributions in the workplace and society
- Be fulfilled and well-rounded citizens with aspirations to make a difference in the local, national and global community
- Be self sufficient, confident, resilient and reflective learners who understand how to apply a range of learning skills successfully to different situations all through their lives
- Embrace diversity and develop an inclusive approach to life.
- Thrive and achieve in and out of school with opportunities to progress on a stage not age basis.

In summary this will be a school that provides a range of pathways leading to fantastic futures.

An emphasis on communication
This is a central part of the RuTCFS vision for its learners. In a multi-connected world in which the forms and means of expression are more numerous and diverse than they have been it is essential that young people are able to make themselves heard and understood.

To support that the partnership expects the promotion and development of communication to be plainly evident in all that the school does for its pupils. They will be given an abundance of opportunities to express their thoughts, views and ideas across as wide a range of media as is available. They will be encouraged to do so in lessons whether that is through answering, discussing and debating or by taking a lead in shaping their learning for themselves and others. There will be opportunities for public speaking that range from formal settings such as leading assemblies and presenting to partner organisations across the campus and beyond through to more relaxed audience participation modes.

Promotion of Enterprise
Enterprise will play a key part in our curriculum throughout the year, embedded in every element of our school. Pupils will have the opportunity run an event or lead a campaign so that they apply the creative thinking they have developed across the curriculum. The constant flux of modern day life means our young people need to be resilient, innovative and intellectually curious – all key characteristics of entrepreneurs. This allows pupils to both enhance their skills and learn the value of volunteering to support others on a local and global level.

As part of this element in the school our partners will commit their staff team to becoming mentors to pupils to help them develop these core life skills. We aim to help the pupils to become competent young business men and women, with excellent communication and organisational skills.

The embracing of new technologies and the online world
Whilst the young people who come to the new school will mostly be at ease and familiar with working with the internet, mobile devices, apps and social media etc. the campus will specialise in digital technology. This environment will enable both the school pupils and college students to become the developers, not just consumers, of future technology.

Rather than seeking to block and control these as has historically been the case in secondary schools, RuTCFS will empower learners and their teachers by bringing these tools into the centre ground of activity where they will be embraced for the opportunities that they bring rather than controlled for fear of what might happen.

Our young people will attend the school with their own devices and these will not just be accepted but welcomed and expected. Their use will enrich learning and facilitate study. RuTCFS will make provision for appropriate support for any of its pupils who do not have access to such technology via their home.

By making the use of these technologies commonplace within the school we will better equip our young people to operate more confidently and efficiently in a connected world. Safe and responsible use of digital technology will be central to our pupil support programmes.

The promotion of healthy lifestyles

We believe that it is essential that the school creates opportunities to promote health and well-being. This will be a key aspect of the link with Harlequins Rugby Club and Richmond upon Thames College. The pupils will have access to a very wide range of exercise, fitness and sporting activities, events and facilities. A significant amount of curriculum time will be devoted to physical activity which will be tailored to be accessible for all of our learners regardless of their perceptions of their sporting abilities. There will be opportunities for study in health and fitness related areas both within the school and through working with the partners.

Leadership
The partnership believes that schools benefit from strong leadership and to that end it is committed to appointing a successful appropriately trained candidate to be the founding Principal. This person will have a clear understanding of what outstanding teaching looks like and how to develop teachers, extensive first-hand experience of working in schools and will have a strong commitment to the partnership.

The Principal will understand the importance of empowering others and be skilled at recruitment and staff development. A distributed model of leadership will be expected by the partnership. Leadership within the school will be shared with pupils and parents wherever possible. See Section F for further details.

Governance
The partnership believes that strong leadership welcomes challenge as well as support. The governing body of the school will be tasked with that as a key aim. Our aim is to form a governing body of between 8-10 directors/governors/trustees. These will each have responsibility for the over sight of one major area of the school's business – education, finance, buildings etc. It is our intention that this group provides robust challenge to the school's senior leadership to ensure the very highest of standards, value for money and effectiveness.

In order to represent the community that the school is serving the governing body will seek to include trustees from the parent body both prior to opening and beyond. The partnership will support the school in seeking ways of engaging students in the work of governance. See Section F for further details.

Student voice
In addition to any role developed above the school will develop a student council that is able to play a meaningful role in shaping the school and reviewing its performance. Pupils will be involved in the appointment of all staff and will be encouraged to raise concerns for themselves and on behalf of others with confidence. The governing body will look to the school to develop a system whereby pupils' experience of learning can be fed back to teachers to better inform their planning for the future.

Workforce
The school will only achieve these ambitious goals by securing a highly skilled and qualified workforce. It will develop a programme with local and national training centres to allow for all of the schools teachers to be able to access significant in-service training. It will seek to appoint graduates wherever possible.

Staff development will be an important strand of activity within the school, tightly bound to the schools priorities for improvement while recognising the legitimate desire on the part of its staff members to identify their own goals.

All members of the workforce, regardless of their role, will be valued and their contribution to and ideas for the development of the school will be sought. See Section D for further details. This will be a learning community for all.

Community
Community enrichment is a key strand of the Richmond Education and Enterprise Campus and from the outset it has been the intention that this school is at the heart of its community. This will mean that the schools buildings and facilities are available to the community for its use as much as it is possible to be. The school will seek to engage local groups in partnership to provide classes and activities for as wide a range of local people as it can.

In return for that inward flow of practice the school will also look to share its excellence more widely and to develop a prominent role in system leadership. It will immediately become a member of the local family of schools and it will be proactive in developing excellent working partnerships to those schools. We intend for it to become a centre of excellence in all that it does and that it will share its excellence willingly.

Transition
As a locality based school RuTCFS will be able to build strong feeder school partnerships. The transition of the first cohort of the school is of particular importance and RuTCFS will expect the Principal Designate and other staff to have invested considerable time in getting to know the children and their parents prior to them coming to the school for the start of Year 7.

Accommodation
As well as excellent state of the art on-site school facilities, pupils and teachers will also benefit from access to the specialist resources and facilities of both Richmond upon Thames College and Harlequins Rugby Club. This will extend the opportunities for students. The partnership believes that the quality of learning environments can make a difference to the quality of learning and is keen to ensure any investment in facilities and resources are well focussed to need and will be fully utilized.

In Summary

Our Values
Enterprising, Innovative, Ready

Our Positioning Statement
Excellence in education and enterprise

Our Mission Statement

When pupils leave our school they will have had an excellent education and be enterprising citizens ready to thrive in further education or the workplace.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7				150	150	150	150	150
Year 8					150	150	150	150
Year 9						150	150	150
Year 10							150	150
Year 11								150
Year 12								
Year 13								
Totals				150	300	450	600	750

Section D: Education plan – part 2

Please note: *Throughout this section we have made use of references to qualifications (e.g. GCSE) and standards of attainment (e.g. National Curriculum levels) that may not be current by the time they become relevant for the school. Rather than explain that at every turn in this section we have used the existing terms and approach and this should be interpreted as referring to whatever the nearest equivalent is at the time when it applies to the school.*

SECTION D1: CURRICULUM PLAN

THE CURRICULUM, ITS PRINCIPLES AND HOW IT MEETS OUR PUPILS NEEDS

This educational trust brings together a team of highly skilled professionals. The team has many years of first-hand experience of leading and working in successful schools and institutions across the full age range of education from nursery to adult including world leaders in the fields of commerce (publishing) and sport.

Our ambitious vision for the local community is to create an inspirational educational centre to meet the needs of all, including those with different and special needs at both ends of the spectrum. We aim to provide purposeful and challenging learning through which all pupils will achieve a broad range of appropriate qualifications at the highest possible levels.
Our curriculum will promote creativity in thinking and learning, providing a range of pathways to secure fantastic futures for our pupils.

Our school will be situated in an area which boasts successful primary schools graded by Ofsted as either Good or Outstanding. Attainment is above national averages. Many of the families in the area are predominantly aspirational professionals, but the school will also draw from areas of deprivation. It is important to emphasise that the school population is also above the national average for pupils from ethnic minority groups and in line for English as a second language. This is across a range of nationalities with no one nationality showing a significant predominance. The local community is also made up of a rich mix of families from different faiths and none.

We anticipate a pupil profile as follows:

- at least 90% of the pupils will join the school with Level 4 and above in the core subjects
- at least 40% at Level 5 and above in the core subjects
- approximately 10% at Level 6 in English and maths
- 10% will be registered as FSM
- 12% will be at School Action Plus or have a Statement of SEN (slightly below national average)
- 30% will come from BME backgrounds (slightly above national average)
- 18% will be EAL (national average)

The partnership has consulted extensively with the local community and particularly parents in local schools (see Section E: Demand for further details). Feedback has shown that parents

support a school which provides a safe environment where pupils are valued as individuals who are happy and will therefore learn well. They want a school which has high aspirations for the pupils through academic and vocational pathways. This will be underpinned by a focus on the development of lifelong learning skills which will promote resilience, responsibility, respect, reasoning, reflection, resourcefulness and creativity. Parents also appreciate the importance of their children being appropriately prepared for the future through a range of pathways to become fully contributing members of a society which will require increasing flexibility and ingenuity.

While we believe that the curriculum of the school should be quite traditional in design (and believe too that that is the wish of the parents choosing the school) we envisage a number of distinctive features related to the specialisms provided by the campus and through the delivery methods. We intend that it will mostly follow National Curriculum guidance, departing from that only where we consider it to be appropriate to do so for the pupils that we will be welcoming into this school.

Much of the distinctive nature of the curriculum will be seen in the method of delivery in which outstanding classroom practice and pedagogy is allied to the use of new technologies to support learning. Our school will also be distinctive due to its specialist partners who will offer unique opportunities to complement and enrich the curriculum offer.

We have previously highlighted the particular nature of the likely pupil profile at the school. With higher than average prior attainment, including a proportion that will be entering the school with the equivalent of Level 6 in maths, we believe that they will be well suited to, and welcome a high quality core curriculum with a clear focus on English, maths and science to develop key skills. This will be delivered using creative learning pedagogy as well as having the added dimension of a distinct creative strand in the curriculum plan. We also feel that this will provide pupils with the skills required for a successful future for the benefit of the economy and themselves. We believe this emphasis will enable all our pupils to develop the skills of enquiry, creativity and resourcefulness that will meet the identified aims as outlined in Section C.

We have also made reference to the world into which the pupils of our new school will emerge. By 2020 we will be living in an even more connected global society and it is essential therefore that we develop high levels of communication skills in our young people. This will have English as its core but will extend to a broad range of communication formats across a wide range of media. As well as written and spoken language the use of ICT and the ability to negotiate life in an online world will also be of great importance. The inclusion of Digital Technology, Literacy and Computing will enable pupils to understand, create and design their own ICT environment thus moving pupils on to being creators rather than simply users of the digital world. This focus on communication will, of course, bring benefit across all areas of our curriculum where all teachers will be required to take responsibility for its development along with their own subject specialism.

Much has been made in recent times of the subject of cultural literacy. We appreciate that to be successful in this society one needs to understand its history, its culture and how it works.

Throughout our curriculum and in the various aspects of the enrichment programme (assemblies, talks, visits etc.) we will expect the school's staff to take every opportunity to develop this appreciation in our pupils.

As part of the Education and Enterprise campus, the school will create the conditions to develop well rounded, confident students. They will be well equipped to take advantage of opportunities available to them in the wider world through access to a broad range of academic and extra-curricular opportunities. On a day to day basis pupils at RuTCFS will experience a vibrant learning and enterprising community which is purposeful, orderly and with an ethos that applauds success in all areas and at all levels. Pupils will come to school confident that they are respected, known and have an important part to play in making the school a great place to be. They will feel proud that this is their school. The pupils will catch the vision and rise to the challenge expected of them. Clear expectations, constantly reinforced by staff, will help pupils to feel secure and assured in their surroundings. Pupils will relish opportunities to be part of the leadership, to have a part to play in school review and to take ownership for decisions that will affect their school, and so learn to take responsibility.

Pupils will be encouraged to develop aspirational targets for their own future and ideas about how they can positively contribute to the wider society. They will gain confidence through the knowledge that they are making good progress against their baseline attainment whilst studying a relevant curriculum and will develop a belief in their potential to achieve better than expected outcomes. Their learning will be personalised, where possible, with pupils able to have understanding about how to learn, ownership of their preferred learning styles and will be able to follow learning pathways tailored to their individual talents and special needs.

Pupils will develop mental resilience and therefore will develop positive attitudes in all areas academically, physically and creatively. They will experience high quality teaching from teachers and other staff who are passionate about their own study and professional development and so act as outstanding role models. All of this will provide a community where pupils are being prepared to be confident, positive and responsible adults who can make a positive difference to the wider society.

Pupils' personal qualities will be developed as they go through the school in the following ways:

- A well planned Personal, Social, Health Education programme in conjunction with Harlequins Rugby Club and RuTC.
- An ethos in the school which promotes respect and understanding amongst students of different faiths and nationality
- Opportunities to take on student leadership roles which will become more significant as they go through the school e.g. Student Council, prefects, school ambassadors, peer mentors, head girl and head boy, house captains, sports captains etc.
- An emphasis on careers' education from Year 7
- Opportunities for pupils to develop entrepreneurial skills.

We will ensure that every pupil has access to a full range of experiences to enable them to develop into flexible adults equipped to take their place in society. They will be given increasing opportunities to choose their own future study pathways as they move through the Key Stages but all will be entitled to a core curriculum of English, mathematics, science, PSHE and PE. Religious Education will follow the requirements of the syllabus agreed by the local SACRE. Schemes of work developed throughout the curriculum will have an emphasis on a creative approach which develops in the pupils flexible and creative thinking skills.

We will aim for pupils to achieve significantly well in nationally recognised qualifications and against national expectations. In Section D2 we have detailed the qualifications and targets. It is our aim to provide opportunities for qualification in all areas of learning.

At Key Stage 3 every pupil will take the same subjects unless they require some additional support or challenge. All pupils need to experience a wide range of learning opportunities to form a sound base for future study. Science will be taught as a combined subject. A particular focus within our curriculum will be Digital Literacy, creativity and the development of emotional resilience and physical well being. Our partners will be pivotal in providing outstanding role models and the opportunities for first class hands on practical experiences. This will be enriched by opportunities for humanities, the arts and PE. A distinctive feature of our school will be the way in which this traditional curriculum is supported by courses in digital literacy and economic wellbeing. Cross curricular learning links between the subjects will be encouraged within an IT rich learning environment.

At Key Stage 3 pupils will work towards GCSE examinations in English Language, mathematics and core science.

At Key Stage 4 students will be prepared for a mixture of A levels, GCSE, IGCSE or their successors. There will be two pathways available. The first (“Green”) is a traditional academic route and the other (“Purple”) is a vocational pathway. Each will maintain the core entitlement. The academic route will enable pupils to take triple science and there will also be flexibility to enable pupils to develop their talents beyond the currently identified EBacc subjects. Some students will move on to Advanced Level study in English Literature and pure maths. Others will study for GCSEs in English Literature. The majority will pursue GCSE courses in their other subjects which will include all three separate sciences, a language, geography or history, art, music, PE, technology or drama and a further personal option which could be a second language, humanity or creative subject or one chosen from a menu including business studies or computing. This is the pathway we have titled “Green”.

Our “Purple” pathway at Key Stage 4 will meet the needs of those learners who wish to follow a more vocational programme. Through the partnership with Richmond upon Thames College a number of options will be available to students in Years 10 and 11 that might not be available to other schools. They will all, however, study towards GCSEs in English, mathematics, additional science and one personal option. They will also be studying for qualifications appropriate to the

vocational courses that they will be following at RuTC for approximately 40% of their curriculum time. We expect that digital technology, sport, creative arts &media and engineering will feature prominently in this provision. Apprenticeship programmes and other pathways will be made available to students as their needs and desires dictate.

The prospective pathway for students at the end of Year 11 will be into RuTC which will offer a wide range of both academic and vocational courses which will suit all members of the school. We are forecasting a staying on rate of 80%.

The following statutory external assessments or their successors will be offered:

- GCSE, GCE, AS/A2 Examinations and Controlled Assessments
- BTEC coursework and portfolios
- EBacc examinations
- Academic progress will be tracked and measured against the pupils attainment at KS2 SATS

Internal assessments

- CAT (Cognitive Ability tests)
- End of unit tests
- End of year tests
- Online assessments
- Teacher Observations and Feedback
- Oral Tasks
- Design and Make
- Performance
- Peer or self assessment

CURRICULUM DELIVERY

The staff team will have a strong sense of moral purpose and strongly contribute to the overall aspirations of the school and its pupils. The curriculum will be delivered by outstanding, inspirational, highly qualified teachers with excellent subject knowledge. They will convey passion for learning and we would expect all lessons to demonstrate a high level of pupil engagement and pupil led learning. Our teachers will be skilled in a wide range of teaching techniques and be willing to take risks to improve their pedagogy. They will implement clear assessment procedures to monitor the progress of individual pupils and tailor their lessons and programmes of study to meet the needs of all. Pupils will be taught how to learn independently and our IT-rich environment will help to facilitate this.

