Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

SAINT ANNE'S HIGH SCHOOL FOR GIRLS

Contents

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 <u>has not</u> submitted forms within the past 365 days, together with a list of those members, directors and principals designate who <u>have</u> 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?	✓	
2. Have you provided information on all of the following areas:	✓	
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
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?	✓	
4. Have you fully completed the budget plans?	✓	
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?	✓	

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).	✓	
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).	✓	

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		
10. Have you sent: ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 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? (See guidance for dates and deadlines)	✓	

Declaration

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

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

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

- the funding agreement with the Secretary of State;

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

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

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

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

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

Signed:

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

Print name: ███████████████████

Date: 28th 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. ☑

Section A: Applicant details

Please complete the Excel application form.

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

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

Section B: Outline of the school

Please complete the Excel application form.

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

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

Section C: Education vision

INTRODUCTION

Saint Anne's High School for Girls (SA) will be an all-inclusive secondary school catering for 750 pupils from the age range of 11-16, situated within a 3 mile radius of central Luton.

Luton is a popular town in the south east of England with a current estimated population of over 208,000, which is expected to increase substantially over a 20 year period as reported by Luton Borough Council (LBC). This suggests a greater need for school places as current provisions are already oversubscribed, therefore limiting parental choices.

Statistics from www.learing.luton.gov.uk, show that Luton is predominantly made up of ethnic minorities, with 66% of its pupils coming from minority backgrounds. Within this figure, 43% speak and learn English as an additional language (EAL). This diverse makeup of Luton is both a cause for celebration and concern. Along with this there is also a clear link between economic deprivation and eligibility for Free School Meals (FSM). The pupils within SAs' catchment area (highlighted Yellow – Table 1) are in the highest or middle band for FSM measures, and therefore identified as disadvantaged.

School	% FSM pupils
Challney Girls	31.5
Lea Manor	25.4
Barnfield South	24.3
Challney Boys	24.2
Barnfield West	23.3
Ashcroft	23.3
Denbigh High	21.6
Putteridge	20.7
Lealands	20.4
Icknield High	15.6
Stopsley	12.3
Cardinal Newman	11.4
Local	**19.2**
National	**14.4**

Table 1
http://www.education.gov.uk

Data also shows the levels of crime in Luton to be in the top 10-20% nationally. www.UKCrimestats.com identifies Anti-Social Behaviour (ASB) as the most frequently occurring crime in Luton, highlighting the belief that there has been an erosion of traditional core values.

Therefore, understanding Luton and its needs will support SA to develop within its pupils: A sense of self-worth and personal insight; A framework of moral values regulating personal behaviour; Skills and personal qualities for living and working together; and An understanding of own and other cultures in the town, country and world. This will nurture well-rounded citizens excelling in achievement, equipped with employability skills, confident to display core values with a deeper sense of awareness and responsibility for all communities; thus promoting academic excellence and coexistence.

RATIONALE

The rationale behind the vision and ethos of SA arises from four key influences:
1. High parental demand and population growth
2. Deprivation of area - lack of skills means unsuitability for highly paid jobs
3. Only single gender mainstream female school is oversubscribed and requires improvement
4. Intolerance and extreme views - lack of community cohesion

High parental demand and population growth

Parents have expressed a desire to enrol their daughters in a single gender school where the ethos and foundation drives achievement. An establishment where pupils are provided opportunities to excel academically, and gain skills and experiences needed to become well rounded citizens with exemplary morals empowered to make informed choices about their future, be it going into further education, training or employment. Parents have also raised concerns that there is a distinct lack of community cohesion within Luton. They invariably believe Luton to be a town that has many towns within, and their primary concern is that their daughters are growing up embracing this trend, as growing up cocooned in their communities does not prepare them for advancement in any sphere.

This choice of single gender schooling cannot be dismissed as archaic - there is sufficient evidence that highlights the high performance of girls nationally (see table 4). Research carried out in 2009 on behalf of 'Good Schools Guide', concluded that girls are far more likely to achieve and stay in education if they go into a single gender provision (www.goodschoolsguide.co.uk and www.theguardian.com). Another finding of the report iterates, upon starting secondary school girls who struggle academically reap the biggest rewards of girls-only schooling, this is evident in the fact that pupils with the lowest test scores make the biggest leap in girl's only schools. Moreover, Ofsted in their document 'Girls career aspirations – 2011' (www.gov.uk/government/...data/.../.doc) have revealed that girls in single gender schooling will be better prepared to take up careers that are traditionally held by men, further supporting the benefits of girls only schooling.

During further discussion, parents have highlighted and recognised the importance of contributions made by women and want these celebrated. They want their daughters to be part of a cohesive society that accepts all, and an educational establishment that can promote this whilst also equipping their daughters with life skills that make them well-rounded citizens. They feel that there is a lack of leadership skills and low aspirations in girls compared to boys, anecdotally expressing concern of limited prospects for girls to hold key senior roles within industry and to contribute to the wider society. They support the idea of girl's achievements motivating the next generation, and for them to be role models offering advice, guidance, seminars and support.

"I do not want my daughter to settle for a career like I did, I want her to go beyond all my expectations and I believe your school can help do this. I really hope you are successful. If there is anything I can do to support, please ask. " (Parent, ▮▮▮▮▮ April 2015)

"Both my husband and I were very disappointed that you were not approved in your last attempt. We still support you and believe your vision for a school that develops leadership skills, and for girls to want more is fantastic and desperately needed in Luton." (Parent, ▮▮▮▮▮ April 2015)

"Your idea of pupils choosing subjects for better jobs is great." (Parent, ▮▮▮▮, April 2015)

Whilst campaigning within the communities we have collected in excess of 800 support signatures. For the 2017 cohort there have been 207 potential pupils registered, and 211 for 2018 cohort.

We are still receiving parental support on a daily basis, which reflects that there is and will continue to be a larger demand for school places within the coming years. This is further illustrated within table 2, which shows the number of schools with pupils on the waiting list; a scenario which is likely to continue for the foreseeable future considering the population projections made by Luton Borough Council (discussed below), indicating a real demand and need for places.

School	Approximate waiting list for Year 7 (2014)
Lea Manor	0
Barnfield West	41
Stopsley	15
Putteridge	0
Barnfield South	0
Cardinal Newman	5
Icknield High	75
Denbigh High	164
Challney Girls	28
Lealands	0
Ashcroft	0

Table 2
http://www.luton.gov.uk Moving to High School guide for parents 2012 transfer

There are 12 secondary schools within Luton with a total number of pupils at an approximate 2,860. Irrespective of schools increasing their Pupil Admission Number (PAN), there are 328 pupils still waiting for their preferred choices. As the only single gender female school within Luton is Challney High School for Girls (CG), we will make reference to its pupil intake data. Therefore, we would like to point out that due to the excessive demand CG has increased its PAN from 900 to 1050 (cited from CG documentation), with the 2015 cohort of year 7 at full capacity with a waiting list of 28. To further illustrate parental choice there were over 350 applications for pupils wanting to enrol at CG, with 140 rejected due to lack of places or other circumstances.

This need for additional school places has a direct correlation with population growth and inward migration within Luton. Population growth through different scenarios is discussed within 'Luton Population Projection Scenarios' (November 2012) published by Luton Borough Council (LBC). The trend migration scenario projects a 13% growth in the population over 20 years from 205,300 in 2011, to 231,000 in 2031. The high migration scenario projects a growth of 28% with the population rising from 205,300 to 263,600. The net nil migration scenario projects a growth of 20% with the population rising from 205,300 to 246,300.

Furthermore, when reviewing growth projections for 11-17 year olds, table 3 shows a significant increase over a 20 year projection. This projected need for school places is further highlighted when realising the percentage increase irrespective of the scenarios shown. This increase is a combination of increased birth rates, inward migration and new housing developments.

	2011	2031	Difference	% increase
Trend migration	18,800	22,900	4,100	22
High migration	18,800	26,100	7,300	39
Net nil migration	18,800	24,850	6,050	32

Table 3
http://www.luton.gov.uk Luton Population Projection Scenarios

The DfE have recognised the growth in population and approved a primary school (Riverbank), which successfully opened in 2013. Furthermore, due to the need for additional secondary school places and parental demand an all-girls school for a 2015 opening was approved, however, due to circumstances both funding and support was withdrawn, resulting in the continued need and demand for an all-girls secondary school. This need is still recognised by parents and communities within Luton; for this reason there has been a petition raised by parents for the attention of LBC in support of a single gender secondary school as an alternative to CG.

Taking into account parental demand, the need for school places and increased population projections, we firmly believe that the need for SA is here.

Deprivation of area - lack of skills means unsuitability for highly paid jobs
Statistics from the Indices of Multiple Deprivation (IMD) 2004, ranked Luton as the 101st most deprived authority from a total of 354. In 2007, the levels of deprivation increased to 87th, this deterioration has continued and in 2011 Luton was ranked 69th most deprived (IMD 2011).

The trend shows that deprivation of Luton is increasing in comparison to other local authorities across England. This contributes to Luton having the highest rate of pupils that are receiving FSM in the East of England region. The national average of pupils that are eligible to receive FSM is 14.4%, whereas in Luton it is 19.2%.

Furthermore, the proposed catchment area of SA and its surroundings is considered to be in the top 10% of deprivation. Cited from www.education.gov.uk, the school performance tables show that within this vicinity, schools have significantly higher than average number of pupils that are eligible for FSM, with CG having the highest with 31.5% (see table 5).
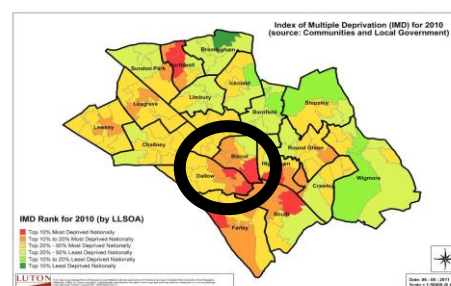
Table 4 indicates that pupils who are in receipt of FSM in Luton achieve 5.3% higher when compared to national figures. When the FSM achievement figure is further split by gender, it is noticeable that girls in Luton achieve 4.4% above national figures. Luton FSM girls not only outperform national FSM girls, they also outperform national FSM boys by 13.3%, and both national FSM boys and girls by 8.9%.

	% Luton			% National		
	Overall	**Girls**	**Boys**	**Overall**	**Girls**	**Boys**
All categories	54.1	59.9	48.4	53.4	58.9	48.2
FSM	39.0	42.6	35.5	33.7	38.2	29.3
Non FSM	57.6	64.0	51.5	60.7	66.0	55.7

Table 4
5+ A*-C including E&M https://www.gov.uk/government/publications

Therefore, it is a fair assumption to make that CG should be the highest performing school within Luton against all measures. This is based upon two factors; CG is the only single gender female school within Luton and research shows girls in single gender provision make the most progress; and the fact that CG has the highest number of FSM pupils in the borough with local FSM girls outperforming their counterparts nationally. Based on these key points, CG should be the highest performing school within Luton, however, as displayed in table 5 CG does not follow this trend, as in fact only 55% of girls achieved 5+ A*-C including E&M, which is 8% below the highest achieving school (Barnfield West).

