



Department  
for Education

# Free school application form 2015

**Mainstream and 16 to 19** (updated February 2015)

BURY ST EDMUNDS TECHNICAL ACADEMY

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## Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the

application deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

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

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

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

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

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

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

### **Data Protection**

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

## Application checklist

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

<b>8.</b> 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: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk?">mainstream.fsapplications@education.gsi.gov.uk?</a> (See guidance for dates and deadlines).	Y	
<b>9.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Y	

*\*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*

<b>Section I of your application</b>		
<b>10.</b> Have you sent:		
<ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ 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</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul>	Y	
by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	Y	
(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:**



**Print name:**



**Date: 28<sup>th</sup> May 2015**

**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.      Yes



## **Section A: Applicant details**

Please complete the Excel application form.

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

## **Section B: Outline of the school**

Please complete the Excel application form.

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

## **Section C: Education vision**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

This section will need to be completed by both route 1 and 2 applicants.

### **Section C1**

#### **Introduction**

We believe that every child deserves a first class education which develops their interests, talents and aspirations. This is essential so that pupils can access opportunities for a lifetime. Without such opportunity we diminish both individuals and also their communities. Education is central to creating prosperous and successful communities. There is much evidence to demonstrate the absolute link between quality of educational provision and the overall quality of community life.

The Bury St Edmunds All-Through Academy Trust has a strong track record in delivering high standards and was one of only eight institutions to be inaugural recipients of The World Class Schools Quality Mark which recognised us as 'a truly collaborative organisation which is uniquely effective in improving the life choices of young people.' It is led by Bury St Edmunds County Upper School which has had eight consecutive 'Outstanding' judgements from Ofsted (two surveys, a science and five full inspections, the most recent in September 2013). Described by Charles Taylor, Chief Executive of NCTL, on a visit in March 2015 as, 'a beacon of hope in a county which still has difficulties; radiating excellence across Suffolk and beyond', the Trust believes that we have a moral purpose to share our success, improve educational standards locally and provide a distinctive technical academy which could be a blueprint of national importance.

#### **Our Vision for the Bury St Edmunds Technical Academy (Free School)**

Distinctive and trailblazing are ambitious adjectives to describe any innovation but all those supporting a Technical Academy in West Suffolk led by the Bury St Edmunds All-Through Trust are both confident and determined that they will truly reflect the Free School we will establish. Excellence will be the norm. Our core curriculum will be focussed on the English Baccalaureate subjects, thus ensuring that our pupils are equipped with the skills and qualifications required to succeed and to access a range of post-18 educational opportunities (HE, FE, Apprenticeships).

Our extended school day will allow pupils to participate in a huge range of additional activities which will develop their confidence, leadership skills, team-working abilities, creativity and provide an all-round education.

Our curriculum will be enhanced by teaching methods and activities which are commensurate with our technical approach and which add a technical dimension to the Programmes of Study. For example, our students' grasp of Mathematics will be stronger when taught in the context of practical problem-solving. A report from the OECD at the end of May 2015 again highlighted Britain's maths skills in relation to the rest of the developed world. Mike Ellicock, Chief Executive of National Numeracy, a charity for improving maths standards, recommended precisely this approach in response to the OECD report. The study of Modern Foreign Languages will include the technical and business vocabulary our STEM companies require.

Our school will teach pupils in sets according to their ability so that they are appropriately challenged and there will be a strong personalised theme throughout our curriculum. At the heart of our vision is a determination to combine academic and technical excellence to reflect the aspirations of our pupils and the needs of industry to recruit employees with the right skills for their companies. Following four years of discussion, we have active support from a number of companies across the STEM and computing industries which will enable us to offer ongoing industrial projects in our curricular and extra-curricular provision, work experience, careers advice (we have IAG Mark), apprenticeships, university sponsorship and other personalised support (e.g. mentoring).

Our distinctiveness is demonstrated by:

- the provision of a technical education within a family of schools (see rationale below);
- an extended learning day, offering 30 hours of learning each week;
- strong industry and community links to enhance pupil learning;
- work experience and industrial projects in the school holidays to ensure better continuity of learning;
- a proven relentless commitment to ensuring high achievement for every pupil, no matter what it takes to achieve it;
- a core curriculum of EBac subjects with English and Mathematics lessons daily to raise standards. These subjects will be set in a technical context where appropriate and necessary for pupil progress;

- small school ethos with a focus on personalised learning; individual support and mentoring; strong pupil, parent and industry voice;
- use of instructors and coaches to develop technical excellence.

The Bury St Edmunds Technical Academy will benefit from the expertise of the Trust and, particularly its existing 13-19 upper school. This has a truly comprehensive intake and, as part of its catchment area, serves one of the most deprived wards in Suffolk. However, its GCSE results are consistently at the top of the county; its Ofsted judgments have all been outstanding; it has a range of other awards (Artsmark Gold; International School Status; Prince's Institute Charter Mark in a range of subjects; Association for PE Quality Mark with Distinction; Rolls Royce Science Prize; 2014-15 Duke of Edinburgh award for high participation rate). These are also testament to a lack of complacency and a willingness to aim high across all areas. The school has been selected to pilot the new Science Mark and expects to be accredited at Platinum level in July. The Trust is a successful Teaching School Alliance with two Teaching Schools, a Science Learning Partnership and a Computing at School hub. It is well known to the Department for Education and in March 2015 was visited as one of the twelve Trusts selected for this year's survey into high-performing academy trusts. The Trust has also demonstrated its ability to work in a different context by its work with Tollgate School. This first school went into special measures in November 2012. It did not make adequate progress and the Trust was asked formally to sponsor it in the spring of 2014. Tollgate became an academy in the Trust on 1<sup>st</sup> July 2014 since when it has made rapid progress.

Our new Technical Academy will benefit from being part of a wider group of schools and from the Bury St Edmunds All-Through Trust's established track record of success. Existing proven staff, approaches and leaders from within our family of schools will ensure that our new Free School is outstanding in all categories, including standards.

## **OUR RATIONALE: Our case for a new free school.**

Bury St Edmunds is on the A14 corridor between Cambridge and Ipswich. BT has its headquarters in Ipswich and Cambridge is renowned for computing and STEM companies. Stowmarket, also between Cambridge and Ipswich, is home to Bosch and smaller STEM-related industries. Suffolk is the home of Sizewell which is planning for major development and Bury St Edmunds itself is the base for British Sugar, Claas UK, Greene King, and RC Treatt, all of whom already work with the Bury St Edmunds Academy Trust. The Upper School works closely with the William and Ellen Vinten Trust which represents a number of engineering companies all based in and around the town. Some of these (e.g. Thales and Vitec) are international. Bury St Edmunds is in the centre of

the triangle encompassing Ipswich, Cambridge and Norwich. Norwich is similarly renowned for its leading edge and huge expansion in STEM industries and research. Recruitment of suitably talented technical employees with the right skills, aspirations and qualities is a bar to both the development and success of these industries and the employment chances of young people in the region. Many, many parents have expressed support for a high quality technical academy to give their children a good chance in the future. Local STEM companies are offering detailed, practical support to our proposal to enable them to 'grow their own employees.'

Bury St Edmunds is an area of demographic growth with plans for at least 6360 new homes across five sites on the edge of town. In addition to these major developments, there will smaller growth on brownfield sites. The proposed location for our Technical Academy is on existing transport links from all five development sites, the first two of which to be developed are in its catchment area. The proposed location is also easily reached from across West Suffolk and the Academy Trust is expanding its own provision of transport in response to parental demand for places in its schools from ever further destinations. Education standards in Suffolk remain a concern (second Ofsted report on the LA published 18.5.15) and both KS2 and KS4 results are near the bottom of national tables (DfE Performance Tables 2009-14). Suffolk has no UTC, studio schools or distinctive provision.

As a result of the above, we believe to establish a Technical Academy as a free school at the heart of East Anglia's golden triangle where leading edge technical companies and technical excellence come together in a very practical environment will inspire academic excellence in a region where educational aspirations and standards are of national concern. As the 13-19 Bury St Edmunds Technical Academy will be part of the Bury St Edmunds All-Through Trust, sitting alongside, and an equal provision to, the outstanding Bury St Edmunds County Upper School, this will provide a distinctive, trailblazing education village to be replicated nationally.