Teachers will also understand the principles of ‘learning to learn’ and build regular and frequent opportunities into lessons to develop this. This is commonplace in the schools that our pupils are likely to come from and we must continue to build upon it. This will develop their understanding of the following:

- how they can motivate themselves and have the self-confidence to succeed

- things they should consider such as the importance of water, nutrition, sleep and a positive environment for learning
- some of the specific strategies they can use, for example to improve their memory or make sense of complex information
- habits they should develop, such as reflecting on their learning so as to improve next time.
- how they prefer to learn and their learning strengths

Teaching in our school will be outstanding and this will only be achieved by teachers focusing at all times on high levels of student engagement as being essential. By providing such opportunities teachers will be able to better challenge learners and to encourage them to take responsibility and risks. In so doing we expect them to help to build our learners' resilience, an essential attribute for success.

The length of the school day, term and year

We have decided that 50 minute lessons provide an appropriate balance with the possibility of double lessons for some subjects as appropriate.

In developing the curriculum we have focused on ensuring that it is relevant for the economy of the wider society. Literacy will be promoted throughout the whole curriculum. The key learning themes (see Section D1) of Communication, creativity digital literacy will be reflected in the curriculum structure.

The pattern of the school day

08.40 – 09.15 Registration and Assembly

09.15 – 10.05 Period 1

10.05 – 10.55 Period 2

10.55 – 11.15 Break

11.15 – 12.05 Period 3

12.05 – 12.55 Period 4

12.55 – 13.40 Lunch

13.40 – 13.50 Tutor Groups

13.50 – 14.40 Period 5

14.40 – 15.20 Period 6

15.20 – 15.30 Break

15.30 – 16.20 Period 7 (Enrichment for years 7, 8 and 9 and compulsory for years 10 and 11)

The school will provide access to a wider optional programme of activities to include sport, access to learning resource centre, music, arts, choir, revision/homework etc. until 18.00.

Length and pattern of the school year

The pattern of the school year will be in line with the local feeder primary schools.

There will be 39 weeks in the school year to include 5 training days for staff.

There will be one week half term in the middle of each of the three terms and a two week break at Christmas and Easter.

CURRICULUM MODELS

Years 7 – 9: The weekly timetable will be made up of 30 lessons of 50 minute duration – a total of 25 hours.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4 hrs 10 mins	Mandatory	Pupils will study both English Language and Literature but the examination at the end will be English GCSE available at the time
Maths	4 hrs 10 mins	Mandatory	
Science	4 hrs 10 mins	Mandatory	Science will be combined and the examination at the end will be GCSE core Science
Digital Literacy	50 mins	Mandatory	To link with our key themes – see more detail later
Languages	1 hr 40 mins	Mandatory	Pupils will all study Spanish with enrichment in Mandarin
Technology	1 hr 40 mins	Mandatory	
Humanities	2 hrs 30 mins	Mandatory	Geography, History and Philosophy, Faith and Ethics each for one period per week
Arts	2 hrs 30 mins	Mandatory	Music, Art, Drama each for one period a week
PE	2 hrs 30 mins	Mandatory	PE curriculum will include Dance
Citizenship and Economic Wellbeing	50 mins	Mandatory	See more detail later

PSHE days will be organised to provide for coverage of that curriculum using external agencies and including Harlequins Rugby Club. See more detail later.

Years 10 and 11

Our expectation will be that some students will have achieved passes in English, maths and core science by the end of Year 9. Therefore in Year 10 and Year 11 there will be a combination of study towards GCSE for non core subjects and triple science and A level in English Literature and

pure maths. GCSE teaching in maths and English would continue for students who have yet to reach the required standard by the end of Year 9.

There will be two pathways, Green and Purple. The Green Pathway will be a traditional academic route whilst the Purple Pathway will enable pupils to study vocational options at Richmond upon Thames College.

Green Pathway

Subject/other activity (e.g. enrichment)	**Hours per week**	**Mandatory/ Voluntary**	**Comments**
English	4 hrs 10 mins	Mandatory	This will be A Level English Literature or GCSE
Maths	4 hrs 10 mins	Mandatory	This will be A Level Pure Maths or GCSE
Science	5 hrs	Mandatory	Triple Science GCSE
Languages	2 hr 30 mins	Mandatory	Pupils will all study Spanish or Mandarin
Creative Subjects	2 hrs 30 mins	Mandatory	Music, Art, Drama, PE or Technology
Humanities	2 hrs 30 mins	Mandatory	Pupils will study Geography or History
PE	1 hr 40 mins	Mandatory	PE curriculum will include Dance
Citizenship and Economic Wellbeing	50 mins	Mandatory	See detail later
Option	2 hrs 30 mins	Mandatory	Second humanity, creative or language subject or business studies or computing

PSHE days will be organised to provide for coverage of that curriculum using external agencies and including Harlequins Rugby Club. See details later

Purple Pathway

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	4 hrs 10 mins	Mandatory	GCSE Language and Literature
Maths	4 hrs 10 mins	Mandatory	GCSE
Science	2 hrs 30 mins	Mandatory	Additional Science - GCSE
Option			Any subject from humanities, language, creative, business studies or computing
PE	1 hrs 40 mins	Mandatory	PE curriculum will include Dance
Citizenship and Economic Wellbeing	50 mins	Mandatory	See details later
Additional subject	10 hrs	Mandatory	College links or vocational courses

Support from Haymarket Media Group
Time will be made available in the curriculum for the programme provided by Haymarket.

Haymarket Days for Curriculum Support:
Programme of visiting lectures, seminars and workshops

- Involves students dedicating ½ day in the Winter and Spring terms. i.e. 2 events per year in November and March.
- Haymarket will organise and provide a complete programme of speakers, seminars and workshops
- Envisage an engaging and motivating speech by a key note speaker
- Following the key note speech students would break away into groups to participate in seminars and workshops run by Haymarket
- Workshops will deliver information in the form of short talks but the key thrust of them is to engage the students in practical exercises
- Aimed at Year 11

Haymarket Employment Pathway – Careers presentation

- Lecture format involving Haymarket speakers talking to whole year groups in one venue
- Speakers would represent key areas of our media business

- Options to include; Journalism, Design, Digital technology, Sales, Photography, Finance, HR, Office Management and possibly from relevant clients, agencies and suppliers
- Aimed at Years 10 and 11
- Annual Frequency in October

Haymarket Careers evening

- A careers evening organised by the School which pairs groups of students with various professions to hear first hand experience and detail behind professional careers.
- Annual event hosted in December aimed at both years 10 and 11 (i.e. students have the option to attend twice)
- Start of the Work Experience selection programme
- Students would typically select 3 careers talks to go to over a 1 ½ hour period
- Evening is set up with a opening speech from the Head/Head of Year
- Haymarket will provide speakers to give hands on talks to small groups of students about relevant subject fields e.g. Digital technology, Design, Photography, HR etc

Haymarket Work Experience pathway

- Aimed at Year 11
- Students will have gained a robust idea of the various professions at the Careers evening where they will have expressed their initial interest
- Selection process may take place
- Gives one week work experience within Haymarket on a specific teams and work stream
- Ten places available
- Work experience to take place post GCSE exams

PSHE days will be organised to provide for coverage of that curriculum using external agencies and including Harlequins Rugby Club. See details later.

Programmes of Study

Year 7 will be a foundation year for teaching purposes. For mathematics and science half the year group will be set according to ability and taught these subjects at the same time. Smaller groupings will be used for technology.

In Year 8 and Year 9 broad streaming for other subjects is introduced and setting for mathematics will continue. The main focus of study during these two years will be to prepare the pupils for taking GCSE examinations in English, maths and core science by the end of year 9.

CONTENT OF THE CURRICULUM

We are planning to follow the national curriculum GCSE and A Level syllabuses as specified elsewhere in the document. However there are three courses which are of significant importance to the school which we have outlined as follows:

PSHE curriculum

Harlequins Rugby Club has a wide range of expertise in the field of both physical and mental health and wellbeing, which will be invaluable to supporting this area of the curriculum. Including:

- Sports Science expertise to create educational content and deliver courses
- Health and Fitness proficiency to help drive a 'health and fitness' agenda and encourage long term active lifestyles
- Prowess in leadership and 'building high performing teams' that can be called upon to develop course curriculum, sports programmes, community initiatives, etc.

This is a key area for our school and vision and is embedded in our core themes. Communication is of particular importance in this strand of the school with its emphasis on emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development, how the media present information.

The personal development of children morally, socially and culturally plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment of all children and are a vital foundation for living a healthy, intellectually stimulating and purposeful life in the future.

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by children in the course of their time in school that promotes their moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community of RuTCFS.

PSHE is taught through a cross-curricular approach and is embedded in the whole curriculum. It is also part of an active tutorial programme, school council work and will be part of Collective Worship and will be delivered through 2 PSHE days each year. The aim is to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. Children will learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.

Our Objectives are:

- To help pupils live healthily and safely and deal with the moral, social and cultural issues they face as they approach adulthood.
- To teach pupils to reflect on their experiences and how they are developing.
- To understand and manage responsibly a wider range of relationships as they mature.

- To show respect for the diversity of, and differences between people.
- To develop pupils' well-being and self-esteem, encouraging belief in their ability to succeed.
- To enable children to take responsibility for their learning and future choice of courses and career.
- To provide a broad and balanced curriculum which enables all children to achieve the objectives to the best of their ability.
- To equip our pupils to be positive and productive citizens.

KS3
The allocation of time for PSHE per year will be used as follows:

Year 7

Drugs awareness – including dangers of prescription drugs, tobacco, alcohol and how to resist peer pressure. This will be followed by a Parent Workshop to help them to understand what information their children have been given and how this can be reinforced at home.

Healthy Living Day – including Healthy diet, exercise, sun safety, changes at puberty. Enrichment activities will include competitions for pupils to enter.

Year 8

Streetwise Day - Workshops delivered by the NSPCC, police, first aid, self defence and preventing and tackling bullying including cyber bullying. An internet safety evening for parents will be held at this time.

Year 9

My Feelings, Your Feelings Day – The focus is on emotional well-being. Workshops on the causes and signs of stress and how to manage it, dealing with loss, the effect of media stereotyping and perception of body image, relaxation techniques.

Making Choices Day – the skills needed to make safe and effective choices with particular reference to sex and relationship education. A parent evening will be run in conjunction with this so they are aware of the guidance and advice offered.

KS4

The aim of the PSHE programme is to raise pupil achievement by promoting their personal and social development. It helps to prepare young people to lead confident, healthy, safe and independent lives. It can help young people to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving.

The PSHE programme includes:

- emotional health and wellbeing, sex and relationship education
- drugs, alcohol and tobacco
- nutrition and healthy lifestyles
- personal safety.

For example, education about drugs, alcohol and tobacco is crucial. The PSHE programme can increase pupils' knowledge and understanding about drugs, alcohol and tobacco and the effects they produce, and help to make them safe and informed decisions.

How is PSHE taught:

PSHE will be delivered through Departments and Year Teams in modules. There are also a large number of outside speakers who will come in and deliver on the special PSHE days.

Citizenship and Economic Wellbeing

This subject will address citizenship in its widest sense; social justice, human rights, community cohesion and global interdependence and encourages students to challenge injustice, inequalities and discrimination. Economic Wellbeing and financial capability aims to develop the students knowledge and understanding of the economy, the world of work and personal finance in order to become confident, informed and critically aware economic participants in our society.

Key Stage 3

The programme will cover: identities; human legal and political rights; participation and taking action; the changing nature of British society; immigration, identity and community; an introduction to the British economy; the cost of running a family; developing questioning and informed views as consumers of goods and services; managing money and finances; transferable skills needed for employability.

Key Stage 4

This course can lead to a half GCSE in Citizenship. The course builds on the work covered in Key Stage 3 and promotes interest in the world around us. There are three main areas;

- Rights and Responsibilities including learning about the legal system;
- Global Village including climate change, aids and poverty;
- Politics and the media which looks at the working of our democracy.

Digital Literacy

While our children are digital natives, there is demand in society and by employers that our children are digitally literate. Digitally literacy will teach them the skills needed not only to use all the various technologies available but also teach them how to communicate through them, understand and use the information presented to them and read it with meaning. Digitally literacy will enable our children to be creators, as much as users. The ability to create through technology

is vital to the UK's economic health and today businesses are finding it difficult to recruit specific functions within the UK i.e. technical development and coding.

Employers have an expectation that candidates are digitally literate. A recent CBI report estimated that 90% of UK based jobs require a degree of IT competency. It has also been cited that digitally literate applicants will be more economically stable throughout their careers.

Technology enables us to think and do things differently. It provides us with opportunities to play and work in a digital world, but also helps us achieve our goals and make life easier. Technology enables us to showcase our achievements and talents. Using and understanding technology enables us to participate fully in today's media saturated and information rich society.

Our school will ensure our children are digitally literate through the provision of technology in the classroom, the use of educational software to support learning and the availability of course materials online. They will understand how to use the digital platforms available to their advantage.

Many secondary schools in the UK block social networking sites and other social media, and often ban the use of mobile phones. We believe this is counter-productive to our students learning how to be digital citizens that can effectively, appropriately and safely use these technologies and the Internet for both formal and informal learning, and as part of their wider lives.

In doing this we fully recognise the all too real malevolent aspects of the Internet including cyber-bullying, grooming and inappropriate content. The Ofcom report (2012) summarises that 'confidence online is not always accompanied by due caution' and that 'girls are more likely than boys to be bullied online' with currently 13% of girls aged 12 to 15 saying they have been bullied online in the last year (having jumped from 5% the year before). E-Safety will therefore be core to our learning activities and will be handled explicitly and openly as part of digital citizenship including anti-social behaviour, privacy, identity, personal information, presence, asking for help and supporting others, in addition to topics such as data protection, copyright, assessing risk and security, web etiquette and effective searching and web research. Childnet (2008) make the point that a school that engages with social media demonstrates awareness and understanding of the sites popular with students, and in doing so increase the likelihood that a student could approach the school to discuss 'online' issues and problems.

Key concepts covered at Key Stage 3 will be:

- Capability to use ICT in a purposeful way;
- Explore ways of using ICT to communicate and collaborate;
- Exploring ideas and manipulating information to test hypothesis;
- Impact of technology – how it affects our lives, responsible and safe use;
- Critical evaluation of information – reliability, validity, bias;
- Learn to do basic programming.

Key Stage 4

A variety of courses will be available providing access to the full range of applications of technology including coding and software design.

ENRICHMENT ACTIVITIES

The moral purpose of a school cannot be fully achieved without inspiring pupils to experience and become involved in a wide spectrum of experiences in addition to the more formal curriculum. RuTCFS will ensure that all staff (Teaching and support) will contribute to this programme. We will also use bought in specialist expertise.

Creative arts and sport are offered as part of our core curriculum. However there will be opportunities to develop these at greater depth or competitively through our extra-curricular programme.

We will work across the campus with Richmond upon Thames College and Haymarket as well as with Harlequins Rugby Club, Richmond upon Thames Council, other local schools and sports clubs and organisations for young people such as the YMCA to provide a wide range of extra-curricular opportunities.

Effectiveness and popularity of extra-curricular activities
Pupils will develop a learner profile which will recognise their achievements and successes across the wide range of extra-curricular opportunities which will be available to them. These will include: public speaking, sports, drama, music etc.

We will record and closely monitor how many pupils have attended which courses. The results of this will inform future provision. Formative feedback will come from the students who have followed the activities. We will also record and monitor the number of pupils achieving awards e.g. Duke of Edinburgh Award, Junior Leaders Award, number of pupils learning a musical instrument to Grade 5 and above, number of pupils representing the school in a sports team.

Target for this area
100% pupils take part in at least one extracurricular activity per term.

95% of pupils report that the range of opportunities offered and the quality of the provision was good or better.

If we consistently meet our targets we will set a target for pupils to follow more than one extra-curricular activity and increase the range of offer. We will monitor and keep under review the impact on their taught curriculum.

If our target proves to be detrimental and adversely affecting the standards in the school we will revisit it.

Involvement with the local community
There will be a summative report to governors on the number and types of courses and community group activities being run at the school outside of school hours. The take up from people in the local area or beyond and the number of places taken by pupils from the school or neighbouring schools collected and analysed.

Membership of local uniformed groups like guides, scouts and sports clubs will be encouraged.

The school will promote links across the campus with Clarendon School, Harlequins Rugby Club, Haymarket and RuTC, together with adjacent occupiers Harlequins Rugby Club . We will be fortunate to be able to benefit from the excellent facilities of the other partners on the campus and adjacent sites.

Target for this area
50% of pupils report on the annual questionnaire that they take part in a local community activity beyond the school.

The school will raise the profile of pupil involvement in the local community by advertising what groups etc there are for them to join. We will organise marketing visits by local community organisations and put links on the website for parents and pupils to access. Pupils themselves will present to other pupils the benefits of being part of organisations beyond the school. Heads of Year and other staff will identify pupils who do not take part but who would benefit from doing so. We will target these pupils and their parents to encourage participation. If appropriate the school will look to fund their participation through use of the pupil premium.

ASSESSING AND MEETING THE NEEDS OF ALL PUPILS

We believe that every student has an equal right to access our curriculum and that she or he has a right to benefit from the range of personal, social and extracurricular activities. This is to ensure that all students are equipped with the knowledge, skills and resilience necessary to be able to take advantage of all the opportunities open to them, now and in the future.