School	% FSM pupils	% 5+ A*-C E&M
Challney Girls	31.5	55
Lea Manor	25.4	53
Barnfield South	24.3	54
Challney Boys	24.2	54
Barnfield West	23.3	63
Ashcroft	23.3	48
Denbigh High	21.6	54
Putteridge	20.7	55
Lealands	20.4	49
Icknield High	15.6	56
Stopsley	12.3	57
Cardinal Newman	11.4	60
Local	**19.2**	
National	**14.4**	

Table 5
http://www.education.gov.uk

To raise achievement, SA will provide an environment that promotes and further encourages pupils to become independent learners taking ownership of their own, and others learning. Our strategies will increase the skills set and aspirations to tackle the issues highlighted by the report from 'Luton Commission on Community Cohesion' (2011). This report along with 'Skills and Employability Strategy' (2012) discuss even though Luton is growing economically, local residents do not have the aspirations or the skill set to compete for the best jobs in town, resulting in employers recruiting from outside of Luton. Luton Borough Council (LBC) has identified these jobs as ICT & Electronics, Automotive & Engineering, Creative Industries and Airport & Aerospace, and consider their influence to be critical in driving economic growth (Skills and Labour Market Team, May 2013). However, as stated by 'Skills and Employability Strategy' (2012) young people in Luton are growing up in families where there is a culture of low skills and low aspirations, which correlates with Luton having many pupils who are in receipt of FSM.

SA will equip and empower our girls to meet the needs and demands of employers in order to thrive in the workplace (discussed in section D). This will be achieved through a broad and balanced curriculum with a continuous focus on literacy & oracy, numeracy and an experience of Science, Technology, Engineering and Mathematics (STEM) subjects. Through this personalised curriculum, which takes into account our possible pupil intake, available career opportunities and needs of the communities, SA will equip its pupils with skills, confidence, desire and experiences to be able to go into further education with the view to taking up these highly paid positions.

Single gender mainstream female school - oversubscribed and requires improvement
CG is the only single gender mainstream female school within Luton, and as previously discussed we envisage a similar intake and therefore will review its attainment data and standards.

		5+ A*-C including English and Maths (E&M) presented as a %				
Year	CG	Local	National		Local Girls only	National Girls only
2014	55	54.1	53.4		59.5	58.9
2013	54	58.7	59.2		64.4	64.8
2012	50	57.7	59.4		61.1	64.4

2011	49	56.7	59.0	57.0	62.8

Table 6 shows even though GCSE outcomes for 5+ A*-C including English and Maths (E&M) is marginally on the rise, CG has been underperforming over the past 3 years (2011-2013) with achievement below both local and national averages. However, during 2014 CG improved slightly with an increase of 0.9% locally and 1.6% nationally on their 5+ A*-C including E&M. Irrespective of this improvement, when comparing **girls only** achievement CG maintains its trend by remaining below both local and national girl's averages.

Further research carried out by the 'Good schools guide' states girls outperform boys in English, Maths and the Sciences. Analysis of GCSE scores of over 700,000 girls concludes that girls taught at a single gender provision make more progress than those in co-ed schools. However, this is not the case with CG when compared against local secondary schools.

School	% of Girls only – Making expected level of progress		
	5+ A*-C E&M	between KS2 and KS4 English	between KS2 and KS4 Maths
Lea Manor	71	87	78
Barnfield West	68	82	85
Stopsley	65	77	88
Putteridge	64	87	68
Barnfield South	63	95	65
Cardinal Newman	63	80	76
Icknield High	60	73	72
Denbigh High	59	83	70
Challney Girls	55	76	73
Lealands	54	86	65
Ashcroft	50	88	73

Based upon research CG should outperform all schools within Luton, however, table 7 shows CG to rank third bottom when compared against other secondary school girls only achievement; this is contrary to the research carried out by educationalists and scholars. Furthermore, in support of our concern when analysing progress made between Key Stage (KS) 2 and KS4 for English, it is evident that CG ranks second lowest and joint fifth lowest for progress in Maths. Therefore, it would be a fair assumption to make that as an all-girls school CG should be the highest performing school in the town, however this is not the case.

Moreover, during May 2013 CG was inspected by Ofsted who graded it as 'Requires Improvement' (3) and made the following observations: A variation in the progress made across pupils particularly in English; Pupils not always supported to make good progress and develop literacy skills; Some staff are not trained well enough to support EAL pupils; Teachers do not encourage pupils to take responsibility for their own learning; Teachers do not always use pupils' progress to plan lessons; Some teachers do not mark work frequently enough; Some leaders do not take enough notice of pupil progress to hold other staff to account, and to plan for faster

progress; and The Governing Body (GB) is not informed well enough about how well students are achieving, and how the pupil premium funding has been spent.

Whilst considering the achievement data discussed above and Ofsted judgement, SA will: Raise attainment and achievement through our monitoring, reviewing and reporting procedures; Allocate additional time in the curriculum for the development of literacy & oracy and numeracy skills; Tailor a personalised Continuous Professional Development (CPD) program to include training on specific needs; Implement a pupil tracking policy that will be adhered to by all staff in regards to the frequency of marking – mini data cycle (discussed in section D); Use Senior Leadership Team (SLT)/ Middle Leader learning walks for a 'snap shot' of each department; Use information on pupil progress to inform the Faculty Development Plan (FDP); and Be supported by our GB, which will be further assisted by three committees comprising of skills sets ranging from Finance, Education and Cohesion (discussed in section F2).

It is clear upon closer inspection pupils at CG are not stretched towards achieving their potential. Yet, regardless of requiring improvement as judged by Ofsted, or the fact that CG is underachieving when compared against girls only achievement, it remains oversubscribed due to being the only single gender girls' provision within Luton, therefore, **providing no alternative choice for both parents and pupils** (see Section E).

We firmly believe, based on the evidence gathered and presented above there will be an increase in demand for a single gender provision. Based upon all the data presented and CG's standards, Luton requires an alternative choice for an outstanding all-girls school where pupils are achieving beyond expectations and potential.

Intolerance and extreme views - community cohesion
Luton is amongst only four towns/ cities within the UK where the majority of the population is from an ethnic minority background, in addition to the diverse nationalities there is also a multitude of beliefs (2011 Census: local authorities in England and Wales).

This diversity has created stereotypical, and in some cases extreme views within the community. 'Luton Commission on Community Cohesion' (2011) cited that the majority of residents regard the town's diversity as a positive attribute. However, events connected to international terrorism and demonstrations show that diversity can lead to disharmony between various groups. There have been many incidents within the town that have stemmed from this intolerance of differing beliefs such as: anti-faith marches, forced invasion within places of worship, violence between extreme groups and demonstrations against our soldiers returning from Iraq. Unfortunately, these actions have resulted in Luton giving birth to the formation of two extreme groups; the English Defence League (EDL) and Al-Muhajiroun. This has heightened tensions and created unease within the local communities.

Furthermore, nearly 88,000 racist incidents were recorded in Britain's schools between 2007 and 2011. Luton was one of the towns where the largest spike was noticed with racist attack figures increasing from 176 in 2007/08, to 246 in 2011/12 (http://www.dailymail.co.uk/news). Moreover, according to statistics from the police anti-terrorism project known as Channel, 500 pupils nationwide were identified as potential violent extremists and received support under the counter terrorism programme. Research shows that there are concerns schools have been slow to accept what the police and Government consider to be their responsibilities in countering extremism (Published in The Guardian Newspaper on 26 March, 2013).

Dialogue needs to take place to bring communities together. It is paramount that the message of 'accepting differences and recognising similarities' is accepted by both parents and pupils. There are projects within the community that are attempting to address these intolerance and extreme views. They are run by organisations such as: Love Luton, Luton Council of Faiths (LCoF), Safer Luton Partnership and Luton in Harmony.

'Luton Commission on Community Cohesion' (2011) makes the following recommendation: *"The Commission calls for Luton in Harmony to be used as the basis for spreading best practice and forging meaningful links between Luton's less ethnically diverse schools. Active mixing within and between schools should be an integral part of the curriculum in Luton."*

SA will incorporate cohesion into the curriculum making it compulsory for every girl to have been involved in a community cohesion project. We also want our girls to lead and build meaningful relations with pupils regardless of gender from other schools, hence adopting the recommendation by the Luton Commission. This will accomplish our goal of developing well-informed and rounded citizens who will be the future of our town.

We believe SA is a step in the right direction for the issues discussed within the four key influences of our rationale. We will be the solution for:
1. Providing additional school places (High parental demand and population growth).
2. Contributing to raise employability skills (Deprivation of area - lack of skills means unsuitability for highly paid jobs).
3. Raising achievement and standards (Only single gender mainstream female school is oversubscribed and requires improvement).
4. Addressing the real problems faced by communities within Luton (Intolerance and extreme views - lack of community cohesion).

VISION
Keeping the four key influences of our rationale in mind, we will raise standards by a continued focus on literacy & oracy and numeracy through additional hours of English/ Maths, and instil core traditional British values in a modern context in all our pupils; one of the key strategies to achieve this will be through following the National Curriculum (NC).

Following the NC will ensure academic and economic success for our pupils. Therefore, this programme will help increase achievement, assist in alleviating deprivation and provide an equality of educational opportunity for all. However, we understand that to empower pupils with experiences unique to our vision, we will need to tailor this programme. Opportunities will be available to be involved in community cohesion projects, develop life and employability skills and have a raised awareness of others views (highlighted below and further discussed in section D).

Academic Excellence
In order to raise achievement above local and national expectations, we will provide a curriculum that supports the needs of our pupils and communities. As we are expecting a high proportion of FSM and EAL pupils, our curriculum is designed to raise aspirations and provide the opportunities to develop knowledge and key skills. As discussed in our rationale, we want our pupils to be able to access the highly paid jobs both locally and nationally, and so will raise aspirations and achievement through offering Science, Technology, Engineering and Mathematics (STEM) subjects. Our offer accompanied with literacy & oracy and numeracy and further supported by the orientation department (discussed in Section D1) will help increase pupils engagement and motivation, raising their awareness of STEM career opportunities. Our curriculum provision will

contextualise all Schemes of Learning (SoL) with real life examples and experiences. This will support SA to develop employability skills and raise academic achievement with all our pupils (discussed in Section D1) providing them with the opportunities to access the highly paid careers, which in time will assist us to reduce the number of disadvantaged pupils who are in receipt of FSM. Each of the elements of our provision takes into consideration our pupil cohort of EAL and FSM, and therefore will support in raising motivation and aspirations.

- **Routes**: Our routes (A, B and C) have been devised whilst taking into account our proposed pupil cohort. The routes provide access for all pupils to the full curriculum, including the core subjects, EBACC options and STEM subjects. As the routes are not based on ability, pupils will choose to follow a route based upon their options. The difference between routes A and B is the option of pupils following a triple science or combined science course, whereas in route C pupils will be further supported with additional time in English and Maths. This model will support SA to motivate and raise aspirations whilst equipping all our pupils with the necessary skills and qualifications to ensure continuous success (discussed further in Section D1).
- **Curriculum access**: To prepare EAL pupils who are struggling with English to access the curriculum, we will run a 30 minute lesson every morning during breakfast club and 1 hour enrichment after school within the SEN Department. This will ensure that all our pupils will be able to access lessons during curriculum time without being disadvantaged.
- **Recognise and celebrate success**: Through celebration evenings and termly celebration assemblies, we will invite guest speakers and role models to share experiences to help motivate and raise pupil aspirations. Pupil successes will be recognised and celebrated through our website and 'SA Radio'. Unique to SA, to reward 'progression' we will provide pupils the opportunities for external excursions.

These strategies along with others are discussed in Section D.

