



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

RUGBY FREE SECONDARY SCHOOL

ROUTE 2

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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. Your email must be no more than 9MB in size.

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

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

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

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	x	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	x	
Section B: Outline of the school	x	
Section C: Education vision	x	
Section D: Education plan	x	
Section E: Evidence of need	x	
Section F: Capacity and capability	x	
Section G: Budget planning and affordability	x	
Section H: Premises	x	
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?	x	
4. Have you fully completed the budget plans?	x	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
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		
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?		

<p>8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk (See guidance for dates and deadlines).</p>	x	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	x	

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	x	

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: 29th 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.

X

Section A: Applicant details

Completed in Excel application form.

Section B: Outline of the school

Completed in Excel application form.

Section C: Education vision

Rugby Free Secondary School (RFSS) will be a new 11-19 free school admitting students to Y7 for the first time in 2016. RFSS will address the current and accelerating need for high quality secondary school places in Rugby. It is being established by the Knowledge School Trust (details in Section F) which has a 4-11 sister free school in pre-opening, scheduled to open in September 2015. This group also brings significant experience in opening free schools generally, including 11-19 schools. RFSS will be a 6-form entry school with 30 students per form, giving a PAN of 180 and a total number of students on roll at steady state (2022 onwards) of 1260 including 360 in the sixth-form. The school will be inclusive, non-selective, non-faith and open to students from all backgrounds.

Our school will be a STEMM school, with a curriculum emphasis on Science, Technology, Engineering, Mathematics and Music. The inclusion of Music, which in terms of classical treatments and through music technology represents a natural partner to traditional STEM subjects, also signals the continuation of '*Ludis Studiis*' from our 4-11 school.

Galileo Galilei noted in 1623 that the entire universe "is written in the language of mathematics". The passion and pathos within music are linked to mathematical relationships as much as any part of Galileo's universe. Musical concepts including beats, chords, octaves, scales, keys and harmonics can all be demystified and understood using simple mathematics while losing none of their emotive connections to the human condition. In addition, by encouraging wide participation in musical activities including instrumental and choral productions, RFSS will also develop self-confidence and self-esteem which will transfer to students' work in all areas of the curriculum and build success upon success: "Secondary benefits of a quality music education are those of increased self-esteem and aspirations; improved behaviour and social skills; and improved academic attainment in areas such as numeracy, literacy and language" (Lord Hill of Oareford as cited in the Institute of Education report '*Music Education*', 2011).

Our vision and ethos are based around a rich STEMM curriculum that will nevertheless be broad and balanced in KS3 and KS4, with access to the humanities and languages at all points from KS3 to KS5. We will be operating within a local selective Grammar School system, and in an area which also offers parents access to several high quality fee-paying secondary schools, where we will be competing and succeeding on level terms.

RFSS will work to ensure that every student achieves their maximum potential in a safe, supportive, stimulating, inspiring and high achieving school. They will leave as capable, confident, content and well-qualified young adults ready and able to thrive in higher education and through employment or personal enterprise.

We believe that all students can make better than expected progress and attain high standards if they learn in a high quality environment with outstanding teaching available in all subject areas. This is exactly what Rugby Free Secondary school will provide.

Our ethos will support this vision by:

- Using free school freedoms to select methods and techniques from both independent and state education which have proven success in leading to outstanding attainment and progress, particularly through transfer from our centre of excellence in STEMM subjects across the curriculum as a lever for continuous school improvement, in terms of contributing to raising educational standards and as part of our commitment to increasing parental choice and diversity of provision in the area; to facilitate this, Directors of STEMM subjects will be part of the SLT.
- Ensuring that our high expectations of the inclusive school community are evident in all that we do – from observations of students and staff during the school day to the professionalism shown in each and every interaction with the school community; we will foster an inclusive approach, valuing the contribution of the whole school community as personal best outcomes are important for all who work in RFSS.

Key features of our school

- As is the case with Rugby Free Primary School we will only recruit qualified teachers (QTS) to demonstrate our commitment to high quality teaching.
- Through timetabling arrangements and whenever viable as the school grows, we will make use of smaller taught group sizes, for example by taking six forms of 30 totalling 180 students and creating nine taught groups of 20 students.
- STEMM subjects, when working with smaller taught group sizes, will have the facility to group students according to how teachers consider they can best meet students' learning and personal development needs. These arrangements will be under the continuous professional review of the Principal and subject leader specialists.
- We will make use of vertical grouping from 2017 with resulting benefit to both behaviour and achievement as shown by research into mixed-age tutorial arrangements in secondary education (see Section D for more details).
- Our focus on STEMM subjects will ensure that students are highly competent in subject areas that will increase employability and enterprise options. The subjects available at Post-16 level will be those which Russell Group universities describe as "facilitating subjects" in that they increase the range of options available to students given that these subjects provide access to a wider range of degree courses.
- Students being fully involved in the life of their community, including through music in terms of our "Culture Café" where members of the local community will be invited to enjoy informal but high-quality music and refreshments in communal areas of the school where visitor entry and movement can be suitably controlled. Our students and musicians-in-residence will make a significant contribution to the musical aspect.

- Wide-ranging enrichment and extension learning opportunities will be provided during an extended day. These opportunities will further enhance students' learning and personal development via encouraging a wider interest in sporting activities including at competitive level in keeping with our vision and ethos.
- RFSS aims to be a parent-friendly school that works with parents to help balance the demands of home, school and working life for the benefit of students.
- We will have high aspirations for all students, particularly those from more deprived backgrounds (those who attract pupil premium) and we will work with our Principal to set ambitious gap-narrowing targets for all subgroups of pupils attending RFSS.
- We will provide formal termly reports to parents in addition to online real-time information provision to ensure they remain engaged and updated in terms of their child's progress. We will also offer support to parents, enabling them to contribute to their child's learning by helping them to understand the curriculum offer at RFSS.
- We will develop strong partnerships with other schools, agencies, HE and professional organisations to support learning opportunities for our students and develop our teachers, while meeting Equality Act 2010 requirements in all we do.

Rationale: why RFSS is needed in this area at this time

There is a demonstrable and growing basic need in Rugby in terms of secondary school places. This is clearly evidenced for our particular school with its STEMM offer in Section E. This need is only going to increase with the building of hundreds of new family homes in the area. In total, existing plans will build over 50,000 additional homes across Warwickshire. DfE data shows increasing demand for secondary school places across the LA as a whole:

2015	2016	2017
32,304	32,404	32,721

At September 2014, Warwickshire had 38 secondary phase schools, with 32,000 secondary places according to the Warwickshire Sufficiency Strategy 2014, which notes that "*Rugby is one of the fastest growing areas outside London*". The Warwickshire population grew by 8% from 2001 to 2011 with an increase of more than twice this average in Rugby (17%). The overall trend is expected to grow to 13% through to 2021, the year before RFSS achieves steady state in terms of student numbers.

Between 2011 and 2013 Warwickshire received £11,664,607 in DfE emergency basic need funding. Peter Speers (Education Department) said while building new schools is costly, there is no alternative: "Over the next ten years, it is proposed in excess of 50,000 new homes will be built in the county, potentially increasing the pupil population by 20,000. To cope with this number of

additional children, the equivalent of 50 new one form entry primary schools would be required along with *the equivalent of nine new six form entry secondary schools* plus new early years and special school provision."

<http://www.leafingtonobserver.co.uk/2013/03/27/news-New-schools-needed-as-population-soars-66662.html>

Three 11-19 schools in Rugby will exceed capacity by 2016, when RFSS opens (Ashlawn School, Lawrence Sheriff School and Rugby High School for Girls) according to forecasts in the 'Warwickshire Sufficiency Strategy 2014' document. The Avon Valley School (11-16, non-selective) was already at capacity in 2014. There is no 'surplus place' problem in 2016 and Rugby urgently needs a new 11-19 school as 6,997 places are required for 2016/2017 and without RFSS only 6,563 places will be available.

With RPA, and parents willing to consider schools across and around Rugby in the secondary phase including the independent sector, these positions are acutely relevant in terms of our preferred site at CV22 in Rugby Road. The Trust has established very positive relations with the Head of Learning and Achievement (Mr Nigel Minns) at the LA, who has commented that RFSS will be a welcome and much-needed school for Rugby students.

No school in the LA has a STEMM specialism and as noted above, RFSS will increase parental choice and diversity of provision in the area. The ambitious targets we have set and the high expectations surrounding them will enable RFSS to contribute to raising educational standards (see Section E for further details of local provision).

The Warwickshire Indices of Multiple Deprivation 2010 note that: "in terms of relative positions in the national rankings, relative to other English Local Authority Districts, Rugby Borough is more deprived in the latest IMD 2010 than it was in the 2007 Index across three of the four summary measures."

[http://www.warwickshireobservatory.org/observatory/observatorywcc.nsf/0/F11BB5BB649E59CF802572CF002FE3FA/\\$file/IMD%202010%20Warwickshire%20Report.pdf](http://www.warwickshireobservatory.org/observatory/observatorywcc.nsf/0/F11BB5BB649E59CF802572CF002FE3FA/$file/IMD%202010%20Warwickshire%20Report.pdf)

In keeping with this position and our inclusive aims for RFSS we anticipate a pupil intake profile which is representative of the Rugby area, where, 7% of students are EAL students, the FSM average is 9% and 11% of secondary school students have SEN (national 16%, LA 18%). Our curriculum and pastoral planning is based around this 11-9-7 profile to ensure that the learning needs of all students are met.

Curriculum Model: Summary

Our curriculum in terms of structure and delivery is designed to meet the needs of all learners in our intake profile. In KS3, all students will study within a school week consisting of 8 taught periods per day each lasting 40 minutes, giving a taught week of between 26 and 27 hours with the overall programme in keeping with our STEMM vision for the RFSS curriculum, as shown in

the indicative schedule below. Chinese (MFL) starts in Y9 for students who wish to consider further studies in this subject, with Spanish available from Y7 to Y9.

RFSS KS3	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	English	Maths	English	Maths	Science
Lesson 2	Maths	English	Maths	English	Science
Lesson 3	MFL	Geography	MFL	MFL	ICT
Break					
Lesson 4	Music	Science	Art	Geography	Maths
Lesson 5	Music	History	Art	Science	English
Lunch					
Lesson 6	Science	PE	History	History	Tutorial/PSHCzREE
Lesson 7	ICT	PE	DT	Drama	Engineering
Lesson 8	Geography	PE	DT	Drama	Engineering

The same timetabling structure will operate through KS4 and KS5, where separate sciences will be taught at GCSE, and the STEMM focus sharpens into a 'facilitating' offer in the sixth-form which will be an unashamedly academic environment.

RFSS KS4	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Tutorial/PSHCzREE	English	Maths	English	Options 1
Lesson 2	Maths	English	Maths	English	Options 1
Lesson 3	Maths	Music	Music	ICT	Options 1
Break					
Lesson 4	Music	Options 1	Options 2	Music	Maths
Lesson 5	English	Options 1	Options 2	Music	English
Lunch					
Lesson 6	Biology	Chemistry	Physics	Maths	Options 2
Lesson 7	Biology	Chemistry	Physics	PE	Options 2
Lesson 8	Biology	Chemistry	Physics	PE	Options 2

KS4 Options Block 1: History, Engineering, Spanish
KS4 Options Block 2: Geography, Design Technology, Chinese

KS5 will consist of A-levels in the following subjects, each taught for 8 periods per week, with students opting for 3 or 4 A-levels; remaining time will include Independent Study:

English (Lit), Maths, Further Maths, Biology, Chemistry, Physics, Engineering, Music Tech, Computing, Geography, Business Studies, History, Law, Chinese, Spanish

There will be extended day opportunities to support students' academic and personal development which also aim to make RFSS a parent-friendly school. These will include breakfast club and after-school societies including a homework club and access to music practice space. Further details on our curriculum and pedagogy can be found in Section D.

Ambitious Targets

These targets from Section D, which the Principal and Governors will review and update as the school admits students each year and as LA plus national averages change, indicate the high expectations we have for students at Rugby Free Secondary School. We aim to remain significantly above county and national averages in all areas of operation.

- 100% achieving expected progress through KS3 based on end of KS2 data.
- 99% achieving 5+ A*-C at GCSE including En and Ma (LA 60%, national 57%).
- 40% achieving the English Baccalaureate (LA 26%, national 24%).
- Best 8 GCSE points 400 first cohort (national 340).
- RFPS in the top 100 state secondary schools by second GCSE cohort.
- 100% A*-E at A-level (national 98%).
- 15% achieving 3 A*/A grades in all A-level subjects, 20% in STEMM subjects.
- 20% Y13 with a Russell Group university place (national 9%),
- Zero NEETs.
- 100% quality of teaching judged as 'Good' or better.
- Attendance rate in excess of 97%.
- Persistent absence 0.5% or below.
- There will be no permanent exclusions during each year.
- There will be no more than 2 fixed term exclusions during each year.
- 90% minimum of RFSS students will regularly participate in enrichment activities.
- An Ofsted inspection grade of at least 'Good' at first inspection.

Summary

The vision for RFSS is deliverable (above, and Section D including staffing) and viable in terms of finances (Section G). RFSS will offer a wider choice for parents, carers and students, contribute to higher standards locally, and contribute to solving a growing basic need issue in secondary education in Rugby. Proposers are ideally constituted and placed to assure progress through pre-opening (Section F) and to achieve the high expectation targets set for RFSS as the school grows to steady state and beyond.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Year 7		180	180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180	180
Year 9				180	180	180	180	180	180
Year 10					180	180	180	180	180
Year 11						180	180	180	180
Year 12							180	180	180
Year 13								180	180
Totals		180	360	540	720	900	1080	1260	1260

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Minutes per week/ 1600 total	Mandatory/ Voluntary	Comments
<u>Key Stage 3</u>			
English	200	Mandatory	Core subject
Mathematics	200	Mandatory	Core STEMM subject
Science	200	Mandatory	Core STEMM subject
Geography	120	Mandatory	Humanities includes RE which is delivered within PSHCzREE
History	120	Mandatory	
MFL	120	Mandatory	Spanish Y7,8 Chinese available in Y9
PE	120	Mandatory	
Music	80	Mandatory	STEMM subject
Engineering	80	Mandatory	STEMM subject
Design Technology	80	Mandatory	STEMM subject
ICT/computing	80	Mandatory	Also cross-curricular
Art	80	Mandatory	
Drama	80	Mandatory	
TPSHCzREE	40	Mandatory	PSHE, Citizenship, RE, Enterprise in Tutorial time
Enrichment	(300)	Voluntary	Wide range of options Please see Sect D below
TOTAL MANDATORY KS3	1600 mins = 26h 40m	Excluding Enrichment & Breakfast Club, see below	
<u>Key Stage 4 GCSE</u>			
English	240	Mandatory	Core subject
Mathematics	240	Mandatory	Core STEMM subject

Music	200	Mandatory	STEMM subject
Biology	120	Mandatory	Core STEMM subject
Chemistry	120	Mandatory	Core STEMM subject
Physics	120	Mandatory	Core STEMM subject
PE	80	Mandatory	
ICT/computing	40	Mandatory	Also cross-curricular
Options Block 1	200	Mandatory	History or Engineering or Spanish
Options Block 2	200	Mandatory	Geography or Design Technology or Chinese
TPSHCzREE	40	Mandatory	PSHE, Citizenship, RE, Enterprise in Tutorial time
Enrichment	(300)	Voluntary	Wide range of options Please see Sect D below
TOTAL MANDATORY KS4	1600 mins = 26h 40m	Excluding Enrichment & Breakfast Club, see below	
<u>Key Stage 5 GCE</u>			
3 A-levels pathway	960	Mandatory	A-level options list below
Independent Study	600	Mandatory	On-site or authorised visit
TPSHCzCRE	40	Mandatory	Includes C: careers / HE guidance in Y11 and KS5
4 A-levels pathway	1280	Mandatory	A-level options list below
Independent Study	280	Mandatory	On-site or authorised visit
TPSHCRE	40	Mandatory	Includes C: careers / HE guidance at KS5
Enrichment	(300)	Voluntary	Wide range of options Please see below
TOTAL MANDATORY KS5	1600 mins = 26h 40m		KS3/4/5 taught day times parent friendly (siblings)

D1 Curriculum Plan

Rugby Free Secondary School will offer a broad and balanced curriculum that prepares students for university, employment and enterprise opportunities, together with wider responsibilities and experiences of life in an increasingly technological and global society. We will show below that the curriculum model for RFSS is in keeping with our STEMM vision, suited to the intake profile, and is deliverable in terms of meeting the needs of learners (subsection D1) staffing (subsection D3) and financially (Section G).