Our rationale is based on these premises:

1. The Bury St Edmunds Academy Trust provides all-through education for pupils aged 4-19 in three phases, the last of which covers students aged 13-19. (This model aligns with that found in most of the top independent schools. We believe it best fits pupils' development and is a major factor in the success of such schools which the state sector would do well to replicate.) Our Technical Academy would be distinctive firstly because it would serve students aged 13-19. The first year would be a foundation year offering a discrete provision which would enable students to move between the Technical Academy and the traditional upper school or vice versa at the end of Year 9 if deemed appropriate. The Trust has strong links with West Suffolk College, the only STEM assured College in the area and a centre for engineering. Its Vice-Principal is a member of our Trust Board and its Milburn Engineering

Centre is adjacent to the proposed site for our Free School (see map on page 119). Similarly, therefore, students could move between the two schools and the Milburn Centre at 16+.

2. Aged 13, students would therefore opt for the Technical Academy at the same time as the traditional provision. Too often technical provision in this country is portrayed as somehow inferior but this would be avoided by a common application form and a common transfer time. The prestige of a place at our Technical Academy would further be raised because supporting companies have committed to seeing each prospective student and his/her family prior to a place being offered.
3. The Technical Academy would be within a group of schools offering all-through education with a choice of pathway at 13 and 16. Students would, amongst other things, wear the Trust uniform and access the extra-curricular provision on offer across the Trust. Currently, the Upper School offers 104 clubs and societies each week. There are school journeys as exchanges (Japan, Germany, Spain, France), music tours, sports tours, departmental trips and cultural experiences. Regular destinations include France, Germany, Japan, Spain, South Africa, ski resorts, Washington, Venice, Portugal and the World War 1 battlefields. In Science, staff provide an annual visit to CERN and to Japan to represent England at the Anglo-Japanese science workshops. The Science Faculty also organises a biennial conservation trip, most recently to Borneo in 2014. As the national CoSpace computing champions we will represent Great Britain in China this summer. Duke of Edinburgh and Arts Awards are well established. Some smaller curricular offerings could also be shared with the Upper School. Staff would also be part of a larger community allowing them, for example, to share ideas, professional development and, in some cases, the teaching of courses. Both the 13-19 age range and the inclusion of our Technical Academy in a broader Trust were discussed with Sir Charles Parker and Gareth Griffiths from the EFA at the Baker-Dearing Trust headquarters in June 2013 and met with enthusiasm because they were seen to present a solution to many of the barriers which have been experienced to recruiting both staff and students for UTCs.
4. Local employers wholeheartedly support our proposals because:
  - a) currently, recruitment is a lengthy and costly process
  - b) they cannot recruit employees with the skills they require and so training them is also lengthy and costly
  - c) they are often forced to appoint people on short term contracts to do a specific job. They then move on and take all the company has invested in them with them
  - d) Technical Academy students could undertake real small projects very efficiently for companies (as demonstrated by the Education Engineering Scheme)
  - e) there is no succession planning at present despite an ageing workforce., some of whom might be reinvigorated by working with young people
  - f) the national shortage of computing and STEM graduates is getting worse.

5. The supporting companies already work with the Trust on the Education Engineering Scheme. Go4SET Challenge, CREST projects, work experience, engineering residential courses within the Smallpeice Trust and Nuffield Bursary placements. They are confident that with a Specialist Technical Academy within the existing Academy Trust they could work with us to drive up standards and attainment levels across Suffolk, replicating the strong ethos and 'can do' attitude of the Upper School, promoting an 'employability' culture for areas of work where there are regional (and national) shortages. All the companies are committed to a direct involvement in curriculum design and its delivery so that practical, technical and skills based learning are integrated with academic excellence.
  
6. Nationally, forecasts suggest that we will need 1.3 million new scientists, engineers and technicians over the next eight to ten years (David Harbourne, 15.5.15). Recruiting them is known to be a national challenge. Currently, thousands of overseas staff are recruited despite one in six of all 19-24 year olds in the UK classified as Neet and 44% of people who graduated in the past five years are in jobs that do not require a degree (Office for National Statistics). A major source of the problem is the age-old academic-vocational divide. Our proposal will provide a blueprint for addressing this nationwide, particularly as the demand for additional school places would enable groups of schools to work as all-through trusts with 4-9, 9-13 and 13-19 phases (additional capacity could come from designating existing primaries as 4-9 and existing secondary schools as 13-19, allowing their existing buildings to accommodate more pupils across the new age ranges whilst putting the required capital into building 9-13 places). With a traditional upper and a technical upper in each group and the technical also leading the Ebac subjects, many of the problems perpetuating the divide would disappear. The Trust's Ebac results are consistently well above local and national averages. In 2014, the figures are :
 

Bury St Edmunds County Upper School	: 42%
Suffolk (state funded schools)	: 20.1%
England (state funded schools)	: 24.2%
6 local upper schools in areas served by the Trust	: 26%, 25%, 17%, 16%, 11%, 6%.
  
7. The University of East Anglia's rationale for support is also based on the Trust's reputation and the need for high quality STEM students. It also considers the Trust's role as a Teaching School, Science Learning Partnership and Computing at School (CAS) hub with particular regard to Initial Teacher Training. Further, it considers the value of the proposed Technical Academy to training the STEM teachers of the future as well as the value to the students studying there. The UEA letter is in Annex 1.
  
8. [REDACTED] were invited to a meeting with [REDACTED]  
[REDACTED], in December 2014. The meeting was convened by the Department for Education to allow the Trust to present its proposal for a Technical Academy. The rationale underpinning our proposal was fully accepted and this application was encouraged based upon this positive reaction and encouragement, upon the outstanding reputation of the

Trust's existing 13-19 provision and on the need to drive up standards in Suffolk. Dame Sidwell's letter is included in Annex 1.

9. The proposals were first discussed with The Right Honourable Matthew Hancock, MP in December 2012. He has continued to support them as constituency MP for West Suffolk and as Skills Minister in the last administration. He wrote to Nick Boles, Skills Minister, in February 2015. His support is based on the quality of our plan, the needs of the area, the number studying all the STEM subjects, including Further Mathematics, in the existing Trust school and the overall standards it achieves year-on-year. More recently, the proposals were discussed with the new parliamentary candidate for Bury St Edmunds, Jo Churchill in November 2014 and again on 15<sup>th</sup> May 2015 following her election as MP. Her letter outlining the rationale behind her support for a Technical Academy is enclosed in Annex 1 to this section.
10. The proposals also have the support of Charlie Taylor, Chief Executive of NCTL following a visit in March 2015. He described the existing upper school as "a quite remarkable place, not a precious moment wasted, nothing left to chance." His description of the Trust as "a beacon of excellence radiating throughout Suffolk and beyond" was at the heart of his support.

## **The Technical Academy Ethos**

The ethos embedded in the Bury St Edmunds Academy Trust and its existing 13-19 provision is the bedrock of its success, confirmed in all its Ofsted reports and in its World Class Quality Mark. It can be summarised as:

- treating all pupils as of equal value;
- being a community where all speak of hard work, pride, consideration and a respect for all;
- ensuring a positive, 'can do' attitude, 'achievement for all' culture;
- promoting excellence as the norm;
- providing a huge wealth of opportunities which enable pupils to be well-rounded, confident (but not arrogant), motivated, outward-looking individuals with high aspirations and the leadership, communication and team-working skills to guarantee future success;
- guaranteeing quality learning in a caring and supportive environment which allows all young people to secure high achievement;



- encouraging collaboration and competition, always recognising that the best competition is with oneself;
- sharing our outstanding educational practice with new communities;
- meeting parental and pupil expectations for high quality education.

Our strategy will be based on the following fundamental elements of success:

1. Leadership. Essential to success is strong and purposeful leadership. Leaders across the Technical Academy will, as in the existing Trust 13-19 phase, be highly visible, accessible and proactive. Leaders will set and maintain high standards and ensure the same applies across all levels of leadership.
2. Curriculum. Our curriculum will be designed to ensure pupils attain successful outcomes at GCSE, achieving the thresholds required by the English Baccalaureate. This will include an extended week and flexible timetable and high quality technical provision supported by local industry. The curriculum will always prioritise learning and will not be restricted by the unimaginative, demotivating 'one size fits all' approach that has for too long characterised so many of our schools.
3. Teaching and Learning. Outstanding teachers will deliver inspiring, challenging and exciting lessons that motivate, engage and stretch students of all abilities.
4. Organisation of Learning. Pupils will be taught in sets according to ability so that lessons can be appropriately targeted and personalised to ensure excellent progress for every individual. Sets will be organised against a clear set of criteria and formally reviewed each term creating a competitive (but not negative), dynamic culture. The schools online resources and homework will support learning.
5. Monitoring and intervention. Every student will know and understand their current learning position and their expected short term, medium term and long term goals. Where a student is found to be off-track, swift and appropriate support and intervention will be put in place to ensure that the student gets back on target.
6. Care, Guidance and Support. Pupil well-being will be a priority to support all that we want to achieve. We will ensure that students are made welcome and settled as quickly as possible so that our core purpose of ensuring educational success for all is enabled from day one. The vast majority of students will know staff and the geography of the site as they will have made visits and been part of various projects/undertakings during their time at the Trust's middle phase campuses. Similarly, they will have become familiar with many of the Trust's upper phase staff as they visit the 9-14 sites to lead initiatives and projects (indeed, a number of staff also visit our 4-9 campuses). This is part of the way of working in the

Trust's all-through approach. Each student will have an individual member of staff acting as a guide and mentor.