Skills for leaders of tomorrow

In order to raise pupil motivation, ambition, awareness and skills that employers are looking for, we will offer within our curricular and extra-curricular provision opportunities to develop pupil's cognitive, critical thinking, communication, collaborative working skills etc. Supported with such skills, our pupils will have the necessary characteristics to become future leaders. This will support our girls to access the highly paid careers as well as STEM related jobs. We will achieve this through innovative ideas, such as:

- **STEM subjects**: All pupils will experience STEM based subjects to raise aspiration and motivation within these fields, this will best equip them to be supported for future prospects.
- **STEM Days**: During these days pupils will have the opportunity to take part in Science, Technology, Engineering and Mathematics focused activities.
- **Enterprise Days**: Pupils will have opportunity to take part in enterprise projects. We will use our links within the community, local businesses, and governors to attract the right calibre professionals to work with students in order to share knowledge and experiences.
- **School Parliament and Cabinet**: To develop leadership skills and a sense of respect and understanding of democracy, pupils will participate within school parliament and cabinet.

These strategies along with others are discussed in Section D.

Parental Involvement

With parental support we aim to provide our community with more than simply an alternative choice. We want to actively drive change and pioneer evolved thinking in relation to girl's achievement and success. However, research conducted by Cambridge County Council suggests that parents of pupils who are in receipt of FSM do not engage with schools effectively. As we are envisaging a cohort of high FSM and EAL pupils, we will make our parents aware of the impact

their contribution has on their daughter's achievement and future. Therefore, we will provide opportunities for parents to be involved at both strategic and operational levels. We will achieve this through many initiatives, including:

- **Twitter and Facebook**: Regular daily updates about SA will be sent out to parents including pupil achievements.
- **Parent Voice** (PV): A forum for parents to share and support SA in achieving its vision. Parents will automatically become members of the PV group upon daughter enrolment.
- **Parent coffee mornings**: Parents and prominent members of the community will be invited to meet with the Principal to share in successes and raise pupil profile.
- **Parent Governors**: To ensure transparency for teaching and learning, parent governors will visit staff with the Teaching & Learning (T&L) audit team (discussed in Section F2).

These strategies along with others are discussed in Section D.

Community cohesion
SA will work with all its stakeholders to promote coexistence by improving community cohesion through increasing awareness of Luton's diversity. This will accomplish our goal of developing well-informed and rounded citizens who will be the future of our town. Working with groups highlighted previously at grass root level, we will undoubtedly raise awareness within our girls of the different viewpoints of people living alongside them. This collaborative work will then be mirrored with pupils from our primary feeder schools at first, and then with secondary and further educational institutes over time. We aim to do this by:

- **GCSE Citizenship**: To accredit community cohesion and outreach work, all our pupils will work towards achieving a GCSE in Citizenship.
- **ASDAN**: To promote active mixing and coexistence, SA girls will work for the Excelsis award with ASDAN. Pupils will be required to demonstrate their understanding in Leadership & Teamwork and Self-Management. The framework encourages development of highly valued core skills through activities from within eight modules (discussed in Section D1).
- **Making informed choices**: Personalised Learning (PL) time will develop pupils' interpersonal skills through debates, discussion and expression on current affairs. Additionally, the development of skills such as acceptance and awareness of other's needs; to work as a team; taking ownership of actions; understanding how democratic processes work, will empower pupils to become informed citizens.

These strategies along with others are discussed in Section D.

There is high parental demand from communities that value single gender education in a location that ranks highly in deprivation statistics. Parents are being forced to adopt choices contrary to their better judgment based on limited options. We believe parents and pupils will select SA for the solution it offers to the problems identified. A typical week at SA will be full of learning both within and outside the classroom. We will have clubs and workshops running in the morning and after the school day. To gain experiences building on interpersonal and social skills, SA will provide opportunities for pupils to work alongside external agencies who have already been approached, such as: Love Luton, Luton in Harmony, LCoF, Safer Luton Partnership, St John's Ambulance (supporting coexistence through orientation lesson), TEMAG Pharma and Caulie Accountants (supporting STEM curriculum).

Working with these agencies SA will be a school that is versed with the needs of Luton, therefore providing an outstanding education with opportunities to contextualise learning. By personalising learning through following a route influenced by option choices, providing additional opportunities to develop literacy & oracy and numeracy skills and creating enrichment programmes to develop model citizens, SA will raise achievement by offering all the best practices with innovative

strategies under one roof. This will equip pupils with the skills to become critical thinkers; each of which is a confident and a well-rounded citizen that can contribute to society and progress successfully in their chosen career.

ETHOS
SA will provide a calm, caring and nurturing environment where hard work and exemplary behaviour are the norm; an environment where pupils will be empowered with the knowledge and skills to become informed citizens in an increasingly scientific and technological society. SA will be a traditional school which develops morals and values in accordance with British society, and yet modern with a provision that educates our pupils to recognise how Sciences, Technology, Engineering and Mathematics (STEM) can lead to rich and varied career pathways. Through a broad and balanced curriculum we will prepare our pupils for the highly paid jobs within this sector.

By offering pupils the opportunities to be creative and independent they will be encouraged to 'grow' according to their own individuality. They will: thirst for knowledge and be eager to build on experiences; be confident to articulate opinions and views whilst considering others; recognise what is right and wrong in themselves, and others; and be aware and have respect for others views, cultures and opinions, 'accepting differences, and embracing similarities'.

Coupled with these skills and academic successes, our pupils will have a direction and a sense of belonging. They will have developed self-confidence, self-respect and a knowledge and understanding of other cultures and lifestyles, fostering a growing sense of responsibility both within the school and in the wider community. Our typical pupil will leave us: with high aspirations and equipped with the necessary skills and qualifications to make informed choices; still learning about the evolving self in order to develop a positive personality; able to accept others views and opinions; competent to deal with each situation in a unique manner - always calm and dignified when facing difficult situations; confident to make informed decisions; and well-mannered.

SA pupils will actively participate and contribute to the welfare of society by becoming successful role models. Thereby, to make positive changes to the town by breaking stereotypical views, our pupils will be visionaries.

HOW WE WILL RECOGNISE SUCCESS
We have identified ambitious and yet achievable measures based on national trends for pupil and school performance. Where realistic we have put in place interim measures which are at the end of a key stage. Below are some measures with additional targets discussed in Section D.

Academic Excellence
- 3 Levels progress: By the end of KS4 100% of pupils to have made three levels of progress in English, and 100% in Maths. As an interim measure at KS3, we expect 100% of pupils in English and 100% in Maths to have made 1.5 levels of progress. Our target is aspirational, but achievable, as local average outcomes in 2014 for two levels of progress from proposed feeder schools was 85% in English, and 84% in Maths.
- 5+ A*-C including E&M: A minimum of 84% to achieve 5+ A*-C including E&M. This target is aspirational and achievable as it is based on the number of pupils coming in at level 4+ and achieving A*-C in English, Maths and three other subjects. This target will place SA as the top performing school in Luton and is above local and national outcomes for 2014.
- EBACC: 84% of pupils to gain the EBACC measure; this is based on the expectation of 84% pupils achieving 5+A*-C including E&M. Furthermore, as our curriculum is designed to

support EBACC, 100% of the cohort will have the opportunity to study a variety of subjects counting towards this measure, therefore this target is realistic, achievable and aspirational.

- FSM: We expect 100% of our FSM and LAC pupils to make 3 levels of progress in English and Maths from KS2 to 4. This target is aspirational as it will not only place us as the highest performing local school within this category, it will also minimise the achievement gap between advantaged and disadvantaged pupils.
- EAL: We expect 100% of our EAL pupils to make three levels progress in English and Maths from KS2 to 4. This target is achievable and aspirational as it follows average trends from our feeder schools and is above 2014 averages of 77% in English, and 73% in Maths.
- STEM: 84% of pupils to have achieved an A*-C grade within Science, Technology or Engineering and Mathematics based subjects. This is based upon the expectation of 84% pupils achieving 5+A*-C in Science and Maths (taken from EBACC measure), and 84% of our proposed cohort achieving a level 4+ at the end of KS2.

Parental Involvement

- 6 Parent Voice (PV) meetings held each year. This is ambitious as it equates to one meeting per half term; we expect majority of parents to attend (dates agreed in advance).
- Surveys to show at least 90% parental satisfaction with all aspects of school life. This target is ambitious as during our first year there may be areas that require development, this target will be reviewed over time.
- All parents to have attended at least one parents/ celebration evening in the year or discussed their daughter's progress with staff. We feel this is achievable as parents will have regular contact with SA through other forums.
- PV to organise a community fete each academic year to raise pupil profile, SA awareness and build upon cohesion. We feel this is ambitious but achievable as we will be establishing a working relationship with our communities and strengthening them through this event.
- 10 coffee mornings with the Principal or a member of the Senior Leadership Team (SLT) each academic year - attended by at least 10% of parents per year group. We feel this to be ambitious as parents may be restricted by work and other commitments. To negate that aspect we will calendar a large number of possible dates.

Deprivation of area - Skills for leaders of tomorrow

- Pupils to promote and co-manage the breakfast club with at least 30% of the cohort in attendance. This is ambitious but achievable as we will be supporting working parents.
- Parliament and cabinet to convene 6 times in an academic year holding two debates on school issues in a 'house of commons debate' setting. This is ambitious as this is facilitated each half term, providing sufficient opportunity to express views.
- 100% of pupils to have participated in both STEM and Enterprise days. This is ambitious as all pupil will have experienced both days.

Intolerance and community cohesion

- 100% of pupils to partake in community cohesion projects each year. This is ambitious as all pupils must participate.
- 6 themed assemblies each year led by pupils and outside agencies. This is ambitious as pupils will lead, organise and present assemblies each half term.
- The atmosphere of the school will be calm and hospitable and will be measured by feedback from visitors and parents. This is ambitious as all visitors must have a positive experience, which will be recorded in our visitor log.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			150	150	150	150	150	
Year 8				150	150	150	150	
Year 9					150	150	150	
Year 10						150	150	
Year 11							150	
Year 12								
Year 13								
Totals			150	300	450	600	750	

Section D: Education plan – part 2

Key Stage 3

Subject/other activity (e.g. enrichment)	Hours/week	Mandatory/Voluntary	Comments
English	4	Mandatory	Due to a large intake of EAL pupils and to ensure coverage of National Curriculum (NC) we will deliver English.
Maths	4	Mandatory	To raise aspirations and employability we will deliver Maths ensuring full coverage of the NC.
Science	4	Mandatory	We will cover three core sciences of Biology, Chemistry and Physics.
Literacy & Oracy	1	Mandatory	Pupils will apply what they learn in English and develop areas of weakness.
Numeracy	1	Mandatory	Pupils will apply maths to everyday scenarios, supporting them to master key skills.
ASDAN - Excelsis	1	Mandatory	Covers leadership and self-management.
Geography	1	Mandatory	To build on prior knowledge and work towards the EBACC qualification.
History	1	Mandatory	
Modern Foreign Languages (MFL)	1	Mandatory	To build on prior knowledge and provide pupils the breadth of choice towards EBACC.
Computing	1	Mandatory	Equip pupils with key skills required for employment and contribution towards EBACC.
Food, Design & Technology/ Textiles	2	Mandatory	Broadening our curriculum offer with 3 subjects on a 2 hour carousel.
Religious Education	1	Mandatory	To promote awareness and build on cohesion.
Art	1	Mandatory	To offer a broad and balanced curriculum for all types of learners, we will offer 1 hour lessons.
Music and Drama	1	Mandatory	
Physical Education	1	Mandatory	

Key Stage 4

Subject/other activity (e.g. enrichment)	Hours/week	Mandatory/Voluntary	Comments
English	4/ 5	Mandatory	Pupils will study language and literature.
Maths	4/ 5	Mandatory	Providing opportunities for future success.
Science	4/6	Mandatory	Pupils will select either Triple sciences (delivered over 6 hours), or Combined sciences (delivered over 4 hours).
Citizenship	1	Mandatory	Covers community cohesion and skills for leaders of tomorrow strands of our vision.
Computing	2	Mandatory	To increase employability prospects and contribute towards the EBACC.
Religious Education	1	Mandatory	To raise awareness and build on cohesion.
Physical Education	1	Mandatory	A provision for all types of learners.
Geography	2	Optional	To support in gaining the EBACC qualification.
History	2	Optional	
French	2	Optional	To maximise opportunity for pupils to gain EBACC.
Spanish	2	Optional	
Art	2	Optional	These subjects will provide the broad and

Textile	2	Optional	balanced options for all pupils to make informed choices about their interests and possible career paths.
Design & Technology	2	Optional	
Product Design	2	Optional	
Engineering	2	Optional	
Business Studies	2	Optional	
Health and Social Care	2	Optional	
Drama	2	Optional	
Music	2	Optional	
Dance	2	Optional	
Additional PE	2	Optional	
Catering	2	Optional	
Media	2	Optional	

CURRICULUM RATIONALE

Free School Meals (FSM) and English as an Additional Language (EAL) will potentially be a large denomination of our cohort, which is a reflection from the data presented in table 8, where the schools highlighted in yellow fall into our potential catchment and have a similar pupil intake. With this in mind we have devised a curriculum that raises achievement, instils employability skills and develops well-informed citizens.