With a fair, open, transparent and inclusive admissions process our intake profile is expected to reflect the local '11-9-7' position (11% SEN, 9% FSM, 7% EAL) and our approach will meet the learning needs of all students. This will be achieved via personalised support in lessons and through combined Key Stage and vertical grouping support structures, together with a view that students' potential often remains untapped in that they are more likely to arrive under-educated than fundamentally lacking in potential, some having operated under lower expectations than RFSS will tolerate. Improving levels of literacy and numeracy will be a key priority in Y7 and Y8, with gains in self-confidence and self-esteem arising from the performing arts element of our specialism supporting higher levels of achievement throughout KS3 and KS4 where music is a core subject taken by all students and where participation in performances will be widespread including via our Culture Cafe where our students will perform together with Musicians in Residence.

STEMM

In keeping with the vision set out in Section C, RFSS will have a STEMM focus to the curriculum involving science, technology, engineering, mathematics, and in comparison to traditional STEM schools, an additional and equal emphasis on music. Music and mathematics co-exist in harmony as outlined in Section C.

Music education and participation in performance type musical activities have great potential for improving student self-esteem and self-confidence, boosting achievement across the curriculum. STEMM will therefore be a key enabler in our curriculum offer designed as it is to raise achievement for all learners by meeting the needs of our '11-9-7' intake profile. A paper by Professor Susan Hallam "*The Power of Music: its impact on the intellectual, social and personal development of children and young people*" demonstrates clearly the many positive effects that students' active engagement in music can have on:

- cognitive development
- creativity
- language and literacy skills
- numeracy skills
- overall attainment
- personal and social development

- improved general health and well-being

http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf

"Recent advances in the study of the brain have enhanced our understanding of the way that active engagement with music may influence other activities. The cerebral cortex self-organises as we engage with different musical activities..." (Professor Susan Hallam)

Professor Hallam's paper followed and supported earlier research on the importance of music by Professor Graham Welch and Dr Pauline Adams that was commissioned by the British Educational Research Association (BERA).

"There is a real mismatch between pupils' genuine interest and the structure of the curriculum." (Professor Graham Welch) [RFSS, via STEMM, cannot be so judged.]

Science, technology, engineering and mathematics cover not only essential learning for school students, including many Russell Group 'facilitating subjects' for maximising access to higher education degree courses, but also represent the future in terms of innovations that have the power to improve the quality of life for all, including through medicine, modern materials, transport, the built environment and security e.g. through the mathematics of cryptanalysis. Employability and enterprise options will be maximised through our focus on these 21st and indeed 22nd century subjects. While we will be preparing our students for jobs that don't yet exist, just as Search Engine Optimisation Managers didn't exist when many of today's senior leaders were at school, a STEMM curriculum offer will provide the best possible preparation in terms of academic and personal development and will enable RFSS students to compete and succeed in the wider context of Rugby provision 11-19.

Through STEMM we will:

- enable all students to study and become qualified in separate sciences, study engineering, technology and benefit from compulsory music
- exploit the natural harmony between music and mathematics
- increase self-esteem, self-confidence, cognitive development and overall attainment
- make use of cross-curricular learning opportunities to enhance meaning & relevance
- develop skills of enquiry, problem solving and creative thinking.
- exploit the power of links with HE (discussions are underway locally with universities including Warwick and Coventry as well as nationally e.g. University of Cambridge)
- maximise academic achievement, personal development, future success and well-being for all students

The RFSS curriculum at all Key Stages will be delivered via a longer than average taught week approaching 27 hours in length and will reflect our STEMM specialism while fully addressing all core areas of learning. We fully expect SLT and MLT to make use of the National STEM Centre e-

Library which offers easy access to over 8000 STEM curriculum resources when planning schemes of work, together with similar resources at the Music Mark website. In addition there will be a breakfast club and a variety of enrichment activities to maximise students' personal development, these include a homework club as well as sporting and cultural activities. In the outline of the Key Stage 3 curriculum below we illustrate, in context, how the RFSS STEMM approach adds value to the learning experiences which our students will enjoy in an extended NC approach.

Key Stage 3

At Key Stage 3, students will experience a wide range of subjects in keeping with breadth, balance and an extended national curriculum approach. Tutorial time at KS3, taking place in a vertical grouping structure from the second year onwards (involving Y7 and Y8 classes at that time) will consist of PSHE, citizenship including the promotion of British values, RE, enterprise education; in KS4 there will also be provision for Careers and HE guidance which will continue into the sixth-form. Students with high prior attainment will receive appropriate challenge and in the vertical grouping system they will naturally act as role models and learning mentors for others.

The following table summarises the KS3 curriculum at RFSS.

Subject(s)	Periods (40m) per week	Total periods per week
English, maths, science	5	15
History, geography, MFL, PE	3	12
Mus, Eng, Art, Drama, ICT, DT	2	12
TPHSCzREE	1	1
TOTAL	40	

Music will also be a x-c part of Dr, and ICT/computing will also be taught in cross-curricular fashion

English

In English lessons at KS3 students will learn to develop an appreciation and love of reading, and read increasingly challenging material independently through a wide range of fiction and non-fiction, including novels, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range available to students will include high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama.

Students will consolidate and build on their knowledge of grammar and vocabulary through analysis of increasingly challenging texts, studying the effectiveness and impact of the grammatical features of the texts they read, drawing on new vocabulary and grammatical

constructions from their reading and listening, using these consciously in their writing and speech to achieve particular effects while avoiding the grammatical problems students encounter in terms of correct spelling, punctuation and syntax.

Students will be given rich opportunities to develop their creative and technical writing. In addition, RFSS students will participate in discussions including via debates, mastering written and spoken language, with precise and confident use of linguistic and literary terminology. They will become increasingly capable of giving short speeches and presentations, expressing their own ideas while keeping to the point, delivering their speech with appropriate use of intonation, pace and volume. Students will listen actively to each other and develop powers of self-review and peer-review.

Mathematics

Mathematics / numeracy are essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment, yet maths can be a daunting subject to some students. It is of vital importance in the secondary 11-19 curriculum as a facilitator to learning in other STEMM subjects. RFSS will overcome this potential barrier to learning by ensuring that mathematical experiences are fun and enjoyable, including by setting maths in relevant contexts and by use of age-appropriate mathematical games and puzzles. At Key Stage 3, young mathematicians at RFSS will become increasingly confident when working with abstract mathematical concepts and generalisations, developing an argument, justification or proof using appropriate mathematical language.

Students will solve problems by applying their mathematical knowledge understanding and skills to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps while persevering in seeking solutions. Using situations drawn from science, technology, music and other curriculum areas as well as everyday life, students will use algebra to generalise arithmetic, and to formulate mathematical relationships, including by substituting values in expressions; rearranging and simplifying expressions, and solving equations. RFSS students will develop graphicacy skills, ensuring that a common approach is used across subjects including science and geography, including language pertaining to and properties of 2-D and 3-D shapes, algebraic expressions, probability and statistics. They will make and test conjectures about patterns and relationships; looking for proofs or counter-examples, reasoning deductively in geometry, number and algebra, including using geometrical constructions.

A key skill gained by students will be around what can and cannot be inferred in statistical and probabilistic terms and when drawing conclusions from a variety of data types, linking this to use of the scientific method and the mathematics of cryptanalysis. They will construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data, using other subjects to make for a richer source of contexts.

RFSS students will begin to model situations mathematically and express the results using a range of formal mathematical representations including spreadsheets, for example conducting

ICT-based thought experiments for stage-appropriate scientific experiments and engineering tests that for safety and/or cost reasons cannot be addressed practically in a school setting. They will learn about the mathematics of music and the music of maths via cross-curricular work involving beats (basic and from two resonators interacting), chords, octaves, frequencies, keys, scales and harmonics.

In their maths lessons and when working mathematically in other subjects, particularly other STEMM subjects, students will be taught to use conventional mathematical notation for operations, including brackets, powers, logarithms, roots and reciprocals, assigning appropriate priorities in combinations. They will use a calculator and other technologies to calculate results accurately and then interpret them appropriately. Students will derive and apply formulae to calculate and solve problems involving perimeter and area of plane shapes, also volume of cubes and other 3D shapes. At all times, teachers' professional decisions about progression will be based on the security of students' understanding and their readiness to move on to the next stage.

Science

Science at Key Stage 3 for RFSS students will help them to understand the world through the specific disciplines of biology, chemistry and physics, leading to and supporting separate sciences at GCSE, while not ignoring specific sister disciplines that include geology and astronomy. They will be taught essential aspects of the knowledge, methods, processes and uses of science, including the strengths and limitations of the scientific method alongside the pursuit and development of contingent truth. Through building up a body of key foundational knowledge and understanding, students will recognise the power of rational explanation and develop their sense of excitement and curiosity about natural phenomena. They will display increasing understanding of how key knowledge and relevant scientific concepts can be used to explain what is occurring, predict how things will behave, and analyse causes. They will have access to a rich menu of practical, investigative activities in laboratory and field settings, using sensors and data recorders to enhance their studies and reports. By developing an understanding of the nature, processes and methods of science, students will become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

In addition to the development of safe working practices and key practical skills through both hands-on experimental work and observing demonstrations by skilled science teachers, students will make predictions using scientific knowledge and understanding and devise experiments to test their predictions by planning and carrying out the most appropriate types of scientific enquiries using the most suitable apparatus and methodology, including identifying independent, dependent and control variables where appropriate. In so doing they will make and record observations and data to appropriate degrees of accuracy, using graphicacy skills to represent outcomes in a variety of ways which are fit for purpose.

In lessons centred around biology, students will study the structure and function of living organisms, how they are classified, and how they demonstrate the characteristics of living things. Appreciating cells as the fundamental unit of living organisms, students will learn how to

observe and record and then interpret the differences between animal and plant cell structure, as well as sub-cellular features, including via use of a visible light microscope. Human biology will cover the skeleton, musculature and major body systems including digestive, circulatory, respiratory, reproductive and endocrine systems. They will examine what constitutes a healthy diet and how humans can best remain healthy and well through appropriate lifestyle choices. Students will also examine biological processes in detail, including respiration (aerobic and anaerobic), photosynthesis, mitosis and meiosis. Relationships within ecosystems will be studied, including representations of food chains and webs. Following work on the human reproductive process, students will consider genetics in terms of the cell nucleus and division, DNA, human variation, evolution and adaptation. Issues around genetically engineered crops will be covered.

In chemistry lessons students will be taught about the particulate nature of matter, including the properties of the different states of matter (solid, liquid and gas) in terms of a particle model, observing and studying phase changes in that context. They will understand the difference between atoms and molecules, elements and compounds, compounds and mixtures, with a focus on both colloids and alloys and their applications. Students will know that elements have unique atoms that consist of a nucleus and electrons. They will learn the chemical symbols for the first 20 elements of the periodic table (with a historical perspective of how the periodic table came about and the fundamental basis for it in terms of atomic number), the main groups and the transition metals, as well as formulae for common compounds such as sodium chloride, water, methane and carbon dioxide. Students will experience the 'Periodic Table' elements song.

Experimental work will consolidate students' understanding of the concept of a chemical reaction as distinct from a physical change, and they will investigate factors affecting the rate of chemical reactions and how the particle model together with energy considerations including catalysis provide an interpretation for chemical kinetics.

Acids and alkalis will be studied and students will learn how to take measurements of acidity and alkalinity using indicators and pH meters. Common reactions of acids, e.g. with bases, metals and carbonates will be examined via experiments, in which students will also learn the chemical tests for common gases (oxygen, hydrogen and carbon dioxide) and study displacement reactions. Beyond the energetics of chemical kinetics, students will study thermodynamics, examining exothermic and endothermic reactions and the concept of chemical equilibrium. Students will gain understanding of rearrangements of atoms via the making and breaking of chemical bonds in terms of compound formation and energetics. Following from their study of atomic structure – nucleus, electrons – students will consider the difference in properties between metals and non-metals and understand how they arise.

In terms of earth and atmosphere, students will learn about the structure of their planet, its surface of land and oceans and the layer structure of its atmosphere, understanding how the energy from the Sun and the planet's rotation drive weather systems, using satellite images to

support their work. They will also study and investigate via experiment the rock cycle as well as rocks/minerals and their uses. Students will also consider how human activities impact on the environment.

During physics lessons students will investigate the laws of motion and the nature of force and the effects of balance or imbalance of forces on objects, including links to engineering via structures (e.g. bridges) and calculations based on displacement, velocity and acceleration. Turning forces will be examined via the principle of moments and how devices use three classes of lever to operate. The study of sound waves and acoustics will make direct connections with work in music lessons. Continuing with energy transport and waves, students will examine visible light and optics, then extend their work to cover the full electromagnetic spectrum and where each portion arises and (where applicable) is put to use. Electricity and magnetism work will include electric current, measured in amperes, series and parallel circuits, currents as flow of charge-and potential difference, measured in volts. Students will see how Ohm's law can be verified without recourse to calibrated meters which assume it.

Static electricity will be studied and students will learn about charging by contact and by induction. They will plot magnetic field lines using iron filings and with a compass, learning about the magnetic field of the earth, its internal origins and its external influences including solar effects. Students will continue their work on the particulate model of matter by studying the structure of the nucleus, learning about radioactive processes and nuclear energy.

Study of space will include the position of the Earth within the Solar System, the Sun as a star, as well as stellar evolution using balance of forces and the H-R diagram and the implications for the Sun-Earth future. The collection of nearby stars as members of the Milky Way galaxy will be studied, and students will engage in telescopic observations as well as remote observations online at observatories offering this facility to educational establishments. Finally, students will learn about how astronomical distances are determined in principle and measured in practice.

Engineering

At Key Stage 3 students will study how scientific principles and technological understanding can combine and then be applied in beneficial ways. Their lessons, planned and taught by science and technology teachers in collaboration, will include significant project work in which mechanical engineering considerations will be predominant. Via online resources e.g. <http://www.bbc.co.uk/education/topics/z39mhyc> and <http://www.youngeng.org/activities/> our students will study rollercoaster engineering, motorcycle engineering and the engineering behind a Formula 1 race car. Students will also create their own devices, for example they will be tasked in small groups to think of and then build a new musical instrument, an approach which will also develop collaboration skills. In addition to imparting knowledge, understanding and skills, a key aim will be to stimulate students through practical project work, improve research skills and widen their horizons thus helping them to appreciate the enormous and valuable contribution that engineers make to our quality of life and the potential for them to make a difference even as young

engineers and potentially as professional engineers following further study in RFSS and at university. Students will participate in competitive activities e.g. nsecuk (<http://www.nsecuk.org/>).

Music

At Key Stage 3 music will change the way RFSS students feel, think and act. It will bring together intellectual and personal development, enabling expression and reflection alongside cognitive and emotional development. Reflecting its role as an integral part of culture, past and present, music at RFSS will help students to understand themselves, relate to others and develop their cultural understanding while forging important links between home, school and the wider community. Music at RFSS will develop students' critical skills, their ability to listen, evaluate, to appreciate a wide variety of music, their own music-making skills, and judgements about musical quality. Links between music, mathematics, science and technology will be visible throughout students' experiences from Y7 to Y9 and collaboration with Drama will be evident from Culture Cafe productions.