7. Professional Development. Our Trust is committed to the development of the highest quality teaching and support staff. Regular professional development opportunities will be planned. The Technical Academy will join our wider teaching school alliance thereby benefiting from collaborating with other professionals.
8. Accountability and Appraisal. It is important to have clear, open and robust systems of accountability and appraisal as they improve outcomes for both staff and students. Appraisal will be rigorous and supportive and will include benchmarking outcomes.

## Education Plan

Our detailed curriculum plan is set out in Section D, It has been designed to combine the English Baccalaureate subjects with an emphasis on high quality technical education so that students are highly motivated and focused on aspiring targets which will enable them to achieve the very best that they can. This will realise our vision of every student progressing on to higher education, further education or apprenticeship in a STEM-related subject, thereby meeting the needs of individuals and industry for success in the future. Our Technical Academy will share and develop the extensive extra-curricular programme, international opportunities and business links offered by the Bury St Edmunds Academy All-Through Trust. It will also provide a rich experience through the supporting companies listed in Annex 1 in this section.

## Key Education Targets

MEASURE	TARGET	SUFFOLK AVERAGES 2014	AVERAGE OF 6 LOCAL UPPER SCHOOLS 2014
E Bac	75%	20.1%	16.8%
5+A*-G (Eng & Maths)	75%	53.6%	52.3%
VALUE ADDED	1020	N/A	997.1

MEASURE	TARGET	SUFFOLK AVERAGES 2014	AVERAGE OF 6 LOCAL UPPER SCHOOLS 2014
3 levels' progress Eng 4 levels' progress Eng	90% 50%		
3 levels' progress Maths 4 levels' progress Maths	90% 45%		
PROGRESS 8	0.6		0.015 (Shadow data 2014) 0.5 (County Upper Shadow data 2014)
OFSTED	Grade 1 in every category.		

Individual post-16 targets will be based upon national chances data and will be set on an upper quartile prediction. Given the changes to A Levels it is difficult at this time to set meaningful targets for 2018. We would, at this stage, have a target of B- as the average subject grade and would aim for the following percentages of all entries:

- A\*-E grades 100%
- A\*-C grades 80%
- A\*-B grades 60%
- A\*-A grades 30%
- Students gaining 3 A Levels 98%

**Our other key targets would include:**

ATTENDANCE – OVERALL	96.4%
ATTENDANCE – ACROSS-YEAR VARIANCE	+/- 1.5%
PERMANENT EXCLUSIONS	0 per year

REGULAR INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES	92%
RECORDED BULLYING INCIDENTS	Pro-rata to County Upper School where every Ofsted inspection has confirmed that bullying is extremely rare.
HOMEWORK COMPLETION	92%
TEACHING & LEARNING QUALITY	90% of lessons graded good or better.
PARENT & STUDENT SATISFACTION RATES	90% good or better.

These targets are both aspirational and appropriate for students in the area. They are significantly higher than the average outcomes secured by the six upper schools in the area from which students are drawn. They are, however, in line with standards achieved by Bury St Edmunds County Upper School in the Bury St Edmunds Trust.

The progress measures are challenging and would place the Technical Academy well-above national benchmarks. However, with the Trust's proven track record, the innovative approaches, close monitoring and tracking, early and decisive intervention and longer school day we are confident that we can deliver these targets.

Our attendance targets are again well-above the average achieved by the six local schools and so are aspirational. However, they are in line with those achieved by Bury St Edmunds County Upper School year-on-year which is known for attaining the highest secondary attendance in East Anglia. By using the personal and practices employed by the Trust, we can achieve the same attendance rates at the Technical Academy where the type of provision is designed to motivate students who may otherwise be less engaged.

Students will have clear targets from the outset, closely monitored and encompassing extra-curricular as well as curricular activity. These will follow on seamlessly from those set and tracked through the 9-13 phase of each pupil's all-through education in the Trust.



Jo Churchill MP  
House of Commons  
SW1A 0AA

Rt Hon Nicky Morgan MP  
Secretary of State for Education  
Department for Education  
Sanctuary Buildings  
20 Great Smith Street  
London SW1P 3BT

21 May 2015

*Dear Nicky*

I write to you in support of an application for free school status at County Upper School in my Bury St Edmunds constituency, submitted to you by [REDACTED]

As you will know, County Upper School has been awarded outstanding status by Ofsted on eight consecutive occasions since 1998, most recently in 2013. County Upper School was one of only eight educational organisations nation-wide to be awarded the new World Class Schools Quality Mark. The school has ranked top in West Suffolk for GCSEs in each of the last three years and was joint first across the county this year and in 2012. The proposal aims to expand the Trust's upper provision by adding a 13-18 technical academy. In doing so it would provide an additional 100 places per year group from year 5 through to year 13, enabling a significant number of extra students to access this excellent standard of education.

The proposal is particularly distinctive because all students aged 13-18 would be part of one Trust and both technical and traditional provisions would have equal status. Access to extra-curricular activities would likewise be identical. There would be no need to enrol at one secondary school only to leave in order to access separate technical education at age 14. As a foundation year, first year students could transfer between either institution, should they regret their initial choice, with another opportunity to do so at 16+. The Trust would also employ staff at both institutions thereby allowing them to share professional development opportunities and best practice.

[REDACTED] informs me that any local companies, including Bosch, British Sugar, BT, Claas UK, Marshall Aerospace, Rolls-Royce, Treatts, UK Power Network and Vitec have pledged their support and intend to provide ongoing projects, careers advice, work experience and employment opportunities. The plan has also received support from CONNECT Education Business, a local charity that encourages business partnerships with schools across Suffolk and Norfolk.

As partner university to the Trust, The University of East Anglia is keen to attract additional students for the strong STEM industries in East Anglia and recognises the huge potential to train teachers for the expanded Trust. County Upper School is a Teaching School, the Science Learning Partnership for Norfolk and Suffolk and was, this week, selected to be one of the new regional centres for the training of physics teachers. The proposal also outlines the



intention to feed into higher-level apprenticeships at a new STEM centre. Consequently, West Suffolk College is a major supporter, with financing already pledged from the Growth Development Fund to this aspect of the proposal. In light of New Anglia LEP's ambitious plans to grow the region into an economic powerhouse, it is easy to see how the training of technical expertise in Bury St Edmunds would complement both the regional and national economy.

I was delighted to read in your correspondence with [REDACTED] that there was recognition from the Department of the substantial benefits new technical provision could bring to young people in my constituency. I sincerely hope, therefore, you will look on this application favourably.

With kind regards,

A handwritten signature in blue ink, appearing to be 'Jo'.

Jo Churchill MP

THE RT HON MATTHEW HANCOCK MP



HOUSE OF COMMONS  
LONDON SW1A 0AA



Bury St Edmunds All-Through Trust  
Becton's Way  
Bury St Edmunds  
IP32 6RF

9 March 2015

Dear 

Further to your email about proposals to establish new technical provision in Bury St Edmunds, I have received this letter and enclosure from the Secretary of State for Education.

The Secretary of State recognises the benefits that the proposal could bring to young people in Bury St Edmunds and the wider community. Nicky Morgan confirms that capital funding is not generally available for projects such as yours but strongly advises that you make a free school application. I understand from her that you are considering doing this in time for the next window for applications in May.

Please can you keep me posted of any developments and let me know if there is anything I can do to help.

Yours sincerely,

Working for West Suffolk

London: 020 7219 7186

[www.matthewhancock.co.uk](http://www.matthewhancock.co.uk)  
[matthew.hancock.mp@parliament.uk](mailto:matthew.hancock.mp@parliament.uk)  
[@matthancockmp](https://twitter.com/matthancockmp)

Suffolk: 01638 576 692





2015-0008386POSoS

**Rt Hon Nicky Morgan MP**  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Rt Hon Matthew Hancock MP  
House of Commons  
LONDON  
SW1A 0AA

3 March 2015

*Dear Matthew*

Thank you for your letter of 11 February, addressed to the Minister of State for Skills and Equalities, about [REDACTED] proposal to establish new technical provision in Bury St Edmunds. I am responding as the Secretary of State for Education.