School	% FSM pupils	% EAL pupils
Challney Girls	31.5	89.8
Lea Manor	25.4	25.7
Barnfield South	24.3	49.2
Challney Boys	24.2	88.9
Barnfield West	23.3	37.6
Ashcroft	23.3	32.2
Denbigh High	21.6	94.6
Putteridge	20.7	16.2
Lealands	20.4	21.7
Icknield High	15.6	62.8
Stopsley	12.3	17.2
Cardinal Newman	11.4	23.5
Local	**19.2**	**47.0**
National	**14.4**	**14.3**

Table 8
http://www.education.gov.uk

Our curriculum caters for all types of learners offering a personalised approach to learning, each pupil will have the opportunity to study according to their interests. As discussed in Section C, the report 'Skills and Employability Strategy' (2012) supports the need for employees to be competent with English, Maths and be equipped with the necessary skills for them to be able to compete for the highly paid jobs Luton has to offer. Furthermore, this report highlights that these jobs include ICT & Electronics, Automotive & Engineering, Creative Industries and Airport & Aerospace sectors. Ofsted within their report 'Girls career aspirations – 2011' make reference to these types of jobs being male dominated, and The Good Schools Guide further support this reference and recommend that girls need to be made aware of such careers through raising their skills and aspirations. Therefore, we believe the combination of literacy & oracy and numeracy and a focus

on Science, Technology, Engineering and Mathematics (STEM) provides greater opportunities for success for all our pupils. The skills, knowledge and experiences gained will raise aspirations and academic success, which in turn will help in raising achievement and reducing deprivation. We believe these are key skills required by all pupils irrespective of learning style or ability, as they are crucial in developing independent lifelong learners; leaving no pupil disadvantaged.

Our aim is to equip all pupils with the necessary skills, knowledge and wisdom. We will instil the skills; give the skills meaning and context so it becomes knowledge; nurture pupils to be able to apply this knowledge clearly and successfully in all aspects of their lives, be it personal, social, or academic, so it becomes wisdom.

With the aforementioned strategies SA will empower pupils to access the curriculum and excel in achievement, thus preparing them to take on highly paid careers (discussed in Section C). The unique elements of our curriculum, include curriculum routes at KS4 with a focus on STEM subjects and the department of Orientation, each of which is discussed below.

CURRICULUM PRINCIPLES

Taking our expected pupil intake into consideration, SA's curriculum principles are built around the four strands of our vision; Academic Excellence, Skills for Leaders of Tomorrow, Parental Involvement and Community Cohesion.

Academic Excellence/ Skills for Leaders of Tomorrow: Considering the needs of our pupils and communities, we have placed specific emphasis on the delivery of literacy & oracy and numeracy throughout key stage (KS) 3; providing greater opportunities for success for our pupils at KS4 and beyond. With this in mind, and with a focus on STEM subjects we will empower our pupils with high level skills that will make them more employable, whilst nurturing the development of characteristics necessary to become future leaders.

> **Literacy & Oracy**: This will be delivered during a dedicated hour at KS3 and will provide pupils with the core skills to support achievement in all areas of the curriculum. Particular focus will be placed on reading and speaking through an accelerated reader and elocution programme, as research shows that poor communication can limit employment opportunities for young people and affect their social and emotional well-being (www.ican.org.uk/secondarytalk). Therefore, given our anticipated EAL cohort this programme will further develop reading, writing and speaking skills.

> **Numeracy**: Delivered during a dedicated hour at KS3 where we will provide the core skills required to develop a creative discipline. Our numeracy programme will build upon: Pupils cognitive and logical reasoning; High level problem solving skills; and the Ability to think in abstract ways. Research from www.NationalNumeracy.org supports the development of numeracy as low numeracy skills are associated with negative impact on individuals, families and society as a whole.

> **STEM**: STEM will support us in raising pupil awareness of these important subjects. A STEM focus will offer pupils the experience to contextualise school based learning to real world experiences, further supporting pupils to recognise how STEM can lead to rich and varied career pathways.

Parental Involvement/ Community Cohesion: To further support academic success, we will involve parents at both strategic and operational levels by collaboratively working with all stakeholders (discussed later within this document). Through cohesion and leadership projects,

the Orientation department will assist in raising pupil's awareness of Luton's diversity, further developing core skills to compliment academic success.

Orientation Department: This department will deliver the ASDAN (KS3) qualification and Citizenship GCSE (KS4), along with mandatory workshops that develop pupil's; emotional intelligence including self-awareness, awareness of others, ability to think cognitively and transferable skills. We will use this department to empower pupils with leadership skills and educate them about Luton's diverse society, further promoting coexistence.

By raising achievement, instilling employability skills and developing well-informed citizens we will create ambassadors representing the community and town.

EXPECTED PUPIL INTAKE AND POSSIBLE BARRIERS TO LEARNING
We have identified our proposed intake to be of higher than average FSM and EAL with a small number of SEN, this assumption is based on the data presented in Table 9.

Schools nearest to the proposed location	No of pupils	% of FSM pupils	% of EAL pupils	% Statemented and School Action+ (SA+) pupils
Barnfield South	1197	24.3	49.2	6.7
Challney Girls (CG)	986	31.5	89.8	6.8
Challney Boys (CB)	817	24.2	88.9	8.2
Barnfield West	1366	23.3	37.6	9.6
Denbigh High	1125	21.6	94.6	7.3
Lea Manor	1065	25.4	25.7	11.6
Ashcroft	961	23.3	32.2	9.2
Lealands	778	20.4	21.7	11.4
Putteridge	623	20.7	16.2	15.4
Icknield High	1434	15.6	62.8	8.7
Stopsley	981	12.3	17.2	8.1
Overall LA	**11333**	**19.2**	**47.0**	**9.1**
National	**556002**	**14.4**	**14.3**	**9.3**

Table 9

http://www.education.gov.uk/cgi-bin/schools/performance
https://www.gov.uk/government/publications/schools-pupils-and-their-characteristics

When comparing national figures, Luton has a 4.8% lead on FSM, 32.7% lead on EAL and a 0.2% lead on SEN figures (Statemented and SA+). In each of the above categories, the schools located within our proposed catchment area are ranked towards the top end of the table (Table 9).

- **FSM Category**: The four schools that fall into our potential catchment area come in the top half of the table (Table 9). In actual fact, the highest FSM figure belongs to the only single gender female school in Luton, namely CG.
- **EAL Category**: Upon analysing the EAL figures it becomes apparent that the top three schools once again are in our proposed catchment area, with CG being second highest.
- **Statemented and SA+ Category**: Data in Table 9 suggests that our potential SEN in-take will be relatively low; irrespective of this we have built into our curriculum provision a strong support system for ease of access.

Having a pupil intake with high FSM, EAL and possible SEN will potentially create barriers to learning. FSM pupils may possibly be demotivated and have low aspirations and feel inferior in comparison to their peers, along with minimal to non-existent involvement from parents who may

have extreme financial constraints. Being EAL does not necessarily mean a pupil is of lower ability. Depending upon our cohort, we will either be expecting pupils from settled ethnic minority communities where English may not be spoken at home, or recent immigrants where very little or no English is spoken. Irrespective, we will still focus on the development of literacy & oracy and numeracy as a common thread throughout our curriculum. The common barriers to learning and curriculum access faced by SEN pupils may include: Physical barriers, such as juvenile arthritis etc; Learning barriers, such as dyslexia, dyscalculia etc; Hearing impairment; Visual impairment; Speech, communication and language difficulties; Autistic spectrum disorder, such as Asperger's syndrome etc; Behavioural difficulties, including ADD and ADHD; and Long term medical issues.

All pupils will be kept fully engaged with the curriculum to ensure they make accelerated progress meeting and exceeding local and national expectations. Therefore, SA's curriculum will support in raising academic achievement and narrowing the potential gap between different types of learners. All learners, including FSM and EAL will be provided with the opportunity for a free breakfast, which will not only assist us in raising attendance and punctuality, but also raise pupil aspirations. Furthermore, our EAL pupils who cannot access the mainstream curriculum due to language barriers will be expected to attend this Breakfast club as a mandatory session. During this 30 minute Breakfast club the SEN department will offer English support lessons along with an additional 1 hour lesson after school (Curriculum Access, discussed further in this document); this will be mandatory for all EAL who are struggling with English. Additional strategies for each of the above mentioned barriers are discussed in 'Assessing and Meeting the Needs of Pupils' section.

BROAD AND BALANCED NATIONAL CURRICULUM
Pupils at SA will have an outstanding education experience through a broad and balanced curriculum provision. A provision that will equip our pupils with the academic achievement to access the highly paid jobs Luton has to offer.

We have supported the NC programme of study to, include literacy & oracy, numeracy and the subjects delivered within the Orientation department. We have not edited the NC as it is clearly applicable in all parts of the country, rather than a particular town or region. Following the NC will provide us, our pupils, parents, employers and the wider community a better understanding of the skills and knowledge that SA pupils have learned, *'a common ground for distinction against a common scale of reference'.*

As one of our key principles is parental involvement, following the NC will make it considerably easier for parents to become more involved. This is because as mentioned above, all schools in Luton follow the NC and therefore parents with children in other schools can benchmark achievements between siblings. Research suggests parents of pupils who are in receipt of FSM do not usually have heavy involvement within schools (A Pupil Premium Handbook for Cambridgeshire Schools, www.cambridgeshire.gov.uk), even though there is sufficient evidence of parental involvement supporting academic achievement (Review of best practice in parental engagement, Research Report DFE-RR156). We believe involving our parents will not be a considerable challenge, as the demand for SA has been heavily backed by parents showing a real interest in its establishment, administration and continuous success; addressing the parental involvement element of our vision.

As the NC was devised to meet the needs of employers and others, we are following it to support pupil progress in the various routes available to them upon leaving KS4 education, albeit going into further education, training or employment. It also ensures greater consistency as pupils and teachers move between key stages and different schools, allowing greater opportunity for sharing

of skills and ideas between different establishments. As schools in Luton follow the NC, a consistent approach which encourages healthy competition within the classroom, school, LA and across the country already exists.

Our curriculum will be centred on the foundations of the NC, with integration of SA's key principles, making it unique. The focus on these principles will undoubtedly improve both academic achievement and employability prospects for our pupils, whilst equipping them with the critical thinking skills to contribute to the wider society.