Within their music studies our students will:

- develop knowledge, skills and understanding through the integration of performing, composing and listening
- experience performance activities in a range of contexts within and beyond the classroom
- experience a range of live and recorded music from different times and cultures, including via Musicians in Residence
- experience a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension
- explore ways in which music can be combined with other art forms and other subject disciplines and how thoughts, feelings, ideas and emotions can be expressed through music
- use music technology to create, manipulate and refine sounds
- learn to use staff notation and other relevant notations in a range of musical styles, genres and traditions
- learn to consider contextual influences that affect the way music is created, performed and heard
- learn about the role of music and musicians in society, of the music industry and of artistic and intellectual property rights
- perform in choral and musical productions, including sessions in our Culture Cafe

We will use Ofsted's priority findings from a review of the best music provision to ensure that RFSS meets and goes beyond any national curriculum baseline in the following ways:

- challenge inequalities among students – all students study music through KS3-4 and all will share the same access to choral and instrumental performance participation
- ensure that teachers use musical sound as the dominant language of musical teaching and learning – this will be a key element of RFSS pedagogy

- plan for students' musical progression through and across the curriculum, and provide sufficient curriculum time for music – music has 200 minutes per week for all at KS4
- improve students' internalisation of music through high quality singing and listening – students will participate in choral productions and experience Musicians in Residence and other Culture Cafe events
- use technology to promote creativity, widen inclusion, and make assessment more musical – STEMM links will be key here, and Music Technology is an A-level choice
- strengthen senior leadership of music – the RFSS Director of Music is a SLT post
- sustain music-making opportunities for students in schools beyond national advocacy, structures and strategies – as above, we will go well beyond the expectations of 'standard provision' as good as this may be
- include Ofsted-based criteria in self-review by SLT and MLT with external verification to ensure school judgements are sound

Other subject areas, at KS3 and beyond, will not be treated as poor relations. The STEMM focus of our curriculum represents value-added, and is not achieved at the expense of other subjects. For example, in terms of MFL we will focus on Spanish in Y7 and Y8 with Chinese available in Y8 to those students who wish to continue with the subject at GCSE and beyond. While Chinese will remain important in terms of economic and global development, Spanish is an excellent language for KS3 students – it's a major international language, and in global terms it is estimated that there are approximately as many Spanish speakers as there are English speakers (between 300 and 400 million). Spanish is also one of the six official languages of the United Nations.

Humanities will include geography, history and RE across KS3-4 and we will meet statutory requirements for RE from 11-19 via Tutorial sessions which will include PSHE, RE, Citizenship and Enterprise education, with HE and careers advice becoming a feature from Y11 into the sixth-form. Art and Drama will link closely with music in terms of the importance of creative and performing arts to students' intellectual and personal development and crucially in terms of participation in a wide range of performance events. PE will be compulsory for all students 11-16 and sixth-form students will be able to participate via Independent Study time and by coaching younger students. All age ranges within RFSS will have access to local competitive sporting events and, where applicable, national competitions.

Enterprise education will be a focus of early CPD to support all staff via coaching in terms of the SLT/MLT experience and backgrounds that we will appoint. The food offices of the Enterprise Education Trust will be used alongside contacts with local businesses to provide informed input that will help our young people to bridge the gaps (e.g. awareness, understanding) between education and work and their report 'The Enterprise Generation' will be used to guide our planning in combination with NfTE, the Network for Teaching Entrepreneurship (<http://www.nfte.com/what>) through which we will encourage students from all backgrounds to explore the potential of enterprise paths to success. For example RFSS students will participate in The Fiver Challenge (<http://www.fiverchallenge.org.uk/>).

Cross-curricular collaboration will be commonplace at RFSS, including as a means of delivering ICT (ICT/computing will also have discrete provision in our subject scheduling) and all subjects will be valued. ICT/computing will play an important part in opening up new and innovative opportunities for learning. 'Any time any place' learning using the latest technology will support growing independent learning at all Key Stages. Our curricular uses of ICT will make use of recent, powerful developments including augmented reality which tap into meta-cognitive learning techniques used by the quickest learners and make them available to all.

To this end we will procure an appropriate ICT solution and MIS package which will support teaching, assessment, recording and reporting, and back-office administrative activities equally well. This will include an appropriate VLE which will allow students to gain secure access when working off-site, including at home, and there will be bespoke areas of the school website for parents and the wider community. In terms of ICT/computing we will not only ensure that all RFSS students are equipped with relevant skills via leading edge state-of-the-art equipment and high quality teaching, but also that via our community activities we help to address the 'digital divide' locally.

Key Stage 4

As per the weekly schedule provided in Section C, Key Stage 4 will see all students taking English (Lang & Lit), Mathematics, Music and separate Science subjects, with both Design Technology and Engineering available as GCSE Options. PE will be undertaken by all students, and in addition to continuing the cross-curricular element of ICT/computing, there will be a discrete element at KS4 not least as we expect that a number of students will be considering Computing at A-level. Other options will include MFL (Spanish and, for students studying the subject starting with Pinyin in Y9, Chinese) together with the humanities subjects geography and history. Tutorial sessions will continue in a similar format to KS3 with IAG on careers and HE becoming more prominent in Y11. The following table summarises KS4 subject scheduling.

Subject(s)	Periods (40m) per week	Total periods per week
English, mathematics	6	12
Music	5	5
Biology, chemistry, physics	3	9
PE	2	2
TPSHCzREE, ICT	1	2
Option block 1	5	5
Option block 2	5	5
TOTAL		40

Option block 1: History, Engineering, Spanish

Option block 2: Geography, Design Technology, Chinese

Given the RFSS mission to use our STEMM specialism to help students achieve at levels they would not have thought possible, we anticipate that the majority of students will study 9 GCSE subjects. However we will be flexible in meeting the needs of students and the PD will be

empowered to consider how the needs of a small number of students, for whom this number may not be appropriate, can be met. Nevertheless we anticipate that all students will have access to more than 5 subjects at GCSE and have set the target of 99% 5+ A*-C including En and Ma which has been achieved by the all-ability Thomas Telford School (CTC). This would have the potential to position RFSS in the top 100 state schools at KS4.

Our strategy for success at KS4 will draw mainly from the high quality teaching that RFSS will offer in all years including Y10/11. In addition we will ensure that students themselves are aware of grade criteria and what each student needs to do to achieve their target grades through constructive feedback narrative (within 'AfL' see below). Also, to ensure that maximum benefit is derived from excellent teaching including in revision sessions, study leave will be limited in comparison to the typical position in secondary schools.

Key Stage 5

The RFSS sixth-form will be an academic environment. Places in RFSS at Y12 will be open to our own Y11 students as well as those at other local secondary schools providing that the entry requirements are met. The sixth-form will not be top-heavy, as the RFSS offer is an academic one with A-levels available that reflect our STEMM specialism and in what the Russell Group of universities describe as 'facilitating subjects' which maximise students' access to a wide range of degree courses:

English (Lit), Mathematics, Further Maths, Biology, Chemistry, Physics, Engineering,

Music Tech, Computing, Geography, Business Studies, History, Law, Chinese, Spanish

Some of the above are not taught at KS4 in RFSS e.g. Law and Business Studies but will be accessible to our students and part of the offer to attract students in other local schools. Subjects will usually have 8 taught periods each week. However, if the numbers of students wishing to take a subject are particularly low, we will aim to run courses wherever possible but may have to make adjustments. This could mean that we may run a subject on fewer than 8 periods or run it for Y12 alongside Y13 students if this feasible. Students will have opportunities in-school for Independent Study when they do not have a timetabled lesson in one of their A-level choices. The VLE will include suitable facilities for KS5 study.

Entry requirements for the 3 A-level pathway will be met by a minimum of 5 GCSE subjects at grades A*-C including En and Ma, with a minimum of Grade B in each chosen A-level subject except in the case of mathematics where Grade A will be required, and further maths where again the minimum will be Grade A at GCSE with A* preferable. Students taking the 4 A-level pathway will require a minimum of 6 GCSEs at Grade B or better with En, Ma and the same requirements for mathematics and further maths also applying.

In terms of recent A-level reforms and potential future changes in the Post-16 framework, we remain in a good position in this regard as we intend to grow our sixth-form organically and will begin admitting Y12 students in 2021.

Pedagogy

SLT and subject leaders will have the freedom, when viable as the school grows, to regroup students giving smaller taught group sizes, for example by taking six forms of 30 students and regrouping to create nine taught groups of 20 students. This will not be a feature across the academic year in all subjects; it will be more prevalent with STEMM subjects but available across the curriculum nevertheless. Revised grouping will take the form that SLT and subject specialists consider to be the most appropriate in terms of meeting the needs of students and raising achievement. In every lesson we expect teachers to plan carefully, making full use of prior assessment data both formative and summative, and to apply differentiation techniques using their professional judgement to maximise progress for all students as, however students are grouped, there will remain a range of abilities present.

At times, technicians will work alongside TAs and HLTAs to support learning. We will aim to recruit QTS teachers from the outset who are capable of delivering outstanding lessons in their subject at A-level. Given that such professionals will thrive on the challenge and rewards of teaching at GCSE and GCE levels, while RFSS begins with Y7, we will provide opportunities for them to maintain their skills via Easter revision courses available to students beyond RFSS, mock Oxbridge interviews for students in other schools, and via collaboration with other local secondary schools throughout the academic year.

Performance Management and CPD

Continuous professional development will be available to all staff, teaching and support staff, as part of the performance management framework that Governors will oversee and SLT will implement. We will not follow the DfE model policy, making use of Free School freedoms to create our own. It remains likely, however, that we will adopt the competency proceedings element of the model policy, but this will be a matter for Governors locally.

RFSS regards CPD as vitally important for all staff. Initially we will favour a coaching model as this will allow the vision and ethos to be communicated across the staff team more effectively. As the school grows we will employ a variety of approaches including training from external providers and we will encourage all members of our staff team to maintain the highest levels of professionalism in all aspects of their work.

Economic Implications: STEMM and Raising Educational Standards

The core UK music industry contributes £3.5bn to UK GDP, with exports at a level 5% above the average across the UK economy (*'The Economic Contribution of the Core UK Music Industry'*

published in by UK Music). Analysis by Oxford Economics for UK Music built upon this past research and the data generated in this study to produce a brand equity estimate for the core UK music industry of £72 million in 2012.

While students will clearly benefit individually from greater well-being and higher levels of achievement associated with STEMM, there are significant contributory gains at the national level associated with the RFSS aims to transform secondary performance via our STEMM approach. The Sutton Trust has reported a BCG calculation showing that bringing below-average students in the UK to the national average would add £14 billion a year to GDP by 2030 and £140 billion by 2050. This would add nearly 4% to GDP by 2050. These calculations are based on the increased lifetime earnings of students as they gain higher levels of qualifications. Boston Consulting Group conducted this work on a pro bono basis for the Sutton Trust.

The average increase in lifetime productivity per additional student achieving the equivalent of 5+ GCSEs at A*-C is approximately £100,000 based on an analysis using two 2007 papers, one by S McIntosh and another from Jenkins, Greenwood & Vignoles. Two or more A-level passes would boost earnings potential further by 59% (O'Leary and Sloan, 2004). With a STEM A-level the increase is greater still according to London Economics based on their analysis of the British Cohort Study BCS70, a result that reaffirms Trustees' vision in terms of the greater potential of STEMM. Those with a higher education award earn 45% more than their less qualified counterparts (ONS, 2010) and to demonstrate our commitment in this regard, RFSS has targets for Y13 destinations involving 20% gaining a place on a degree course at a Russell Group university and 0% NEETs. RFSS will do everything in its power to contribute to the realisation of these gains.

School Day and Year

School Day:

08.00 - 08.50	Breakfast Club
08.50 - 09.00	Registration
09.00 - 09.40	Lesson 1
09.40 - 10.20	Lesson 2
10.20 - 11.00	Lesson 3
11.00 - 11.20	Break
11.20 - 12.00	Lesson 4
12.00 - 12.40	Lesson 5
12.40 - 13.30	Lunch
13.30 - 14.10	Lesson 6 (including pm registration)
14.10 - 14.50	Lesson 7
14.50 - 15.30	Lesson 8
15.30 - 16.30	Enrichment
15.30 - 17.00	Homework Club

Timetabling makes use of 40 minute lessons for maximum usability combined with flexibility. SLT in consultation with middle leaders can employ shorter taught periods in curriculum areas such as MFL where this can be advantageous, while retaining the option to schedule double periods of 80 minutes, and triple periods also which can help with scientific investigations and some design / make lessons in technology.

We will follow the 3-term year pattern of the local authority and open for 380 half-day sessions (190 days) during each academic year. The taught week will consist of 26 hours 40 minutes in lessons with breakfast club, enrichment activities and a homework club with SLT supervision as important parts of the extended day in terms of supporting students to raise achievement and support personal development.

Enrichment

Enrichment will be central to the working day, metaphorically speaking, of students at Rugby Free Secondary School. We are confident that by opening learners' eyes as early as possible to the wealth of wider activities and hobbies available – which will in value-added terms contribute to the NfTE approach to enterprise education – we will gain student commitment and self-motivation to succeed in other school activities, boosting academic as well as social outcomes. Every teacher and support staff member will be invited and expected to offer support to the RFSS curriculum offer via enrichment. Examples of the type of activities available are given below, but as volunteers with skills and interests will also have a part to play and are contacting proposers via the website, this should not be taken as an exhaustive list.

Enrichment Activities

Scientific society	Cookery nook
Astronomical society	Film club
Tech-Eng society	Fitness training
Maths club	Competitive sport
Instrumental lessons and practice	Sports including competitive games
Choir	Martial arts training
Debating society	Personal finance workshops
Chess club	Computer club
Visiting speakers	

Older students and particularly sixth-formers, as part of our vertical grouping approach, will be encouraged to gain coaching awards in a variety of areas and support younger peers as part of their own enrichment menu. Tutorial sessions will provide guidance on enrichment options and will encourage all students to make informed choices to boost participation towards our 90% termly uptake target.

Meeting the Needs of Learners

SEND

We take our definition of SEN as follows from Section 20 of the Children and Families Act 2014: *"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Students learn at an uneven pace at times and we will take care to examine all available evidence and undertake careful diagnostic analysis in order to identify and support those students with SEN. Where there is an existing Statement or EHC Plan we will work with the student, their parents or carers and external agencies as relevant to ensure that appropriate provision and support are available in our graduated response approach.

Students with special educational needs and/or disabilities are expected to make up around 11% of those admitted to RFSS. SEND students will have full access to the curriculum as our provision will be maintained as DDA compliant. Data and information received on relevant students will be taken into account in how the personalised programme in KS3 and beyond can be tailored to meet the learning needs of these students, from increased differentiation to working with multi-agency support. Where appropriate we will review reading ages and spelling ages to tailor interventions so that full access to the wider curriculum is not inhibited for one day longer than necessary, bringing students as rapidly as possible to the position that their reading age in particular is at least equal to their chronological age. We do not necessarily expect that reading and spelling ages will correlate with all SEN students given that reading represents mainly visual processing while spelling entails auditory processing linked to recall. We will therefore treat each separately and ensure remedial actions are effective via regular monitoring and review.