[REDACTED] wrote to the Minister of State for School Reform, Nick Gibb MP, on 3 February and the Parliamentary Under Secretary of State for Schools, Lord Nash, responded on 20 February. I have included a copy of that response for your information. I understand the benefits that the proposal could bring for the young people of Bury St Edmund and it clearly has support from parents, local businesses and the wider community. That is why this department advised [REDACTED] and the All-Through Trust to consider making a free school application and I am pleased to say that they have confirmed their intention to put one forward this coming May.

Thank you for writing to me on this important matter.

*Yours sincerely*  
*Nicky*

RT HON NICKY MORGAN MP





2015/0005928POJN

Lord Nash  
Parliamentary Under Secretary of State for Schools  
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 www.education.gov.uk/help/contactus

[REDACTED]  
Bury St Edmunds All-Through Trust  
Beeton's Way  
Bury St Edmunds  
IP32 6RF

20 February 2015

*Dear Mr Nash,*

Thank you for your letter of 3 February addressed to Nick Gibb MP, about the proposed expansion of the Bury St Edmunds All-Through Trust. I am responding as the Minister responsible for academies.

I read your letter with interest. It is clear that County Upper School is an outstanding academy that is delivering excellent outcomes for the young people of Bury St Edmunds. Your proposal has evidently generated support within the local community and from a range of businesses.

I note that you have spoken with officials from the department and [REDACTED], about your proposal. As I am sure you will appreciate, there is significant demand on the department's capital funds and we target these resources through a number of specific programmes, such as the Priority Schools Building Programme and the Condition Improvement Fund, to ensure maximum impact. Unfortunately, that does mean that capital funding is not generally available for more bespoke projects, such as yours.

I believe that [REDACTED] and officials have already discussed with you the potential opportunities that the free schools programme might offer. A successful bid to open up a new free school may allow you to secure the capital funding that you require. Guidance detailing the process for submitting a free school application is available at: <http://tinyurl.com/c48thds>.

The next window for submitting applications is from Friday 22 May until midday on Friday 29 May 2015. I would encourage you to consider applying.

Thank you for writing to me on this important matter.

*John Nash*  
JOHN NASH

## **List of Supporting Companies:**

Arm

Bosch

British Sugar

BT

Claas UK

Connect Education & Business Ltd

EDF Energy

Marshall

Microsoft

Red Gate Software Ltd

Rolls-Royce

RC Treatt

UK Power Networks

VITEC Videocom

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9			108	108	108	108	108	108
Year 10				108	108	108	108	108
Year 11					108	108	108	108
Year 12			100	100	100	100	100	100
Year 13				100	100	100	100	100
Totals			208	416	524	524	524	524

## Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

This section must be completed by route 2 applicants.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English Language English Literature	3	M  M	KS 4 until shown otherwise GCSEs
Mathematics	4	M	GCSE
Triple Science	5	M	GCSE
Geography or History	2.5	M	GCSEs
MFL	2.5	M	GCSE
PE	1.5	M	Non-examination
PSHE/Citizenship	0.5	M	GCSE
One other academic option	2.5	M	GCSE
Computer Science	2.5	M	GCSE or Cambridge National
Technical Challenges	3	M	Provided by local industry. Qualifications could include Engineering BTec and or CREST
Enrichment	3	M	Include DoE, Sports Leader and Arts awards

Route 1  3 or 4 Option choices from Biology, Business, Chemistry, Computing, Further Maths, Physics  OR Route 2  Level 3 Engineering with or without Further Maths	5 per choice       20 hours	M	Post-16  A Levels      BTec + A Level Further Maths for some
Enrichment Curriculum including EPQ	5	M	
Private Study	5	M	
For those students requiring a Level 2 post-16 offering one will be made available on a personalised basis,			

## **Section D1:**

### **Introduction**

Given our stated vision, our curriculum will provide students with a secure, discipline, innovative and exciting environment and will ensure success and achievement for all. In a constantly changing world, students will need to acquire the knowledge, skills and understanding that will equip them to operate successfully and be flexible and adaptable to this constant state of flux that is our modern world.

Our curriculum will enable students of all abilities and circumstances to achieve their potential. Our curriculum is broad and designed to include the formal subject curriculum and the technical aspects, enhanced by the additional, huge extra-curricular provision offered in tandem with the established Bury St Edmunds All-Through Trust.

The enhanced curricular provision will be compulsory. Our curriculum will be accessible to every student. The core curriculum offer up to the end of Key Stage 4 will focus on those subjects which will provide a platform for technical careers. The core curriculum subjects will be centred around the English Baccalaureate. This curriculum offering has strong parental support.

Our Post-16 offering will be an academic provision focussed primarily on those subjects which enable students to access the full range of higher education degree courses and apprenticeships in the STEM subjects.

### **Student profile**

Following our public consultations with our local community we expect the profile of learners on entry to have the following characteristics:

- Ability on prior attainment is at or slightly above national averages based on Ofsted reports on local schools, their RAISEonline data and parental feedback from the consultation exercise;
- Gender profile to be equal or slightly more boys;
- A much higher proportion of White British than the national ethnic profile;
- Students with English as a second language will be lower than the national profile;

- Students eligible for Free School Meals will be approximately 19%;
- Students with SEN 10% or below;
- Students likely to be Looked After (LAC) 2% or below.

The proposed site for the Technical Academy contains the St. Olaves' Ward, a significantly more disadvantaged and deprived community than much of Suffolk and on a par with much of Lowestoft.

## **Curriculum rationale**

- To deliver a core academic curriculum provision based around the English Baccalaureate subjects.
- To meet statutory requirements relating to both physical and religious education.
- To offer an enhanced and explicit technical provision encompassing the STEM subjects and computing.
- To supplement the core provision with an extensive and diverse range of learning opportunities and experiences to enhance students' personal development and well-being.
- To enable students to gain an understanding and appreciation of the importance of participation in a wide variety of cultural, aesthetic and physical activities.
- To offer explicit opportunities for student leadership development.
- To ensure opportunities for active citizenship and engagement in local and national communities.
- To prepare students for higher education, further education and apprenticeships with access to the highest quality courses and industries.

Following consultation with our local/expected community and parent representatives from PTAs we have strong backing for the rationale and proposed curriculum provision.

A strong core of this formal curriculum will be focussed on the English Baccalaureate. The subjects of English Language, English Literature, Mathematics, Biology, Chemistry, Physics, French, German, Japanese, Latin, Spanish, Geography and History provide a bank of knowledge, skills and understanding that enable learners to move on to higher education, further education and apprenticeships whilst understanding, appreciating and contributing to the world around them.

PE, PSHE and RE/Philosophy & Ethics will further enhance this core offering by enriching students' moral, physical, social and spiritual well-being. The importance of understanding others' viewpoints and religions and cultures is self-evidently vital as the world struggles to overcome extremism and intolerance and the resultant tragedies and disasters seen almost daily in local, national and international media. These subjects help students develop and explore their own attitudes, well-being and sense of position in society. They encourage students to be active, tolerant and purposeful members of their local community and other communities as they inevitably travel and move around the country and further afield for employment. In addition, the key themes of social, moral, spiritual and cultural development will be integrated into our taught curriculum, including our tutorial programme, and into our extra-curricular provision.

The technical nature of our provision will be strengthened by teaching, for example, technical vocabulary within our MFL offering. Student progress in the EBac subjects, particularly mathematics, will be enhanced by rooting the teaching in practical and relevant examples.

## **Specialism**

The Bury St Edmunds Technical Academy will place a strong emphasis on the STEM subjects. This focus will help secure our vision of enabling students achieve high academic and technical targets whilst developing self-esteem, leadership skills, team-working skills, performance skills and well-being. These areas are all complementary and develop skills and attributes in students that are highly valued by universities and other higher educational institutions as well as the full range of employers. They provide students with:

- The ability to think logically, rationally and strategically
- The ability to reason, order and sequence
- A strong understanding of STEM which enables young people to understand and engage with our scientific and technological world
- The ability to demonstrate leadership skills
- The importance of competition and the setting of goals and targets
- The skills to operate effectively as a team member

## **Wider learning provision**



There will be an extensive range of opportunities and experiences which will support all of the above and help develop each student's view of themselves and of the wider world in which they live. This provision will include:

- At Key Stage 3, pupils will study Art, Music and Drama along with Design and Enterprise as preparation for options at Key Stage 4.
- The rationale behind studying these subjects at KS3 is diverse:
- The subjects provide learning pathways into our academic options at KS4 and hence pupils will have a stronger understanding of the subject portfolio they wish to build around their core entitlement.
- In a culturally rich and diverse society it is essential that all pupils have an appreciation of the Arts, in its widest sense, and how they help shape and reflect the society in which they live.
- Design and Enterprise occupies the very heart of our modern post-industrial society in terms of wealth creation. All pupils need to understand how wealth is created in a market economy and the associated production processes involved. Allied to this is an understanding of labour markets and the value placed upon skills, creativity and enterprise.
- Options at KS4 will include: Art, Drama, Music, Sports Studies (PE), a second MFL taken alongside the mandatory curriculum set out in D1.