SA's Curriculum Provision
We will offer a range from a variety of KS3 subjects, and a personalised curriculum which allows our pupils to choose options in accordance to their interests at KS4. Our provision will have a focussed approach on literacy & oracy and numeracy at KS3, with a focus on STEM subjects at both KS3 and 4, providing pupils the opportunity to experience and develop a wide variety of skills. Within this spectrum we will be providing opportunities for all our pupils to develop on their natural learning styles and personalities.

During KS3 due to pupils coming from different feeder schools and possible late admissions, we will timetable within English an additional hour which will focus on literacy & oracy, and an additional hour within Maths to focus on numeracy (discussed in detail later within this section). These lessons will be used to enhance underdeveloped areas identified after analysing the data from the progress tests (Progress in Maths - PiM and Progress in English - PiE) sat upon entry to year 7. Data gleaned from these assessments will enable us to band pupils in accordance to skills gaps rather than aptitude, allowing us to build upon areas of weakness and gaps in knowledge; therefore each pupil will attend sessions that directly affect them. We expect this method to be fluid and adapt to each cohorts needs, hence the banding in accordance to skills gap.

These sessions will be used to enhance prior learning and set the foundation for future learning at KS4. However, as these skills are the basis of learning at both key stages, we expect all staff to take a collective responsibility for promoting literacy and numeracy within their own subject areas. Literacy & oracy and numeracy will support us to raise achievement, build upon pupil aspirations to succeed and therefore over a period of time assist us in reducing deprivation.

KS3 will consist of year 7, 8 and 9, and KS4 of 10 and 11. Even though KS4 will begin during Year 10, year 9 will be used to make the transition easier for pupils (discussed later). Along with guidance offered to pupils (discussed later), our KS3 curriculum will further support them to make the relevant choices from a variety of subjects at KS4. Within this document we have referred to the different options pupils can take as routes, which are discussed in detail within the KS4 curriculum model, page 31.

CURRICULUM MODEL
KS3 Model
The year 7 curriculum model takes into account expected pupil numbers and creates two parallel bands (x and y) of equal ability and number (75 in x and 75 in y). Within each band there will be 3 groups ranging in ability with x1 and y1 being the higher, x2 and y2 as middle, and x3 and y3 as lower ability groups. Pupils will be placed in groups based on prior attainment, baseline testing and continuous internal assessment data. If after teacher assessment it is determined that a pupil is in the wrong group, they will be moved to a group reflecting their appropriate ability.

We have decided to band and group to improve our chances of achieving the academic excellence part of our vision. This type of structure is successful as it makes the logistics of grouping, timetabling and targeting of individual pupils manageable. It also allows for flexibility and movement within, but not across bands unless in exceptional circumstances. This movement across bands will only take place where a need has been identified by the Head of Faulty (HoF), or a Head of House (HoH).

SA believes this to be an important aspect of the model as it ensures clear routes for progression between various groups, allowing teachers to meet the individual needs of pupils through effective differentiation and personalised intervention strategies.

Grouping certain subjects allows SA to offer an extensive provision by running subjects on a carousel, giving pupils a broader curriculum. Music, Drama, Food, Design Technology and Textiles will run on a carousel to allow pupils to gain experiences of the creative and technological subjects. Where a larger number of subjects are grouped together, additional time has been allocated to ensure the quality of experience is maintained. Whilst taking these and core subjects into account, this model also includes designated hours for Literacy & Oracy, Numeracy and Orientation, giving pupils' opportunity to acquire a broad range of skills.

Year 8

This curriculum builds on and develops prior learning; therefore we have retained the model created for year 7. Pupils will follow natural routes of progression by remaining in their allocated bands; however, if the need arises banding can be altered to meet the needs of individual pupils or groups of learners. The model offers all the benefits and flexibility outlined previously and maintains the same structure as the previous year.

Year 9

KS4 options will be selected during this academic year; therefore, SA will ensure the focus on achievement is driven from the start. We will ensure pupils are provided specific guidance from parents, teachers, and independent careers specialists such as Connexions. SA will further support the decision making process by offering constant guidance through:

- Letters to parents – Letters will notify parents of current working at levels, with guidance on interpreting the data in order to make informed choices. Parents will also be informed of the entire process, deadlines and contact designate for further information.
- Subject booklet – Concise information about subject content and breakdown of options.
- Options assemblies – Pupils will learn about faculty offer from subject specialists.
- Careers advice – To provide pupils with the greatest chance of success, we will seek assistance from an external agency offering impartial advice and guidance.
- Options evenings – Parents and pupils will be invited to an evening to meet with staff showcasing the various subject options, including course material and exemplar work.
- Roll over timetable – Pupil timetable will roll over into the next academic year after summer half term. This grace period will support pupils to make informed choices allowing them to change options based on experiences.

We consider this to be extremely important as we understand that options for KS4 are presented to year 9 pupils, and even though girls tend to mature earlier than boys, some may not be ready to make choices without assistance. The guidance provided will allow pupils to make informed choices about what subjects to undertake at KS4. We see this year as an opportunity for pupils to further develop their thinking, independence and employability skills through the orientation lesson. This lesson is mandatory and will support the increase in engagement with project work

and community cohesion activities. We feel a focussed approach on the orientation lesson during year 9 will have most impact as pupils are maturing and becoming aware of their surroundings. This will be a chance for them to reflect on their actions and mannerisms upon themselves and others. SA wants pupils to envisage year 9 as one of opportunity and achievement, a year that will shape the rest of their life in school, not a gap year before the start of KS4.

The idea of having a continuous curriculum over three years is to prepare pupils with skills, knowledge and experiences for a strong foundation in order to exceed expectations at KS4.

SA Curriculum Model for KS4

Route	Groups	English	Maths	Science	Core PE	Orientation	Computing	RE	Option 1 – Technology & Engineering	Option 2 - EBACC	Option 3	Option 4	Total Hours	Total No of GCSEs
A	2	4	4	6	1	1	2	1	2	2	2		25	12
B	3	4	4	4	1	1	2	1	2	2	2	2	25	12
C	2	5	5	4	1	1	2	1	2	2	2		25	11

Key: ☐ Core Subjects   ☐ ☐ ☐ Options

Option 1	Option 2	Option 3 & 4**	
Art & Design	Geography	Triple Science	Dance
Textile	History	Business Studies*	Additional PE
Design & Technology	French	Drama	Hospitality & Catering
Product Design	Spanish	Music	Media Studies*
Engineering*	Computer Science	Advanced English & Maths	Option 1 & 2***

* Ofqual has indicated these qualifications maybe replaced; we will select suitable alternatives.
** Pupils following route B can select two options from this block.
*** Pupils following route A, B or C are able to select any subjects from option 1 & 2

Table 10

SA expects all pupils to study a two year KS4 programme with course completion in year 11. Due to the roll over time table, Year 9 summer half term will introduce KS4 where pupils will learn the fundamentals of chosen options, whereby applying prior knowledge to further develop skills covering subject content at GCSE. Pupils who are in need of additional support will be encouraged to attend catch-up sessions, which will run after school as a lesson 6 provision. Year 10 and subsequently year 11 will further build upon prior learning and prepare pupils for examinations. Upon leaving us they will be well-rounded citizens with skills to be successful in any chosen field.

Taking all this into account, capacity has been built within the staffing model to accommodate these points. Our wide and varied option choices supported by a core curriculum will ensure pupils have a broad and balanced experience at KS4, with clear routes of progression to KS5. This is critical in achieving the academic excellence element of our vision.

Again, as shown in the curriculum model diagram (Table 10) all pupils have the opportunity to select any subject from any of the option blocks. Dependent on the options made, pupils will follow a particular route. There are three routes delivered over a total of 25 hours, with lesson 6 being offered as additional support. Prior attainment and progress data from KS3 will be used to guide pupils to the most appropriate subject option, which will determine their route further ensuring greater chances of success.

The expected number of groups within each route is based on levels of progress made from KS2. Considering our probable catchment (highlighted yellow, table 11), we have identified that the largest group of learners fall into the achievement category of 'level 4 or above'. The number of learners achieving a 'level 3 or below' is considerably low in comparison, with achievement at 'level 5 or above' following the same trend.

School 2014	% achieving reading, writing and maths at end of KS2		
	Level 3 or below	Level 4 or above	Level 5 or above
Bushmead Primary School	2	91	44
Putteridge Primary School	3	85	31
Foxdell Junior School	1	82	18
Bramingham Primary School	7	81	9
Wigmore Primary School	0	81	22
Chantry Primary Academy	2	80	18
Waulud Primary School	5	79	23
Downside Primary School	5	75	17
Beechwood Primary School	6	72	16
Farley Junior School	3	71	16
Icknield Primary School	6	71	16
William Austin Junior School	11	71	14
Maidenhall Primary School	14	65	11
Beech Hill Primary School	11	63	20
Sundon Park Junior School	16	60	8
Dallow Primary School	15	54	6

Table 11

http://www.education.gov.uk/cgi-bin/schools/performance

At KS3 we expect 100% of pupils to make 1.5 levels of progress on KS2 results, with majority making 2 levels due to our focus on literacy & oracy and numeracy. Therefore, we expect these pupils to follow Route A or B as they will not require additional support in English and Maths; pupils who do require additional support will follow Route C. It is prudent to reiterate routes are not based on ability as pupils are able to choose subjects from any option block. The choice of subjects will determine the route, the route does not determine the subjects to be followed.

Curriculum Routes
Our routes will allow all types of learners to experience and develop their scientific, technological and analytical skills through the study and coverage of a wide variety of STEM based subjects and experiences. It is important for us to have all our pupils experience STEM in order to broaden their horizons and raise aspirations. We believe this will prepare them for the opportunities within the technological and sciences sector, be it further education or accessing the highly paid jobs locally, nationally or internationally (as discussed in Section C).

However, no matter which route is followed it will be compulsory for all pupils to study the following core: English Language and Literature; Maths; Science; Core PE; GCSE Citizenship; Computing; RE; Technology & Engineering option; and an EBACC option. In this manner every pupil will have the opportunity to achieve the EBACC measure and also experience a wide variety of subjects leading to a broad and balanced curriculum. This core curriculum will allow our pupils to be measured against the 5+ A*-C including E&M and the EBACC measure.

Route	Groups	English	Maths	Science	Core PE	Orientation	Computing	RE	Option 1 – Technology & Engineering	Option 2 - EBACC	Option 3	Option 4	Total Hours	Total No of GCSEs
A	2	4	4	6	1	1	2	1	2	2	2		25	12
B	3	4	4	4	1	1	2	1	2	2	2		25	12
C	2	5	5	4	1	1	2	1	2	2	2		25	11

Table 12

Route A (read in conjunction with Table 12)
Description: Pupils who have opted to study Triple Science will be placed on this route. We anticipate this route to be a popular choice due to our focus on STEM, and expect pupils who have a keen interest in Science to select it as an option from option blocks 3 or 4. The remaining option blocks will offer a variety of subjects catering for individual needs.

Projected Number of Groups: Potentially consist of 2 groups accommodating up to 50 learners.

Route B (read in conjunction with Table 12)
Description: Pupils who have not opted to study Triple Science (Route A) or selected additional support within English and Maths (Route C) will follow this route. Pupils will study Combined Science and can select a further 2 subjects from a wide variety available in options 3 and 4.

Projected Number of Groups: Potentially consist of 3 groups accommodating up to 75 learners.

Route C (read in conjunction with Table 12)
Description: Pupils who have selected the option of additional support within English and Maths will be placed on this route. Pupils will be able to choose to study either Combined or Triple Science, where Triple Science can be selected from option 3 as they have already selected additional English and Maths from option 4.