ICT has a major role to play in supporting mainstream SEN students as follows (this is a selection and is not intended to be exhaustive):

- for students who find handwriting difficult, a focus on developing high level keyboard and mouse skills will enable them to produce record their work more easily at school and at home
- speech to text software is available with a high level of accuracy which can help SEN students including via realistic vocalisation
- students with visual problems can be helped through the use of different coloured screens and font sizes
- icons and screen menus can be enlarged, and screen contrast increased
- students with coordination and fine motor control difficulties can have their mouse speed, cursor travel rate and number of clicks to open a document varied

- setting up sticky keys can help so that one key will do the job of two e.g. for capitals to remove need for the Shift key
- personalisation of the VLE interface will be possible enabling ready access and enjoyable use for SEN students
- specific applications will support needs, e.g. Clicker 6 for SEN students

“Students’ work is much easier to read and they are able to get their ideas down much more quickly, and achieve a lot more within the time frame of a lesson. What’s really important is that with the help of Clicker 6, they are encouraged to use that key subject-specific vocabulary in context.” (Jon Hickman, Kelvin Hall Secondary School, commenting on the use of Clicker 6 within secondary science lessons.)

Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010 and the Children & Families Act 2014. All aspects of SEN provision and associated processes at RFSS will meet the requirements of SEN legislation and Codes, including the Children and Families Act 2014, as shown below.

- The publication of information including website provision (SEN Information Report)
- Statutory assessment of special educational needs
- Statements/EHCPs
- Annual reviews/transition plans
- Phase transfers of students with statements
- Transfer of statements
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)
- C&FA (2014)

Role of the SENCO

The experienced teacher we will recruit as the SENCO will have QTS as required and work with other teachers as well as learning support staff, and students directly, to ensure that the specific learning needs of each student are identified early and met. From this, the SENCO will ensure clear plans with measurable targets are in place for all students on the register. They will also undertake the organisational and statutory duties required of them in order for the school to meet requirements and best practice as set out in the current Code. The list below represents a comprehensive but not exhaustive description of the role and responsibilities of the SENCO.

- Identifying and supporting students with Special Educational Needs and/or Disability, also

maintaining the register (and the Gifted and Talented register)

- Assessing students who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for students
- Disseminating information about students and related strategies to relevant staff
- Monitoring student attainment and progress and setting up 1:1 interventions and group interventions
- Deploying and directing support staff resources for students
- Allocating teaching resources for use with students within the budgetary envelope in order to meet individual learning needs
- Ensuring that relevant staff have the necessary training and support to deliver programmes of work and successful interventions
- Regularly communicating with parents of students with
- Ongoing organisation of the staged assessment and graduated response in line with the Code of Practice and C&FA 2014
- Communication with outside agencies in relationship to the needs of the identified students
- Organising and attending annual consultation meetings
- Monitoring & reporting on statemented/EHC Plan students & SEN Register students
- Conducting annual reviews of statemented /EHC Plan students
- Monitoring, assessing and reporting on Gifted and Talented students and liaising with teachers to ensure their learning needs are fully met

Role of the Principal

The Principal will have responsibility for the day to day management of SEN provision. Their responsibilities involve ensuring that students with SEN including those with a Statement/EHCP engage in all the regular activities of the school, so far as is reasonably possible and compatible with the students receiving the special educational provision which their learning needs call for; also the provision of efficient education for the students with whom they will be educated; and the efficient use of resources overall. They will be involved in appointing the SENCO and maintain an overview of the quality of SEN provision in RFSS, reporting to local Governors.

The Governing Body's responsibilities to students with SEN and/or disability will include:

- Providing critical challenge to the Principal and SLT in terms of the quality of the school's provision for students with SEN
- Formulating, agreeing, implementing and reviewing an access plan for the school
- Publishing relevant information as required including the SEN Information Report
- Ensuring that all statutory responsibilities are met (see above)

EAL (English as an Additional Language)

Our intake profile is likely to include approximately 7% of EAL students. The needs of these students will be met as part of our overall approach to meeting individual needs as facilitated by our curriculum model and pastoral framework. We recognise that there may be a particular need

to put in place specific support for these students, mindful of the important tenet not to confuse EAL with SEN.

With particular reference to those students who need extra support with their reading and literacy more generally as a result of having English as an additional language, we will adopt an approach which is based on the 'Dual Iceberg' model. In this approach, common features of the student's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

In this way, students are able to make a more rapid transition from basic language skills to academic language proficiency. In addition, the rich cultural base across the length of an extended school day will support students who have English as an additional language, providing more exposure to English speaking in lessons as well as providing social circumstances for them to practise their English.

EBD

Students with emotional and behavioural challenges will be supported by the SENCO, subject teachers and learning support staff. Vertical grouping will offer additional security and comfort from continuity of contact. In addition, in time, student mentors will work alongside their peers as part of the student leadership development aspect of vertical grouping. If and where necessary, external professional support will be sought and the school will work closely with parents and carers of SEN students with EBD. The possibility of the tried and tested 'parent-in-classroom' approach (not necessarily the parent of an EBD student) will be considered where this is judged by the SENCO and SLT to be potentially beneficial and feasible following customary safeguarding checks and parent preparation.

Our stimulating STEMM curriculum model with benefits accruing to personal development, self-confidence and self-esteem for EBD students plus a commitment to high quality of teaching in every subject area will ensure all such students have an opportunity to discover what they can do well and take next steps confidently. This includes academic work and social conventions within our learning community.

We will make flexible use of the behavioural implications of immersion in certain types of low-intensity music described by Tomatis, Rauscher et al and Campbell as 'The Mozart Effect for Children' which can "*reduce stress and improve awareness*" (Campbell) in both circulation space and classrooms. The RFSS Behaviour Policy will reflect a positive 'behaviour for learning' approach which places equal emphasis on rewarding attendance, effort, positive responses and achievement as it does to tackling any episode of misbehaviour.

There will be clear guidelines for students to follow and we will expect all who join RFSS to abide by the Policy. Within a supportive vertical grouping environment where expectations are high and positivity is the norm, and given that it is natural for young people to explore boundaries at times,

we expect no more than two fixed term exclusions per year and no permanent exclusions. These high expectations are enshrined in our whole-school targets (see below).

Looked After Children (LAC)

We recognise the issue that LAC are frequently at the bottom of achievement and attainment measure. Their lives are characterised by instability, especially that:

- they spend too much time out of school
- they do not have sufficient help with their education if they fall behind
- primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development
- they have unmet emotional, mental and physical health needs that impact on their education.

We will put in place clear support for any LAC in our school, working closely with the Warwickshire Virtual School Head, which will:

- be a comprehensive and enduring record of the student's experience, progress and achievement, academic and otherwise
- be linked to information in other education plans, including a statement of special educational needs and individual plans/targets
- identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- set long term plans and educational targets and aspirations e.g. in relation to public examinations, higher education, work experience and career plans and aspirations
- document identified actions for each individual to support the achievement of agreed progress and associated targets
- highlight access to one-to-one tuition and how this will be implemented if needed

FSM

RFSS will maximise achievement via the impact of Pupil Premium (PP) funding on attainment and progress of FSM students by adopting an overall strategy consistent with recommendations in the Ofsted review "*The Pupil Premium: How schools are spending the funding successfully to maximise achievement*". We will also support children and young people from disadvantaged backgrounds based on the specific PP toolkit developed by the Sutton Trust and the Education Endowment Foundation. The SENCO will lead on the development of our whole school strategy for using the pupil premium - they will prepare the annual report on spending and ensure that PP funding is used for interventions such as:

- appropriate use of teaching assistants to support individual students and classes
- subsidised access to enrichment activities and educational visits

- CPD for teaching staff on differentiation and other gap narrowing approaches for FSM students as well as b/g, SEN, EAL, LAC
- programmes which involve parents in their children's learning and the wider life of the school including via the Culture Cafe

The effectiveness of these interventions will be carefully monitored and the package of support adjusted accordingly to ensure that we implement best practice for all FSM pupils as RFSS grows and develops.

Gifted and Talented Students (G&T)

The school will adopt a flexible approach to meeting the needs of G&T students to ensure they receive appropriate challenge and progress at an appropriate rate.

G&T students will be identified from:

- any valid and relevant information available prior to joining RFSS
- teacher formative assessment soon after joining
- performance in summative tests and teacher assessment over time

The RFSS approach to supporting G&T students is part of our ethos – we will enable every student to reach his or her full potential. Individual strengths, as well as areas for development, will be identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any student's emerging strengths are not missed, and that those who may join the school mid-year can be accommodated smoothly. G&T students will be identified on a G&T register maintained by the school's qualified and experienced SENCO.

The diagnosis of gifted and talented students will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

As such RFSS will nurture academic strengths such as scientific, mathematical or linguistic ability alongside performance talent in music, art or sport through provision which incorporates diverse enrichment and extension activities, and the opportunity for students to use their strengths for the benefit of others, for example as mentors within the vertical grouping approach. If a gifted and talented student is placed with a 'higher' class as part of their personalised learning programme this will take place under the professional guidance of the SENCO and subject leadership, and such a placement will reflect our personalised approach by being for a specific subject at a given time, not across all subjects for the entire timetable.

Assessment

Assessment will take place on a regular basis, summative and formative assessment being used by teachers to plan work which matches the developmental stage of students. We will follow the principles of 'Assessment for Learning' (AfL) which includes giving clear feedback to students on the strengths of their work alongside supportive information on what they need to do to improve and reach the next developmental stage.

Information and data on students will be gathered from lesson observation, student work marking and scrutiny, as well as test results, and will be analysed by SLT against local and national benchmarks in the context of our targets then disseminated to teachers in the most useable form in order to assist with planning.

Teachers will be able to access information and data via a secure area of the school's website accessible only to authorised professionals. Bespoke applications will be available for the school to use in manipulating data for use by teachers. Students will take part in self-assessment and peer-assessment activities as a means of promoting awareness of grade criteria and to help refine evaluation skills in a supportive context.

Homework and Independent Study

Homework and Independent Study in the sixth-form are seen as an important aspect of students' learning, providing a rich source of opportunities to develop study skills and research capability as well as enhancing knowledge and understanding. RFSS will set homework of a variety of appropriate types in keeping with national guidelines on time per week (see table below).

Y7-9	Homework across KS3 subjects to total 90 minutes per day, consisting of a range of activity types.
Y10-11	Wide range of homework activities including independent learning and research assignments to total 2 hours per day.
Y12-13	Independent study time of between ~5 and 10 hours per week in-school with additional work at home totalling 2.5 hours per day.

We will provide support for homework with students who need it, via the after-school Homework Club, and we will keep parents and carers informed on matters relating to homework via the parent section of the school website. To assist with completion of homework and independent learning assignments, students will have access to the website VLE around the school building and from home.

Pastoral Framework

In the first year the tutorial grouping will necessarily be by age as only Y7 students will be present. From 2017 onwards a vertical grouping system will operate with tutor groups associated with one

of three Houses (Newton, Brunel, Elgar) which will also form the basis for competitive activities including sport and other performance activities. Over time, this will allow teacher-tutors to establish and maintain a greater depth of knowledge and understanding concerning students' strengths and areas for development, and to support each learner in achieving their full potential. Research evidence, some of which is set out at <http://www.verticaltutoring.org/VTpapers.html> demonstrates how this combination of curriculum support and pastoral care brings social and academic advantages which make vertical grouping important in sustaining the effective learning culture in RFSS.

Vertical Grouping: Social & Emotional Benefits that support Personal Development

- Vertical grouping reflects the work environment and wider society
- Enhanced relationships form between students of different ages
- A reduction in 'sub-culture' groups is seen
- A reduction in incidents of inappropriate behaviour occurs
- Student well-being is increased
- Mutual benefits accrue to older and younger students alike
- Parent and carer involvement is potentially enhanced
- Improved student responses lead to a reduction in exclusions

Vertical Grouping: Support for Academic Achievement

- A better understanding of 'what happens next' by learning from older students
- Identifying individual student potential via continuous relationship(s) with tutors
- Improved longitudinal monitoring of students' progress
- A greater level of autonomy and responsibility in students
- A growth in student leadership
- Facilitation of peer mentoring
- A stronger role for pastoral leaders linking to achievement
- Support for a stage-not-age approach to personalised learning pathways
- Raised levels of student achievement

Clearly these outcome sets are mutually supportive in that, for example, improved student leadership and student responses are part of a positive, high-expectation environment which supports gains in learning. Tutors will know the strengths and development needs of each student more closely, and be able to liaise more effectively with subject teams and support staff, using this deeper knowledge and understanding for the benefit of students' progress and well-being. Older students will also act as role models and mentors within our vertical grouping approach to fostering student leadership.

Benefits will accrue in both directions as older students will gain from the energy and enthusiasm of their younger peers while junior students will have the experience of more senior students to guide them, under the overall pastoral care of the school's tutor team.

Each student will be a member of one of three Houses: Newton, after the renowned mathematician and scientist Sir Isaac Newton, Brunel (after Isambard Kingdom Brunel FRS mechanical and civil engineer), and Elgar the distinguished musician, violin teacher and pre-eminent British composer of his generation. Houses will also form the basis for intra-school competitive activities in a variety of areas including attendance and traditional sporting endeavours. Directors of Science and Mathematics, Design Technology and Engineering, and Music & Performing Arts will be Heads of each House respectively (HoDT and HoMus in the first year) cementing a seamless curricular-pastoral approach at SLT level. Students will be assigned to a House on joining RFSS and information relating to our pastoral structure will form part of the information available to parents or carers & students.

To assist with the transition from Y6 to Y7 we will stage sample part-lessons on open days, offer taster days to pupils at local Primary partner schools where they can experience life in Rugby Free Secondary School including use of specialist STEMM facilities (arranged in collaboration with their teachers so that maximum benefit will be derived from the day) and we will undertake home visits where this is identified as potentially useful with individual students. 1:1 meetings with form tutors will feature in Y7 and throughout Y7-Y13 in RFSS.

In preparing post-16 students for higher education or employment we will encourage attendance at University Open Days and offer specific HE and careers guidance in tutorial sessions from Y11 onwards. We will continue to forge and develop strong links with universities including Russell Group institutions (Warwick, Cambridge) which have begun to take shape already. We set appropriately ambitious targets for destinations, with zero NEETs and 20% of our Y13 students gaining a Russell Group university place compared to 9% nationally.

D2 Tracking

To ensure that the quality of learning is consistently excellent, the school will implement a rigorous tracking system, and in parallel with this, accurately, frequently and robustly measure every student's progress and performance. We will consider the full range of data and metadata available on students in order to track progress, exploring best practice approaches to tracking including via MIS as outlined in the review publication "*Management Information Systems (MIS) and Pupil Tracking, User Guidance: Using MIS to Support Pupil Attainment Tracking*" from National Strategies. We will analyse and act where required on the findings and outcomes from these activities, maintaining an accurate and up-to-date SEF in the process.

We are aware that from September 2016, students will in theory enter RFSS with test results expressed as scaled scores (which can be used as a basis for value added measures) and information relating to whether they have achieved the required standard. Form tutors and teachers will factor in the information actually received to ensure that matched work is available for

all students, who will experience appropriate pace and challenge in lessons to ensure that expected progress is made through KS3.

The Principal, assisted by other staff, will assess the quality of teaching through regular planned and unplanned classroom observations within a professional open door policy. Senior staff, including the school's Principal and the three STEMM Directors, will also team-teach with other teachers, sharing their expertise and resources as part of a programme of continuous professional development. We will use Ofsted-experienced external verification to ensure that in-house judgements are accurate.

Monitoring Evaluation and Intervention

The quality of students' learning will equally be measured by their performance and progress against agreed targets including termly milestone targets in order to facilitate an early intervention strategy (EIS) if an annual target is judged to be at risk. We will not wait for a student target to be missed before acting, where the trajectory suggests it is at risk, and in so doing we aim to prevent this from occurring in all instances. The school will measure each student's performance formally in all subjects at regular intervals, every half-term as a general guide. Every member of the teaching team will take place in standardisation exercises as part of their professional development, to ensure that assessments are accurate, and that teachers clearly understand how excellent learning is clearly demonstrated and achieved. Our target summary (below) reinforces this; we anticipate all teaching to be judged Good or better using Ofsted criteria, with an increasing proportion of Outstanding teaching over time when a longitudinal analysis is possible during the growth phase. We will make good use of pupil voice in reviewing quality of provision.