**The rationale behind this KS4 option offering is:**

- It builds upon and enhances the foundation subjects delivered at KS3. Pupils will have a strong foundation in subjects they will be choosing and therefore are more likely to be motivated to achieve well and make strong progress.
- All of these GCSE subjects are well recognised by further and higher educational establishments as being rigorous and relevant in the academic skills required to secure success.
- The range of subjects provides a good breadth of choice whilst maintaining a balanced overall curriculum portfolio and an emphasis on preparation for a technical future.
- Following community consultation we believe that this range of subjects will meet the needs and expectations of our anticipated students.

**At Post-16, the curriculum offer will be shaped by a variety of factors:**

- The recognition by the Russell Group of universities as to the enabling qualifications and academic challenge of individual subjects within our STEM emphasis.
- Continuity of learning pathways from Key Stage 4 and to reflect our technical specialism.
- The needs of the wide range of local companies looking to employ our students as apprentices or to sponsor them through university.

A key distinctness of our Technical Academy is to develop a strong ethos of independent study and learning. The rationale behind this is to enable our students to compete with the very best and extend learning beyond the core curriculum. This sense of questioning and inquisitiveness is fostered through opportunities to engage in personal research and enquiry. The ability to study and learn independently will prepare students for the demands of further and higher education and apprenticeships. This is expanded below:

- Too often students do not acquire the skills and self-discipline in a home environment to study effectively. At the Bury St Edmunds Technical Academy nurturing of independent study will take place through after-school study sessions as well as 'free' periods during the day so that students can invest in their own success.
- A range of technology resources will enable students to develop research skills and staff will be available to guide and direct their work as necessary.
- Our online materials will be accessible to students at all times and will contain a wide range of additional learning materials.

## **Leadership training**

A key part of our vision is to shape and develop future leaders.

Confident leadership will enable our students to compete with the very best. A wide range of opportunities for leadership development will be offered, much of it also adding to the students' technical programme. Activities will include:

- CREST awards. These are given for science projects which develop students' creative and practical skills. The Trust already offers this qualification which will be enhanced at its new Technical Academy by the input from supporting companies.
- Science Leader awards. Devised by the Trust for more senior students leading more junior ones in our all-through science programme, these will transfer and be enhanced in our new Technical Academy.

- Go4Set Engineering Challenge. Trust students already have the opportunity to engage with this which will also transfer to the Technical academy and be enhanced by support from our industry partners.
- CoSpace and other Computing Challenges. These will be similarly enhanced from a strong base.
- Other Technical Enrichment Programmes. These will be developed and also offered to students in the Trust's traditional provision.
- Students in the Technical Academy will be part of sports teams and coaching activity across the Trust. The sister upper school offers over 30 sports clubs per week and there is an established 4-19 extra-curricular programme which allows students to gain Sports Leaders awards. Students from the Technical Academy could enhance analysis of student performance through their knowledge of technical support.
- Similarly, the Trust offers a huge range of music, drama and dance opportunities including in the upper phase over 20 ensembles rehearsed each week, drama and dance clubs with 5 major concerts, 3 productions and evenings of dance each year. Students take the Arts Award qualification at Bronze, Silver and Gold. Trust-wide and in-phase activity both provide numerous opportunities for leadership and coaching. Students in the Technical Academy will be a part of this and could provide enhanced technical support for performances.
- Large numbers of Trust students take the Duke of Edinburgh Award at Bronze, Silver and Gold levels. Students in the Technical Academy would become an integral part of these groups and could use the development of a technical competence for their skills section.

This broad range of experiences, combined with opportunities for travel as identified in Section C, will ensure a strong offering for students at the Technical Academy from the outset together with strong integration into the Trust family. As more technical enrichment activities develop at our new academy, these will also enhance the opportunities in our traditional provision. This will be an important feature of our all-through education and ensure complete parity of opportunity and esteem between the two academies on offer in our 13-19 phase.

## **Curriculum Support**

The Bury St Edmunds Technical Academy will support all students regardless of context and background. We will proactively overcome barriers to learning. All staff will provide mentoring and guidance according to need. Our curriculum support provision will include:

- Literacy and numeracy catch-up
- Support for SEND, EAL, SEBD, etc.
- A personalised learning tutor for those with needing 1:1 support
- A home tutor for those with medical and/or social needs
- Family mentoring.

The Trust has a dedicated team in place led by the school's SENCo to meet this agenda and will take on additional personnel as required. However, this approach will ensure efficiency savings for our Free School as a whole new dedicated team will not need to be established.

### **Meeting the needs of all students**

Our new Technical Academy will replicate the proven and acknowledged approach to meeting the needs of every student of the County Upper School. Appropriate resources will be employed to ensure that this happens.

The main methods we will employ are:

- Making sure that students are allocated to the correct set and by holding regular set reviews based on assessment data, tracking information and teacher assessment
- The support of subject teachers through a differentiated curriculum
- The use of appropriate ICT equipment and software applications
- Other specialist equipment
- Specially prepared teaching materials
- In-class from a Learning Assistant
- Literacy and numeracy support packages
- Targeted withdrawal from class to work either 1:1 or in small groups
- Mentoring schemes to include sixth form mentors and mentors from our a wide range of industry partners
- Personalised learning programmes where appropriate
- Use of personalised learning tutor to work with ill students at home
- Support from external professionals e.g. educational psychologist

## **Role of the SENCo**

The SENCo will play a central role in ensuring that student needs are met. The SENCo will be a senior member of staff who will report directly to the Head of School. The SENCo will manage the of the class assistants, the Student Support Coordinator and the Personalised Learning Tutor. He or she will work closely with the pastoral team. The SENCo will be responsible for liaison with external agencies, for conducting all annual reviews and preparing associated paperwork e.g. EHC plans. The latter will help ensure personalised approaches, strengthen the accountability of external agencies and enable part of individual personal budgets to be spent on targeted support.

The SENCo will have a crucial role at the termly assessment points both with target setting for SEND and Gifted & Talented students and with reviewing the impact of interventions used. We anticipate that the number of students with English as a Second Language will be low but it will be important that this is not a barrier to learning. Therefore, the SENCo will undertake literacy screening, including identification of current reading ages just prior to each of the three formal assessment points.

The Trust's SENCo team contains a member of staff whose specialism is specific learning difficulties and who works with these students from 4 – 19. The Technical Academy SENCo will work closely with this colleague in respect of dyslexic and dyspraxic students at the academy.

The SENCo will work closely with the School Nursing Service, CAMHS, the Community Paediatrician, the County Inclusive Resource Team for students on the autistic spectrum, the School Psychological Service and individual professionals working with named students. In all these cases the SENCo will determine appropriate, challenging targets for students receiving the support from these agencies and monitor the impact of interventions and treatments.

The SENCo will be the designated Child Protection Officer and will work closely with the LA's LAC and Safeguarding Teams as well as pastoral and subject staff to ensure that all barriers to learning are removed for these children and careful monitoring of their targets and interventions are conducted at least termly.

The SENCo will work closely with families at all times to ensure their involvement and input into all work with their children. The SENCo will also have a particular role in the induction of new staff and especially in ensuring that our focus on making sure that every student's needs are met and high achievement for all is the norm.

The Bury St Edmunds Academy Trust has a long, proud history of succeeding with disadvantaged children. This bucks the Suffolk trend because the county has the worst results in the region for this group of students. This was highlighted in the May 2015 Ofsted letter to the local authority.

## **Pastoral Support**

A mentor overseen by a Head of Year will support all pupils. We adopt the year-based system already used in the Trust as we firmly believe this is the best way to develop a strong school ethos and to focus on achievement. Heads of Year will have responsibility for the academic and personal progress for all students in their year group. Mentors will meet with students twice daily and with parents at least three times a year at student-parent review consultations and subject evenings. This is tried and tested in our existing Trust.

## **The school site**

It will be very important that no aspect of our premises prevents the needs of any student being met.