Our vision is that pupils, parents/carers, staff and professionals all contribute to the positive educational experience of the child so that there is a collaborative relationship with all. We believe that all pupils with varying needs can be included within a broad and differentiated educational programme which is appropriate for their needs, which ensures they make progress and achieve, and which helps all pupils to reach their full potential, while at school, and to continue their learning into adult life. We believe that all members of staff are entitled to good quality professional development to ensure they have the necessary skills to meet these diverse needs.

The overriding priorities continue to focus strongly on improving children's life chances by:
- Narrowing achievement gaps
- Raising educational standards and improving outcomes for all,
- Improving prevention services and safeguarding

- Supporting and engaging parents and carers, and promoting the physical and emotional well being and mental health of children and young people
- Listening to children and their parents

We believe that pupils with varying needs are entitled to an inclusive system of education, to equal access to the curriculum and, where possible, to participate in all decision-making processes including the setting and review of learning targets, discussions about transition and annual reviews.

Pupils are entitled to additional support where necessary and to learn in classrooms where the teacher and support staff are fully aware of their needs and effective interventions put in place to ensure their progress.

Pupils have clear targets and are encouraged to take as much responsibility as possible for their own learning. They are also encouraged to take responsibility as a full member of the school community, for learning with other pupils, and for making a contribution to the assessment of their progress.

Our innovative use of digital learning will help to support all pupils to make the best possible progress and feel empowered to reach their full potential. Additional communication aids to support and enable communication and curriculum access will be available. There will be close collaboration with other schools with expertise in this area, including our co-located partners at Clarendon.

How the school will address those needs is outlined below.

1. Special Educational Needs
This school will be sited adjacent to Clarendon, a secondary MLD school. This will provide opportunities for partnership work and training in this area. Our school will be in a unique position to benefit from the considerable expertise of professionals trained in this area.

SEN is currently under review with an expected 2014 implementation date. We recognise changes will be far reaching and will inevitably impact on provision. This is likely to entail the introduction of Education, Social and Health Care Plans but there are still too many unknowns at this stage. The approach outlined below reflects the current requirements.

RuTCFS recognises that individual pupils in the school will display a range of needs including those associated with having a special educational need. The range of needs typically requiring targeted intervention will be in line with that of the local community. The majority of Secondary aged students with significant needs are likely to be related to communication and interaction needs and behavioural, emotional and social needs. Regardless of the nature of the needs, the school is will ensure individual needs are met according to its principle of inclusivity and removing barriers to learning.

Pupils with SEN as defined by the Code of Practice for SEN will be those students who can benefit from a mainstream educational experience. These students will be on the continuum of need and require appropriate intervention and support. We estimate that the proportion of pupils joining the school with special educational needs will be around 2% below the national average. This covers a variety of need.

Removing barriers to learning and developing appropriate strategies which enable quality learning and teaching to take place is central to inclusive schooling. Inclusion is about the ability of any school to offer appropriate curriculum access and support arrangements as well as effective pupil management systems. Students do not make optimum progress when they are treated uniformly.

Our school will follow the requirements set out by the Equalities Act 2010:

- Disabled pupils are not treated less favourably.
- Reasonable adjustments are made to ensure that disabled pupils are not at a substantial disadvantage compared to their peers. This might include adaptations for hearing impaired, sensory impairment, wheelchair users for instance.
- Plans are anticipatory and are drawn up to show how, over time, disabled pupils will increase access to education over time.

The school will:

- Provide a broad and balanced curriculum, suitably differentiated and relevant. Provision which is ‘additional’ and ‘extra’ will provide a significantly more flexible and personalised approach to meeting students’ needs.
- Safeguard expertise through investment in induction, professional development and ongoing training for all staff

Provision for additional needs including SEN

In order to ensure high quality timely intervention provision planning will take into account individual needs and be based on ‘what works’. Provision for pupils with additional needs as well as for those with SEN will be mapped onto a Provision Map. This will be costed and reviewed regularly to ensure pupils’ needs are being met.

We recognise that SEN is the responsibility of everyone. To this end high quality training and support will be in place to ensure all staff are confident about meeting the needs of all learners. Students’ progress will be tracked regularly and achievement identified and celebrated. Impact of intervention on progress will inform future provision. Arrangements to ensure clear progression pathways for a smooth transition to the next phase will be a strength. This will require excellent collaboration with specialist Transition Planning teams where appropriate.

All students will have individual ‘personalised’ targets for their improvement and progress. We will use ‘Provision Maps’ as a tool to help plan and set out a summary of the help for pupils with

additional needs, showing ‘at a glance’ the range of staffing, specialist programmes and other support. This applies equally to all with individual needs including those with SEN.

School Action
Students identified as having some difficulties in learning leading to lack of progress will be placed on the school's SEN register at School Action. This will include students with marked literacy or numeracy needs which may result in poor attainment across the curriculum or persistent emotional or behavioural needs which are not addressed through the usual behaviour management strategies in place. Some students may have a sensory or physical need and some communication or interaction issues despite a differentiated approach to teaching and learning. Students at School Action will typically receive additional support in lessons. This may incorporate writing frames or access to ICT. In some cases an additional adult will be available to support learning. Teachers will be expected to plan carefully to ensure all pupils are making progress. They may also access social skills groups and similar provision to support their social needs.

School Action Plus
For some students despite receiving an individualised programme and targeted support under School Action they continue to make little or no progress in specific areas over a long period and are working significantly below expectation.

They may have emotional or behavioural needs which substantially and regularly interfere with their own learning or that of the group, despite having an individualised behaviour management programme.

They may have sensory or physical needs which require specialist intervention or on-going communication and interaction issues that impede the development of social relationships causing substantial barriers to learning.

External specialist support may be used to advise or train staff, develop targets and consult with teachers on developing more specialist assessments or strategies.
Students at School Action Plus may receive any of the following depending on their need as well as skilled support in classes:

- One to one intensive Behavioural, Emotional and Social support
- Specific dyslexia support
- Intervention from the Educational Psychologist
- External agency support, such as those provided by the Local authority, Social Services, the teacher for Hearing Impairment, the teacher for Visual Impairment, School Health, Educational Welfare Service, Speech and Language Therapy, Specialist teachers, Physiotherapy
- Transition intervention including careers advice
- Social skills intervention

The support is focussed and intensive and clear targets are set, strategies used, and the success criteria outlined. School Action Plus review meetings will take place regularly throughout the year.

Additional resources may include not only access to adult support but increased management time for planning, additional assessment and more regular review of progress, access to specialist equipment (including IT), staff development and training, liaison with parents and providing additional guidance on access and effective teaching strategies for pupils with specific needs.

Statutory Assessment

A decision will be made to refer the child to the LA for consideration for a statutory assessment when there is clear evidence of the previous support strategies not having had an impact on the pupil making adequate progress. This evidence will include the pupil's response and progress, a report based on the involvement and advice by an Educational Psychologist, and possibly consultation with health and social services, and specialist teachers in the LA. The information provided by the school will include:

- The school's action through School Action and School Action Plus
- Individual target setting
- Records of regular reviews and their outcomes
- The pupils' health including the child's medical history where relevant
- National Curriculum levels and in-school assessments
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service

It is recognised that the main thrust of legislation and the current Code of Practice is on early intervention through a graduated response and a shift away from statutory assessment by the LA, except in cases where highly specialised provision is needed.

Reviewing Statements

Pupils with SEN will have their progress reviewed on a regular basis. For those with a Statement there is also a more formalised Annual Review. The purpose of the Annual Review is to examine closely the evidence of the individual pupil's attainment and progress, to integrate a variety of perspectives, as well as identifying and planning for difficulties to be resolved. We will ensure the pupil's own views are taken into account in this process.

The school will work with the LA to ensure that where progress is acknowledged, consideration is given to increasing independent learning through ceasing to maintain a Statement or tapering levels of support. The use of funding delegated to the school will be monitored at each and every Annual Review to reflect any changes in pupil needs.

All Statements will be reviewed annually. However, the timing of the review meetings will reflect more than the statutory basis and the school's circumstances. The school will ensure the active

involvement of the pupil and accessibility for the parents who may require support (e.g. translation or interpretation). All parties will ensure that as many agencies are present to enable effective collaboration.

For all pupils where transfer may be a consideration, careful thought and advance planning will be essential.

Reviews for pupils in Year 9 for those with significant needs will be the start of a longer-term decision-making process in preparation for transition to Further Education, work-based training and Higher Education. Transition Planning will draw together information from a range of individuals within and beyond schools to plan coherently for the young person's transition to adulthood.

Role of the SENCO

The management of provision will be part of the leadership and management structure on the school. Specialist and appropriately trained staff will be appointed. Provision and the day to day management of SEN will be the responsibility of the school's Special Needs Coordinator (SENCo). The role of SENCo will exist from the outset with it being held by the Assistant Principal from the school's launch. As the school grows and the demands on this role increase consideration will be given to keeping this arrangement under review. We envisage the need for this role to be held by a discrete post under Curriculum Leaders from the school's third year.

Specifically the SENCo/Inclusion manager will be responsible for the following:

- Strategic direction and development of SEN provision in the school
- Monitoring teaching and learning and disseminating outstanding practice in SEN.
- Using data and assessment tools to identify specific special needs, develop programmes of study and monitor pupil progress.
- Lead, develop and manage the staff team directing their work to ensure needs are well met.
- Liaise with external professionals, keep parents fully informed and engaged, manage the statutory requirements for annual reviews, provision maps.

Ultimate accountability however lies with the Principal and Governing Body. There will be a governor for SEN. All subject teachers are considered to be teachers of students who have Special Educational Needs and therefore are expected to have the skills to contribute to the identification of learning needs and provide appropriate teaching and learning. Teachers will be informed of the individual needs of students and strategies to adopt in order to best meet the needs of the child. The majority of learners may experience barriers to learning at some point, and making effectively differentiated provision that meets the needs of all learners is paramount.

Appropriate guidance, support and training for all teaching staff supporting pupils with SEN will be made available. When deciding the most appropriate interventions and support, the school will take into account the views of the child and their parents. Governors will be involved and advised

of the ongoing needs of the pupils and the professional development needs of the staff and also holding the school to account for the impact of the SEN Policy on pupil progress and well being. In order to ensure resources are appropriately targeted the school will plan, target and review the use of additional funding with reference to pupils' progress and needs. Provision will be planned through the Provision mapping process in order to meet individual needs. Most support for pupils at School Action will typically take place in classrooms.

The school will involve parents/carers in decisions about their child's SEN and report to them on their child's individual needs, the steps taken to address those needs and the child's progress. Keeping the provision under review is paramount in ensuring high quality support is available. There will be a clear strategy for supporting individuals and groups of pupils with SEN and other needs. Progress will be regularly tracked and support arrangements adjusted where necessary. Thorough school procedures for regular classroom observation, monitoring the quality of teaching, additional support and differentiated learning for pupils with SEN will be in place. SEN funding will be reviewed in order to ensure best value and that there is sufficient capacity to meet student needs. Parents' and students' views will be an important part of the review process.

In addition, the SEN Governor will monitor the provision by visiting the school, through regular discussion with the SENCo and Principal, by receiving the school's data on pupils with SEN and, with the Governing Body, reviewing the school's SEN policy and budget.

Looked After Children
The day to day responsibility for a child who is being looked after by the Local Authority may be with foster carers, residential care workers or guardians. Each child looked after by the Local Authority will have a Personal Education Plan, which will clarify for the school whom they need to consult and work with, should the child have SEN. The school will appoint a designated member of staff for Looked After Children who will have oversight of these pupils and who will liaise closely with the LA LAC Adviser.

Involvement with Outside Agencies
Close working relationships will be developed between Social Services, Health Services, Voluntary Organisations, Behaviour and Management services and the Learning Support Services to promote a multi-disciplinary approach to supporting pupils with SEN and those with additional needs.

This policy supports the fundamental principle of the Code of Practice that effective assessment and provision is secured where there is the greatest possible degree of partnership between all agencies.

Examination Access Arrangements
Students with additional needs e.g. dyslexia will be monitored in order to ensure appropriate access arrangements are in place if necessary.

The Special Needs Department will work closely with the Examinations Office to ensure the exam access arrangements are disseminated to all staff. Parents who are concerned that their child should be entitled to exam access arrangements due to specific learning difficulties will be provided with appropriate guidance.

2. English as an Additional Language

RuTCFS recognises that the area the school serves will have more than the national average of pupils from ethnic minority backgrounds at around 30% and approximately the national average of pupils for whom English is an additional language. Equally, the range of languages is very wide with around 30 home languages in evidence in the area, and many more in the neighbouring borough of Hounslow from where the school may draw some of its pupils on the basis of proximity. As a principle, the school will make particular provision for pupils who may join the school other than at Year 7. Whilst this is important for all new recruits, it is particularly so for those with English as an additional language.

School Objectives

- To celebrate the diversity of ethnic groups, cultures and languages within our school
- To discover and develop the skills of pupils from all ethnic groups, including those with EAL, ensuring that whatever their ability they are supported in working towards their full potential
- To recognise that that being bilingual is an advantage not a learning difficulty
- To ensure that EAL pupils have equal access to all areas of the curriculum,
- To identify and respond to the needs of pupils for whom English is an additional language
- To provide additional language support, where appropriate.
- To recognise the difference between ability and English level and deliver the curriculum at an appropriate conceptual level for EAL pupils
- To acknowledge the importance of a pupil's home language and cultural background
- To encourage and support the involvement of parents/carers from all ethnic and language groups in their child's education
- To develop a curriculum which includes:-
  - A range of personal, community, national and global contexts
  - Promotion of positive attitudes to ethnic difference and cultural diversity
  - Recognition and celebration of the diversity of ethnic groups, cultures and languages within the school
- To ensure that pupils learning to speak English who also have special educational needs have the same entitlement to equality if access to SEN assessment as monolingual peers

Provision

In the first instance the programme will be managed by the curriculum leader for English but will move in later years to the Inclusion Manager (see staffing section).

RuTCFS will expect the school to make provision at three levels of intervention as follows:

- Level 3: through a dedicated EAL induction programme aimed at supporting students who are beginners or near beginners. In addition there will be specific interventions targeted at supporting more advanced bilingual learners who are underachieving due their knowledge of English language.
- Level 2: through in-class support by a member of the EAL teaching team
- Level 1: through on-going differentiation and monitoring by subject teachers and departments

EAL learners vary greatly in the amount and kind of additional support they may require. This is partly dependent on their prior education, literacy in their first language, length of time in the UK and many other social and academic factors. A flexibility of approach will be required and periods of intervention will be strategic and targeted to reflect the needs of the individual pupil. A register of EAL learners will be maintained and updated every half term. A regular review of intervention will be undertaken, both for individual pupils and for the provision as a whole, to ensure it meets the needs as they are identified.

The member of staff responsible for the programme will ensure that teaching staff are not only provided with information about EAL learners in their classes but also equipped and resourced to meet the needs of those learners. This will be through a mixture of training, dissemination of advice and guidance and model lessons. ICT will play a major and increasing role in the provision (see separate section on ICT).

Admission and induction
On admission, pupils who are new to English or whose records indicate previous EAL needs will immediately be referred to the staff member in charge of the programme. The co-ordinator will arrange to meet with the pupil and their carer / parents to find out more about the pupil's background and prior education and to conduct an initial assessment. The co-ordinator will then liaise with the Head of Year to decide appropriate groupings and to draw up a personalised support plan. The EAL co-ordinator will communicate information about the pupil's needs to relevant subject teachers and the tutor.

Success at school will depend enormously on the pupil's sense of security and comfort in a school where he or she does not speak the same language as most of the other pupils. The school will use a range of strategies to help this process, including setting up a buddy system, with two other pupils, one English speaking and another ideally with the same home language as the pupil. Welcome packs will be produced, translated into key languages, to provide the family with some school information. Additionally, introductory support packs will be prepared for each key stage for pupils at an early stage of language learning. Guidance will be produced and supplied to all staff about how to welcome a child with EAL needs into their classroom and guidance on how other pupils should be helped and advised to interact with them.

Recognising barriers to success
Pupils with English as an additional language face clear challenges accessing the curriculum, whilst those with refugee status may bring additional complications which may further hinder

curriculum access. In some cases, those with refugee status have experienced hardships and trauma, for example those who have left war zones or areas of political oppression and they may well display emotional distress and have a deep sense of loss.
It is essential to recognise that, despite a below average attainment score, pupils with EAL needs may be developing at a fast rate and achievement may be masked by specific language difficulties. There may be a significant difference in attainment between different subjects which are heavily dependent on the use of English and those which are less dependent. Our aim is to provide appropriate support and pastoral care to help all EAL students to become highly motivated, deeply committed, independent and successful learners.

Assessment, recording and reporting
At the initial assessment, the pupil's level of competence in English in speaking and listening, reading and writing will be assessed using the English national curriculum and the EAL extended scale. Pupils will also be asked to complete a CATs test, an initial assessment in maths, as well as a piece of writing in their home language. This data will help inform groupings, targets and appropriate interventions.

The attainment of pupils receiving support will be tracked by the EAL co-ordinator using the school's assessment, recording and reporting procedure (see section D2). Intervention will be adjusted depending upon the outcome of this tracking.