In the same vein as monitoring progress towards student targets, for monitoring progress towards annual whole-school or Key Stage specific targets, class teachers, SLT and MLT will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will also be set in this wider context and any whole-school target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each individual situation, in order to maintain progress towards the target and ensure it is achieved.

In all cases where an EIS is deployed, more frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot course corrections where deemed necessary.

Recording and Reporting

In addition to real-time information provision online via the parent section of the school website, we will provide formal termly reports to parents and carers alongside regular parent-teacher consultation events to ensure they remain engaged with and updated on attainment, progress and personal development matters. We will also offer support to parents which enables them to contribute to their child's learning where possible as we aim to maintain strong partnerships with

parents as well as external agencies and professional organisations in order to support students in their quest for the highest possible levels of achievement and personal development.

In terms of individual students and their progress, where this is giving cause for celebration or concern parents will be contacted with a view to reaffirming and maintaining good progress by devising the most effective early intervention strategy (EIS) for students. Central to our vision and ethos is working closely with all parents to ensure that students make (at the very least) expected progress across a range of activities including academic, spiritual, social, moral and cultural.

In terms of statutory requirements, in Y9 we will report to parents on summative assessments against the end of Key Stage outcomes, and will also meet reporting requirements for Y7 and Y8. Beyond these requirements, information for parents and carers will be available on the school website, allowing both parents / carers and students to look at programmes of study for example.

Ambitious Targets Achievable by Realising our Vision via the Education Plan

In keeping with the Trust's high expectations, the following targets set out our ambitions for Rugby Free Secondary School and the students who trust us with their education. In setting them we have undertaken a close analysis of local and national performance in each area.

- 100% achieving expected progress through KS3 based on end of KS2 data
- 99% achieving 5+ A*-C at GCSE including En and Ma (LA 60%, national 57%)
- 40% achieving the English Baccalaureate (LA 26%, national 24%)
- Best 8 GCSE points 400 first cohort (national 340)
- Value added actual best 8 score cf estimated best 8 per student at least +26pts
- Value added using the Jesson approach to exceed the 2.2 pts for specialist schools
- Achievement gap (LA) reduced: boys/girls 5+GCSE A*-C En Ma 9%pts to 3%pts
- Achievement gap (LA) reduced: FSM pupils 5+GCSE A*-C En Ma 28%pts to 7%pts
- RFPS in the top 100 state secondary schools by second GCSE cohort
- 100% A*-E at A-level (national 98%)
- 15% achieving 3 A*/A grades in all A-level subjects, 20% in STEMM subjects
- 20% Y13 with a Russell Group university place (national 9%), we will raise sights
- Zero NEETs from cohorts which achieve highly and receive effective IAG
- 100% quality of teaching as 'Good' or better supported by coaching and CPD
- Attendance rate over 97% due to exciting curriculum with pragmatic first day calling
- Persistent absence 0.5% or below
- There will be no permanent exclusions during each year – positive relationships
- There will be no more than 2 fixed term exclusions during each year
- 90% minimum of RFSS students will participate in termly enrichment activities
- At least 98% of parent/carers respondents satisfied with RFSS in surveys
- An Ofsted inspection grade of at least 'Good' at first inspection

As local and national data and the frameworks within which they operate will change over time, we will revisit these targets to ensure that we remain significantly above LA and national averages at all times. Careful records will be kept of attendance at enrichment activities and these will be scrutinised with reference to such factors as gender, ethnicity, SEN/D and FSM/PP. The Principal

will be tasked with arranging various meeting cycles, including SLT, MLT and whole-staff meetings as part of planning and review operations. On each day there will be a brief meeting of all teaching staff before morning registration for announcements and information dissemination purposes.

Accountability

The Principal will be accountable to the Governors for whole-school performance, in terms of meeting statutory requirements, financial probity and viability, and achieving agreed whole-school targets. When in post the three STEMM subject Directors will deputise for the Principal by termly rotation. This will form part of their continuous professional development. The Head of Key Stage 3 will be responsible for ensuring that students make expected progress through Y7 to Y9, the Head of Key Stage 4 will be responsible for meeting GCSE targets, and the Head of Key Stage 5 for meeting GCE targets. With class tutors, the Heads of House will be responsible for students' well-being and personal development. The School Business Manager (SBM) will be accountable for financial management, drafting budgets including projections, reports and statutory returns, site including health and safety, and day-to-day school administration via back office functions.

Teachers will be responsible for the progress of students in their assigned groups, working with learning support staff and administrative team members to ensure that resources are directed to SDP priorities with maximum impact on the quality of teaching and learning and the achievement of students. Governors will hold the school to account as part of their critical friend role, which is a key aspect of their work (Section F). RFSS will also be accountable to parents and students in a direct way for the overall quality of education provision.

The Wider Community

As RFSS is a school from the community, for the community, we will ensure that wider groups are involved and supported in terms of consultation including Section 10 if our application moves into ore-opening, information dissemination, access to site, and shared use of relevant facilities as well as outreach work, always mindful of meeting our obligations under the Equality Act 2010.

Beyond our links with parents, Primary schools and the wider local family of schools, agencies and HE as mentioned above, there are several local businesses with which we are currently exploring potential links, including Barclays Bank (North Street) given Barclays' stated position on Free Schools.

The RFSS enrichment offer currently includes personal financial workshops and we anticipate banking professionals working with our students alongside staff. Our site will have facilities including hall space that could be used by local societies and groups, ICT facilities and sporting/fitness equipment which will also be of benefit to the community, not least in terms of ICT/computing where we aim to address the digital divide in Rugby including via 'silver surfer' sessions.

Local voluntary groups we have established links with include Swanswell (alcohol and drugs charity), the Mayday Trust (support for young pregnant women and young mothers), Ben (the

automotive industry charity) and Age Concern Rugby. Our adopted international charity will be the Casa Reom Trust which provides homes and a future for street children in Mozambique. Information relevant to our work with the wider community will be available on a bespoke area of the RFSS website from which there will be no access to other confidential areas relating to students and staff. We will also maintain an active presence in social media including Facebook and Twitter, linking with the community and receiving feedback via all available means.

D3 Staffing Structure

The staffing growth plan for RFSS from opening to steady state is tabulated below.

Senior LT/ yr (n.o.r.)	2016 (180)	2017 (360)	2018 (540)	2019 (720)	2020 (900)	2021 (1080)	2022 (1260)
Principal	1	1	1	1	1	1	1
Dir Sc Ma	1	1	1	1	1	1	1
Dir Eng Tech	0	1	1	1	1	1	1
Dir Mus PA	0	1	1	1	1	1	1

SENCO will attend SLT meetings

Middle LT	2016	2017	2018	2019	2020	2021	2022
HoEn	1	1	1	1	1	1	1
HoDT-Eng	1	1	1	1	1	1	1
HoMus	1	1	1	1	1	1	1
HoHum	1	1	1	1	1	1	1
HoMFL	1	1	1	1	1	1	1
HoPE	1	1	1	1	1	1	1
SENCO	1	1	1	1	1	1	1
HoKS3	1	1	1	1	1	1	1
HoKS4	0	1	1	1	1	1	1
HoKS5	0	0	0	0	1	1	1

HoKS4/5 appointed to allow for participation in planning Key Stage curricula

Teachers	0.5x2	9.5	21	32	42	54	63
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SUB-TOTAL							
SLT+MLT+T	11.0	22.5	34	45	56	68	77

Support Staff (0.8 fte corresponds to term time only, tto)

LSAs:							
TA	0	0.8	1.6	3.2	4.0	4.8	5.6
HLTA	0.8	0.8	0.8	0.8	1.6	1.6	1.6
Technician	1.6	2.4	2.8	3.6	3.6	3.6	3.6
Faculty Clerk	0	0	0	0.8	0.8	0.8	0.8
Admin:							
SBM	1	1	1	1	1	1	1
HT PA	1	1	1	1	1	1	1
Receptionist	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Office admin	0	0	0.8	0.8	0.8	1.8	1.8
Premises:							
Site Mgr	1	1	1	1	1	1	1
Caretaker	0	0	0	0	0	0.5	0.5
Catering:							
Midday sup	0.2x2	0.2x3	0.2x3	0.2x4	0.2x5	0.2x6	0.2x6
Other	0	0	0	0	0	0	0
SUB TOTAL	6.6	8.4	10.4	13.8	15.6	18.1	18.9
SUPPORT							

TOTAL	17.6	30.9	44.4	58.8	71.6	86.1	95.9
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STAFFING SUMMARY TABLE FROM FINANCIAL SPREADSHEET (IDENTICAL)

Total number of staff

SLT	2.0	4.0	4.0	4.0	4.0	4.0	4.0
Teaching	9.0	18.5	30.0	41.0	52.0	64.0	73.0
Pupil support	2.4	4.0	5.2	8.4	10.0	10.8	11.6
Administrative	2.8	2.8	3.6	3.6	3.6	4.6	4.6
Premises	1.0	1.0	1.0	1.0	1.0	1.5	1.5
Catering	0.4	0.6	0.6	0.8	1.0	1.2	1.2
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	17.6	30.9	44.4	58.8	71.6	86.1	95.9

The Summary tab of the financial planning spreadsheet confirms that the staffing structure and growth plan are financially viable.

SLT

The Senior Leadership Team will consist of the Principal and the three STEMM Directors. The Principal will be an education leader with excellent credentials who is capable of implementing the

vision for RFSS. This person will be appointed by open competition following advertisement at national level – details of the timeline and process are given in Section F4.

The SBM and the SENCO will attend SLT meetings, allowing them to make the fullest contribution to RFSS development. With a rotation approach to deputising for the Principal, whereby one STEMM Director acts as VP for one term per academic year, provides leadership cover when the Principal is absent and at the same time affords rich professional development opportunities to the Directors. Having the Principal and Directors assembled by the second year of operations will facilitate planning in terms of preparation for KS4 and KS5, assisted by KS Coordinators appointed one year ahead of their KS coming online.

In the first year the Director of Science and Maths will act as sole VP, and will also be a Head of House (Newton) together with the Head of DT (Brunel) and head of Music (Elgar) who will be temporary Acting Heads of House until a Director of Tech Eng and a Director of Music & Performing Arts are appointed in the second year of operation. Heads of House will oversee the vertical grouping approach to tutorial time with PSHCzREE and IAG plus inter-House competitions. Together with Form Tutors drawn from the teaching team they will manage the curriculum-pastoral divide so that it is narrowed out of existence in order to ensure that all RFSS students receive the blend of academic and personal development guidance they need to achieve at the highest levels while maintaining equally high levels of well-being.

MLT

The Middle Leadership Team will include two posts as listed above, with Heads of Key Stage 3, 4 and 5 plus Heads of Subject for English, MFL, Humanities and PE. Remaining arts subjects will be managed by the Director of Music and Performing Arts. As the engine room of the school, middle leaders will be encouraged to innovate and will be responsible for the progress and attainment of students in the relevant subject areas. They will manage the teaching staff teams in their areas as well as learning support staff in order to realise the maximum gains in learning for students. We would expect the type of ambitious teacher recruited to MLT roles to be aspiring to a SLT position in due course, and TLR payments will reflect distributed leadership of whole-school areas of responsibility suited to the experience and expertise of MLT members. The SENCO, as with all teachers, will have QTS and will either possess, or be in the process of imminently achieving, the national award. Their role has been summarised above. We see their work as vital to ensuring that RFSS students with a likely 11-9-7 intake profile achieve at the maximum level that they are capable of.

Teaching Staff

The staffing growth plan and budget staffing tab cannot specify in full which teaching posts in the plan correspond to which subject areas, given that we cannot foresee (for example) whether the Directors will be needed to teach one of their subject specialisms more than another, given that a teacher recruited for one particular subject may also be well qualified and suitably experienced in a second area. We expect that the discrete ICT lessons will be taught initially by one or more of

the teachers of Design Technology/Engineering, Science or Mathematics, but there may be another option depending on the strengths and subject profiles of other teachers. In any event, teaching will involve subject specialists.

These subject specialists will include specialist teachers in the separate sciences and mathematics. With a Director of Science and Mathematics in overall curriculum leadership of this STEMM area from the first term of operations, in keeping with STEMM Core status, we anticipate that biology, chemistry, physics and mathematics will gain separate subject leadership when KS4 becomes populated, with the intention of promoting high-performing staff seen to be of suitable calibre for these key MLT roles from appointment, and to this end we have budgeted for the related additional costs from the year before KS4 teaching begins to allow sufficient time for planning.

The role of Tutor will be taken by class teachers, with some MLT members temporarily assisting in the first two years following opening. Tutors will work with Heads of House to deliver the T(utorial)PSHCzREE programme of PSHE, Citizenship, RE and Enterprise education together with IAG. We have a PSHE and Cz combined Programme of Study already formulated and this, together with the approach to Enterprise and RE outlined above, will be part of the intensive induction programme we will prepare with the Principal Designate in the period immediately prior to opening.

We will have sufficient teachers at all times to ensure that the curriculum can be delivered, as verified by the pupil-teacher (and pupil-adult) ratios and the planned utilisation ratio of ~0.8 overall at steady state, which is within the top quartile for secondary schools. Within this context, the two 0.5 fte posts in the first year of operations may well involve Art and Drama specialists, but the final position will be subject to the strengths of the teaching team as a whole as recruitment progresses through SLT to MLT and more information becomes known.

Support Staff

The support staff team will be overseen by the School Business Manager (SBM) who will be responsible for financial management, site matters including FM and health & safety, sustainability, school administration and some aspects of marketing and HR not addressed directly at Trust level. They will work with SLT to ensure that the resources of the school are appropriately directed towards its development priorities. We expect the SBM to engage in revenue generation and eventually exceed the school average specified by the National College for all schools of £30,000 per annum. They will have a National College SBM qualification (CSBM, DSBM or ADSBM) or equivalent, and an Accounting qualification would be desirable. In the first two years the Principal's PA will share duties with Reception and support school administration generally. Over time, administrative staff will be taken on, involving term-time only (tto) posts, to achieve efficient and effective back office operations supporting financial and general administrative functions.

Learning support will come from TAs, HLTAs, Technicians and the Faculty Clerk. The majority of the work will rest in the TA and HLTA roles, particularly in terms of support for individuals e.g. EBD

students. MLT and teachers will involve learning support team members in planning and share information to enable TAs and HLTAs to make a positive contribution to student progress. Technicians will support teachers in their relevant subject areas (Sc, DT, Eng) while the Faculty Clerk will assist Mus and Ma staff and students in keeping with the school's STEMM specialism.

The site management team will grow from a Site Manager initially to a team of three, with two part-time posts assisting the Site Manager and operating with them under the direction of the SBM. We anticipate catering to be delivered via a procurement route and have budgeted accordingly. The team of Midday Supervisors will assist with the smooth running of the lunch break, though it should be noted that teachers and support staff beyond midday supervisors will dine with students as a matter of routine.

We are confident that our staffing plans during the period when our school is growing and when it is full have appropriate blends of roles, experience and expertise and are sufficient to deliver the Trust's vision in terms of a high quality curriculum and learning experience for our students leading to high levels of well-being and excellent achievement for all students. It is also affordable (Section G).