- Our preferred location has wheelchair access throughout, including appropriate ramp ways and a lift to the upper floors
- The timetable will be constructed to ensure appropriate rooming for all students including access to specialist teaching areas and classrooms
- All steps and pillars will be clearly highlighted to assist visually impaired students
- Neutral, calming colour schemes will be used throughout the premises to help ensure a calm, ordered environment

## **Using ICT to meet student needs**

We consider the use of ICT to be key to supporting student learning, meeting students' needs and for monitoring and tracking progress. This includes:

- Making the school's online resources available for students to access anywhere and at any time. They will include records of homework, classwork, extension work and links to widen knowledge. This will be of value to all students but especially those who are gifted & talented, for whom extension work is particularly important, and for those who are absent
- ICT software applications will be used to support learning. These include SEN packages, MyMaths and SAM Learning

- Using SIMS modules to monitor attendance and behaviour
- Making laptops and tablet computers available to individual students as appropriate. This will particularly help meet the needs of students with identified literacy needs and aid independent learning
- The Bury St Edmunds Academy Trust is using iPad technology across many subjects to good effect and we will extend this to the new Technical Academy
- The Trust uses IT to deliver very strong tracking and intervention arrangements for all students which are crucial to its high levels of achievement. See Ofsted quote on page 50 of this document

## **Accreditation Routes**

The curriculum package will appropriately challenge all students. This in turn will help shape and develop a positive school culture and engage students in learning. We will primarily use GCSEs with appropriate technical qualifications. Our extra-curricular programme will include nationally recognised awarding bodies including CREST, Education Engineering Scheme awards, Duke of Edinburgh, Sports Leaders awards and Arts awards. Subject leaders will be free to decide which examination board's specification to follow within these criteria:

- Compatibility with A Level specifications
- Supporting university and college entry admissions
- Availability of resources and support materials
- Views of supporting STEM companies.

Some students may be entered early for their GCSE accreditation. If this is the case, Year 11 curriculum time will be taken in developing breadth and depth in preparation for A Level studies. Such courses would include Critical Thinking within English; GCSE Additional Mathematics and an Extended Project qualification in Science. Additional technical projects will also be included. Post-16 students will be encouraged to study a range of additional qualifications as well as engage in activities that broaden their horizons (see above).

**How the proposed curriculum reflects the needs of our anticipated student intake.**

- The profile of our student intake is suited to a rigorous and challenging academic and technical curriculum given the APS on entry and parental aspirations expressed at our public consultations.
- Our Gifted & Talented provision through setting and the extended school day, allied to the Enrichment Programme, will enable students to make higher than expected progress between KS2 and KS4.
- Our technical provision will ensure enhanced motivation and greater future opportunities in STEM-related employment.
- The experience of the Bury St Edmunds Academy Trust is that we can secure high achievement for all learners thereby demonstrating our expertise to make similar provisions for the students at our proposed Technical Academy.
- The explicit expectation that all students will participate in extra-curricular activities and leadership development through our extended programme will enable all students to develop their self-confidence in order to meet and succeed with the challenges of our curriculum.

## **Transition**

### **Students moving into the Technical Academy**

Our Free School will be part of an established 4-19 Trust which has a single Board of Governors overseeing all-through curriculum, assessment and pastoral policies. Transition is between campuses and not schools and focuses on:

- Ensuring students feel comfortable, safe and secure
- Clarifying learning expectations
- Ensuring students and parents/carers support the school's ethos
- Maintaining a bond of trust between school and home
- Collecting a range of data and other information to ensure the every student's needs are fully met.

This is all well established by the time students move to the upper phase aged 13. A key component of the Trust's provision is a range of cross-phase activities which takes place across the Trust campuses at least half-termly. These will be developed to include the Technical Academy so that the site, its staff and some existing upper-phase students will be known to middle-phase students prior to transfer. Two 'taster days' will also take place further to acclimatise students to their new academy. Following these days, parents will attend a meeting with their



children's tutor to establish channels of communication. Structured guidance and support will continue to be offered to make smooth transitions between key stages and into further education, higher education and apprenticeships. This will include independent advice and guidance from our partner STEM companies.

### **Students leaving the Technical Academy**

As is clear throughout this application, our Technical Academy has been designed to meet the needs of local STEM companies and students for whom these areas and their practical approaches enable success. Our STEM partners will work closely with our students throughout their time at the Technical Academy. This will involve curriculum projects and extra-curricular challenges which will enable them to know the particular strengths of every student and to identify appropriate pathways for each one when he or she leaves us.

These STEM partners will also provide continuous mentoring and independent Careers Advice and Guidance (IAG) together with work experience placements during school holidays. They will ensure that every student has practice interviews and help with CVs and applications. The combination of all this involvement will ensure that every student at the Technical Academy will make a successful transition to higher education, further education or an apprenticeship. Sponsorship through university will be available on both a full time and part time basis, the latter being combined with work for the sponsoring STEM company.

Furthermore, the distinctiveness and high profile nature of our Technical Academy combined with the calibre of STEM partners we have attracted will enable our students to secure excellent careers. The Technical Academy will track all its students for 5 years after they leave to ensure smooth progression and to highlight, as appropriate, their successes in, for example, our newsletters and at other opportunities to inspire our existing students and promote the development of further technical academies based on our model. If this tracking highlights any issues, we will investigate and put in place the appropriate actions, ensuring any lessons learnt benefit not only our Academy but also those which will surely follow our model.

### **Deliverability**

This will be dependent upon the operational aspects of the Technical Academy's school year and curriculum. The other important factor is the strength of support from STEM partners in working with us to deliver the all-important technical programme at the heart of our vision. Each is considered in turn below.

## **Operational aspects**

### **1. Calendar**

The Bury St Edmunds Technical Academy will be open to students 190 days a year. There will be an additional 5 days of CPD for staff. The term time dates will mirror those of the Bury St Edmunds Trust schools in order to enable cross-usage of staffing, resources and facilities and hence improve value for money.

### **2. The timetable**

This will be made up of 50 minute lessons but 'doubles or triples' will be included for practical subjects and technical challenges. Extra-curricular activity will take place at the beginning and at the end of the school day, at lunch times, some weekends and in the school holidays. The breakdown is shown in the table of the Section and provides a distinctive technical offering within a broad and balanced curriculum.

### **3. The directed time plan for staff.**

This breaks down as follows:

1. Teaching including PPA time	1,113.5
2. Duties	10
3. Morning briefings	10
4. Parents' Evenings (3 hours X 6)	18
5. Department/pastoral meetings	28
6. Open Evenings	5
7. Leadership meetings	9
8. Occasional meetings	6
9. Extra-curricular/extended day	57
 TOTAL	 1256.5 hours
Unallocated time for unforeseen activity	3.5 hours

This shows that the operational aspects and our curriculum plan are deliverable.

## **Technical programme**

Each of the companies which has pledged its support has committed to providing personnel to deliver both the curricular and extra-curricular projects outlined and the IAG, mentoring and work experience. Having established this through detailed discussions with a number of STEM companies over the last 4 years, we are extremely confident that this key element of our new provision is entirely deliverable. The evidence for this is shown in the letters of support from these companies included below.

## **Section D2**

### **Measuring Student Performance Effectively and Setting Challenging Targets**

#### **Introduction**

As an inclusive community school, the Bury St Edmunds Technical Academy will serve students with the full range of abilities and needs. Our expected student profile is summarised on page 30

We believe that it is important to gain an accurate profile of each student prior to them starting the upper phase and then placing them in the correct teaching sets from which challenging targets are determined.

On entry, students will be grouped using a range of data:

- Key Stage 2 scores in English and Mathematics
- Year 8 ability profile developed and used already by the Bury St Edmunds Trust
- 12+ data from Cognitive Ability Tests ( (GL Assessment/NFER)

This data will be collated and students placed in sets according to their ability. These sets will then be discussed with staff in the Trust's 9-13 phase campuses, and any revisions made before being published. The sets will be reviewed according to a schedule of testing and reviews published in the Curriculum Year Booklet which each parent and student will receive for each academic year as they progress through the Technical Academy. This will reflect the successful practice of the Trust's traditional 13-19 campus which is very highly regarded by parents and the local and wider community. Adjustments to setting will be made outside the formal review cycle where necessary. As with our All-Through Trust's current practice, tutor groups will be mixed ability and will be based on friendship groups whilst maintaining a gender and ability balance. The tutor groups will not form the basis of any teaching groups.

Tutor groups will remain with the same tutor, assistant head of year and the year head for the three years in the main school to maintain continuity and ensure maximum progress. Separate tutor groups and tutor teams will be formed in the sixth form for the same reasons. Main school and sixth form teams will have the expertise required to provide appropriate guidance for the two stages of the upper phase. Again, this is well established and is very well regarded by parents and by students.