3. Gifted and Talented Learners
The school will adopt the DfE definition of gifted learners as 'those who have abilities in one or more subjects in the school curriculum other than art and design, music and PE' and of talented learners as 'those with a specific ability in a more practical area'. This latter category could include;

- Physical talent - sports games or physical skill
- Visual/performing abilities - movement, dance, drama
- Mechanical ingenuity - drawing, designing, construction, practical problem solving
- Outstanding leadership - organiser, outstanding team member, sound judgements
- Socially/ethically gifted - sensitivity, empathy, well-developed sense of moral implications of actions or situations
- Creativity - artistic, musical, linguistic
- Problem solving - chess, lateral thinking, creative solutions, ability to grasp the big picture and work with it

Normally the expectation is that up to 10% of pupils in any school might fall into the gifted and talented category. However, the school recognises that each cohort is different and that the number so identified in each year group may be greater or lesser that this number. In any case RuTCFS expects the figure to be at the upper end bearing in mind the socio-economic profile of the area and the opportunities afforded to children by their parents.

Identification
It is recognised that gifted and talented learners often are not high achievers and that their abilities are often masked by factors such as low self-esteem, frustration or low expectations. A variety of methods will be used to identify gifted and talented learners, including:

- teacher recommendation
- parent identification
- student prior knowledge particularly at transition points
- formal test/examination results
- data tracking
- records of national curriculum attainment levels
- extra-curricular activities

Provision in the classroom
Every curriculum area in the school will be required to have a code of practice and to maintain a register of gifted and talented learners. In each code the provision for able students will be made explicit and will inform the teaching of such pupils in that area. The range of provision will also be recorded.

A database of all those nominated as gifted and talented learners will be held centrally and updated by the identified teacher with responsibility for the programme (see staffing section). The curriculum will take into account the needs of our highest achievers through differentiation, extension, enrichment and acceleration, making use of all possible expertise and in particular by utilising the strengths of the partners in RuTCFS (see section C).

In terms of differentiation the following will be taken into consideration when planning the curriculum in each area:

- differentiation by outcome to allow responses at different levels to the same initial stimulus
- differentiation by task which may be varied in both style and content
- differentiation by pace to allow able pupils to proceed at a faster rate
- differentiation by national curriculum level in subjects where content/process may be related to the level the pupil is working towards
- implementing setting arrangements in certain subjects in particular mathematics
- where appropriate, accelerating pupils through a learning programme such as early entry for GCSE, A level

The school is committed to developing extension and enrichment materials which:

- allow individuality of response
- encourage creativity and imagination
- satisfy developmental stage rather than chronological age
- stress process rather than content
- encourage high quality thinking/using higher order skills
- provide many open ended situations

- give a sense of satisfaction and enjoyment
- open up further opportunities for research
- involve an abstract quality for both number and language
- involve problem solving and decision making
- encourage provide differentiated homework when appropriate, including open-ended tasks

Provision beyond the classroom
In addition the school will use its wide partnership arrangements as part of our programme for gifted and talented learners, particularly those outlined in section C in conjunction with Richmond upon Thames College, Harlequins Rugby Club and Haymarket. The school will also work with other schools in the local authority area to participate in cross-school Student Councils, workshops, extension and revision classes.

A broad range of activities will be offered in our extension programme, to which all staff will be expected to contribute. Although open to all pupils, those on the Gifted and Talented register will be targeted to participate. It is anticipated that the following activities will be provided;
- sport – both for training and matches
- clubs – chess, debating, writing, drama,
- musical activities – choir, jazz group, wind ensemble, individual lessons
- house competitions – maths challenge, talent shows, master chef

Monitoring and evaluation
The member of staff responsible for the programme will ensure the individual curriculum area registers and the school database are kept up to date and relevant. Additionally they will disseminate strategies for catering for gifted and talented pupils amongst staff and ensure staff are provided with appropriate training.

4. Looked After Children
There are likely to be few children looked after by the Local Authority in the school, but those pupils who are in this category form an important group who will need particular care and support. Additionally, it is likely that such children may be overage admissions into the school because of mobility and also that they may move between their birth family and other settings frequently. Such children could be particularly vulnerable and nationally have been shown to underachieve.

The school will identify a named person with responsibility for Looked After Children. This member of staff will be responsible for the production and monitoring of the Personal Education Plan for the pupil as well as admission and induction arrangements. They will also be the point of contact for all outside agencies and carers. The pupil's progress will be monitored by the school's assessment and tracking arrangements and the named person will be responsible for adjusting the provision in the case of underperformance and will liaise with subject teachers as appropriate. Looked after Children will be provided with additional resources to aid their performance and

provided with ICT equipment to help them to maintain connection with their school and so assist them to achieve the expected rate of progress.

5. Pupils In Receipt Of Free School Meals – Pupil Premium

The number of pupils eligible for free school meals is below the national average in Richmond upon Thames generally and particularly low at around 10% in the area to be served by our school. However, in line with national trends that percentage is increasing year on year and reflecting the downturn in the economy. There are gaps between the achievement at GCSE between FSM and non FSM pupils in the local authority and our school wishes to build upon the work done in the primary schools to reverse this trend.

A member of staff will be identified as responsible for the progress and well-being of all pupils in this group. They will be allocated the resources associated with the pupil premium and, in conjunction with the lead member of staff for the curriculum, plan the provision for these pupils. The named person will identify barriers to the success of individuals and, using the finance available, provide resources to assist the pupil to make expected progress. This will include the capacity to provide ICT equipment if necessary but will enable the pupil to have full access to the curriculum and extended curriculum by funding items such as school visits, uniform, personal equipment and additional resources.

Each pupil's progress will be monitored by the school's assessment and tracking arrangements and the staff member will be responsible for adjusting provision as necessary and liaising with classroom teachers and the tutor in the light of the progress identified. It will be important to establish excellent relationships with parents and carers as well as outside agencies: the named person will ensure good communication is maintained.

6. The Use of ICT

In our school a key theme is the use and development of ICT and digital systems to support learning. This will be particularly relevant as a tool to support those pupils with an identified need. We recognise that in this fast-moving world the ICT we discuss in this section could well be obsolete or at least old-fashioned by the time our first cohort of pupils enters the school. As a campus specialising in digital technology and the creative arts, our intentions in this regard are important to the the overall ambition and success of the pupils and the school. Much of what follows is applicable to all of the young people in our school.

We consider that there are a number of key drivers to embedding technologies and ICT in our curriculum to enhance both student learning and the student experience of learning and teaching.

Teaching practice and the design of learning activities

Technologies are commonly used to deliver staff developed and collated resources to students such as a video, audio recording, animated and interactive support packages and websites, which may involve a Virtual Learning Environment (VLE). These of course are valuable uses of technologies but important to our ethos are technologies that encourage and develop active

engagement that stretch our students and enable activities that were not previously possible, e.g. engaging synchronously with school children in other parts of the world on shared projects; working with live data fed from weather buoys in the North Atlantic to support an understanding of weather and ocean currents; developing a school web based Internet television and radio channel, using games to support language learning and; interrogating environmental sensors and data loggers situated in the school's grounds. The Nesta report 'Decoding Learning: The proof, promise and potential of digital education' (2012) provides a multitude of evidenced examples of technologies of all types being used to enhance learning.

Students Personal and Mobile Technologies and Environments

We recognise that the world inhabited by our prospective students has developed dramatically in terms of technologies and virtual environments. According to Ofcom's 'Children and Parents: Media Use and Attitudes' Report (2012) for children aged 12-15:

- 95% have access to the Internet at home
- 80% use social networks
- An average of 286 friends, of which 25% have not been met in person
- 26% have Twitter accounts
- 62% own a smartphone

The JISC/HEA Committee of Inquiry into the Changing Learning Experience in reference to higher education found:

"The world they encounter in higher education has been constructed on a wholly different set of norms. Characterised broadly, it is hierarchical, substantially introvert, guarded, careful, precise and measured. The two worlds are currently co-existing, with present-day students effectively occupying a position on the cusp of change. They aren't demanding different approaches; rather they are making such adaptations as are necessary for the time it takes to gain their qualifications. Effectively, they are managing a disjuncture, and the situation is feeding the natural inertia of any established system. It is, however, unlikely to be sustainable in the long term. The next generation is unlikely to be so accommodating and some rapprochement will be necessary if higher education to continue to provide a learning experience that is recognised as stimulating, challenging and relevant"

We assert that this assessment applies equally if not more so, to secondary education, and that the skills that children use and develop in the social media domain such as networking, communicating, collaborating and sharing resonate strongly with the skills and attributes that are called on in active and engaged learning.

Effective Continuing Professional Development for staff

Staff development is crucial to the successful school-wide effective use of technologies to enhance learning, and importantly we will evaluate impact continually. This development is as important, if not more so, than the technology itself. Unused sophisticated technology is worthless while free web-based tools can provide powerful learning aids and environments. We will engender a community of practice across the school so that all staff embrace the effective and

appropriate use of technology rather than it being left to isolated champions. Key components of this professional development programme will include:

- Students' use of personal and mobile technologies and environments.
- Internet risks and risk assessment
- Integrating social media into learning activities
- Personal technologies in the classroom
- school's learning technology infrastructure including digital whiteboards
- The role of personal technologies for in-situ learning and on field trips and visits.
- Assessment practices that align with the media and tools that students use in learning
- Staff will be encouraged to maintain their own professional development portfolio.

Providing the School with social media presence

The school will implement a social media presence co-produced with students to support the school community and involve parents and the local community. We will look to include and showcase student work (e.g. we will learn from the 'Classroom Displays' Flickr Group), video and audio with the possibility of a school channel (e.g. via YouTube). The imperative is to demonstrate to our students that school understands and engages with social media and personal technologies, but importantly also for building community.

Technology infrastructure

The school will implement an infrastructure that is flexibly configured, designed to support connectivity from personal devices (which may include adaptations personal to the student to address particular needs), but will also include core interactive devices and displays which can used in both formal and informal spaces. We will aspire to incorporate all outdoor spaces in this infrastructure through the provision of a wireless network, installation of environmental sensors and data loggers, and the use of QR Codes and augmented reality. We will also deliver adequate devices to ensure that no student is stigmatised or excluded because of lack of access to personal technologies, and will be proactive in providing an accessible inclusive infrastructure for disabled students and students with special educational needs. Where possible we will focus on flexible adaptive technologies (e.g. touch screens) that will benefit all of our students, believing that appropriate and flexible technology can be a real enabler and importantly provide personalisation (e.g. supporting a student learning at their own rate). We believe that resources and technologies that are designed to be accessible to students with a range of needs constitute good design for the benefit of all. We will however provide key specialist adaptive technologies including switches, 'jumbo' keyboards and for example 'big grips' suitable for mobile technologies including tablet devices. We will learn from current research studies in this respect (e.g. the Inter-Life project, University of Glasgow; Surfing symbols, The Rix Centre;).

This will be achieved by:

- Implementing a wireless network covering all indoor and outdoor spaces predicated on the widespread active use of 'bring your own' networked personal devices

- Delivery of a mix of virtual spaces including both public and importantly private and safe spaces. We are currently considering a VLE, blog environment and social network as providing our core spaces, delivered via the cloud rather hosted locally.
- Where fixed infrastructure is demanded it will be implemented to be re-configurable (e.g. using wireless data projectors, redundant cabling etc)
- IT infrastructure will be implemented on the premise that physical spaces will be designed for flexible use.

The school recognises that education largely adapts technologies developed for other purposes and drivers. The process of adaption needs to continue into the future, but not blindly nor allowing technology to drive our pedagogy. Where a technology does not allow us to deliver our pedagogies then we will look elsewhere. This will include for example considering devices such as the Raspberry PI which would readily allow our students to program and better understand today's technology and provide them with a sounder platform to explore and inquire.

PUPIL TRANSITION

Plan for transition between phases of education and employment

RuTCFS understands that effective transition between each year group is important if children are to make good progress in their learning.

However, there are key periods when more extensive intervention and care will be vital to ensure successful continuity of progress. A key benefit of the campus provision is the easy of transfer between KS4 and KS5 both in terms of proximity, familiarity and rich curriculum offer.

Year 6 to Year 7

This will be important for all incoming pupils from primary school but particularly so for the first cohort. For this cohort special arrangements will be made for families to familiarise themselves with the school environment, each other and staff. RuTCFS would envisage an initial event to engender a sense of community and to set expectations for the year group. This would be either a summer school and/or early in the school year a special event such as a learning to learn day. Opportunities will be made to liaise regularly with parents and calendared parent staff consultations fixed for the end of the first half term at which the Special Needs Coordinator will also be present.

For subsequent years partnerships will be developed with the feeder primary schools in the following ways:

- Pupil ambassadors will visit their previous school throughout the year.
- Feeder primary schools will be invited to events at the new school such as drama productions, for science workshops in the school labs, maths challenges.
- The new secondary school would work in partnership with Richmond Borough's arrangements for pupil transition days in July and the transfer of pupil information.
- Year 6 and Year 7 teachers will meet to discuss curricular continuity and pupils' issues
- A member of staff will visit pupils in their primary school once places have been allocated

- A parents' welcome evening will be held during July prior to entry. A priority at this meeting will be advising parents about communication systems and expectations of the school.
- Year 7 curriculum evening for parents will be held early in the autumn term to focus on how the curriculum will be delivered, assessment methods used and how this information communicated to them and on how parents can support their child's progress at home. The school's Virtual Learning Platform will play a key part in ensuring effective communication.

Year 9

This is a key transition year as pupils choose their pathways for Key Stage 4 and they would be given support a programme of advice and guidance to include:

- A prospectus detailing their options
- Opportunities/careers evening for parents and pupils
- Personal interviews with staff
- Taster lessons – for the first cohort this would be in partnership with a neighbouring secondary school
- Careers advice and guidance
- Advice from Richmond upon Thames College about the full range of post-16 options

Year 10

The students will be helped to settle into new teaching arrangements by an appropriately structured event.

Year 11

During this year preparation for post-16 study will be provided in conjunction with Richmond upon Thames College which will include:

- A 6th form prospectus will detail the options open to students
- Opportunities/careers evening for parents and pupils
- Personal interviews with staff
- RuTC will provide taster lessons, careers advice and guidance and tips on preparing for post-16 study
- Input from local universities including Kingston University and University of Surrey at Roehampton

SECTION D2 MEASURING PUPIL PERFORMANCE EFFECTIVELY AND SETTING CHALLENGING TARGETS

At our school we expect excellence and will strive for improvement continuously. Assessment and self evaluation is at the heart of school improvement. We need to be clear about where we are before we will be able to make the school even better. The key themes make it clear that it is through the well being and personal development of the pupils and the ethos of inclusivity of the school community that we will be able to achieve the highest academic success.

The following targets have been set taking into account the success of the local primary schools who are likely to send pupils to the school, the pupils attainment as shown in Raiseonline reports, and the expectation of parents and the local community. We have also looked closely at other secondary schools in the local area to ensure that our targets are in line or above those set by these schools.

	L4+ R,W,M			5+ A*-C (inc. E&M)		
	2011	**2012**	**2013**	**2011**	**2012**	**2013**
Richmond	82	87	85	63	63	67
National	67	75	76	58	58	60

Overall Effectiveness

Outstanding categorisation of Overall Effectiveness by Ofsted. Outstanding Ofsted grading in all areas is our aspiration. This will give rigorous external validation to the quality of what we are achieving at the school. This will ensure pupil and parent confidence and will confirm that RuTCFS is a community of excellence in the local community.

We are confident that the success of the school will rest on outstanding leadership as emphasised in Section C which will ensure high attainment. This will result from outstanding teaching, high quality professional development and clear assessment processes. All this will rest on high expectation of attendance and behaviour.

Attainment – we will not compromise on our commitment to our pupils achieving the highest standards possible. The school will be delivering a broad and balanced curriculum delivered by a highly qualified and effective staff team. Therefore there will be a key focus on academic achievement with a specific focus on core subjects English, maths, science and digital technology with a global focus of creativity both in specific subject areas and in thinking and learning. We will prepare pupils for GCSE, English Baccalaureate and other qualifications (see Section D1).

- 100% of pupils will achieve 8+ A*-G at GCSE or equivalent including English and Maths
- 90% of pupils will achieve 5+ A*-C at GCSE including English and Maths or equivalent
- 60% of pupils will achieve the English Baccalaureate which will include two sciences
- The gap in attainment between students registered as FSM and the remainder of the cohort to be below national average.

Progress

- KS3 students make at least three whole levels of progress from their KS2 entry point against National Curriculum levels
- Within each year, students should typically make three sublevels of progress from their KS2 entry point against National Curriculum levels

- At KS4 English and Maths students achieving Level 3 at KS2 should typically achieve at least a grade C at GCSE
- Students achieving level 4 at KS2 should typically achieve at least a grade B at GCSE
- Students achieving level 5 at KS2 should typically achieve at least a grade A at GCSE
- Students achieving level 6 at KS2 should typically achieve grade A* at GCSE

Quality of Teaching

- 100% of lessons to be graded as good or better;
- 50% of lessons graded as Outstanding.

This is fundamental to the aim of the school to enable all pupils to make better that average progress against their previous attainment. Without outstanding teaching pupils will not achieve outstanding attainment and progress.