Projected Number of Groups: Potentially consist of 2 groups accommodating up to 25 learners.

The number of groups allocated within the 'routes' are not fixed as they are dependent on pupil choice and will therefore change in accordance. Predicted number of groups is based on pupil data and our experiences within education. All routes support our pupils to achieve a minimum of 11 GCSEs which will support SA in achieving its measures for 5+ A*-C including E&M, progress 8 and attainment 8; therefore, ensuring our success in line with current accountability measures.

Furthermore, in order to support our pupils to gain the relevant experiences for the world of work, we will provide opportunities for every pupil during year 10 to attend work experience within their chosen field. This will be done in partnership with 'Develop EBP' (a work experience management website), or a similar service provider. We believe concentrating on the key principles of literacy & oracy and numeracy will support achievement across the broad range of subjects we offer.

Therefore, whether SA girls stay in education, apprenticeship or work, they will be prepared with the necessary skills to make informed choices relating to further education or employment; equipped to face any challenge.

CONTENT OF THE CURRICULUM

Our curriculum has been developed to ensure accessibility for all without exception. To support learning SA will: Raise achievement in line or above expectations through literacy & oracy and numeracy; Invite successful role models as guest speakers to engage with pupils; Provide personalised support through learning mentors who will assist the Orientation department in developing; self-esteem, self-belief, leadership skills, team building, emotional intelligence etc; and Involve parents through Parent Voice (PV) group, coffee mornings and parent governors.

We will monitor achievement and behaviour & safety through a Management Information System (MIS) and the three weekly mini-data cycles; Develop speaking skills through elocution lessons; Use the rewards ladder (games room) and Etiquette & Decorum (discussed later) sessions to promote model behaviour; Build a culture of learning with high expectations, which will develop pupil self-awareness; and Utilise the enrichment centre for the uses of new technologies.

To monitor the quality of teaching & learning and raise standards for outstanding teaching, SA will create the Teaching & Learning Group (TLG) (discussed further in Section D3). The Vice Principal (VP) responsible for teaching and learning (see Section D3) will strategically oversee the TLG allowing for the dissemination of the most up to date Ofsted guidelines. This will empower the TLG with the knowledge to interpret what constitutes as outstanding practice, further supporting them to carry out effective departmental audits, CPD and share good practice and resources with staff.

Our SEND will support pupil's emotional development through focused whole school staff CPD. Emotional development constitutes being able to manage life tasks such as learning, forming relationships, solving everyday problems and adapting to the demands of school. Therefore our staff CPD will, include strategies to support pupils with conflict resolution, developing time management, building relationships, anger management etc.

Researchers have also expressed that views of pupils are not taken into account within schools, we will address this issue through our Parliament and Cabinet.

Where excursions and extra-curricular activities are offered that require a financial contribution, a subsidy for FSM pupils will be made available ensuring involvement.

Our curriculum takes into account pupils with an EAL background, it recognises each pupil as an individual, therefore all will achieve in accordance to their projected targets. Support to access the curriculum through additional English lessons has been factored in during our literacy & oracy hour at KS3 and Curriculum Access (also available at KS4). We envisage our school to be a friendly and safe environment promoting achievement and success. This is an important factor as we do not want our pupils to feel inferior, isolated or underprivileged in any way. We want to keep global conditions in mind and be considerate towards pupils from volatile and difficult backgrounds.

As we are following the NC's Programme of Study (POS), all subject content is well-known and recognised. For this reason we will expand only on the subjects that are particularly unique to us.

Literacy & Oracy

Description: This lesson is the additional time allocated to English; a dedicated hour to address reading, writing, speaking and presentation skills. Literacy will contribute to pupils gaining an appreciation of language and encourage independent reading. Within this hour pupils will also study Elocution, a specialist training programme specifically developed for young learners. This programme will focus on the importance of teaching pupils how to speak English properly, whilst developing important listening and oral skills.

Elocution: Pupils will gain the skills to engage confidently when speaking. Developing these communication skills will enable our pupils to articulate and express themselves in a variety of contexts. They will learn: How to best use their voice and words to achieve communication goals; What their default bad habits are and how to avoid them; How to accurately pronounce sounds; How to use body and facial expression to create engagement and receptivity; How to avoid common vocal issues such as speaking too quickly, quietly etc; and Clarity, tonality and use of pausing and emphasis.

Qualification and Further Learning: Literacy & oracy is not a standalone qualification as it will be delivered within English at KS3; elocution however is a certified component. The Literacy & Oracy co-ordinator will be responsible for ensuring both literacy and oracy are addressed across the curriculum.

Numeracy

Description: This lesson is the additional time allocated to Maths; a dedicated hour to develop gaps in knowledge and numeracy skills. Pupils will be made aware of how maths skills can be transferable and use a variety of resources to work through set challenges. We will use this time to address identified weaknesses and develop targeted support.

Qualification and Further Learning: Numeracy is not a standalone qualification as it will be delivered within Maths at KS3. The Numeracy co-ordinator will be responsible for monitoring and ensuring numeracy is applied in all areas of the curriculum.

Orientation Department

This department reflects the Skills for Leaders of Tomorrow and Community Cohesion strands of our vision, facilitating the development of leadership and coexistence throughout KS3 and 4. It will cover elements specifically designed to empower pupils with confidence to promote model behaviour in accordance to British values, within and outside of SA. Projects will include: community needs, social and economic development, democracy and law, monarchy, individual rights and collective responsibility, life skills, communication skills, collaborative working etc.

All pupils will participate in projects allowing them to build a comprehensive skills set upon completion in year 11. As indicated in the curriculum model, we have allocated one hour per week for each year group. During years 7 to 9, over 100 hours are available to deliver Etiquette & Decorum and units covered by external education agencies, such as: Luton in Harmony, Luton Council of Faiths (LCoF) and St John's Ambulance. ASDAN will be the measurable qualification.

During years 10 and 11, over 70 hours are available to deliver advanced level units and outreach projects with the agencies described above. GCSE Citizenship will be the measurable qualification.

Etiquette & Decorum

Description: This will assist our pupils in becoming better prepared to attain the careers with high remuneration packages Luton has to offer, it will raise pupil aspirations and motivate them to build upon leadership skills necessary. Furthermore, in order for them to become model citizens and support the coexistence element of our vision, learning etiquette and decorum will promote excellent morals and manners in accordance to British values, therefore, our pupils will develop confidence to demonstrate correct behaviour in accordance to any social context. Pupils will: Understand formal and informal introductions and forms of address; Understand how to respect and interact with different cultures; Learn how to host an event and additionally how to be a guest; Learn about table settings and manners; Learn to project confidence, elegance and leadership; Understand the correct behaviour whilst in the public arena; and Learn to improve vocal and presentation skills.

Qualifications and Further Learning: Accredited by a certificate of completion.

ASDAN Excelsis

Description: In order to become successful in our Skills for Leaders of Tomorrow and Community Cohesion strands, pupils will need to demonstrate their understanding in Leadership & Teamwork and Self-Management though following the Excelsis course. The framework encourages development of core skills through challenging activities from within eight modules: Citizenship; PSHE; Global Outlook; Participation; Application of Knowledge; Enterprise; Creativity and Development; and Gifted, Talented and Outstanding.

Programme of Study: Pupils will compile an Excelsis portfolio containing: A pupil book, with the completed challenges signed off; Evidence for each completed challenge; Record of Progress (RoP); Skills Sheets; and A completed Personal Statement (PS).

Qualification and Further Learning: Accredited certificate at foundation level and can be continued to intermediate and advanced level which is aimed at post 16.

GCSE Citizenship

Description: Pupils will gain the confidence to participate in decision making and play an active role as effective citizens, which will support our vision in particular Community Cohesion. Pupils will: Engage with citizenship issues and contribute to debates on challenges facing society; Develop and apply understanding of citizenship concepts; Use a critical approach to distinguish facts, opinions and bias; and Develop necessary skills, knowledge and understanding to address citizenship issues in their communities.

Qualification and Further Learning: Accredited as a GCSE.

Modules accredited though certificates of completion will be kept within pupil's Record of Achievement Folders (RAF), creating a comprehensive portfolio of achievements. Pupils will be able to present their RAF to potential employers or further educational institutes providing a detailed snapshot of achievements and qualifications. During KS3 form tutors will keep their tutees RAF within their rooms, and pupils will be able to access them during Personalised Learning (PL) time. Whereas during KS4, pupils will be responsible for their own RAF along with adding updated achievements; this will further support pupils to take responsibility for their own learning.

The KS3 curriculum is core and accessible by pupils regardless of backgrounds, ability and needs. Our KS4 curriculum is not ability based and provides pupils with the opportunity to select from a

wide variety of option choices, which determines their route. Our provision will offer all pupils experiences in STEM based subjects, leadership development and an acute awareness of coexistence; collectively preparing them for positive contribution towards society and achieve beyond expectations through securing successful careers.

The main curriculum will be accessed during the school day. Whereas, catch-up, booster (discussed later in this section), co and extra-curricular sessions will be offered during breakfast club time and Period 6.

QUALIFICATIONS

As our subjects have been selected based on our expected pupil intake and needs of Luton, we expect to update our offer dependent upon pupil, parent and community needs. Our curriculum delivery will be three part to maximise opportunities, thus offering a broadness to the provision. Delivery will focus on:

1. Curricular and extra-curricular activities before start of school. This will be in the shape of various clubs scheduled in the morning to prepare the pupils for the learning ahead.
2. Timetabled lessons offering an opportunity to study a variety of subjects from core to optional, including both traditional and vocational.
3. After school provisions providing opportunities to engage in both curriculum and non-curriculum based activities.

All parts of the curriculum delivery will take account of learning styles and backgrounds of pupils. The curriculum will naturally lend itself to progression through key stages and assessed and non-assessed qualifications. SA will deliver the strands of our vision through the curriculum and extra-curricular activities.

Key: Academic Excellence (AE); Skills for Leaders of Tomorrow (SL); Parental Involvement (PI); Community Cohesion (CC); During Lessons (DL); Before School (BS); Personalise Learning time (PL); and After School (AS).

Activity	Compulsory/ Optional	Strand	Outcome	Time	Assessment	
					KS3	KS4
Literacy & Oracy and Numeracy	Compulsory	AE	Development of core skills to raise achievement	DL	None	GCSE
Routes	Compulsory only at KS4	AE SL	Greater career options and employability skills	DL	NA	GCSE
PL Activities	Compulsory	AE SL CC	Awareness and understanding of various topics	PL	NA	NA
Orientation Activities	Compulsory	AE SL CC	Life, employability, leadership skills and Critical thinkers	DL	Certificate	Certificate/ GCSE
Assemblies	Compulsory	AE SL CC	Raise aspirations, motivation and achievements	PL	NA	NA
STEM days	Compulsory	AE SL	Raise aspirations, develop scientific and technological skills	All Day	Certificate	Certificate
Enterprise days	Compulsory	AE SL	Team work, leadership and employability skills	All Day	Certificate	Certificate

Catch up and booster sessions	Compulsory	AE	Raise academic excellence with additional support.	AS	NA	NA
STEM Club	Optional	AE SL	Providing opportunities to explore real-world STEM projects.	AS	Certificate	Certificate
Extra-curricular clubs	Optional	AE SL PI CC	Extend and enrich pupil experiences with clubs: Drama, Music, Games, Sports etc.	AS	NA	NA
Curriculum access	Compulsory for EAL pupils	AE SL	Support pupils with speaking, reading and writing English.	BS AS	NA	NA
Parent/ Pupil evening classes	Optional	AE PI	Increased parental engagement with pupil learning.	AS	NA	NA
Enrichment Centre	Optional	AE SL	Provide opportunities for pupils to use facilities.	BS PL AS	NA	NA
Celebration Evenings	Optional	AE	Raise aspirations, motivation and achievements.	AS	NA	NA
Breakfast Club	Optional	AE	Raise attendance and motivation .	BS	NA	NA
Parliament/ Cabinet	Optional	SL	Political awareness and leadership skills	PL	Certificate	Certificate
Anti-Bullying Student Group	Optional	SL	Develop leadership and communication skills.	AS	Certificate	Certificate
Peer Coaching/ Mentoring	Optional	AE SL	Leadership skills and independent learning	PL	Certificate	Certificate
Community Fete	Optional	CC PI	Raise awareness and promote coexistence	AS	Certificate	Certificate
Culture Club	Optional	CC	Cultural awareness/ critical thinkers	AS	Certificate	Certificate

Table 13

Following these strands will allow our pupils to develop a range of skills and qualifications that will support their overall development and view of where they fit in with society. The skills and qualifications gained will allow them to become independent learners and take responsibility for their own learning, become critical thinkers who apply what they have learnt into everyday life.