### **Strategies for measuring student progress and intervening where necessary to maximise the performance of every individual**

The targets encapsulated in our vision are shown below:

MEASURE	TARGET	SUFFOLK AVERAGES 2014	6 LOCAL UPPER SCHOOLS
E Bac	75%	20.1%	16.8%
5+A*-G (Eng & Maths)	75%	53.6%	52.3%
VALUE ADDED	1020	N/A	997.1
3 levels' progress Eng 4 levels' progress Eng	90% 50%		
3 levels' progress Maths 4 levels' progress Maths	90% 45%		

PROGRESS 8	0.6		0.015 (Shadow data 2014) 0.5 (County Upper Shadow 2014)
OFSTED	Grade 1 in every category.		

Individual post-16 targets will be based upon national chances data and will be set on an upper quartile prediction. Given the changes to A Levels it is difficult at this time to set meaningful for 2018. We would, at this stage, have a target of B- as the average subject grade and would aim for the following percentages of all entries:

- A\*-E grades 100%
- A\*-C grades 80%
- A\*-B grades 60%
- A\*-A grades 30%
- Students gaining 3 A Levels 98%

ATTENDANCE – OVERALL	96.4%
ATTENDANCE – ACROSS-YEAR VARIANCE	+/- 1.5%
PERMANENT EXCLUSIONS	0 per year
REGULAR INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES	92%
RECORDED BULLYING INCIDENTS	Pro-rata to County Upper School where every Ofsted inspection has confirmed that bullying is extremely rare.
HOMEWORK COMPLETION	92%
TEACHING & LEARNING QUALITY	90% of lessons graded good or better.
PARENT & STUDENT SATISFACTION RATES	90% good or better.

Our strategies are as follows:

### **Achievement:**

- To secure high achievement outcomes a comprehensive learning and achievement structure will be established at all key stages.
- On entry, every student will be set a challenging target grade based upon prior learning data. The targets will relate to end of year anticipated progress and end of key stage progress.
- Each student's mentor will closely monitor student progress by input from subject staff and also in a holistic sense. If progress is not on track, intervention strategies will be put in place. Achievement of targets will be recognised through our rewards system.
- Progress in lessons will be based upon outstanding teaching and learning. Middle and senior leaders will ensure standards are at least good and will closely monitor lessons. Staff performance will be objectively assessed through the Trust's appraisal system. If staff fail to meet the expected standard, formal observations and capability procedures will be used.
- After every assessment point, senior staff will analyse and evaluate student progress data and provide a summary to enable staff to monitor each student's current learning position.
- In order to ensure consistently good or better teaching a considerable emphasis will be placed on Continuous Professional Development for staff. The Technical Academy will be a member of the Trust's existing Teaching School Alliance. This will enable easy to first class training and additional qualifications.
- Intervention strategies will be employed across all year groups in order to address issues with learning progression or, indeed, to support a student's own study. These strategies will range from 1:1 teaching through to additional homework tasks.
- Immediately after national results are published, senior staff will carry out a full analysis of the school's results. This will include data by subject, student grouping as well as whole school performance. All data will be benchmarked against local and national performance data. As more national and local is released and RAISEonline reports become available the school's analysis will become more detailed. These analyses will be shared with governors at appropriate intervals throughout the year starting with a meeting in early September so that governors are fully informed and involved as early as possible in each year's performance cycle. This is a well-established procedure in the Trust's upper phase school and contributes to its consistently high performance year-on-year. This procedure will be replicated, with the support of the upper phase school, into the way of working at the new Technical Academy. Initially, there will no benchmarking data for the technical dimension of the provision at our new Free School. However, senior staff will work with our industry

partners to develop SMART targets to generate meaningful data to support student learning and progress.

## **Attendance**

The Bury St Edmunds Academy Trust has well established procedures for monitoring attendance involving mentors, Heads of Year and the Student Support Coordinator. Its existing upper school consistently has one of the highest attendance rates in East Anglia. These tried and proven procedures will be extended to our new Technical Academy. First day contact will be made in all cases of absence. If attendance issues continue, parents will be invited to meet with the relevant staff to discuss the issues and set targets. This will be rigorously pursued and if necessary, formal legal procedures will be instigated.

## **Behaviour**

- Classroom teachers will closely monitor behaviour. Any infringement will be recorded using the school's I.T. system and will lead to a consequence set out within the school's behaviour policy. This will minimise inappropriate behaviour and ensure students learn more effectively. The above will be combined with personalised mentoring by each student's tutor and a well-defined reward system. If students continuously fail to meet expectations, the school will use all available sanctions in order to ensure the maintenance of a positive learning culture.
- The school's anti-bullying strategy will be made explicit to students and to parents. Where bullying is identified, appropriate restorative justice will be used. If a student continues to harm others by his or her actions, all possible sanctions will be employed in order to support the victim.
- Standards of behaviour, including low incidence of bullying, have continuously be commended by Ofsted in the Trust schools and underpin the upper school's eight consecutive 'Outstanding' judgments.

## **Homework**

- Both the setting and completion of homework will be closely monitored.
- All homework will be posted online and this will enable tracking of its setting. The setting of homework will form part of our appraisal system and staff will be challenged if they fail to set homework.

- Students will be graded at each assessment point for the quality of their homework. Where staff or parents raise concern a meeting will be arranged by the mentor and discussions conducted.

## **Teaching and Learning**

- Senior and middle leaders will monitor the quality of teaching. This includes a termly lesson observation for all staff and departmental reviews.
- Daily learning walks and lesson drop-ins will monitor day-to-day standards.
- After each departmental review, a formal report will be produced to indicate overall standards and targets for development.
- Any concerns about inadequate standards will be immediately addressed using the capability process.
- All data will be shared with the governing body of the Technical Academy.

## **Assessing Student progress**

- Progress data will be collected electronically on students' learning performance each term. The data will include :
  - 1. Classwork grade
  - 2. Homework grade
  - 3. Effort grade
  - 4. Behaviour grade
  - 5. Expected end-of-year grade
  - 6. Comparison of target and expected grades
- This data will be used for set reviews and to inform mentoring, interviews and any intervention strategies.
- Department and year teams will receive a full statistical analysis by subject, class and headline performance indicators. This will set out actions to be taken and will be used as the basis for middle leader interviews with senior staff as well as for individual teachers with middle leaders.
- The assessment team at the Bury St Edmunds Academy Trust will lead this process so that the Technical Academy benefits from its considerable experience and from economies of scale.



- Students will be formally assessed each term prior to the assessment point. Senior staff will check examination papers to ensure they are appropriately rigorous.

## **Reporting to Parents**

- All parents will receive a termly report which shows their child's progress. The Summer Report will contain detailed written comments.
- After each report, parents and students will be invited to a progress review meeting with their mentor to gain an overview of learning performance and well-being and to agree future targets. Detailed guidance will be given to parents on how best to support their children.
- After each report is issued, parents will be asked to supply any comments. This parental feedback will be used to inform any changes to future programmes of study.
- Twice a year, in between the student review meetings, parents will be invited to meet their child's subject teachers to discuss subject-specific progress.
- At the mid-point and end of each year, there will be a celebration of the work achieved through the technical challenges and other technical aspects of each student's provision. As well as viewing the work and hearing student presentations about it, parents will be able to obtain feedback and guidance from the representatives of the companies working with the Technical Academy.

All the above will duplicate the practices in use in the Bury St Edmunds All-Through Trust. Comments in the Ofsted reports of its existing upper phase school underline its outstanding practice in relation to this area. The following comment from the October 2013 full inspection report is typical: "Every student is known as an individual ..... The system for tracking individual students' progress has received external recognition as a model of best practice. It is highly personalised, ensures none fall behind and allows parents to be involved in and support their children's progress." (Page 6).