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Year 7	180		218	121%	180		193	107%
Year 8								
Totals	180		218	121%	180		193	107%

Section E: Evidence of need – part 2

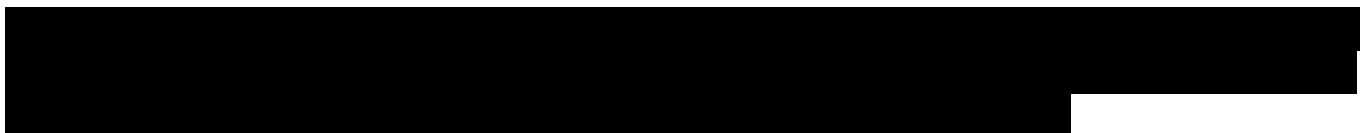
As local parents, teachers and professionals, and through our work to establish Rugby Free Primary School, it became apparent that the deficit school places issue facing Rugby had extended to the secondary phase. Many parents of pupils who had expressed interest in the primary school also asked if there were any plans to open a Secondary and this decision was confirmed once it was clear that Warwickshire local authority would be supportive and were equally concerned about provision (see letter of support later in this section).

The huge house building activity in Rugby continues apace and has already increased the need for more facilities to meet the influx of new residents. To evidence the demand to match the clear need for the school proposers publicised it through the channels used to market the primary school including the RFPS website and Facebook page. We also visited primary schools around the town to speak with parents of Year 5 and Year 6 children. In addition to this, proposers took a stall in the Clock Towers Shopping Centre in the middle of Rugby and conducted street canvassing both in the town centre and in the vicinity of the proposed sites. Finally we canvassed outside local supermarkets and leisure centres

2,000 leaflets were produced and distributed and an initial website and secondary focused Facebook site and Twitter Feed were established to provide more information for those parents and community members who wished to know more. This gave the Proposers the opportunity to answer questions and take suggestions that allowed us to shape the final submission for the school. Parents and the community were overwhelmingly in favour of the establishment of a new school, its specialisms, the straightforward admissions policy and the fact that it offered high quality non-selective education.

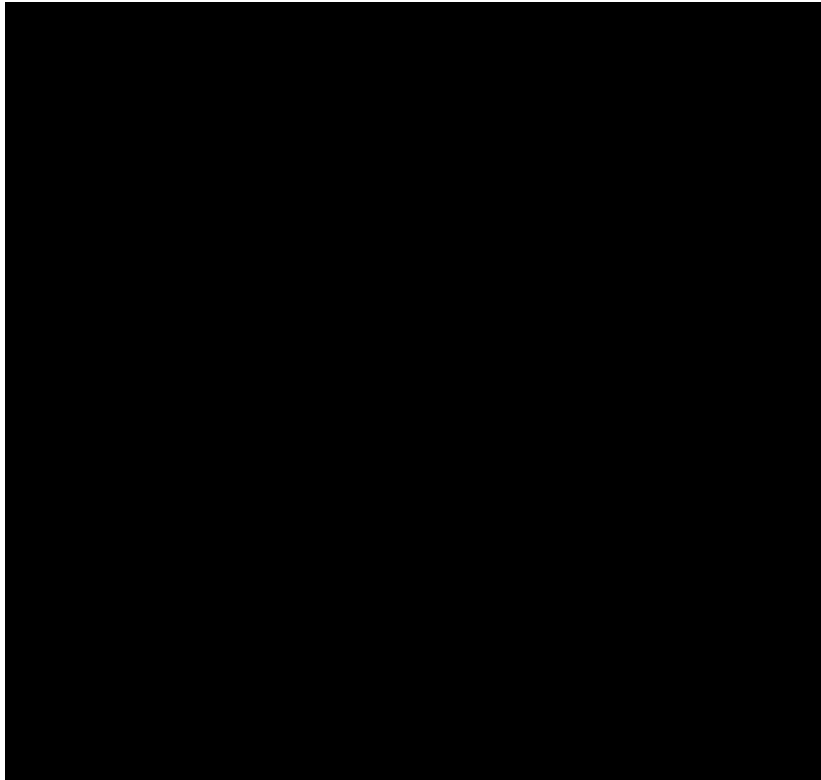
The tables and maps below show the breakdown of pupils in the first two years of the school's life and the number of parental first choice preferences by the key postcode areas nearest the preferred sites.

Postcodes within a 3m radius of the preferred sites

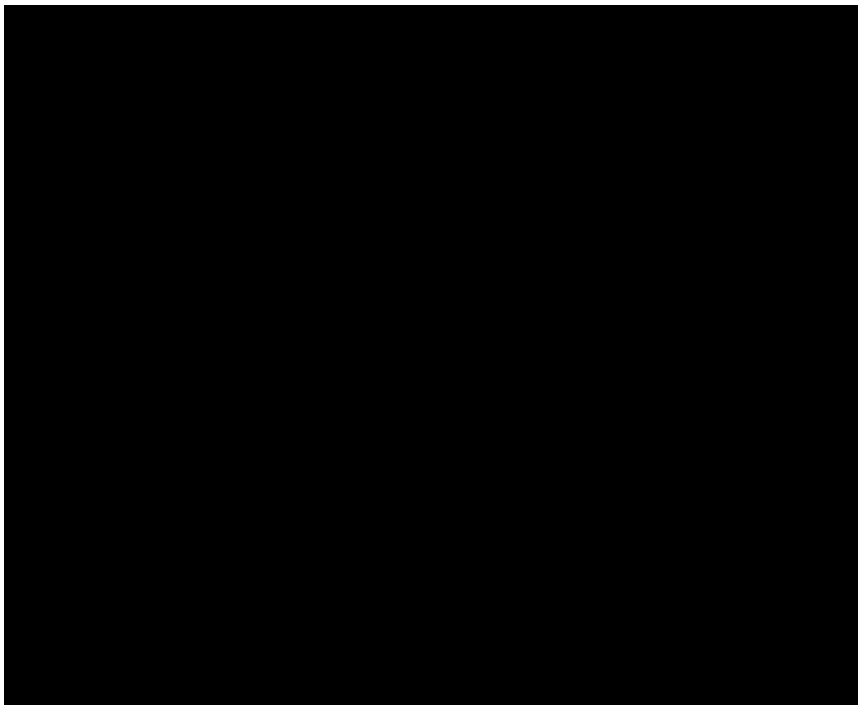


Owing to the uncertainty around the site and the need across the town, prospective parents were told only that the school would be located in Rugby and a number of sites were being considered.

3m Radius around preferred sites



High demand postcode areas in relation to preferred sites



All specific postcode areas noted below fall within the 3 mile radius of the sites shown above.

Collecting expressions of first choice preference for Rugby Free Secondary School

Evidence of demand gathering form (offline)



Name	Child's Name and DOB 1	Child's Name and DOB 2	Postcode	Email & Mob (Optional)	Current Primary School	Rugby Free Secondary would be my first choice school for 2016	Rugby Free Secondary would be one of my choices school for 2016
	N: D:	N: D:		E: M:			
	N: D:	N: D:		E: M:			
	N: D:	N: D:		E: M:			

Evidence of demand gathering form (online)

Register your Interest

The plans for Rugby Free Secondary School will only become a reality with the support of the community. If you are a parent of a child for whom you would consider Rugby Free Secondary School, please fill out the form below so we can show the Department for Education that there is parental demand to match the need for the school as identified by the Local Authority. **

You can also use this form to subscribe to our email newsletter and be the first to know about the latest developments, news and events.

Name *

Email *

Post Code *

Mobile

I am *

- ☐ a parent/carer of child(ren)
- ☐ a member of the local community
- ☐ an extra-curricular provider
- ☐ interested in staff vacancies

Number of Children You Would Like to Register *

Child 1 - Date of Birth *

School choice *

- ☐ Rugby Free Secondary School is the first choice for my Child(ren)
- ☐ Rugby Free Secondary School is one of my choices
- ☐ Not applicable

Your Child's Current Primary School

Please keep me updated with the school's progress. *

- ☐ I agree

** Please note that registering your interest has no bearing on the admissions process. We take spam very seriously and can promise that any personal information we collect from this website will be used in accordance with the Data Protection Act 1998 and other applicable laws. The Data Controller is WaddingtonMatthews Limited, which has been appointed to collect information provided. Any personal information provided may be shared with representatives of partner organisations and the Department for Education in order to develop plans for the proposed Rugby Free Secondary School.

Submit

Events

[Deadline for Submission to Department for Education](#)
29/05/2015

Publicity Materials

This flyer was used when talking face to face with parents. Copies were also left at the various settings around Rugby that were visited.



Rugby Free

Secondary School

A new 11-19 school for Rugby from 2016



Rugby Free Secondary School is a new 11-19 school proposing to open in September 2016 to meet the growing need for high quality secondary school places in the growing town of Rugby.

The school is being proposed by a team of professionals and community members who will successfully open Rugby Free Primary School in September 2015.

We plan to open with four Year 7 classes of 30 pupils. We will grow organically from this point to our full capacity of 840 pupils including a sixth form.

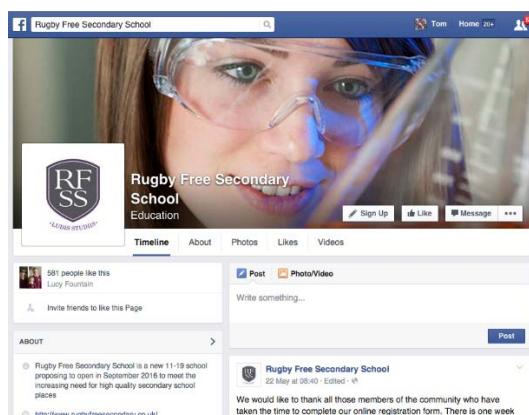
Key Characteristics:

- An academically rigorous curriculum 11-19
- First admissions: 180 pupils to Y7
- 1,260 students when full (including 360 in the sixth form)
- All teachers will be qualified
- Co-educational, Non-selective, non-fee paying
- Inclusive ethos with high expectations
- Teaching includes tailored support to individual pupils
- Focus on Science, Technology, Engineering and Mathematics
- Additional focus on Music
- Smaller taught group sizes
- State-of-the-art ICT/computing provision
- Extended day with wide enrichment offer
- From the community, for the community

We need your support to make this happen!

To find out more about our vision for the school and to register your interest and views on our proposals, please visit www.rugbyfreesecondary.co.uk/register or email info@rugbyfreesecondary.co.uk

The school's Facebook page attracted a great deal of traffic and almost 600 'Likes' and all media linked to each other, driving to the school's website.



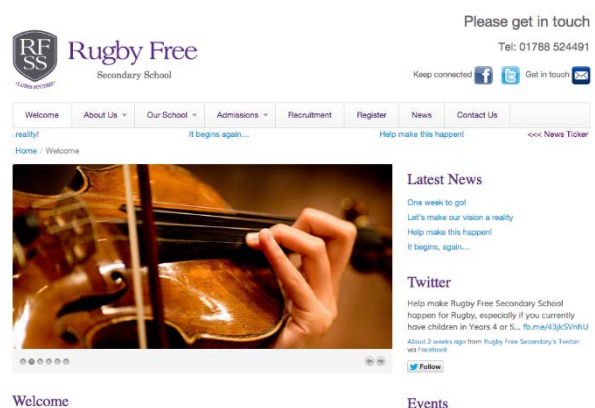
Rugby Free Secondary School

581 people like this

Write something...

Rugby Free Secondary School
22 May at 08:40 · Edited · v8

We would like to thank all those members of the community who have taken the time to complete our online registration form. There is one week



Rugby Free Secondary School

Welcome

Latest News

One week to go! Let's make our vision a reality. Help make this happen! It begins, again...

Twitter

Help make Rugby Free Secondary School happen for Rugby, especially if you currently have children in Years 4 or 5... Follow

Events

Website

To publicise the school and allow parents who the Proposers had not spoken with to ask questions or make comments a website for the school was established at: www.rugbyfreesecondary.co.uk

This site provides an overview of the plans for the school and allowed parents and the community to get in touch, not only to register their support for the school but to make suggestions and offer help. The Proposers have reviewed and in some instances revised plans in light of comments and suggestions received and will be meeting with interested parties after the submission to DfE to discuss how those who are keen can get involved in more depth.

To maintain the momentum that has been built, Proposers will continue to engage with the community as they have done since the start of the project and have a clear marketing plan that takes the proposed school from pre-application through pre-opening and onto a successful (and fully subscribed) launch.

Other provision in the area

As evidenced clearly in Section C, there is a clear and increasing need for additional secondary school places across Rugby. This has been confirmed in writing by the Local Authority in the letter included overleaf.

Local School Standards

Standards are variable in Rugby in the Secondary phase. At one end of the scale, selective and partially selective schools are judged Outstanding and have results ranking along the best in the country. At the other end three of the town's secondary schools (Bilton, Harris and Avon Valley) are considerably lower than national in terms of pupil progress and GCSE results. This has perpetuated the 'two-speed' perception of the town's school. As it to be expected, local secondary schools have (or will have) full rolls, making a further case for the establishment of Rugby Free Secondary School.

Your Ref:
My Ref: E&L/NM/slk – Rugby Free Secondary



To be sent by email

[REDACTED]
Rugby Free Secondary School

Communities Group
Warwickshire County Council

Nigel Minns
Education and Learning
Saltsford Office Park
Ansell Way
Warwick
CV34 4UL

Tel: 01926 742588
Fax: 01926 742083

nigelminns@warwickshire.gov.uk
www.warwickshire.gov.uk

14th April 2015

Dear [REDACTED]

School Proposal: Rugby Free Secondary School

Further to the proposal put forward by the Knowledge School Trust I am pleased to respond on behalf of Warwickshire County Council.

Firstly, to place this application in context:

Rugby is recognised as being one of the fastest growing areas outside of London, with an increase in the birth rate, significant inward migration and major housing developments;

We have a severely restricted capital budget to fund an increase in the number of pupil places.

We have a real 'mixed economy' for school governance across Rugby's schools: Community schools, Church Aided and Controlled schools, Foundation schools, Academies (including Grammar Schools) and soon the Rugby Free Primary School opening in September 2015, which would be the 'sister school' of the proposed Free Secondary School and whose opening we supported.

Consequently, we recognise that we need partnerships and consensus to achieve co-ordinated and strategic solutions to the area's need for more pupil places. In that context, I'm pleased to say that we have already had helpful and constructive dialogue with the Free Secondary School's promoter.

Turning to the specifics of Rugby secondary places, our forecasts suggest that we will be short of secondary places equating to 6 forms of entry from September 2016, rising to 7 forms of entry by September 2018, then a further rise to a shortage of 10 - 11 forms of entry by 2022.

Given our urgent and growing need for more secondary places, our own limited resources and the partnership approach we take in Warwickshire, we believe that the proposed Free Secondary School, opening with 6 forms of entry in 2016, will play a vital role in providing much-needed capacity, without detriment to neighbouring schools.

In pupil place planning terms this is a relatively straightforward matter for us - the proposed Free Secondary School will provide much-needed extra capacity for our fast growing secondary school population - hence the brevity of my response. However, please don't hesitate to contact me if you require any further information.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Nigel Minns".

Nigel Minns
Head of Service
Education and Learning

Section E2

A school for the community, from the community

In no small part Rugby Free Secondary School will stand on the shoulders of the work to establish the Primary school. Both parents who will have children attending the primary school and those who have followed its progress have supported both in terms of registering their support but also in promoting the schools within their community. Additionally we have been delighted by the message of support and interest from teachers at other local schools who both recognise the need for the school and are excited by its vision.

Community Engagement

As Proposers who have worked in the Free Schools and in wider public service, we are aware of the importance of meeting the requirements of the Equality Act 2010. We established the school to foster community cohesion and from day one the Trust and the school will actively promote equality of opportunity and eliminating any form of discrimination. We will uphold these values by:

- Establishing the school as a part of the local school community
- Capitalising on the links we have already established with local businesses, youth groups and public services
- Building productive, mutually respectful and supportive relationships with the wider community around the school
- Seeking regular feedback through a range of channels including the school website and on and offline surveys
- Establishing and maintaining a communications plan, both on and offline
- Reaching out to community groups to utilise the school's resources out of hours and during holiday times
- Building the reputation of the school and the Trust as a responsible local employer
- Establishing partnerships with children's and other agencies

As is clearly evidenced from our demand figures, the school has engaged extensively with the community in a variety of settings. Local knowledge has been invaluable to target areas both of high footfall but also the diversity of the local community. This engagement both validated our plans for the school but also gave the Proposers an opportunity to reflect on our plans to ensure that they are most appropriate for the community the school will serve. This is further evidenced by the inclusive and compliant admissions process and approach to delivering the curriculum to all children in the school.