SA will offer a core curriculum at KS3 and a mixture of core and optional at KS4. There will be a combination of both academic and vocational qualifications in a range of subjects to increase options. Pupils will select subjects they wish to study at KS4 through an options process in year 9, which will allow them to select from various subjects available. SA will support pupils to select appropriate subjects based on academic achievement, career paths and interests.

KS3 has no formal accreditation for GCSE qualifications, but SA will provide opportunities for pupils to gain other certificates. Through our Orientation lesson we will provide opportunities for pupils to partake in activities such as First Aid etc. These will coincide with the Out of School Hours Learning (OSHL) provision. Attendance to these activities and their successful completion will be recorded on a Record of Achievement Folder (RAF), which pupils will carry forward from year to year. The folder will be used to celebrate individual achievements, along with creating a record for pupils to show prospective educators and employers. Attendance to before and after school activities, Parliament/ Cabinet, Peer Mentoring and Coaching will also be recorded on the RAF to develop a comprehensive portfolio.

All subjects studied during KS4 will be assessed with the exception of core PE and some elements delivered by the Orientation department. Pupils will also be encouraged to partake in OSHL activities and continue the use of the RAF. At this stage the RAF will be used to offer incentives for the successful attendance and completion of sessions. Activities attended would be recognised through achievement assemblies and communication with parents. Projects and workshops run by previously mentioned agencies at KS3 would also be implemented at this key stage.

ENRICHMENT ACTIVITIES
Enrichment activities are listed on the Enrichment table (Table 13, page 37-38), these activities have been selected due to their correlation with our vision. With the exception of Curriculum access all activities can be accessed by all pupils at the prescribed time. We have described each enrichment activity in detail below; however, see Enrichment table to determine whether each activity is compulsory, optional, how it is assessed and what strand of our vision it addresses.

Academic Excellence
Curriculum access: We will implement additional English lessons for EAL pupils who are struggling to access the curriculum due to the language barrier, which can result in them being disadvantaged. Therefore, we will run a 30 minute lesson every morning during breakfast club and 1 hour enrichment after school within the SEN Department, helping to prepare pupils in accessing their lessons. These sessions will be mandatory for identified pupils.

Parent/ Pupil evening classes: We will facilitate an evening where parents and pupils can participate in various classes including, life skills, Literacy, Numeracy or ICT. We will run this evening once every half term between 1700 and 1900. This enrichment session will be led by a subject specialist due to the support and expertise they can offer. Our provision will be offered to all pupils and parents regardless of ability, as we will start at basic level and lead up to advanced. We will build upon prior learning to improve general knowledge, literacy, numeracy and ICT skills allowing parents to gauge their child's progress, and become better equipped to support home learning (as supported by research mentioned earlier).

Assemblies: Used to communicate and celebrate individual and whole school achievements. They will be on a rotation basis focusing on house, whole school and pupil successes; raising awareness, increasing motivation and developing high aspiration will be a key focus.

STEM Days: Projects will develop pupil's knowledge and awareness of the role STEM plays within the wider context. Pupils will not only learn about the practical application of STEM, but also the key skills employers look for, such as: team work; communication; problem solving etc. Annually two separate days will be allocated with workshops led by SLT, guest speakers and facilitated by all staff. The first STEM day will take place during the last week before October half term, with the second day taking place during the last week before February half term (these days have been

organised whilst taking year 11 into consideration). Pupils will be placed in vertical groups and will work with staff on a given brief. Completed projects will be judged by STEM ambassadors with the winning entry from each house shortlisted for the final, which will be judged by guest speakers.

STEM Club: Pupils will have the opportunity to explore real-life Science, Technology, Engineering and Mathematics uses. British Science Association (BSA) will provide resources that will be orientated around STEM, with successful completion resulting in achieving the CREST award.

Celebration Evening: Whilst highlighting SA's achievements, we will hold an evening where parents, pupils and local role models from professional backgrounds will be invited to celebrate and recognise pupil success; further raising pupil aspirations and motivation.

Breakfast club: This will run every morning between 0800 and 0830 supported by catering staff providing pupils with the opportunity for a free breakfast. All pupils will be encouraged to attend as this will increase punctuality, raise attendance and furthermore help our pupils to become fully prepared for the days learning. As the first half of the day is heavily packed with learning, we believe a well fed pupil is better equipped and focused for achievement.

Enrichment Centre: Between 0800 and 0830, 1500 and 1700 the Enrichment centre will be open to all pupils providing access to new technologies, such as iPads, Chromebooks, Nooks etc. This centre will also be used by staff for catch-up and booster sessions. Furthermore, one Saturday every half term between 1100 and 1500 the Enrichment centre along with its resources will be open for pupils and members of the community (upon membership). This will be run by senior teachers; however, our long term plan is to develop volunteers within parents and the PV group.

Catch up sessions: 1 hour catch up sessions will be provided for all pupils who are not making the required levels of progress within each subject area; subject teachers will identify pupils who need to attend. These sessions will be used for pupils who have missed the teaching due to prolonged absence, including behavioural issues.

Booster sessions: Like the catch up sessions each department will run a booster session once a week for 1 hour, with the subject teachers identifying pupils who will benefit from attending. These sessions will ensure there is appropriate challenge for pupils, whilst supporting them to exceed their expected levels of progress, furthering their achievement.

Skills for Leaders of Tomorrow
Personalised Learning (PL) activities: Each morning pupils within PL time will take part in activities that will range from critical thinking to current affairs; raising awareness of various topics.

Extra-curricular clubs: These will include Drama, Music, Sports and Movie clubs. In order to extend and enrich pupil experiences our extra-curricular clubs are designed to meet pupil needs and interests, therefore we will adapt our provision accordingly.

School Parliament and Cabinet: To develop leadership skills our pupils will imitate the British political system in order to form a sense of respect and understanding of democracy. Pupils will represent their constituents (PL group and House) and bring their views to the Cabinet. The Parliament will convene once every half term during PL, whilst the Cabinet will meet with the SLT link during Orientation lesson. During Orientation two debates will take place in the academic year, where all pupils will be invited to the SA House of Commons to discuss matters relating to current affairs. Staff will take a strategic role in order to empower our pupils with a sense of responsibility.

Enterprise days: 'Dragons Den' approach will be taken to develop pupil's entrepreneurial skills by allocating time for two enterprise days. Pupils will organise themselves into vertical groups of 5 and create a proposal discussing their idea. They will be supported with resources and workshops organised by different faculties to complete their proposal. There will be 150 groups in total with 30 per house, house leaders supported by their teams will select the winning group from their houses; the 5 group finalists will then present their proposal to the dragons (SLT). The winning proposal(s) will have the opportunity to run the project throughout the year with financial support. All proceeds raised will be donated to SA's designated community charities.

The first enterprise day will take place during the last week before Christmas, with the second day taking place during the last week before Easter (organised whilst taking year 11 into consideration). We believe from this enrichment our pupils will have first-hand experience of running their own business project, therefore understand the intricate details of the business world.

Peer Coaching programme: Our more able pupils will support and guide their peers to a successful and complete piece of work. They will coach peers to build upon in-class learning and in return will develop self-leadership skills. This programme will be run by G&T pupils under the supervision of the coordinator with pupils taking responsibility for their own and other's learning.

Peer Mentoring programme: To further build on leadership skills our pupils will be given the opportunity to support year 6 pupils through a mentoring programme. This will entail SA pupils mentoring year 6 where they will run assemblies at feeder schools to share experiences during the summer term. These mentors will also play a more active part during transition days working alongside the transition coordinator.

The second part of this program will entail the mentors to further their responsibility by supporting mentees during their life at SA; this will include academic or pastoral concerns. SA pupils will run this with the PL tutor taking a strategic role.

Anti-Bullying Student (ABS) group: To develop leadership and communication skills (both written and verbal), our pupils will work to prevent bullying and raise awareness of support processes. Pupils will volunteer services to the ABS group and will work alongside staff to actively promote and support peers, through assemblies, literature and one-to-one support. The group will be available in person during break and lunch time, along with a confidential email set up for pupils to contact the group with any concerns they may have.

Community Cohesion
Culture club: During designated lunch times working alongside the Assistant Principal for cohesion, pupils will organise a five minute presentation on cultural themes. They will report their presentations through a termly column in the 'SA Gazette' and broadcasts on SA radio. Pupils who are aspiring for roles such as journalists, presenters and entertainers will run the project. The club will build on pupil interests and personality traits therefore encourage confidence and self-esteem.

Community Fête: All pupils will be given the opportunity to partake in organising and running the community fête. However, because of their elected status and aspiring leadership skills the Student Parliament will lead in organising this event in collaboration with the PV group. We would like our pupils to be actively involved in projects; therefore we envisage them taking an operational role to successfully apply their leadership skills within the community. This particular enrichment activity will also develop our pupils' sense of cultural awareness, assisting them to embrace 'acceptance, not tolerance'.

ASSESSING AND MEETING THE NEEDS OF PUPILS

SA will set out to meet the needs of all pupils which include: Pupils in receipt of FSM, Looked After Children (LAC), EAL, G&T and SEN.

LAC, EAL and SEN will be the responsibility of the Special Education Needs Coordinator (SENCO), who will be trained with providers such as the National Care Advisory Service (NCAS) and the Local Authority (LA). Pupils on the G&T register will be the responsibility of the G&T coordinator who will also be trained by LA and external trainers such as Optimus Education. We will expect both our SENCO and G&T coordinator to disseminate the relevant training to all staff during our CPD programme, making all aware of policies and good practice.

Each Scheme of Learning (SoL) will incorporate varied activities and units irrespective of any difficulties in learning. A variety of teaching styles will be encouraged and staff will be trained in all areas through our CPD programme. Each category is further described below with the strategies and procedures SA will put into place to assist all learners.

FSM: Pupil premium will be used to enhance learning. Money will be used for activities such as:
- Breakfast and afterschool clubs
- Catch-up and booster sessions including lunch and refreshments
- ICT equipment / Games room
- Financial assistance with uniform and other school related equipment
- Subsidised educational trips and visits both within and outside the UK
- Additional courses relevant to pupils areas of expertise and interest

Success of FSM strategies will be measured through the achievement of targets described in Section D2.
- KS3: Targets for Attendance, Punctuality and 1.5 Levels Progress
- KS4: Progress target for Disadvantaged pupils

LAC: SA will provide a safe learning environment with the relevant support. We will equip LAC with experiences for a smooth and successful transition to adulthood, and skills to raise aspirations for a better future secured through informed choices in higher education and/ or employment. We will put in place (low profile) support mechanisms so LAC are not made to feel different or singled out. Our strategies will be a combination of: Outstanding teaching and learning framework that has policies in place to recognise talent; Encouragement to take ownership of own and others learning; Strong monitoring systems for academic and social progress; Encouragement to attend breakfast club, enrichment activities before and after school; Early interventions for behaviour or attendance; and Successful engagement of carers and other external agencies.