Staff Development

- 75% of teaching staff complete an MA qualification whilst in post at the school,
- 100% of all staff complete a recognised course for their own professional development,
- 100% of staff say they are happy working at the school
- 100% of staff said that their induction arrangements were good or better
- No more than 10% of the staff team leave the school in any one year

Staff morale, development and retention. Highly effective staff with significant appropriate qualifications is vital to ensure accelerated learning for the pupils. Through their own research and professional development they improve their own practice. If staff are happy and feel valued and respected they are more likely to go the 'extra mile' in their involvement in the school and with the pupils. They will stay longer at the school so providing continuity which will improve the quality of provision.

Effective Continuing Professional Development for staff

(See section D1 for staff development specific to technological developments)
The programme of professional development will include:

- Teachers studying for advanced qualifications;
- Observation of model lessons;
- Observations of teaching with specific and developmental feedback;
- Clear expectations of what makes a lesson outstanding;

The quality of teaching will also be affected by the quality of development, mentoring and support systems. Staff will have a professional tutor who will be able to offer advice and give support as required. Tutors will inform the leadership team if there are significant issues arising and they will monitor these for trends which may lead to action. Staff professional development will be monitored and future study identified and agreed as part of the performance management programme. Senior staff will analyse the pattern of staff development to ensure that the school maintains a wide range of professional expertise in order to provide a high quality curriculum for the pupils. Staff will also complete the Ofsted questionnaire annually the results of which will be

analysed by the leadership team to inform future school development. Staff leaving the school will complete exit questionnaires. Staff mobility will be analysed annually and a report presented to the board of Governors.

If we are consistently meeting our target for good and outstanding teaching we will guard against complacency by benchmarking higher expectations in school.

Monitoring and improving the quality of teaching

The school will continually strive to fulfil the criteria for outstanding and be able to provide good quality evidence at all times. The local primary schools have all been graded good or outstanding. Pupils will expect their secondary school to be of at least an equivalent standard. Governors of the school will receive a termly report on the school review against Ofsted criteria. The summative outcome of an official Ofsted inspection will be used for further evaluation and development.
In the first year the Principal will be responsible for monitoring and ensuring that the teaching is all at least good or better against the Ofsted criteria. From the second year onwards this responsibility will pass to Deputy A, who will plan a significant programme of professional development. In order for the pupils to make better than expected progress and achieve outstanding outcomes in their studies they have to be taught by excellent teachers. To this end our programme of lesson observations by senior staff with developmental feedback is of key importance. Planning will be monitored on a regular basis and outcomes of pupils will inform the success of the teaching strategies. The criteria for Outstanding Teaching in the Ofsted Framework will be used for this monitoring programme.

If targets are not being met we will:

- Identify areas of weakness
- Ensure expectations are embedded through the performance management systems
- We will create a clear and detailed action plan for development
- Be clear with all stakeholders about what we will do to improve
- Buy in additional first class training and support
- Identify the teachers not performing to standard
- Clarify expectations
- Employ appropriate remedial action
- Use the performance management systems to formally structure the necessary improvements
- If improvement does not take place institute capability procedure.

If targets are consistently being met we will celebrate the quality of teaching and aim to increase the percentage of lessons judged to be outstanding

Assessment, data tracking monitoring and evaluation systems

Day to Day Formative Assessment

Designed to identify future targets for the individual and class

Marking and grading of work will:

- Regularly inform pupil learning;
- Inform pupils and their teachers and parents of their progress;
- Monitor progress towards the achievement of targeted levels in examinations;
- Highlight areas for development or improvement;
- Inform teacher planning and evaluation of school effectiveness;
- Identify pupils who require additional support;
- Reward achievement;
- Teach pupils to reflect on their work, evaluate their own achievement and challenge them to work independently and challenge themselves

Marking and Grading will:

- Provide written positive and developmental comments guiding pupils clearly about how they can improve;
- Be in line with national standards and relevant assessment criteria and regularly moderated;
- Inform pupils of their level of work and what they need to do to reach their target;
- Focus on relevant learning objectives, key priorities and learning outcomes.
- Be sensitive in order to promote pupils' positive self esteem.

Formative assessment will be used to assess progress against a baseline assessment and monitor progress towards a final target. In the first instance information about pupils' attainment will be collected from feeder primary schools to provide a baseline against which to set future targets. Beyond that data will be collected in September and April each year and teachers will use this information to identify those pupils in their teaching group who are not making appropriate progress.

What information will be collected?

Marking

- Every two weeks pupils' work should be marked and a mark recorded in the teacher planner.
- Every half term there should be a levelled or graded assessment. Pupils will be given detailed written feedback together with targets linked to how they can improve the quality of their work and achieve the next target.
- Subject teachers will be assessing pupil work to provide a currently working at Teacher Assessed Level. An Effort Grade and a Target Grade will be provided termly. Each year parents will receive a detailed written report detailing their child's teacher assessed level.

Planners

- A record of those pupils who are identified as SEN, FSM, EBD, G&T or have medical needs e.g. visual/hearing impaired.
- The school target should be recorded in the teacher planner
- The teacher planner with pupil/student data in should be accessible for all observers and inspectors of lessons

Exercise books/Folders

- Homework/classwork and Coursework should be clearly identified as such in exercise books and folders.

Reporting targets to other interested parties

The school website will be a key vehicle for disseminating information. It will show how the school has met its overall targets for pupils' achievement at GCSE, EBacc and at A level and will show what the school target for attainment is for the next two years. Information from Ofsted following an inspection will be published along with a regular newsletter from the school to keep other parties informed of particular achievements. Results of surveys and the actions taken and progress taken towards targets will be explained.

Governors will receive a termly report on progress towards targets. A committee structure will be established to consider targets in specific areas e.g. curriculum, pastoral, finance. Specific governors will be allocated to monitor and report on the core themes of the school. Combination of the knowledge gained will enable the governors to assist in the evaluation of the school and to be able to ask appropriate and challenging questions of the Senior Leadership Team and understand and contribute to the plan for the future. Principal's performance management and the annual appraisal targets for staff and pay reviews will be reported to the governing board.
The trust will be represented on the governing body by the directors and therefore will be fully informed and be able to contribute to the development of the new school.

Monitoring and reporting systems

Monitoring and evaluation of pupil progress is vital to the core purpose of the school which is to continually raise pupil achievement. The school has a duty to report pupil progress to their parents and therefore careful monitoring in all subjects is essential.
Pupil progress will be formally reviewed against the school targets in a number of ways during the school year including:

- Departmental Pupil Progress Meetings (termly)
- Academic Mentoring Sessions (Autumn and Spring Terms)
- Examination Feedback and departmental review (annually in the autumn term)
- Annual Reports

It is also expected that all teachers will continuously monitor pupil progress. Early intervention is vital and part of our vision for the school and teachers will be able to quickly identify pupils needing additional help or support to achieve their targets.

Subject teachers

- Accurately record teacher assessed levels.
- Use assessment data to monitor pupil progress against their target set
- Direct strategies, initiatives and resources to pupils who are identified as under performing

- Ensure pupil progress is rewarded
- Attend surgeries to identify avenues for progression for individual pupils

Heads of Department and Heads of Year

- Use assessment data and monitor pupil progress against school targets
- Ensure teaching staff are implementing the monitoring policy
- Target strategies, initiatives and resources to pupils who are under performing
- Identify good practice and successful progression and ensure the sharing of this good practice in the school
- Conduct 'book looks' of pupil work
- Conduct learning walks
- Ensure that pupils are being set appropriate targets
- Ensure pupil progress is being rewarded
- Ensure that national curriculum assessed levels are accurate and departmental procedures are in place to moderate assessed levels

Senior Leaders

- Evaluate and monitor examination results against the school's targets
- Use the information to inform school development planning
- Ensure resources are sufficient and appropriate to support learning effectively
- Receive reports from heads of year and heads of departments and keep alert for trends in learning progress

Tutors:

- Use academic information to monitor pupil progress across all areas
- Discuss and identify areas of successful progression and areas for future development with pupils
- Communicate concerns to pupils orally and via target setting
- Communicate identified areas of development with parents via planners, annual report, parents' evenings and individually arranged meetings
- Monitor the pupils' homework dairies, check and sign each week
- Monitor pupil behaviour, attitude to school and attendance
- Gather additional information on pupils if concerns are identified via 'round robins' and discussion with teachers
- Identify pupils causing concern or those who may have developed a new medical need through Year team meetings
- Investigate and collect any information relating to incidents affecting a pupil e.g. a bullying incident and ensure action is taken.

Pupils

- Take responsibility for their own progress by conducting regular self review
- Set realistic targets for attainment based on feedback from staff and self review
- Add information to their Record of Progress and Achievement
- Regularly attend intervention/mentoring meetings

Parents

- Regularly review their child's progress e.g. sign diary, book looks and actively support the learning
- Keep the school fully informed of circumstances which may affect their child's progress
- Attend parents' evenings to discuss their child's progress
- Contact the school if they have any concerns regarding their child's progress

Storing of data

All pupil level data will be entered by subject teachers onto a management information system procured from a reputable supplier. This system must be able to allow access to curriculum leaders and the Senior Leadership Team to track and monitor progress of individual pupils and the progress of individual cohorts, subjects and specific groups of pupils. This system will need to be able to sort data on an individual pupil level, by subject, by groups such as EAL, looked after pupils, SEN pupils and FSM pupils so that progress of different groups of pupils can be monitored against individual targets set and against whole school targets.

The data manager will aggregate individual targets to check progress against whole school targets and draw up reports of pupil progress as required by the Senior Leadership Team.

Attendance

High attendance will be crucial if the pupils are to achieve well. Research shows that attendance below 95% can affect GCSE results by a grade.

Our targets:

- Minimum of 96.5% attendance at school. Our target for authorised pupil absence will be 3.5% with unauthorised absence set at 0%.

Liaise with and report progress to parents

Parents will play a key role in working in partnership with the school staff to help pupils make the best progress they can. The staff responsible for liaising with parents with regard to pupil progress are the class teacher, the head of year or house, curriculum leader and then SLT.

The information provided for parents will in a format which will be clear and unambiguous and at regular intervals throughout the year. These reports will include information about a student's progress in academic subjects and also in the wider curriculum and in their attitude to learning and to the core values and aims of the school.

Each academic year students and parents will receive the following formal feedback:

- Autumn term assessment (at the start of the spring term)
- Spring term assessment (at the start of the summer term)
- A parents' consultation meeting
- End of year report and public examination results

Student progress will also be monitored by parents using the daily diary.
There will be a learning gateway on the school website where parents can access the most recent assessment data and attendance record. They will also be able to raise a query whether it is about academic progress or an issue around the well being of their child. Parents will also be able to make appointments to see members of staff.

The school will have a Parent Council which will meet once a term to contribute to school planning and development and to discuss items of mutual concern. This council will form the basis of a parents' and friends' association. This group will focus on raising money for special items, organising special social activities and will be advocates for the school.

Staff will be available to speak to parents by appointment and focus groups will be convened as required.

The primary responsibility for liaising with parents of pupils who have specific special needs will the SENCo. These pupils will have additional meetings to agree individual action plans, programmes of study and monitoring timetables. Information from these additional meetings will be shared with Tutors and other relevant members of staff.
The primary responsibility for liaising with parents of pupils with behavioural difficulties will be the Inclusion Manager.

Behaviour

- No more than 3% of pupils in the school receive a fixed period exclusion of which a maximum of 20% receive a repeat exclusion.
- 0% of pupils receive a permanent exclusion
- If targets are reached we would revise the target and acknowledge the success of their positive attitude towards school and learning.

Our vision is to ensure the pupils feel secure and experience respect. High standards of behaviour will positively impact on achievement.

Systems used to track and monitor pupil behaviour:

- PASS survey
- Behaviour Watch tracking systems

Our pastoral support structure will ensure that every young person will report to their tutor on a daily basis, providing a single point of contact where any issues can quickly be identified. When a young person fails to meet our expectations for behaviour staff will respond to ensure that the learning environment is not disrupted. The young person will be monitored to ensure that they make better choices, and sanctions will be applied. If appropriate, support will be put in place. This will be managed through the tracking of the number of pupils on report or in detention, or excluded

from school. The reasons behind the figures will be analysed looking for patterns or trends which could inform future action to be taken.

If the targets are reached the SLT would inform the governors, review the impact of current systems in place and ensure they are properly deployed, establish new systems as appropriate, relevant governors committee would refocus resources and increase the provision for behaviour support teaching assistants, purchase additional behaviour support consultant time and advice, establish special provision led by specialist staff.

Pastoral Care and pupil welfare

This is central to our philosophy. If pupils feel respected, valued and secure they are free to concentrate on their learning which will impact positively on their attainment.

- Of the pupils identified as vulnerable 100% make the same progress as their peers.
- Of the pupils identified as vulnerable 100% move from red to amber/green in their responses to the Pupil Attitudes to Self and Study (PASS) indicating improved attitudes.
- 100% pupils report on pupil surveys that they know who they can talk to if they have a personal problem and that they feel confident to do so.

Feedback from pupils and parents

This will provide clear information about how we can improve as a school community and encourage parent involvement with the school and their child's learning

Our parents will:

- Be involved in their child's education working together with the school to help their pupils succeed
- Be part of the development and the vibrant life of the school

It will be important to the school to receive information from parents and pupils about the school. Anonymous annual questionnaires will be distributed to pupils and parents. The results analysed and areas for development identified. The Ofsted questionnaire will be a basis for this questionnaire with additional questions as appropriate to the school at any given time. Pupils leaving the school at the end of Year 11 will be interviewed and pupils leaving at other times prior to this will be given exit questionnaires.

The results of these questionnaires will be posted on the school website and information will be given as to what action will be taken to improve any practice which is highlighted as below expected and how this will inform future school development plans.

Pupils and Parents satisfaction

- 100% or above of pupils describe themselves as happy or very happy and achieving well at school

- 100% of parents say that the school is as good or better than expected
- 100% parents report the transition arrangement made for their child into and out of the school into further education were good or better
- 100% pupils say they received good or better assistance to settle into their new school
- 100% year 10 pupils said that the range offered and guidance given for GCSE courses was good or better
- 100% of parents say that the advice they were given by the school on how to help their child at home was helpful and effective.
- Satisfaction rates in key areas of communication, digital literacy, creativity and technology are good or better

If targets are consistently being met we will identify other areas where we would value feedback and want to improve.
If targets are not being met we will:
- Create action plan for the main areas of complaint
- Publish findings
- Inform about the action to be taken
- Set up parents' action group to work with the school council and staff representatives to improve the key findings and draw up the action plan
- Interim survey after 6 months to reflect on improvements.

Extra-curricular Activities

Effectiveness and popularity of extra-curricular activities
The school is committed to providing a wide range of opportunities beyond the core curriculum to encourage the pupils to become well rounded adults and to discover further talents and skills. This will draw on, but not be limited to the opportunities provided by the campus.

- 100% pupils take part in at least one extracurricular activity per term.
- 95% of pupils report that the range of opportunities offered and the quality of the provision was good or better.

Involvement of the school with the local community
We want our school to play a part in strengthening the local community. The use of the school outside the school day will need to be effective with access available for all. This will also provide further local opportunities for pupils to follow their own interests and study and help them to see learning as something that should permeate their whole life.

Overall Aims
We have the highest expectations for pupils who attend RuTCFS. They will achieve well through the development of the following personal qualities - resilience, responsibility, respect, reasoning,

reflection, resourcefulness and creativity. The campus environment will provide unique opportunities for young people to succeed.

Our pupils will:

- Enjoy learning, be effective independent learners and creative thinkers who make accelerated progress taught by enthusiastic high quality experienced teachers who they know and trust;
- Achieve the best they can in all areas and have opportunities to gain qualifications which match their strengths and talents and help them in their future lives;
- Be effective decision makers, confident communicators and open minded collaborators;
- Have high ambition for themselves and be self motivated adults who enjoy a challenge and so are prepared for a lifetimes love of learning;
- Know their strengths and how to improve on where they are;
- Be a fully rounded, well-balanced and positive member of society: a good citizen
- Be a principled individual, open-minded, caring and respectful;
- Be a true leader, showing independence, enterprise and adaptability and able to take responsibility for herself and for others.

In summary the RuTCFS school will be wholly committed to ensuring that all pupils make good to outstanding progress against their baseline attainment on entry providing additional support and guidance where appropriate for pupils with particular needs.

SECTION D3

STAFFING STRUCTURE

The school will start with Year 7 only and be a 5 form entry school. The school will be placed in group 5 and the ISRs for the Head, Deputies and Assistant Principals will be based on this. The numbers of pupils and the staffing needed to operate the school will build up as follows:

	2017	**2018**	**2019**	**2020**	**2021**
Pupils	150	300	450	600	750
Leadership roles	2	3	3	4	5
Curriculum leaders	5	8	13	15	15
Teachers	3	8	12	21	31
Education support	3	5	7.5	12.5	14.5
Admin support	4	5.5	8	9.5	10.5
Specialist staff	1	1			

Total staff FTE 1	8	30.5	43.5	62	76

Contracts

IT

Cleaning

School meals

YEAR 1 STAFFING

The expectation is that ideally all members of staff, teaching and support, are graduates or are given the opportunity to attain professional progression. All staff are expected to participate in the extended programme of optional activities provided for pupils. All members of the teaching staff will be expected to relish the opportunity to contribute to the pastoral arrangements in the school by being a form tutor. Members of the support staff, particularly TAs and BSTAs will also be invited to participate in this role.