Section F: Capacity and capability

Core Team:

[REDACTED]

Members of the wider Proposer Group:

[REDACTED]

The proposers are also have a number of other local individuals who we are assessing in terms of skills and fit and may invited to join the team if approved into pre-opening. As discussed later, we will also follow a proven model of externally advertising for members of the governing body at the appropriate time.

Table F1a is on the following page.

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F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Y
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Y
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	Y

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]


F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Education ICT (Infrastructure)	We will seek to use a small proportion of our project development grant to buy in expertise in this area to assist in liaison with the appointed ICT contractor.
Engineering	We will seek to formalise a relationship with the National STEM centre and work with them to develop further this element of our curriculum to make it as relevant to employers as possible. We will also look for this skillset in our appointment of our PD.

Section F2

Knowledge School Trust was established with the intention of operating a Trust no larger than 12 schools in a mixed economy of Free Schools and Academies with all of the schools to be within the 20 mile 'sub-region' we have identified with Rugby at its centre. Rugby Free Primary School is the Trust's first free school, opening in September 2015 and Rugby Free Secondary School will be its second. The Trust will be the vehicle for the legal framework in which the school will operate during the early stages of the preopening phase.

The following diagram shows the direction of accountability between the various individuals and bodies which might then exist:

<u>Individuals/bodies</u>	<u>Direction of accountability</u>
Trust members	
Local Governing Body consisting of directors/governors	
Principal	

Therefore, the Principal will be accountable to the Local Governing Body consisting of directors/governors:

- The governing Body will comprise 11 directors/governors as follows:
- 2 parent governors
- 2 staff governors
- 1 Principal
- 6 Member Governors elected by members

Summary of Governing Body responsibilities:

- Acting as a critical friend, holding the school and Principal to account for performance against targets
- Acting as the Admissions Authority for the school
- Agreeing targets for student achievement with the Headteacher / principal
- Managing the school's finances including approving the first formal budget plan of the financial year

- Making sure the curriculum is balanced and broadly based
- Overseeing pupil safeguarding to ensure it meets requirements and supports well-being
- Appointing staff, considering recruitment and retention strategy
- Carrying out performance review of the Principal
- Reviewing staff performance and pay
- Premises including health and safety
- Communications regarding key elements of strategy
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Holding at least three meetings per year
- Pupil and staff discipline, including pupil attendance

The Board of Governors will have three key roles:

Key Role 1. To provide a strategic view

The Board has important powers and duties but limited time and resources. So it will focus on helping to decide the school's strategies for improvement so that its pupils learn most effectively and achieve the highest standards.

This means the Board will:

- set suitable aims and objectives
- agree policies, targets and priorities
- monitor and review aims, objectives, and whether the policies, targets and priorities are being achieved.

Key Role 2: To act as a critical friend

The Board will offer support, constructive advice, be a sounding board for ideas and provide a second opinion on proposals and help where needed. The Board will be 'critical' in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. It will also seek to arrive at the best solution in the interests of the school and pupils by asking questions, seeking information and leveraging the expertise of Governors.

Key Role 3: To ensure accountability

The Board of Governors will be responsible to the Trust for ensuring an excellent quality of education in the School. The Principal and staff will report to the Board on the School's performance and the Board will discuss, question and refine proposals while always respecting the professional roles of the Principal and other staff, and their responsibilities for the management of the School. In its turn, the Board will be accountable to the Trust, parents and the wider community for its actions and the School's overall performance. The Board will be responsible for the performance review of the Principal.

The Board of Governors at opening in September 2016 will include several people who will have served on the Project Steering Group (discussed later in this section) to ensure continuity between pre-opening and post-opening and to maintain organisational memory about decisions, policies and plans agreed during pre-opening. We are however respectful of the need to move efficiently from pre-opening to school operation with an appropriate demarcation in respect of governance. All Governors will be required to sign up to the governor charter that will set out expectations for attendance, conduct, responsibilities and participation. The Chair will be responsible for monitoring Governors against the charter.

The Board of Governors will have clear terms of reference and a scheme of delegation to ensure clarity over levels of authority between the Board and its committees and the Principal. This will be entirely consistent with the terms of reference and the financial procedures (including a scheme of delegation) developed by the Trust and in operation. A consistent, cohesive risk management strategy will be integral with each committee assessing, monitoring and mitigating risk in their sphere and the Board will review and consider critical risks and the associated preventative plans. Also, a dashboard of 10-12 key performance indicators will be used to monitor progress against educational, operational and financial targets set out school development plans.

The school business cycle will be used to structure an intelligent timetable of meetings to support appropriate upward/downward cascading of information. For example, the Board will approve the final annual budget each September which will need the finance committee to agree the budget earlier that month. Attainment data such as end of Key Stage results will be considered by the Board and the School and Pupil Performance and Wellbeing Committee in September and adjustments to the school development plan presented to the Board in October. So, two meetings will be needed in one half-term but then the Board need not meet again until the following January.

While Governors will be elected by and represent constituencies within each school's community all will be expected to focus on the common goal of creating outstanding schools for pupils, staff and the wider community. Each will serve a four year term of office.

Each of the governors' committees will have clear terms of reference including areas of authority, key performance indicators and spheres of risk.

Knowledge School Trust has four members and has been established with a Master Funding Agreement, Memorandum and Articles of Association approved by the DfE. We understand that Members of this Trust have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings. The directors of the company (of which there are six) are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees.

Matters within the responsibility of the Principal that can involve the Local Governing Body are complaints, appeals over exclusions, and appeals for admissions. Also, Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where staff have exercised a right of appeal (although the Trust provides a core HR service to its schools at a MAT level). Furthermore, some appointments of senior leadership will involve Governors on recruitment panels. These processes will be managed within the Board's and committees' terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that Governors, who have had no involvement in the original decision, are available to be allocated to appeals.

Members, Directors, Governors and senior leadership will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of the implementation of the Trust's Conflicts of Interest Management Policy which has been ratified by Company Members Directors and DfE and will be formally adopted by the new LGB. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example, she/he may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Principal in the role of Governor when other Governors are reviewing and deciding on the Principal's pay.

In a similar way, we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Principal and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if

there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

The school's operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which was drawn from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We should point out that there are no familial relationships in the proposer group.

The company members as part of the Trust Board will have the following responsibilities:

- Legal responsibility: returns to Companies House and Charity Commission, DfE, EFA
- Funding agreement with Secretary of State
- Overall strategic vision, performance and development
- Establish and hold to account Governing Body, agree Instrument of Governance
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer role
- Risk management
- Establishing and monitoring of Key Performance Indicators

Based on our experience and expertise we are likely to have the following committees when the school is operating at near full capacity.

- Finance
- School and Pupil Performance and Wellbeing
- Buildings
- Strategic management and the curriculum (there will be a link governors for key areas)

- Admissions
- Audit

Each of the committees will have a majority of Governors but will also have an important minority of specialist or lay members to provide an objective and/or external perspective. For example, if the LGB did not include an accountant then an accountant would be sought to sit on the finance committee either from the Trust or elsewhere. Equally, staff will also be able to play a full role in these committees as full voting members while providing specific expertise or insight. The chairs of each committee will be appointed by the Board who in turn have authority to appoint other committee members including non-governors. All committee papers will be available to all Governors.

The Principal will have key responsibility for:

- Appointing all staff
- Performance Management
- Quality Assurance
- Responsibility for the school's target-setting and developmental plans
- School budget and resources
- Setting and promoting high standards around pupil progress, attainment, behaviour
- Responsible to the Governing Body for all elements of the school

School improvement services will be provided by the Trust.

F3 (a) Proposed trustees

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)

██████████	██████	██████████████	██████████████	██████████████████	████
██████████	██████████	██████████	██████████████	██████████████	████
██████████	██████████	██████████████	██████████████	██████████████████	████

F3 (b) Skills gap for board of trustees

As a natural In line with the articles of the Trust we are seeking to increase the MAT Board by 1-2 more members to add capacity. Specifically our thinking is around additional school improvement capacity in order to make this a distinct position on the Board. As the MAT Board and the LGB both have an important role to play in our schools, we have identified areas for development at both levels.

Skills/experience missing	How you plan to fill the gap
RFSS - Chair of the Local Governing Body	In line with our strategy for governance in the primary school, [REDACTED]. On approval we will advertise for positions on the local governing body and, using the NGA skills matrix, behind a team that is able both to hold the school and Principal to account but also to provide real impetus and excitement around the STEMM specialism.
RFSS - Staff representation	Staff representatives will be appointed when a full staff body is recruited
RFSS - Parent representation	Parental representatives will engaged during the admissions phase for the school as was done successfully on Rugby Free Primary School
MAT Board - School improvement	Additional operational expertise will be sourced and provided by Knowledge School Trust through the top slice arrangement. In addition, the Trust is in discussion with a number of local senior leaders to provide this challenge and support as a member of the MAT Board.
RFSS - Clerking	We will seek to share a clerk with the Rugby Free Primary School.

Experience has shown that the pre-opening phase is most efficiently managed by small group of committed and experienced individuals who are able to quickly produce work and make informed decisions, while preparing the school for a seamless transition to the school's governing body. The Proposers of Rugby Free Secondary have the experience of taking Rugby Free Primary School toward a successful opening in September 2015 and have considerable experience of both governance and governor recruitment. At this stage it has been a conscious decision not to increase the size of the governing body as our experience shows that the early stages of pre-opening require different skillsets than the operational governance of a school. This being the case, we will seek to start further governor recruitment in early 2016. All members of the proposer team outlined above have made commitments to being part of either the Trust or the school's governing body. However, to ensure a full range of skills and to demonstrate that the school is fully inclusive, we will seek to advertise governor appointments other than those outlined in the table above.

Section F4

In keeping with DfE guidance we will expedite recruitment to be able to appoint a Principal Designate up to two terms in advance of the school's opening date. Several members of the proposer group have already supported Headteacher Designate / Principal Designate and Deputy Headteacher / Vice Principal appointments in Free Schools and we are aware of resignation deadlines.

In preparation for this bid, we have already informally interviewed two possible candidates for this position of PD. However, as a Trust we agreed that we would prefer there to be an open recruitment process supported by the DfE Education Advisor from day one.

We will advertise nationally for the Principal Designate role, using online media and established networking sites such as LinkedIn that are emerging as recruitment tools for school leaders. Through this combination we hope to attract an outstanding leader for our school, reflecting the levels of experience and expertise needed to successfully open and then develop a Secondary Free School under the high expectations of the proposers and the national level of interest in Free Schools.

We expect that the Principal will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of guidance from DfE which states that NPQH is not mandatory for Free School leaders and we do not wish to rule out the appointment of an outstanding Principal from the independent sector. However, we are also mindful of feedback from parents in the local area who have supported the school. The clear message from them is that in a new school, the fact that qualifications such as QTS and NPQH are seen as significant comforting factors

The selection process will be mindful of the resignation deadlines for serving Heads and Deputies. It will also will take account of the need to advertise when it is generally thought that relevant professionals will be looking to move posts. The timeline for the recruitment of the Principal Designate is as follows:

Date	Action
11/9/15	Agree Job Description and Person Specification and related selection criteria. Draft advertisement and accompanying materials
18/9/15	Advertise in TES, Eteach, and on school website also through LA if permitted.
25/09/15	Closing date for applications
05/10/15	Shortlisting and reference requests. Due diligence on candidates. Invitations to assessment day issued
12/10/15	Assessment Centre-type day(s) structured to cope with shortlist length

14/10/15	Offer to preferred candidate subject to FA, DBS, references, medical questionnaire and any additional due diligence
Jan 2016	Principal Designate in Post

The timeline above allows sufficient time to attract, assess and appoint a high quality Principal for the school. It will also allow an announcement of an appointment to be made prior to the open events for the school and, crucially, the deadline for applications to secondary schools. We would work with the school from which the PD has been recruited to help assist succession planning and also to negotiate time where our PD can attend key meetings prior to their official start.

Should we be unhappy with the field for the first round of interviews, we will close the process and seek to re-advertise, immediately after the half term break (27th -31st October 2014). In addition to advertising, we will engage the services of a research company to bring additional high quality candidates into the process. This timeline will still enable the appointee to hand in her/his resignation before Christmas 2014, well in advance of the resignation dates for serving Heads and Deputy Heads. This deadline also allows the school to announce the appointment prior to parents making their final selection of primary schools in January.

In the very unlikely situation that we cannot recruit in good time for somebody to take up post in September 2016 when the school opens, we will explore the possibility of appointing an interim Principal. We would then use our extensive contacts in education to identify this person.

We will ensure that best practice and safer recruitment principles in all our recruitment exercises. We intend to use the following menu of selection instruments following advertising nationally:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

Role of Principal Designate

The role of the Principal Designate will be to quickly become engaged with the project, working with proposers on developing and implementing the vision, also further appointments in the SLT and MLT, and assisting with the implementation / pre-opening phase regarding education deliverables.

The Principal Designate will also have a role in terms of communications with prospective parents and in establishing links within the community. They will also contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

When the school is open they will be responsible for the overall direction of the school and accountable for school performance as outlined above.