## **Section D3**

### **Staffing structure and curriculum delivery**

This section is predicated on the following:

- The Technical Academy will be an integral part of the Bury St Edmunds All-Through Academy Trust and will share its Executive Principal

- Other existing staff and resources employed by the Trust will be shared with our free school as appropriate to maximise economies of scale and reduce costs wherever possible
- A Head of School will be appointed to post preceding the opening of the Technical Academy
- The model assumes our Technical Academy will have annual intake of 108 students in each of years 9, 10 and 11 and 100 in each of years 12 and 13. This is reasonable because the Trust has sufficient students in its middle 9-13 phase to fill both the traditional and proposed technical provision. The Trust would have flexibility to accommodate a small variation (+/- 10) in any year group in either provision given capacity will be reached across the upper phase
- Staffing costs are based upon current market values to ensure there is no shortfall and to enable the best staff to be employed it is assumed that every teacher is on MPS 6 during the early years
- Middle leaders will play a prominent role in developing curriculum schemes and materials

## **Establishing and delivering the curriculum**

### **2017 – 2018**

- In this year it will be necessary to establish schemes of work for the curriculum and develop the additional technical challenges and experiences
- Setting up the curriculum will require most staff to be middle leaders and therefore there will be higher staffing costs at this initial stage
- The middle leaders appointed to the Technical Academy will work with the 4-19 Curriculum Group and subject leaders in the All-Through Trust. This will ensure continuity across the key subjects. This will enable a small number of students to transfer between the two provisions in the upper phase at the end of Year 9 if they believe that they have made the wrong choice. It will also reduce staff workload, provide quality assurance and enable more time to be spent developing the distinctive technical elements of the curricular and extra-curricular offering. Our aim would be to appoint outstanding staff with leadership capacity to develop with the school.
- The TLR allowances paid will reflect the current market rates at that time and the level of responsibility
- In Year 1 the teaching complement for Year 9 will be 8.0 FTE. This is based upon a full time Head of School and Full time Heads of English, Mathematics and Science each paid at TLR 2b. The Head of School would take responsibility for all aspects of the technical provision. This would reflect his or her background and underline the importance and distinctiveness

of the Technical Academy. The SENCo will act as the Pastoral Leader and play a full part in the Trust's SENCo team. In all other subjects the subject leaders will have a 0.8 fte role in the new free school and be paid at TLR 2a. The remainder of their week will be spent in the wider Trust again bringing financial benefit and ensuring that the Trust ethos is quickly embedded in the Technical Academy. All other leadership and capacity will be provided from the Trust's existing resources and our industry partners.

- In the first year, some sixth form teaching and leadership will be provided from existing Trust resources. An additional 4 fte staff will be required for the sixth form teaching at the Technical Academy. These staff will be supported by our industry partners.

## 2018 – 2019

- Further work will be necessary to develop the curriculum plan, assessment procedures and technical provision
- A Deputy Head of School on a reduced teaching commitment will be appointed. The salary range will be determined in line with the market rate whilst recognising the need for the distinctive technical provision to have a high profile. At the moment it is anticipated that the post will be offered at Leadership 12 – 16. The appointee will oversee curriculum development and assessment.
- Additional middle leadership capacity will be needed in Science (TLR 2a) and dedicated Heads of Year will be appointed also at 2a.
- Staffing for Years 9, 10 and 6<sup>th</sup> form will increase to 17.0 fte which is an increase of 5.0 fte on 2017 – 2018

## 2019 – 2020

- The curriculum plan and assessment procedures will be fully in place including personalised learning support for students to ensure that all make the best progress in their GCSE and technical qualifications. New opportunities for technical challenges will continue to be developed
- The Heads of English, Mathematics and Science will be promoted to TLR 1a to acknowledge their increased responsibilities.
- Additional subject leadership will be needed to provide full-time positions at the Technical Academy.

- An additional Head of Year will be needed. Throughout we have assumed that our Heads of Year will have a STEM teaching background both to embed the specialism and provide the right amount of STEM teaching.
- Staffing will increase to 21.2 fte an increase of 4.2 fte on 2018 – 2019

### Teaching staff structure

STAFFING LEVELS	2017 – 2018	2018 – 2019	2019 – 2020
Head of School	1	1	1
Deputy Head	0	1	1
SENCo	1	1	1
English	1	1	2
Mathematics	1	2	2.5
Biology	1	1	1.5
Chemistry	1	1	1.5
Physics	1	1	1.5
Geography	0.5	1	1
History	0.5	1	1
MFL	0.8	1.4	2
Technical	1	2	2
Computing	1	2	2
P.E.	0.4	0.8	1.4
Art	1	1	1
Drama/Dance	0	0	0
Music	0.3	0.3	0.3
R.E./PHSE	0	0	0
F.T.E.	12.5	18.5	22.7

**N.B.** 0 = all teaching from existing Trust. Teaching allocations for Heads of Year included in the above table.

### Responsibility allowances' structure

Curriculum Area	2017 – 2018	2018 – 2019	2019 -2020
Head of School	L25 – 31	L25 – 31	L25 – 31
Deputy Head of School		L12 – 16	L12 - 16
SENCo	TLR 2c	TLR 2c	TLR 2c
English	TLR 2b	TLR 2b	TLR 1a
Mathematics	TLR 2b	TLR 2b TLR 2a	TLR 1a TLR 2a
Science	TLR 2b	TLR 2b TLR 2a x 2	TLR 1a TLR 2a x 2
Geography/History	TLR 2a (0.8 fte)	TLR 2a (0.8 fte)	TLR 2b (FT)
MFL	TLR 2a (0.8 fte)	TLR 2a	TLR 2a
Computing	TLR 2a	TLR 2a	TLR 2a
Technical	TLR 2b	TLR 2b	TLR 2b
Pastoral	TLR 2a x 2	TLR 2a x 3	TLR 2a x 4

## Support Staff

The number of support shown below has been calculated by considering the following points :

- Levels of support staff across the wider Trust and opportunities for shared contracts/working
- Payroll, HR, accounting, legal services, ICT and data services will be bought in as part of the Trust's existing arrangements
- To ensure value for money and operational feasibility, support staff appointed will be required to accept working across the Trust, particularly until full operating capacity is reached
- Efficiency of operation will not be allowed to undermine our vision of a truly distinctive and outstanding Technical Academy as a free school within the existing 'World Class' Bury St Edmunds Academy Trust

AREA	Salary scale	2017 – 2018	2018 – 2019	2019 -2020
Technicians (Technical, Science, IT)	Scale 4	2 fte term time only	2 fte term time only	2.5 fte term time only
Classroom and Cover assistants	Scale 4/5	1 fte term time only	2.5 fte term time only	3 fte term time only
Student Support Coordinator	Scale 5	1 fte term time only	1 fte term time only	1 fte term time only
Resources technician	Scale 3	0.5 fte term time only	0.5 fte term time only	0.8 fte term time only
Librarian	Scale 4/5	0.5 fte	1 fte term time only	1 fte term time only
Head's P.A.	Scale 6	1 fte	1 fte	1 fte
Receptionist	Scale 3	Undertaken by Head's PA	Undertaken by Head's PA	1 fte term time only
Finance/data manager	Scale 6	0.5 fte term time only	0.5 fte term time only	0.5 fte term time only
General admin.	Scale 3	0	1fte	1fte
Caretaking	Scale 5	1 fte	1 fte	1 fte
Catering	Bought in	Bought in	Bought in	Bought in

**NB:** Midday supervision will be undertaken by SLT and 6<sup>th</sup> form students as in the Trust's current upper school.

## Job Descriptions

Job descriptions exist for the overwhelming majority of teaching and support roles in the Bury St Edmunds Academy Trust. The job descriptions of staff appointed to the new Technical Academy will be the same. This will be necessary as a number of staff will be working across more than one campus, especially in the early years, and this will also promote the Trust as a single entity and help to cement its proven ethos, culture, leadership, teaching and systems.

We will work with our industry partners and HR provider to ensure that the job descriptions of the Head of School, Deputy Head and Head of Technical provision reflect the innovative and distinctive approach of our new Technical Academy.

All job descriptions will make clear our expectation that all staff will be responsible for setting the tone, expectations and standards of the technical element of our provision in addition to their other duties.

## **Contingency**

As explained in Section C, our Technical Academy will be joining a Trust which operates all-through education from 4 – 19. Our Trust is already oversubscribed in the year groups which will be the first to enter our new Technical Academy. The overall numbers in the 13 – 19 phase will increase once this free school opens. However, our plan does allow for a reduction in the PAN of the traditional provision at Bury St Edmunds County Upper School as some of the students who would have opted for it will choose the Technical Academy instead. The total PAN of the two schools in the upper 13 – 19 phase is equal to the combined numbers in the middle phase 9 – 13.

Given that we could accommodate small year-on-year variations in the distribution of students across the traditional and technical provisions there will not be an issue with filling the places and the attendant financial and other risks associated with opening a new free school.

The wider Bury St Edmunds Academy Trust provides opportunities for economies of scale and financial efficiencies to give value for money which the new Technical Academy will use to full advantage. The freedom to deploy teaching and support staff across the Trust, particularly in the early years, will further reduce financial risk whilst helping to embed the Trust's ethos into the DNA of the Technical Academy.

Our budget plan (G1), together with the factors mentioned above, provide adequate contingency arrangements.

**Section D4** (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

*Not applicable*