Posts identified are cross-referenced to the spreadsheets in section G with a cell number. The following TLRs will be used:

[redacted]

[redacted]

[redacted]

Additionally, teaching posts will be identified as either at the scale maximum or minimum, based on the Outer London values currently proposed.

Leadership Team

Principal L25-31 (See financial template 19)Responsible for directing the vision of the school and raising the profile of the school in the local community

- Leader of teaching and learning
- Partnership development with the Trust and board of governors
- Responsible for staff recruitment and development
- Responsible for pre-opening management

Assistant Principal A L13-18 (22)

- Responsible for pupil progress, monitoring and assessment procedures
- Responsible for behaviour and attendance
- Responsible for SEN (as SENCo and Inclusion Manager)
- Responsible for certain curriculum areas
- Responsible for PSHE programme

- Head of Year 7

Curriculum Leaders

All heads of department and curriculum leaders will undertake sufficient research and relevant training to ensure that teaching and learning is both outstanding and cutting edge within their area of responsibility. They will need to demonstrate how creativity will be included in all schemes of work. Since it is the intention that all pupils will be prepared for GCSE examinations in English, maths and core science by the end of Year 9 the post-holders in those areas will need to develop appropriate schemes of work to adequately prepare pupils for this. These staff would be expected to be at the mid point on the UPS scale.

- Curriculum leader for English TLR1.2 (42)
  An English graduate with responsibility for schemes of work and staff performance management within English, languages, literacy across the curriculum and EAL
- Curriculum leader for Mathematics TLR1.2 (43)
- A maths graduate with responsibility for schemes of work and staff and staff performance management in maths. The post holder also takes responsibility for the gifted and talented programme
- Curriculum leader for Science TLR1.2 (44)
  A science graduate with responsibility for schemes of work and staff performance management in science. The post holder also takes responsibility for the extended enrichment programme.
- Curriculum leader for Technology and Digital Learning TLR1.2 (45)
  A technology graduate with responsibility for schemes of work and staff performance management within technology and IT, and with a brief to map creativity across the curriculum and to liaise with The Haymarket Media Group.
- Teacher in charge of PE TLR2.2 (54)
  A PE graduate with responsibility for schemes of work and staff performance management in PE, and with a brief to organise sporting fixtures and to liaise with Harlequins Rugby Club and RuTC.

Teaching staff (61, 71, 72)

- Three qualified and experienced classroom teachers, 2 of whom will come from a primary background and are skilled at teaching across the curriculum to level 6. It is expected that 2 will be at the maximum of the main pay scale and 1 at the minimum of the upper pay scale.

Education Support

- Higher level teaching assistant to support pupil learning as directed by the SENCo and class teachers 1.0FTE Grade E (114)
- Science technician 1.0FTE Grade E (116)
- Technology/art technician 1.0 FTE Grade E (120)

Administration support

- Business Manager responsible for buildings management, personnel, finance, income generation 1.0 FTE Grade G (157)
- Part time finance assistant 0.5 FTE Grade E (162)
- Receptionist: This post-holder will act as the attendance officer 1.0 FTE Grade D (165)
- Data Manager with responsibility for building a full data tracking and assessment system in conjunction with the leadership team 0.5 FTE Grade F (160)
- Site Manager responsible for site security, porterage, minor repairs, monitoring of cleaning contract 1.0 FTE Grade C (180)

Specialist staff bought in for the first years through negotiation with local primary and secondary schools

- IT teacher 0.2 FTE (91)
- Languages teachers 0.6FTE (92)
- Music teachers 0.2 FTE (93)

Contracted out services/permanent arrangement

- School cleaning
- School meals
- IT maintenance

YEAR 2 STAFFING

The principle behind the development of staffing in the second year will be to appoint more curriculum experts to develop programmes for future years, to free up the Principal to undertake more outreach work and to appoint additional support staff to reflect the growth of the school population. The original 3 staff appointed in year 1 will have differing skills and may be able to take on certain curriculum areas over time. In that case the staffing plan over subsequent years will need to be adjusted. However, it is expected that these staff will continue to aid the transition work and also to support pupils with additional needs (SEN and EAL) in terms of literacy support working with the SENCo.

The following additions and changes to the staff team will be required:

Leadership Team

Deputy Head A L19-23 (See financial template 20)

- Responsible for the development of teaching and learning
- Responsible for assessment and monitoring
- Responsible for target-setting
- Responsible for staff professional development and training

- Deputising for the Principal as required

Curriculum leaders

These staff would be expected to be at the mid point of the upper pay scale

- Curriculum leader for the humanities TLR2.2 (46)
- A history or geography graduate to be responsible for schemes of work and performance management within the humanities area.
- Curriculum leader for the arts TLR 2.2 (47)
- A music or art graduate to be responsible for schemes of work and performance management in the arts and to arrange appropriate performance opportunities for pupils.
- Teacher in charge of languages TLR 2.1 (55)
- A Spanish graduate to be responsible for schemes of work and performance management of staff within the languages area.

Teaching Staff (62,63,75,76,77)

- 5 additional staff will be recruited, in maths, science, English, technology/IT and art/music/drama. Outstanding newly qualified staff would be eligible to apply within the areas of technology, English and the STEM subjects. The posts would be 3 at the minimum of the main pay scale and 2 at the minimum of the upper pay spine. A TLR 2.2 will be awarded internally for an existing post-holder to become Head of Year 8. (59)

Education support

- IT technician 1.0FTE Grade E (123)
- Learning Support/Behaviour Support Assistant to work at the direction of the SENCo/Inclusion Manager 1.0FTE Grade E (128)

Administration support

- Admin Assistant (to take over attendance officer function) 1.0FTE Grade D (166)
- Assistant Site supervisor 0.5 FTE Grade B (181)

Specialist staff

- Music or art teacher 0.5 FTE (93)
- PE instructor 0.3 FTE (94)
- Languages teacher 0.2 FTE (92)

YEAR 3 STAFFING

The purpose of the increases in staff will be to enable existing staff to increasingly focus on their areas of expertise. This will be the first year of external assessment in the key areas of English,

maths and science. In those areas appropriate schemes of work will need to be developed to prepare for the introduction of A levels in English Literature and Pure Maths. An examinations team will need to be established to manage the expectations of the external exams. Additionally TLR responsibility payments (TLR 2.2) will be made available internally for staff to become seconds in department for English, maths and science, and for another Head of Year post (TLR2.2).

Curriculum leaders

As before these posts would be expected to be at the mid point of the upper pay spine.

- Special Needs Co-ordinator (SENCo) TLR1.2 (53)
- A suitably qualified teacher will take to over responsibility for SEN from Assistant Principal A. AHT A will take responsibility for Year 10 option choices.
- Curriculum leader for History or Geography TLR 2.2 (48)
- A history or geography graduate will be appointed (depending on the subject area of the previously appointed Humanities leader) to take responsibility for schemes of work (including for the introduction of GCSE) and staff performance management.
- Curriculum leader for Art or Music TLR 2.2 (49)
- A music or art graduate will be appointed (depending on the subject area of the previously appointed Arts leader) to take responsibility for schemes of work (including for the introduction of GCSE) and staff performance management.
- Curriculum leader for RE TLR 2.2 (50)
- An RE or philosophy and ethics graduate will be appointed to take responsibility for developing schemes of work and to develop spiritual, moral, social and cultural development in the school
- Curriculum leader for Drama TLR 2.2 (51)
- A drama graduate will be appointed to take responsibility for schemes of work (including for the introduction of GCSE) and to manage, with the Music curriculum leader, whole school productions.

Teaching staff

- 4 staff will be appointed, with the expectation that all will be at the minimum of the main pay scale, in the areas of English, science, maths and PE. (78, 79, 80, 81)

Education Support

- Science technician 1.0 FTE Grade E (117)
- Cover supervisor 1.0FTE Grade E (125)
- Teaching Assistant 0.5 FTE Grade D (130)

Admin support

- Examinations Officer 1.0FTE Grade G. This post holder will take responsibility for the management of the visits and journeys programme and arrange the daily cover during this first year whilst preparing for the first year of exams. (158)
- Assistant Site Supervisor currently 0.5 FTE increases to full time Grade B (181)
- Data Manager currently 0.5 FTE increases to full time Grade F (160)
- Admin Assistant 0.5 FTE Grade D (163)

Specialist staff

There will be no additional staff bought in during this year

YEAR 4 STAFFING

During this year the first cohort will begin their KS4 programme of study, which means there will be a mixture of GCSE and A level teaching. There will a reorganisation of roles at Leadership team level with the appointment of a second AHT. Additionally a Head of Careers and Work Related Learning (57) will be appointed by internal advert with a TLR 1.1. This post-holder will work in conjunction with the College to plan progression paths for pupils and manage all external liaison for work experience placements and in particular to broker opportunities for working with the school's partners. Another 2 Heads of Year will be appointed on TLR 2.2 to enable AHT A to take on a more strategic role. This role is envisioned as the inclusion manager, Head of KS4 (and so taking the first year group right through the school) and also as line managing Careers and some curriculum areas.

Leadership team

Assistant Principal B L13-17 (23)

- Responsible for primary liaison, links with feeder schools and Year 7 induction
- Head of KS3
- Responsible for behaviour and attendance monitoring and tracking systems
- Responsible for PSHE

Curriculum leaders

- Curriculum leader for Business Studies and Economic Wellbeing TLR 2.2 (52)
  A business or economics graduate will be appointed to be responsible for the schemes of work at GCSE, the Economic Wellbeing programme at KS3 and college links for those pupils on the purple route at KS4.

Teaching staff

- 9 staff will be appointed, with the expectation that 5 will be at the minimum of main scale, 2 at the maximum and 2 at the minimum of the upper pay scale, They will teach English, maths,

science, technology, humanities, arts, languages, IT and PE. (58, 64, 65, 73, 82, 83, 84, 85, 86)

Education support

- Teaching Assistant 1.0FTE Grade D (131)
- IT technician 1.0FTE Grade E (129)
- Cover Supervisor 1.0FTE Grade E (126)
- Science technician 0.5 FTE Grade D (118)
- Art technician 0.5 FTE Grade D (121)
- Behaviour Support Assistant 1.0 FTE Grade E (129)

Admin support

- Assistant Site Supervisor 0.5 FTE Grade B (182)
- Finance Assistant currently 0.5 FTE made full time Grade E (162)
- Admin Assistant 0.5 FTE Grade D (164)

YEAR 5 STAFFING

The main focus of the year will be to accommodate the final growth in the pupil population. The Leadership Team will reach its final size and allow redistribution of roles, particularly from Deputy Head A, who will relinquish responsibility for staff development.

Leadership Team

Deputy Head B L19-23 (See financial template 21)

- Responsible for staff welfare and development
- Responsible for pupil behaviour management and attendance
- Responsible for school marketing

Curriculum leaders
No additional curriculum leaders will be appointed. However, one additional Head of Year post will be created at TLR 2.2

Teaching staff

9 additional staff will be appointed, with the expectation that 4 will be at the minimum of main pay scale, 3 at the top of main scale and 2 at the minimum of upper pay spine. The curriculum areas will be English (2 posts, to enable media studies to be offered at GCSE), languages, maths, science (two posts), technology, PE, humanities and arts. (62, 66, 67, 68, 69, 87, 88, 89, 90)

Education Support

- Cover Supervisor 1.0FTE Grade E (127)
- Teaching Assistant 1.0FTE Grade D (132)

Admin support

- Admin Assistant 1.0FTE Grade D (167)

General issues

- The Principal will produce a plan to show how TLRs will increase as pupil numbers, staff numbers and therefore job weights grow. Such alterations will take place as part of the annual salary calculations. This will apply to all staff with responsibility for teaching and learning as outlined in the staffing plan.
- As the departments increase in size it will be necessary to create additional leadership posts within departments, for instance in charge of a key stage.
- Opportunities will be created for staff to gain promotion to a series of posts such as responsibility for key activities such as the Duke of Edinburgh Award Scheme.
- From time to time time-bonded tasks will need to be carried out. In that case TLR3 will be used.
- Support Staff will have their job weights kept under review in the same way as teaching staff
- An estimate of the costs of additional payments outlined above but not included in the 5 year plan would be [redacted].

Section D4

Not applicable

Section E: Evidence of need

Section E1 – Demonstrating need and demand

Evidence of demand

We have made information available to prospective parents via the Richmond Education & Enterprise Campus website at http://www.reec.org.uk/. This has been publicised to parents via public meetings (see below), posters and newsletters. The site includes an online survey seeking to gather support for our proposal.

A text-only reproduction of our parental support survey follows at the end of Section E. The online live survey can be found at http://www.reec.org.uk/education/free-school-parental-survey/.

	2017				2018			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Year 7	150	90		60%	150	44		29%
Year 8					150	90		60%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	150	90		60%	300	134		66%

The number of parents who have said “yes” to the main question on the survey to date is **199**. Those parents can be broken down by the current year-groups of their children as detailed above. Amongst the responses were a further 22 children currently in year 1 and 50 children currently in Reception.

The geographical spread of responses can be seen on the following diagram.

We are very encouraged by the response from the local community and parents to date. With an opening date over three years away (September 2017) we were concerned that parents of pupils in Years 3 and 2 (the pupils that will make up the first two years of the school's intake) would not yet be thinking about local secondary provision. However in our engagement to date we've found both parents and local residents are excited by the proposal; the opportunities it will offer their children and the wider community benefits that will be delivered by the campus.

We described in Section C how the benefits of the campus approach would add greatly to the facilities and opportunities available to the school. We are keen to proceed with this application even at this very early stage to make sure that the school can be included as part of that overall development. We believe that the demand for this school proposal will grow steadily from this point forward as the local understanding of the exciting plans for the RuTC site become more widely known.

Evidence of need

The London Borough of Richmond upon Thames has nine state-funded secondary schools; of which eight are academies (three sponsored and five convertors) and two are voluntary-aided (one Church of England and one Catholic). All but one – Waldegrave School for Girls – are co-educational. The Catholic school – St Richard Reynolds High – admitted its first Year 7 intake in September 2013.

A five-form entry secondary free school, Turing House, has been pre-approved for opening in September 2014 and, if a site is secured, it will help to meet the anticipated shortfall of secondary school places within the borough which will occur as a result of the recent primary expansion programme and improvements in standards.

Standards are high, and considerably higher than the national average, within the current schools:

Proportion of pupils achieving

		2009	2010	2011	2012	2013
5 or more A*-C grades inc. E&M	Richmond LA	56%	61%	63%	63%	67%
	National	50%	55%	59%	59%	60%
EBacc	Richmond LA	22%	24%	26%	26%	41%
	National	15%	15%	15%	16%	23%

With such high standards, it is unsurprising that the percentage of children transferring from Year 6 in Richmond primary schools to Year 7 in Richmond secondary schools is increasing:

2008	2009	2010	2011	2012	2013
58%	60%	58%	60%	61%	65%

However, Richmond Council is forecasting a steep increase in that percentage in the next few years:

2014	2015	2016	2017	2018	2019
75%	79%	85%	87%	88%	88%

Richmond Council is also forecasting that Year 7 capacity within the nine existing schools and Turing House will be exceeded by demand by 2017, as follows:

	2014	2015	2016	2017	2018	2019
Capacity	1,840	1,840	1,840	1,840	1,840	1,840
Forecast demand	1,770	1,775	1,830	1,885	1,905	1,925
Surplus + / shortfall -	+70	+65	+10	-45	-65	-85

Although the forecast shortfalls from 2017 to 2019 are not as large as the number of places that RuTCFS would provide were it to be approved for opening in 2017, there is no doubt that free schools are very popular with Richmond Borough parents and the school would meet not just ‘basic need’ but also demand from parents who might otherwise opt for private schools for their

children's education. That has been the case with both the primary free schools that opened in the borough in September 2013:

	Admission number	Total applications	Number of starters
St Mary's, Hampton	30	92	30
Thomson House	48	178	48

Thomson House has proved so popular that, in response to a request from Richmond Council, it will be increasing its admission intake to 52 in September 2014, and the Council has also been in discussion with the school's governing body regarding the possibility of the school admitting a 'bulge' class of a further 26 children.

Turing House, too, has been very popular with local parents, having, as at 1 December 2013, received 351 applications for its 150 places for September 2014 entry. Had a site been secured and publicised for the school, there is no doubt that the total would have been much higher still.

RuTCFS will specifically meet a need for additional places in a part of the borough – Twickenham and Whitton – where the Council's primary expansion programme has been most concentrated. Since 2011, five additional permanent forms of entry have been provided in local schools, at: Chase Bridge Primary; Heathfield Infant and Junior; Nelson Primary; Orleans Infant/St Stephen's Junior (converted into all-through primaries); and St Mary's, Twickenham.

In addition, two primary free school proposals, which would provide four forms of entry between them in East and West Twickenham, are being submitted in January 2014, by Bellevue/Place Group and GEMS Education respectively, in order to meet anticipated additional demand caused by high birth rates, large numbers of families moving into the area where the primary schools are consistently excellent, and by three large housing developments at Twickenham Stadium, Twickenham Station and the former Royal Mail depot opposite.