Headteacher Designate Job Description: Rugby Free Secondary School

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for RFSS in particular securing whole-school benefits from the STEMM curriculum specialism
- Ensure that learning is at the heart of everything the school does
- Develop a culture that promotes inspired teaching and outstanding learning
- Develop school policies and practices that promote effective learning in a safe and secure environment
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in the learning experiences and outcomes of students
- Continuously monitor, evaluate and review every aspect of school life to ensure that statutory requirements are met and resource use is optimised
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies agreed with Governors, ensuring all targets are met
- Line manage other members of the SLT

Planning and setting expectations

- Adopt, take forward and develop the vision and ethos of the school
- Set the tone of the school in keeping with its character as an all-ability 11-19 free school
- Lead and manage strategic planning, which identifies priorities and achieves targets, ensuring that students make progress and achieve high standards and that staff work to their maximum potential
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement
- Think creatively and imaginatively to anticipate and solve problems, and identify opportunities including marketing of the school
- Support income generation via appropriate means

Teaching and planning student learning

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through whole school behaviour management
- Organise and implement the RFSS curriculum to meet the needs of the twenty first century young adult in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Monitor and evaluate the quality of teaching and the standards of students' learning including FSM / Student Premium students, EAL students, those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets including gap narrowing
- Promote positive practices for developing good race relations and dealing with racial harassment
- Ensure that progress targets for all students are met, particularly for those identified as being Gifted and Talented and SEN students

- Ensure that students develop study skills in order to learn effectively and with increasing independence

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take legitimate action as necessary
- Ensure the use of comparative data which is student specific, school specific and involves LA/national benchmarks in order to set targets for improvement

Student achievement

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all who work and learn at RFSS
- Ensure that resourcing and staffing are dedicated to achieve the highest standards for all students
- Ensure that effective mentoring and tutorial systems are in place to support student achievement

Relations with parents / carers and the wider community

- Account for the efficiency and effectiveness of the school to the LGB and others including students, parents, staff, and the local community
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve students' achievement and personal development
- Maintain liaison with the local family of schools and relevant agencies including those related to student welfare and achievement
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the local community, EFA and Ofsted
- Ensure that parents and students are well-informed about the curriculum, progress and attainment and about their shared responsibilities

Managing own performance and development

- Participate in arrangements for Performance Management and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and keep to deadlines
- Sustain own motivation alongside that of other staff

Managing and developing staff and other adults

- Line manage the other SLT members and delegate performance management appropriately with regard to other school staff
- Implement and sustain effective performance management systems
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and students
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example

Managing resources

- Work with Trustees, the LGB and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative and financial controls
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum, equality and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve students' achievements and secure value for money

Strategic Leadership

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including HE and employment/enterprise
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, the local community, EFA and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the students, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money

Pre-opening: work with Trustees to secure satisfactory progress through pre-opening including but not limited to school documentation/policies, Registration as an Independent School, the DfE Readiness to Open meeting, EFA site acquisition and development, ICT procurement, staff recruitment and meetings with prospective parents

Post-opening: the Headteacher will also be required to carry out such duties from time to time in keeping with the role of Headteacher as may reasonably be required by the employer. This job description will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

Headteacher Person Specification

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university QTS	NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership Successful experience of leading one or more subject areas or Key Stages or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Experience of teaching in more than one school with a diverse intake in terms of ability and background
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

<p>4. Strategic Leadership</p>	<p>Evidence of having successfully translated vision into reality at whole-school level</p> <p>Ability to inspire and motivate staff, students, parents and governors to achieve the aims of the school</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards 11-19</p> <p>Understanding of and commitment to safeguarding</p>	<p>Experience as an executive leader across institutions</p> <p>Experience of managing capital projects</p>
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<p>5. Teaching and Learning</p>	<p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students at RFSS</p> <p>A secure understanding of assessment strategies and the use of assessment to inform progress in learning</p> <p>Experience of effective monitoring and evaluation of teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of excellent pastoral care and successful behaviour management</p> <p>Ability to generate strategies that use curriculum excellence in specialism areas to secure whole-school improvement</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to student personal development</p>
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<p>6. Leading and Managing Staff</p>	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p> <p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences – e.g. staff, students, parents, governors</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
<p>7. Accountability</p>	<p>Experience of whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>Experience of presenting reports to governors</p> <p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>

<p>8. Skills, Qualities & Abilities</p>	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of RFSS</p> <p>Commitment to their own personal development and that of students</p> <p>High expectations of students' learning and achievement, academic and non-academic</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children and young adults</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	<p>Ability to manage public relations</p> <p>High level IT skills</p>
<p>10. References</p>	<p>Positive recommendation in professional references</p> <p>DBS [CRB(E)] clearance</p>	

School Improvement Support

School improvement support will be provided by personnel listed in the table below, which includes details of previous support to other schools with outcomes.

Name	Previous Support	Outcomes
[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
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Name	Previous Support	Outcomes
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Currently and while we have only one school (Rugby Free Primary School), we have no plans to build a central shared service as there would be little if any efficiency or improvement gain in taking this approach – in fact it could have a deleterious effect on our one school. The ‘top slice’ levied by the Trust from the primary school does not support staffing, rather it is used to procure services that are better placed in a ‘corporate’ environment, namely School Improvement, legal, HR, payroll etc where it would be inefficient to carry headcount for such as small school.

Clearly, if we are approved to open Rugby Free Secondary school, the position changes significantly in that in its first year of opening, RFSS will be 1.5 times the size of RFPS with the resources and requirements that come with a new secondary school. Considering this position, the Trustees decided to treat the two schools as separate entities until they are both ‘established’. For RFPS this point will come in September 2015 when we welcome our first Reception classes. For RFSS, this will be at the signature of Funding Agreement as at this point we will have a clear picture of pupil numbers, staffing and resources.

This is not to say that no planning has taken place in regard to delivering the benefit of an efficient Multi Academy Trust to our schools. From day one all our contracts of employment have been set up for the Trust meaning that if this application is approved, a position such as School Business Manager will immediately be able to work across both our schools. Further to this all our procurement activity for the Primary School has clauses inserted to ensure that we are able to extend our contractual positions to other schools in the Trust while they remain within EU procurement thresholds. Again this means that the Primary school will benefit from the economy of scale that can be generated by the secondary school’s purchasing power and the secondary school gains from being able to enter contractual positions that, where appropriate, are already let with suppliers who are known to the Trust and are performing to expectations.

We believe that at this time, this is the most prudent approach to ensuring the success of both our schools while ‘future proofing’ the sustainable growth of the Trust.

Section G: Budget planning and affordability

Section G1

Our financial plans are capable of delivering the RFSS vision and are consistent with the rest of our application. The 100% student numbers budget is based on realistic assumptions about income and expenditure. The process we have used to develop these plans is an adapted approach based on the successful RFPS budgeting exercise, and centred on the same principles: within the RFSS vision, with the education plan and staffing growth plan in place, the financial implications are then examined and the school is seen to be viable.

We have been equally rigorous in this exercise as we were with RFPS, with a high degree of internal challenge within the planning team by combining the expertise of those with a predominantly financial background, a predominantly human resources background, and those with a predominantly educational background. This led to several versions of the financial plans to arrive at a balance between having in place the required resources to deliver our vision and education plan, particularly pupil achievement targets and various whole school targets, while being financially responsible and prudent.

The financial plan submitted with this application is capable of:

- Delivering excellent value for money
- ensuring that we can deliver our vision and education plans, especially our targets
- meeting the challenge of reduced per-pupil funding while retaining fidelity to our vision

The key features of our plans and the process we undertook to develop these are as follows.

We have built into our strategic planning a straightforward and easily manageable build-up of student numbers, starting with a Y7 cohort of 180 (i.e. 6fe with 6 tutor groups) and then adding each year another cohort of 180 Y7 students as the previous intakes move up the school. This organic growth leads to a predictable and adequate level of student numbers-driven income. Throughout the process, we have been conscious of the fact that we are making use of public money and so we need to achieve the highest vfm possible. In particular, we fully understand the need to adhere to the 'Seven Principles of Public Life', also known as the 'Nolan principles'. We will continue to adhere to these principles throughout the pre-opening phase and once the school is established through the growth phase to operational steady state conditions. We have used benchmarking figures provided for looked after children,

those pupils taking up free school meals (FSM), and service children. In order to establish a robust budget with confidence, we have indicated in the assumptions column where other benchmarks are used. Our budget also has the following features.

- We have used conservative figures for 'other income' so as not to become reliant on these figures to achieve balance in order to deliver our vision and education plan
- Bearing in mind that the diseconomy-based post-opening grant will be removed when the school is at full capacity we have set cost levels in keeping with this situation so that the school is self-sufficient with an adequate annual surplus at all times
- We have used supplied benchmarking figures including where we think we can make cost savings without the risk of not being able to deliver our vision and education plan, especially our targets. For example, we are confident that our staffing structure enables us to deliver the RFSS curriculum model and pastoral care framework.
- After we had drafted out our financial plans, we then reviewed any areas which were 'red flagged' in the Summary tab of the spreadsheet in terms of comparing with DfE financial indicators. We reviewed these by considering firstly which spending was essential to delivering our vision, then how we might reduce these costs without prejudicing the education plan and quality of provision, particularly our high expectation targets. We used the DfE benchmarking for non-payroll costs.

Specifically:

- Teaching staff costs are 'red flagged' but we are comfortable with this because these costs are essential to deliver our STEMM vision and education plan in the Rugby secondary school context in terms of existing provision
- We reviewed the costs associated with educational resources which appears to be a common feature of budgets on this template, nevertheless we are satisfied that the spending in this area is also essential in terms of new provision from a zero base, in comparison with steady state school benchmarks, leading to successful delivery of our STEMM vision by directing resources to front-line teaching and learning
- We also reviewed the level of annual surpluses and resultant cumulative surpluses. We did this in order to arrive at an appropriate level to help us to

invest over the years in additional resources (including staffing resources) while not compromising the quality of the education to those cohorts in the years where these surpluses were generated. Given the annual surpluses as a percentage of total income and the result cumulative surpluses, we are comfortable with this and with the guarantee that local Governors will ensure that funding is spent in the most appropriate way to secure high quality education provision and excellent outcomes for our students.

We then satisfied ourselves that the financial resources available to us during the growth phase and when at full capacity were sufficient to ensure that we can deliver our vision and its education plan, especially the pupil achievement targets and whole school targets.

We have used the standard national pay scales, with TPS at the current rate, and LGPS employer contributions for the LA, included as required. We have avoided setting salaries towards the bottom of the Main Pay Scale, which makes for a robust budget and which will allow us to recruit staff of the highest quality while at the same time allowing some contingency when we recruit staff. This approach also allows for incremental drift given that some teachers will be recruited on lower salaries. We intend to recruit an appropriate mix of staff with regard to experience in terms of both teaching staff and the support team. This mix of staff will help us to combine experience with new ideas from those members of the teaching staff who will have undergone their initial training relatively recently.

We will work closely with various providers of initial teacher training to recruit staff of the highest quality. This will include the local University providers of initial teacher training and Teach First who provide a two-year Leadership Development Programme designed to support participants to become inspirational teachers and leaders in schools. We know that this scheme can be very effective in making available high quality teaching staff in a very cost effective way.

We have set the salary of the Principal at a level which we are confident will attract a school leader with sufficient experience and expertise to ensure that we have in place a colleague who will be able to provide the leadership which the school will need in order to achieve the ambitious targets which we have set. The Principal will be appointed by open competition within the timescale and process set out in Section F.

Teachers paid on the leadership pay spine are the Principal and the three STEMM Directors. The STEMM Directors will deputise for the Principal on a termly rotation basis. They are also Heads of House and will provide whole-school leadership to ensure that our STEMM vision is realised from day one. The SBM will lead on finance when RFSS is open.

The back office administrative support team will have a crucial role in delivering our vision. These colleagues will attend key staff meetings which address priority issues associated with teaching and learning and raising standards, so that they can consider their roles in this context and what actions they can undertake to increase their important contributions to core functions of RFSS. We will also appoint the members of this team to be multi-skilled wherever possible, and therefore very flexible in terms of the tasks they undertake so that, in particular, there is the option of dual role performance at a high standard in the first two years of the school's life, and so that any staff reduction at lower student numbers does not lead to any significant reduction in the quality of the service they provide. In order to support these aims, we will put in place a professional development programme, for all staff, which will develop multi-skilled team members.

We are confident that the financial planning undertaken has no material errors and that it embodies sufficient flexibility in terms of the annual surplus, cumulative surplus and contingency positions to enable the school to cope with unforeseen problems as well as foreseen issues such as the ability to raise a salary (e.g. SLT) to secure the best people.

Section G2

Please refer to our financial planning spreadsheet. As can be seen from the Summary Tab, RFSS is projected to at least break even at steady state, and has an appropriate annual surplus in each year of the growth phase, running from 3.3% in the first year and increasing to 12% at steady state. As there is no in-year deficit, there is also no cumulative deficit in any year.

We have been prudent by ensuring that 'other income' (third parties) is not required for the school to be viable at any time. Financial planning has also allowed for contingences so that the viability of the school is not compromised at any point, with the consequent damage to the quality of our provision or ability to recruit the best teachers and support staff.

The small level of third party income from lettings is a realistic and prudent figure based on experience of other Free Schools that we are aware of. As stated above, we are not dependent at any point on borrowing or third party income to break even in any year.

G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted (staff salary impacts account for f/t p/t roles and on-costs)	Savings from original budget (£k)
2015 FIRST YEAR WITH REDUCED INCOME FROM REDUCED PUPIL NUMBERS		
Capacity funding level: [REDACTED] Reduced funding level: [REDACTED]		
G3 line 105, 124, 144	Pro-rata reduction in non-pay resource costs including education resources, ICT and the results of lower buildings occupancy	[REDACTED]
G3 line 70	Reduction of 3 teachers which will maintain pupil-teacher ratio and curriculum delivery, HoScMa in first year, SENCO is e.g. T(En)	[REDACTED]
G3 line 71	Reduction in learning support staff costs in terms of fewer taught groups	[REDACTED]
G3 line 72	Reduction in administrative support staff costs from reduced pupil & staff numbers, Outsource SBM service	[REDACTED]
G3 line 133	Reduction in Trust central costs	[REDACTED]
TOTAL SAVED TARGET SAVING from G3 Budget tab		[REDACTED]

TO 2022 STEADY STATE REDUCED INCOME FROM REDUCED PUPIL NUMBERS		
Capacity funding level: [REDACTED] Reduced funding level: [REDACTED]		
G3 Line 105, 124, 144	Pro-rata reduction in non-pay costs including education resources, ICT and the results of lower buildings occupancy	[REDACTED]
G3 Line 69, 70, 92	Reduction of 24 teachers and allied costs to maintain pupil-teacher ratio and curriculum delivery	[REDACTED]
G3 Line 71, 92	Reduction in learning support staff costs and allied expenses in terms of fewer taught groups and lower room/lab occupancy	[REDACTED]

G3 Line 72, 92	Reduction in administrative support staff costs and allied expenses in terms of pupil and staff numbers	
G3 Line 128	Adjusted contingency	
G3 Line 133	Reduction in Trust central spend from delayed hiring over the growth phase	
TOTAL SAVED: TARGET SAVING from G3 Budget tab		

NB there will be additional marketing costs with 70% pupil numbers, a remaining central KST cost

Our approach to maintaining the RFSS vision within a viable budget under reduced income, by which we have made 30% savings for each year up to and including the year our school reaches steady state, is as follows.

1. With fewer pupils, fewer teachers will be needed to deliver the RFSS curriculum, while maintaining the pupil-teacher ratio, average group size, and quality of provision. MLT, the engine room of the school, is not targeted. The DoMaSc will be a HoMaSc in the first year. From the second year onwards there are Directors of all 3 STEMM areas, maintaining the ability of RFSS to plan and deliver a STEMM curriculum. Included in the adjustment is an additional interim leadership cost to cover for the potential absence of the Principal in the first year.
2. In a similar manner the reduced pupil numbers will allow the school to operate with fewer support staff in terms of both learning support and administration, so reducing salary and on-costs as well as allied staff costs. We will maintain the SBM function in order to ensure financial management retains balance, accuracy and probity.
3. Costs per pupil in terms of variable costs such as resourcing (learning resources, ICT resources) will also reduce pro-rate with lower pupil numbers and this has been taken into account in our approach.
4. Beyond the second year of operations to steady state, some but not all contingency funds will be used for their purpose under reduced total funding conditions
5. From the first year onwards the Trust will be aware of lower pupil numbers in the unlikely event of this arising, therefore the Trustees can delay hiring of central staff, and Trustees will provide time on a no-fee basis where required to ensure that schools are supported; funding will remain sufficient for HR and marketing support as planned, indeed the marketing spend will increase under reduced per-pupil funding to ensure that numbers increase rapidly towards PAN levels.

6. However at this point we must stress that from local basic need data and demand data gathered for RFSS, we confidently expect the school will be over-subscribed from opening to steady state, rather than endure reduced pupil numbers. Nevertheless we can manage if required, remaining within the vision for RFSS.

The total required saving in the opening year is [REDACTED] while the savings achieved exceed this at [REDACTED] while at steady state the savings required were [REDACTED] whereas we achieved [REDACTED] meeting the requirements to achieve 30% savings.

In addition to the cost saving analysis in the above tables, we have constructed a full 70% financial plan for the school through to steady state operations. The annual surplus values arising each year, as a result of this re-working to achieve the necessary savings in each year through to steady state, show that the school remains financially viable at all times under reduced income, with an appropriate annual surplus, while retaining deliverability of proposers' vision. Please note that the annual surplus values shown below are taken from this additional 70% budget which is not required to be submitted with the application.

2016	2017	2018	2019	2020	2021	2022	2023
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Any cumulative surplus will always be used in keeping with the latest Academies Financial Handbook specifications which removed the cap on annual surplus and which notes comments from the Secretary of State for Education regarding the possibility of Governors using surplus balances for e.g. capital projects to further the education provision available within our high quality STEMM approach.

Section H: Premises

Completed in the Excel form.