Demand for places in neighbouring Hounslow Borough is also set to be very high in the next few years, as their large number of primary expansions and large urban regeneration housing developments serve to produce 'pupil yields' far in excess of current capacity.

Section E2 – Successful engagement with the local community

We have engaged with local parents and other residents through a variety of means.

Public meetings were held on 11th and 27th November 2013 at Richmond College to introduce the Free School proposal and seek views from parents and other residents. Views expressed at these and later meetings have been used to help shape the proposal and will continue to inform the developing design of the wider campus and its community offer.

We are holding meetings for parents (and staff) at local primary schools. To date we have visited Trafalgar Infants School on 16th December 2013 and Chasebridge Primary School on 17th December 2013. More schools will be visited in 2014. This has been supported by information sent to parents via the schools' own mailing systems.

We have used these opportunities to raise the profile of our website and invite those attending to continue engaging with us online. The majority of parents who have registered their support for the proposal have also asked to be kept informed and several have offered their skills / expertise to help develop the new school and wider campus approach.

These meetings have been supplemented by newsletters and posters in both print and electronic form. Posters have been placed on notice boards across the borough, in libraries and other Council buildings, electronic mail outs and newsletters have been sent to headteachers, governors, key stakeholders and local residents and direct mailing of the local community has started.

The Richmond Education & Enterprise Campus website, which has been available and publicised since October 2013, gives details of the collaborative approach behind our proposal and the proposed curriculum and ethos of the school.

We are planning further public meetings for 2014 the feedback from which will continue to inform the developing proposal.

Parental Support Survey

Richmond Education and Enterprise Campus

Richmond upon Thames College has for some time been considering how best to use its estate and buildings for the greater benefit of students.

The College has been working with Richmond Council to consider the redevelopment of its site in Twickenham, to include new College buildings, a new Secondary School and a purpose-built Special Needs School on a single education campus that caters for a wide range of student ages and needs.

The concept would involve the sale of some of the College land for residential development to provide part of the funding that would enable the proposals to move forward.

Recently, an exciting new dimension to the project has emerged. Haymarket Media Group, a successful specialist international media and information company also based in the borough, is looking to be part of the redevelopment project. Haymarket is seeking to consolidate all its UK offices into a new purpose built site in the Borough where many of its Employees live or which they can reach with ease.

Together, the College, the Council and Haymarket have been exploring the opportunity to design a new campus for ‘excellence in education and enterprise’. As a neighbour to the site, the Harlequins, one of the top rugby teams in London, has also committed to support the programme and will be looking at how its sport, fitness and community work will contribute to the campus.

This site outlines the proposals, and opportunities for you to get involved or have your say.

About the project

The vision is to create a new site of education and enterprise excellence: a college working in partnership with Haymarket, which will provide access to resources and work opportunities through work experience, internships and apprenticeships and ultimately jobs, as well as with the new Secondary School and rebuilt Special School. Together, the partners on the Education and Enterprise Campus will provide lifelong learning, skills and opportunities for the local community and beyond.

Through partners who share a strong common commitment to quality, innovation and enterprise, this is a unique opportunity to bring high quality learning and teaching together with a commercial and business portfolio and new community offer.

The campus will provide the conditions for excellence in relation to all curriculum pathways: a strong vocational programme; a wide-ranging academic programme; and a growing programme of community use enabling the development of skills and qualifications that will open doors to employment, higher education and personal fulfilment and community learning.

Building on the success of the current organisations' performance, the strength and expertise of the staff, their shared vision for the future and development of state of the art facilities, the partnership brings commitment and energy and will act as a launch pad for a new venture of national significance in the heart of Richmond upon Thames.

The educational offer is based on a new strategic framework motivated by excellence and success and securing four interlinked outcomes: skills, employment, enterprise and enrichment.

The design of a completely new estate will also deliver a further enabler: a state of the art e-enabled facility.

By sharing estate and facilities, the School and College will operate from a coherent basis providing seamless access to facilities and expertise. Curricula will be closely aligned allowing close planning of transition from school to college and for joint curriculum development and associated training.

Pooling requirements and facilities will enable enhanced educational opportunities in the borough by providing:

- Greater educational choice at a single site
- Access to shared facilities and staff expertise that would not be possible in most school settings
- Opportunity to share best practice in teaching and learning
- Opportunity to progress on a stage not age basis
- Economies of scale that strengthen the business model and provide a platform for further innovative education opportunities

For Clarendon Special Needs School there will be a purpose built school with improved transition arrangements to and from courses, as well as a more accessible location in the borough.

Richmond Education and Enterprise Partnership Free School

The secondary schools in Richmond upon Thames have never been better. Eighty five per cent of pupils are achieving five or more A*-C grades and our English Baccalaureate results the second highest in the country. As a result of these high standards, our schools are becoming more popular. The Council has always acknowledged this and know that in 2017 we will need more secondary school places.

Richmond Education and Enterprise Partnership is proposing to establish a free school for 11 to 16 year-olds on the site of Richmond upon Thames College in September 2017. The school would be co-educational, non-selective and non-faith; would admit five forms of entry (150 children) per year.

As part of the borough's funding application to the Department for Education, parents are invited to register their support for the school, indicating that if open it would be a credible choice for their children's' secondary education. Please note that by completing this very short survey, you are **not under any obligation** to send your child or children to the school.

Our Vision

The school will work in partnership with all parents and carers to ensure pupils are able to access appropriate and positive support for their learning journey.

The school will provide…		**Children will…**
An inspirational education	Purposeful and challenging learning; an innovative approach which promotes creativity in thinking and learning.	Achieve a broad range of appropriate qualifications at the highest possible level.
A focus on skills for the future	An ethos which embraces new technologies and the online world to enable pupils to develop as digital citizens who are able to shape the technological future	Develop excellent chances for future employment and personal contentment by becoming enterprising young people able to make strong contributions in the workplace and society.
A welcoming and inclusive ethos	Which promotes respect of diversity, understanding of difference and values everyone for who they are and what they can offer	Be fulfilled and well-rounded citizens with aspiration to make a difference in the local, national and global community.
A comprehensive enrichment programme	Which provides a wide range of opportunities beyond the classroom to develop pupils' skills and abilities. A focus on healthy lifestyles through sport opportunities, personal, social and health education.	Be self-sufficient, confident, resilient and reflective learners who understand how to successfully apply a range of learning skills to different situations all through their lives.
Excellent pastoral care	To will ensure all young people are known and understood.	Thrive and achieve in and out of school.
The Campus	Proactive and innovative partnerships with	Experience work opportunities,

environment	partners – Richmond College, Richmond upon Thames Council, Haymarket Media Group, Harlequins, Waldegrave Academy and Clarendon School – to enhance the programme for courses, study opportunities and work place experiences.	careers advice and mentoring

Admissions Criteria

The school would use the oversubscription criteria used for admission to Richmond upon Thames' current non-faith secondary schools. Where there are more applications for admission than places available, the criteria used to allocate places are: current and previously looked-after children; siblings; exceptional family, social or medical need; proximity of the child's home to the school. This admissions policy would ensure that this is a school that would primarily serve its immediate community in Twickenham.

Free School Parental Survey

Parents of potential students of the School are invited to indicate their support for this proposal by submitting their details below. By registering your support, you are not under any obligation to send your children there in the future.

Questions marked with a * are compulsory.

Title: *

Forename: *

Surname: *

Postcode:

Email address: *

I support the objectives of the new school for Twickenham proposed by the Richmond Education and Enterprise Trust and would consider it a credible option for my children. *

I currently have children in years: *

I would like to be kept in touch via email regarding plans for this School: *

What is your ethnic group? *

Do you have a long-term physical, mental health or health condition or disability? *

What is your gender? *

What is your Age? *

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Partner Organisations

The partners in this venture are all large organisations with their roots in Richmond. Between them they have extensive experience of the development of large scale projects. The college has deep experience of educational provision within the borough and supported by the local authority is well placed to guide this project through pre-opening to delivery. The partnership's resources, personnel and experience will be available to shape the educational delivery of the school. We do not believe that we will need to go beyond the resources of the partners in securing sufficient educational expertise but will do so if we identify a particular need. In other areas consideration will be given at all times as to whether or not expertise should be sought from within the partner organisations or commissioned externally.

Core applicant group

The members of this group are drawn initially from the three organisations. Once approval is obtained the group will seek to add up to 6 additional members to cover various aspects of the work that will need to be covered prior to opening. These are detailed in F1(b). These individuals will in time become the founding governors of the school also.

The time availability reflects to some extent the long lead time that will be available for this project.

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[redacted]	Y	[redacted]	[redacted]	5
[redacted]	Y	[redacted]	[redacted]	2
[redacted]	Y	[redacted]	[redacted]	3
[redacted]	Y	[redacted]	[redacted]	2
[redacted]	Y	[redacted]	[redacted]	5
[redacted]	Y	[redacted]	[redacted]	5
[redacted]	N	[redacted]	[redacted]	As needed
[redacted]	N	[redacted]	[redacted]	As

				needed
[redacted]	N	[redacted]	[redacted]	As needed

F1 (b) Skills gap in pre-opening

The project group has access to a wide range of expert professionals across all areas that will be needed to deliver the school on time. Much of this expertise will be freely available to the group.

Listed below are a few specific roles that the members of the project group will wish to supplement from beyond their current number.

Skills/experience missing	How you plan to fill the gap
Finance (though RuTC and Harlequins both have a great deal of in-house expertise which will be available)	We will recruit a governor with a background in financial management to oversee this workstream
Human Resources (though RuTC and Harlequins both have a great deal of in-house expertise which will be available)	We will recruit a governor with a background in HR to oversee this workstream
Buildings development	We will recruit a governor with a background in buildings development to oversee this workstream
Project management	We will recruit a project coordinator funded out of the pre-opening development grant

Section F2 Accountability and decision making (post-opening)

Richmond upon Thames College Free School Trust is a partnership formed between Richmond upon Thames College, Harlequins Rugby Club and the London Borough of Richmond upon Thames; these are the three members of the Trust.

The role of the members is to bring the school into existence and then pass the operational control to a governing body. This body will appoint the Principal and other senior staff. The Principal will be responsible of the day-to-day running of the school, its promotion within the local community, the implementation of the improvement plan and the management of the operating budget. S/he will be accountable for all outcomes.

The members, therefore, have a clear role in providing the resources and personnel that will bring the school to its launch point. They are responsible for setting the overall vision for the school, securing the initial funding agreement and for appointing the additional directors. In doing so they will be mindful of the principles that underpin this application and work to ensure that they are observed in all that the trust does to launch and support the school.

Once permission to proceed is obtained the company members will ensure that the directors have sufficient capacity and expertise to turn the vision into reality. The individuals that make up this group will have the skills and experience necessary to oversee the workflows that will bring the school into being (e.g. finance, buildings, education, marketing etc.). The directors will also create a number of advisory group consisting of prospective parents who have offered themselves to be

involved in this way. These groups will be used as sounding boards for ideas in development. These groups will also be used as potential recruitment opportunities for additional directors. The aim is to have approximately 10 directors when fully operational.

During the pre-opening phase the directors/governors will be responsible for the recruitment of the Principal Designate and other senior leaders. This is clearly one of the most significant decisions that the directors will take; the recruitment of an appropriately qualified and experienced Principal Designate is clearly of paramount importance. See section F4 for further details.

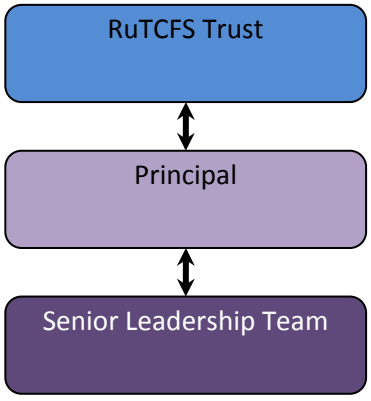
Once that appointment has been successfully made the Interim Governing Body will work to support the Principal Designate in appointing other personnel to the school. All appointments to leadership roles will require the involvement of the Interim Governing Body though the Principal Designate will have delegated powers for other appointments. The Principal Designate will understand that involving the Interim Governing Body in this way strengthens this process and helps to ensure that the highest quality and calibre of staff are recruited and that the members will be satisfied that they will be able to deliver their vision. The Interim Governing Body and the Delivery Group will be directly responsible to the members for the setting up of the school.

The Interim Governing Body will also be responsible during the pre-opening phase for agreeing a budget with the Principal Designate for the first year of operation of the school. The first annual budget will also be referred to the Delivery Group for approval.

On the first day of opening of the school the Interim Governing Body will become the full Governing Body which will have similar ongoing responsibilities.

The members will seek to form a Parents' Council, initially based on those prospective parents that participated in the advisory groups during pre-opening. The Parents' Council will be a forum for the discussion of developments at the school. In due course an election process will be designed to allocate places on the Parents' Council. By the end of the third year of opening it will consist of two representatives from each year group plus a further 3 members drawn from any year group. Parents will serve for a maximum initial term of four years. It will be the responsibility of the Principal to conduct such elections as are necessary to constitute the Parents' Council. The Chair of the Parents' Council will be eligible to attend meetings of the Governing Body.

The Governing Body will have additional membership drawn (by election) from the parents of pupils at the school. It will also keep its composition under review to ensure that it reflects its community. Its number will not be allowed to rise above 12.



Its responsibilities will be to provide support and challenge to the Principal and other senior leaders. The Governing Body will be responsible for the performance management of the Principal. It will agree annual targets with the Principal for a range of outcomes. It will have oversight responsibility for the budget, its regular periodic scrutiny and annual setting. In subsequent years the annual budget will also be scrutinised by the members to ensure that the long term

financial health of the school is secured. The Governing Body will be accountable to the members for the delivery of their vision.

During the pre-opening phase the Principal Designate will be responsible for leading on the recruitment and appointment of the school's staff. Supported by the Interim Governing Body s/he will ensure that all appointments are mindful of the need to achieve the vision set down by the members. As these appointments are to a very new school and way of working the Principal Designate will be responsible for ensuring that any training needs prior to opening are met. In this s/he will be aided by the Interim Governing Body and the recruitment advisory group who will be able to provide resources, personnel and guidance.

Once the school has opened the Principal and senior leadership team will be responsible for the day-to-day operation of the school, the safety and well-being of its young people and the management of the staff. S/he will bear ultimate responsibility for the delivery of outcomes that meet the targets agreed by the Governing Body. The Principal will be directly accountable to the Governing Body. The Principal will be a director and member of the Governing Body

The Governing Body will delegate responsibility for scrutiny of certain areas of activity to advisory groups which are similar to but more formally constituted than those in the r-opening phase. Each group will be overseen by one of the directors. These will include:

- Policy group
- Finance and resources
- Health and Safety
- Quality and standards
- Personnel
- Pastoral

These groups will meet termly and report to the full governing body. They may make recommendations to other groups for their consideration. They will have decision-making powers if these are delegated to them by the full governing body. They may invite others (non-governors) to become members of the group on a temporary or longer term basis.

The GB will set up additional special purposes groups to lead on such matters as the Principal's performance management, disciplinary panels etc.

In all meetings of the GB directors will be required to declare any potential conflict of interest that might arise through their participation. The Clerk to the GB will maintain a register of members' interests in addition to this and update it annually. Directors will be ineligible to vote on individual items where such a conflict is identified.

The GB will also maintain a Risk Register to allow its members to keep track of threats to and weaknesses within the school.

The GB will engage an external auditor to assess the suitability and effectiveness of the school's financial procedures on an annual basis.

We will expect our school to engage the services of a suitably qualified and experienced School Improvement Partner to provide support and challenge to the Principal and governors over outcomes and standards. In keeping with our general wish that RuTCFS takes its place as a fully active participant within the local community of schools we intend that this professional is drawn initially from the local school improvement partnership which our school will join. This will be kept under review by the Quality and Standards group.

This independent external observer will provide the directors with objective professional opinion about the school's

- self-evaluation
- performance in terms of pupil outcomes and the quality of teaching
- priorities for improvement
- targets for the current and following academic year
- overall effectiveness in line with the prevailing Ofsted inspection criteria

S/he will also make recommendations about any external support the school needs and how to access it.

F3: Post-opening expertise

F3 (a) Proposed governors

It is our intention that the pre-opening group of directors remain in place once the school opens. As such any gaps in expertise identified during the pre-opening phase will have been filled and the group of directors should then be sufficiently skilled and experienced to meet the needs of the open school. At this early stage of the school's existence we have yet to appoint a chair of governors. This will be kept under review at all times. It will be the responsibility of the Chair once appointed to monitor the effectiveness of the group as a whole and to make recommendations for changes to the configuration and membership of the group. Ahead of that appointment the members will assume this responsibility.

Name	Role on governing body	Summary of relevant expertise	Available Time (hours per week)
[redacted]	[redacted]	[redacted]	5
[redacted]	[redacted]	[redacted]	2
[redacted]	[redacted]	[redacted]	3
[redacted]	[redacted]	[redacted]	2
[redacted]	[redacted]	[redacted]	5
[redacted]	[redacted]	[redacted]	5

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Chair	We will recruit an appropriate Chair in due course. The Chair will be the public face of the GB but will also need to have the ability to build relationships and partnerships with the wider community. The Chair will need to understand how to develop strategy and strike the appropriate balance between challenge and support for the school's professional leadership. The Chair will be responsible for monitoring the effectiveness of the GB and taking whatever steps are necessary to address any weaknesses. The intention is to identify a suitable Chair through the various engagement activities that will take place between now and the opening of the school.
Premises and facilities management	While the [redacted] and [redacted] have experience of this it is our intention to identify an additional director to oversee this.
Contract management	While the [redacted] and [redacted] have experience of this it is our intention to identify an additional director to oversee this.
ICT	With the intention to make the school an ICT-rich learning environment we believe that it would be beneficial to the school to have a director with knowledge and understanding of this area, particularly within the educational context.

F4: Recruiting a high quality Principal

We wish to be able to appoint a Principal Designate at the earliest opportunity. The guidance suggests that this may be up to two terms in advance but we wish to explore the possibility of an additional term to allow the Principal Designate to be involved with the project for an entire year in advance. This will be of great importance from a planning point of view but will be of most benefit with marketing. Parents will want to have a figurehead in whom they place their confidence. During the pre-opening phase we want the Principal Designate to be a leading player within our marketing efforts, visiting local schools and parent groups to explain our vision and how the school will operate.

A detailed view of the person specification for this role will be drawn up by the Interim Governing Body in consultation with the members and an advisory group set up for this purpose. We will ensure that this group has a sufficient understanding of the range of challenges that this Principal will face.

We will expect the Principal to be qualified to degree level, to have extensive experience of successful senior leadership in more than one school and to have completed the National Professional Qualification for Headship. Evidence of further professional study to Masters level or similar will be desirable. Any prospective candidate will need to demonstrate that s/he has experience of sound financial management and that s/he shares our vision for the school. S/he will need to have a commitment to the development of a learning culture that encompasses staff and governors as well as students.

We will expect our appointed Principal to rapidly familiarise him/herself with the local context in Richmond.

We do not currently have a preferred candidate and we will look to engage the services of a recruitment company with experience of the school sector at the appropriate time.

A key task for the Principal Designate will be to recruit the founding staff team. This will be a critically important round of recruitment as this will set the tone for all that follows. The Principal Designate, working with the directors and supported by others from the recruitment advisory group will be tasked with drawing up plans for the recruitment of those staff. It is essential that they buy into our vision for the school from the outset. Part of that vision is that they will be joining a workforce that we aim to develop constantly.

We will explore the possibility of secondments from other local schools, both primary and secondary in forming the initial staff team.

Section F5
Not Applicable

Section F6
Not Applicable

Section F7
Not Applicable

Section F8
Not Applicable

Section G: Budget planning and affordability

[redacted].

[redacted]

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted].

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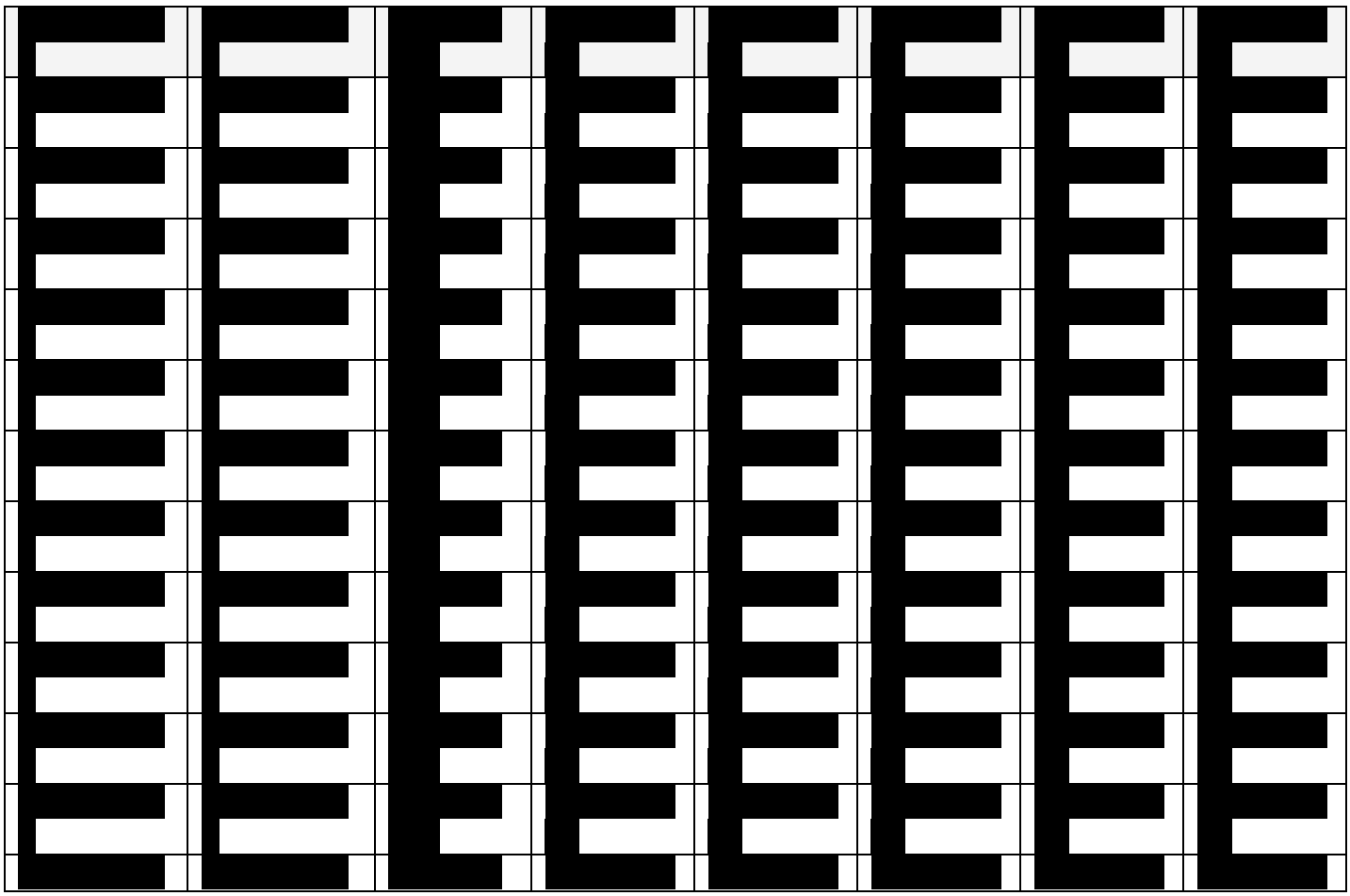

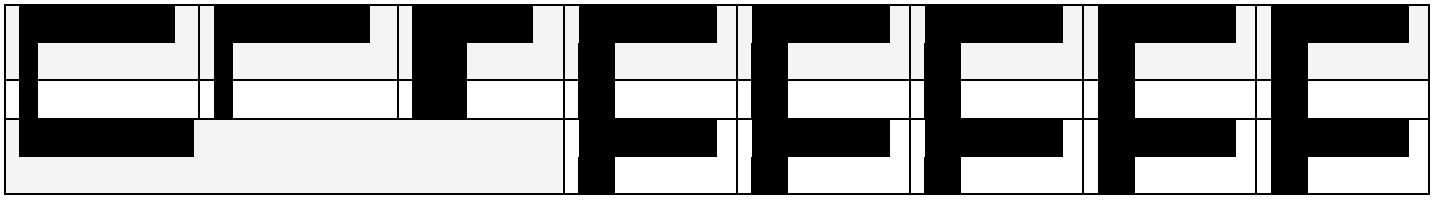

Section H: Premises

Introduction

The Richmond upon Thames College Free School Trust has conducted a search for suitable premises in the proposed catchment area. This investigation has demonstrated that only limited site opportunities exist for a new secondary school. The Trusts preferred site in terms of size, location, availability and funding, is to acquire a long term lease for land on the [redacted]. The sections below set out the initial work that has been completed to: assess the size of premises required; consider the background of the preferred site and some the issues related to it; and outline the key reasons for choosing it.

Building Requirements

As established in Sections C & E, the derived need is for a five form entry 11-16 secondary school. The proposed premises will therefore need to provide for a total of 750 students plus staff.

We have reviewed the Department's papers on school building requirements, including Building Bulletin 98 and also the revised area guidelines and assessed the required gross internal building area for the proposed school size to be approximately 6,000m^2.

The buildings will support the Education Vision (Section C) and Curriculum Plan (Section D) including the specialisms. It will also provide for wider community use outside of core school hours to ensure local community involvement is maximised.

Buildings will be flexible and adaptable to meet the current and future school needs. The current curriculum plan is expected to result in a typical range of general and specialist teaching spaces. External spaces will ideally comprise: a large Multi Use Games Area (MUGA); a full sized all weather pitch; a grass football or rugby sized pitched; and ample space to support outside learning and social / play activities.

Possible Site Options

We have conducted an initial search for suitable premises and this has been completed using the Department's suggested websites, as well as our own local knowledge. The primary search criteria used to assess each site is as follows:

- The site must be located within the Twickenham catchment area;
- The site must be able to provide the required space for a five form entry secondary school either through refurbishment or additional construction;
- The site must be readily accessible from public transport routes;
- The site must be either vacant or capable of relocating existing users within the timescales required to meet the start-up of the school in September 2017;
- The site will ideally have access to the recommended sized external playing fields.

The tight search area has resulted in only one possible site that meets all of the search criteria, namely the [redacted], [redacted], Twickenham.

The Trust and London Borough of Richmond upon Thames (LBRuT) Council have been working with RuTC for the last year to establish a viable scheme that not only provides the land required for a new secondary school but also creates a new education and enterprise campus. The emerging scheme will also involve the redevelopment of the college, re-provisioning of a local Special School and opportunities to develop unparalleled access to enterprise and industry initially for creative arts / media and sports facilities. One of the primary reasons for bringing this Free School application earlier than would be usual is to allow time for the extensive planning and development work that will be required to free up the proposed site. The preferred site is described in more detail below.

Preferred site address and postcode:
The preferred site location is: [redacted]

Preferred site development opportunities
The RUTC site is located on [redacted], just off the [redacted]. It is about a [redacted] minute walk from Twickenham mainline station and [redacted] from Twickenham town centre. The site is currently used by [redacted] purposes and is divided into two adjacent plots: a 'Main Site' that contains all college buildings of approximately 14.5 acres (5.9 hectares); and some playing fields on '[redacted]' of approximately 6.6 acres (2.7 hectares).

The new Free School site would be a part of a wider educational offer provided by the redeveloped site. The estate strategy is to enable the development to become a centre of educational excellence, with an emphasis on sharing high quality buildings and facilities that provides for the following:

- [redacted]

Pooling requirements and facilities will enable enhanced educational opportunities in the borough by providing:

- Greater educational choice at a single site;
- Access to shared facilities and staff expertise that would not be possible in most school settings.
- Opportunity to share best practice in teaching and learning;
- Opportunity to progress on a stage not age basis;
- Economies of scale that strengthen the business model and provide a platform for further innovative education opportunities;
- Collaboration with adjacent and local businesses such as Harlequins Rugby Club and Haymarket, thereby improving the educational offer, with direct links to business.

A feasibility report and other documents describing the proposals are available on request.

Planning Brief
The Development Management Plan (DMP) forms the detailed planning policy framework which is built upon the local authorities Core Strategy. The DMP includes the detailed policies which provide the framework for local development.

The DMP specifically allows for supplementary planning documents as further guidance for specific sites, two of which are directly applicable to the College site, namely: The Crane Valley Supplementary Planning Guidance, and the Richmond upon-Thames College Planning Brief.

The DMP Proposals Map indicates that the [redacted] is largely unencumbered by planning classifications. However, the open areas on [redacted]

The principle planning considerations for development of the RUTC site at this stage are understood to be:

- For the purposes of access and the desirability of screening the development from t[redacted]
- Building design, massing and height should be appropriate to the site's characteristics, setting, civic function, importance and location in the townscape.
- The highest densities and storey heights will be appropriate opposite [redacted] and in relation to adjacent property. next to [redacted]. Heights should be lower next to existing two-storey housing;
- [redacted], should be upgraded and designed to encourage natural surveillance;
- The main vehicular access to the college / school should be from the [redacted];
- [redacted]Development should protect and enhance Metropolitan Open Land.

Availability of the Site and Proposed Tenure

[redacted]

Site Proposals and Reasons for Choosing this Site

Building development opportunities

The [redacted] provides many opportunities for a new Free School site. The current favoured option is for a new development in the [redacted]. This location will provide a natural connection with the residential zone and respect the building height restrictions that may be imposed by town planners. This provides an excellent opportunity to develop the site with a new sustainable structure of approximately 6,000m^2 (GIA) whilst remaining sympathetic to the surroundings and also safeguard residential amenity.

Externally proposals will ideally include: improvements to access to the site from [redacted]; [redacted]; a new large artificial sports pitch; and plentiful hard and soft play spaces and other curriculum support areas. Outside sports spaces will be supplemented by general sharing of sports facilities with [redacted]

In order to manage travel to and from the new school and minimise impact on the surrounding area, the highway and public transport networks, a number of measures will be required including:

a robust school Travel Plan; improvements to walking and cycling facilities; potential increase in bus capacity; and staggered school / college start and finish times. Staff will be encouraged to travel to the site via sustainable means however some car parking will be required.

Reasons for choosing this site

There are many reasons why this site is ideal for a new secondary school. These include but are not limited to:

- [redacted]The site is well located in relation to its likely catchment area, serving the needs of local parents and children, thereby reducing the overall number and length of school journeys, with a high proportion of students being able to walk or cycle to school.
- [redacted] are proposing to provide a long term lease to the Trust, based on a peppercorn rent (subject to agreements on wider community use), therefore negating the need for expensive acquisition costs for the site.
- The site provides excellent opportunities for a high quality, innovative development in order to provide modern and sustainable school facilities. The new school can be carefully designed to meet the requirements of the proposed curriculum. The design will also respect the need for future flexibility of curriculum change to meet the demands of future teaching and learning.

Department for Education

SECTION H: LOCATION AND PREMISES

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

Jump to second choice site
Jump to third choice site
Jump to fourth choice site
Jump to section for independent schools

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	The preferred location for the Free School is in TWICKENHAM in the London Borough of Richmond upon Thames.

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

Preferred site

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

In which local authority is the site?	Richmond upon Thames

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

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

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

Please tell us how you found the site:	The potential for a new Free School (Secondary) site has been considered by LBRuT council and Richmond upon Thames College since 2012. The College and Council have in principle agreed to work with the Trust to make the site available for an opening in September 2017.

Please confirm the tenure:	<Redacted>

If other, please explain further:	

Please Include information on purchase or lease price if known:	Subject to negotiation

Who owns the site?	<Redacted>

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

Name and contact details of owner:	<Redacted>

Name and contact details of agent or local authority representative where available:	n/a

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Cleared site requiring new build
What is the current use?	School/education building
If government building or 'other' - please describe:	The site is currently used as a <Redacted>. The proposals to redevelop the site and make the Free School site available include the <Redacted>; re-provide a Special School (currently located in Hampton); and other enabing development.
Why have you chosen this site? What makes it suitable for your free school?	The site is located in the preferred catchment area and can be made available in the time scales required subject to planning.
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The total college site is nearly 22 acres however, only 3 to 3.5 acres are required for the Free School.
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The site is expected to be mainly open land, currently car parking, access roads and playing fileds. Some decant may be required from exisiting college buildings to make the site available.

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please Include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select

What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
if yes, from what to what?	
Please confirm the size of your existing site:	
Please confirm the size of your existing buildings:	
Please confirm the tenure of your site/buildings including details of any loans or mortgages:	

Annexes

CVs included:

[redacted]

[redacted]

[redacted]

Consultants:

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[redacted]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the	[redacted]

CV template		
	years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]
8.	Reference names(s) and contact details	[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[redacted] [redacted] [redacted]
6.	Brief comments on why your previous experience is	[redacted]

CV template		
	relevant to the new school	
8.	Reference names(s) and contact details	[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]
8.	Reference names(s) and contact details	[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]

CV template		
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[redacted] [redacted] [redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]. [redacted]. [redacted]. [redacted].
8.	Reference names(s) and contact details	[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[redacted] [redacted] [redacted]

CV template		
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[redacted].
6.	Brief comments on why your previous experience is relevant to the new school	[redacted].
8.	Reference names(s) and contact details	[redacted]

CV template		
1.	Name	[redacted]
2.	Area of expertise (i.e. education or finance)	[redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four	[redacted]

CV template		
	years. If not, please include additional roles	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[redacted] [redacted].
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]. [redacted]. [redacted].
8.	Reference names(s) and contact details	[redacted]

Additional consultants:

The following colleagues have all contributed to the development of this proposal and will continue to be available to advise and support the project as we take it forward. Previously they were all significant contributors to the successful north Kingston secondary free school project proposed by the Kingston Educational Trust and which is currently in pre-opening phase.

[redacted].

[redacted].

[redacted].

[redacted].

[redacted].

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[redacted].

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[redacted].

[redacted].

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