Our environment will be of a calm nature where an expectation of learning, achievement and success for all is the norm. This warm ethos will support our LAC pupils to feel safe and comfortable. Furthermore, through strategies identified from the SEN department, our staff will build confidence and provide greater opportunities to assist LAC pupils to achieve. Learning Mentors will further support LAC pupils to build their self-confidence and speak openly about any issues they have in regards to their birth families, siblings in care, carers and peers. Leaving SA, LAC pupils will have achieved beyond their expectations and will have developed their character through our support mechanisms, curriculum, extra-curricular provision and ethos.

In order for pupils to maximise on learning, staff will be responsible for differentiating lessons. Monitoring will take place regularly to check on progress and achievement in accordance to the

data and targets set by the Special Education Needs and Disabilities (SEND) faculty. Along with these academic targets there will also be behaviour, attendance, personal and social targets, which will all support to improve personal and social development. Intervention will take place for any target that is at risk of not being met. Learning Mentors will work closely with identified LAC pupils guiding them through issues and providing support. Through our community cohesion projects, we will also build a sense of belonging and raise aspirations to do better. Therefore, our LAC pupils will be able to identify with who they are, and where they come from valuing others and themselves.

EAL: In order to integrate fully into the wider community, SA will support EAL pupils through: the encouragement of using their first language with peers and staff where appropriate and possible, introduction of literacy activities that will help them to make the connections and build on personal experiences; providing them with visual clues so they can familiarise themselves; providing examples of interpersonal and abstract concepts; and providing them with a computer tablet that will allow them to access google translate within lessons.

Lessons will be tailored to include: structured lessons; same language LSA's where possible for extra support; teaching and learning strategies that are oral and interactive; teacher demonstrations on particular forms of writing; and providing support by carrying out group work.

As well as supporting our pupils, SA will reach out to parents who may require help in literacy and numeracy skills. Parent/ Daughter evening classes will be used to help in improving standards. SA will also provide a multilingual induction pack to include: a school prospectus; schools expectations of the pupil; plan of the school; an outline of the school day (pictures and diagrams); homework policy and how parents can support their daughters; and extra-curricular activities.

Amongst previously mentioned strategies, for our EAL pupils we will further split our literacy hour into three sections: speaking & listening; reading; and writing. To improve speaking and listening skills we will teach basic English through the use of visual and relative clues, basic keywords and their meanings, pupil dialogue, sorting activities where pictures have to be matched with basic keywords in relation to the lesson or subject, and picture cards. To improve upon reading we will make full use of bilingual electronic books, using text which relates to pupil's experiences, flash cards, matching activities, peer reading, and strategies where pupils complete sentences and true or false statements. To improve writing skills pupils will label pictures and diagrams; write sentences based on a modelled answer; and fill gaps in sentences.

Using prior knowledge and past experiences will give pupils a better understanding and create a basis for future learning. Furthermore, ensuring the curriculum considers the diverse cultures and is of high quality will cater for a broader audience.

G&T: Pupils will be challenged and encouraged to undertake independent learning and become critical thinkers. Teachers will identify any potential pupils for this category and after deliberation with the Head of Faculty (HoF), pupil details will be relayed to the G&T coordinator. The G&T coordinator will be responsible for the personalised programme for these learners to follow. It will be expected that G&T pupils will attend extra-curricular booster sessions, which will be offered alongside enrichment experiences to allow pupils to develop and explore their gift or talent. Within lessons, subject teachers will make sure each lesson includes work which suitably challenges G&T pupils. This work should be differentiated to suit the pupil's needs instead of giving the pupil a heavier work load. Support will be provided but independent work will be an expectation. Additional homework projects will provide opportunities to extend talents and skills.

Parents will be invited to celebrate and recognise their daughter's talents. Regular updates through our mini-data collection cycle (every three weeks) will keep them informed via our Virtual Learning Environment (VLE). Extra-curricular activities will also be explained on the VLE, where parents will view how each activity supports their daughter's development. Allowing our parents to be well prepared in supporting subject teachers to challenge and further develop abilities.

Identifying G&T and further assessment: Data and information will be used to identify if a pupil is gifted, talented or both in a specific area. Data gleaned from standard assessments alongside staff referral and taking into account any interests from outside of school will be used to formulate the G&T cohort. Staff will identify pupils as having a specific gift or talent in their subject area based upon continued outstanding performance over a sustained period of time. The G&T cohort list will be shared with all staff and revised and updated each year, but in-year admissions will be added to the cohort as required.

SEN: In line with the revised Code of Practice (CoP), SA will ensure to: Recruit a suitably qualified/ experienced SENCO; Meet the Equality Act duties for pupils with disabilities; Make best endeavours to meet SEN; Keep parents informed; Access the Local Offer with the LA; Write an annual SEN Information report and publish online; and Admit pupil when the school is named on an Education, Health and Care (EHC) plan.

The EHC plan replaces the statutory assessment and statement of SEN process, giving pupils and parents a greater influence on how the designated budget is used, further placing them at the centre of assessment and planning stage. SA will work with the LA and relevant bodies to form a unique and heavily personalised EHC plan, which focuses on pupil personality and requirements.

As part of the reform, SA will have access to the Local Offer, which provides information about education, health and social care services available within the LA. We will use this offer to support pupils on the EHC plan, and for pupils identified on our SEN programme (SENp).

Identifying SEN and further assessment
Assessment of pupil needs will take place from a wide variety of information, data will be collated from: feeder schools as part of the transition process; standard assessments such as Cognitive Abilities Tests (CATs); reading age assessments; spelling assessments; KS2 SATs; and working at grades will be used to assess if pupils require additional targeted support.

As part of the Support for Learning policy, staff will be able to refer pupils to the SENCO if they show difficulties within subject areas. Referrals can be made if pupils persistently make less than expected progress when compared to attainment of peers with similar base levels. Pupils can also be referred if they are not making progress in areas such as emotional and social development.

The SENCO will work with pupils, staff and parental views to assess for possible SEN needs. Upon identification, he/ she will put in place support from the SEN programme as discussed below. Where a pupil joins SA with a SEN need identified from a previous school, we will analyse the data to implement the first line of support.

SEN programme (SENp)
To further support all potential learning needs, we will put in place an internal strategy to support previously identified pupils on school action and school action plus (pupils who do not meet the criteria for an EHCP, but may need additional support). Our SENp will provide a pupil centred graduated response that is based on clear outcomes.

Collaborative reporting: The SEND faculty will be responsible for providing teaching staff with accurate pupil data. Upon identification of a potential learning need, a progress report requesting information on strengths, weaknesses, behaviour and general attitude to learning will be sent out. This information will be collected from the different faculties for an accurate snapshot of the pupil. After analysing the data the pupil will be informally met to identify strategies for support. However, where a pupil is identified as having a SEN need, a Personalised Action Plan (PAP) will be initiated where the SENCO will meet with the parent and pupil to discuss any identified issues and needs.

PAP: In conjunction with both parent and pupil, SA will develop and put in place a PAP with clear outcomes and support strategies. This plan will outline: what SEND provision the pupil is on; learning mentor name; current working grades in English, Maths and Science; and pupil's difficulties, success strategies and targets. Strengths will be outlined so staff can use this to plan their teaching to incorporate opportunities for personalised expression, allowing greater access to lessons. The PAP will be reviewed termly and progress reported to parents. Any amendments required will be made in consultation with both parent and pupil. If additional support is required then a Personalised Support Plan (PSP) will be initiated.

PSP: A pupil will be placed on a PSP if despite the differentiated learning opportunities provided, she continues to make little or no progress in lessons, has consistent difficulty with literacy and numeracy, consistent behavioural problems and has trouble with communicating with peers and staff. Personalised support will take place in the form of one-to-one sessions, where the pupil will be assigned a Learning mentor who is familiar with the issues and can provide concentrated mentoring.

Advanced PSP: Pupils will be placed on an Advanced PSP where it is deemed that they require more specific targets and specialist support due to: continuously making little or no progress in class; not reaching targets and therefore achieve below age expectations; consistent weakness in literacy and numeracy; continuous behavioural, social and emotional difficulties that interfere with others learning; physical needs requiring specialist equipment; and struggling with communication skills and therefore finding socialising with peers very difficult. Pupils on an Advanced PSP will have the support of external agencies (listed in the role of the SENCO section) that will provide alternative strategies and tools for support, these services will be accessed from the Local Offer.

The SEND faculty in conjunction with the pupil, parent and potential external agencies will devise support plans that best suit the individual's academic and social requirements. Even though each support category will be initiated if the previous is regarded to be insufficient, our SEN programme is not a 'fast track' to an EHCP, rather a support mechanism to support all learning difficulties.

Role of SENCO:
In conjunction with the Principal and Governing Body (GB), the SENCO will: Strategically develop the SEND policy to raise achievement and attainment; and Ensure that SA meets responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Keeping the revised code of practice in mind and due to the nature of the role, the SENCO will be a qualified teacher who will be supported by SA in achieving the National Award in Special Educational Needs Co-ordination (if required). Duties will include: Plan and coordinate; Ensure all SEN pupil records are kept up to date; Liaise with LA and relevant bodies to formulate EHC plans; Support and observe pupils with SEN, EAL and LAC; Manage and train Learning Support

Assistants (LSA) and Learning Mentors; and Liaise with other SENCO through the SENCO forum coordinated by the Department for Education (DfE).

Along with these duties, the SENCO will also seek and develop effective methods overcoming barriers of learning through analysing individual needs. Therefore, responsibilities will also include:
- Line-manage the SEND faculty
- Offering professional guidance to all staff to secure high quality teaching
- Day-to-day operations of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Identifying SEND pupils and planning support and advising on the graduated approach to providing 'SEN support'
- Working closely with staff and parents/ carers
- Liaising with the relevant designated teacher for a LAC pupil
- Being aware of the provision in the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support
- Liaising with external agencies such as: Speech and language therapist; Occupational therapist; GP; Consultant pediatrician; Psychiatrist; Mental health worker; Educational psychologist; Behaviour specialist; Police/ youth offender service; Social services; and Mentoring/ counseling service
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with potential schools/ colleges to ensure both pupil and parents are informed about options and a smooth transition is planned
- Regularly updating the SEN, EAL and LAC registers and upload onto the VLE for staff to use for planning purposes
- Target setting for individual pupils, and after highlighting strengths and weaknesses, devise appropriate strategies
- SEND training for staff to support a common approach for effective educational practice

The SENCO will have responsibility of initiating any form of support or intervention and will also make sure the right tools and strategies are used to meet the pupil's needs. Therefore, the need and request to use external services will come from the SENCO, who after meeting and consulting with teaching staff and parents/ carers will decide the best way forward. Once a policy is set, regular updates will be provided to all parties involved.

PUPIL TRANSITION
The transition program will be led by the Transition Coordinator who will be in charge of KS2 to 3, 3 to 4 and 4 to 5 transitions. This individual will be line-managed by an Assistant Principal in charge of whole school transition; this is further discussed in the staffing structure D3.

KS2 to 3 - Some problems to consider; pupils may: Have gaps in learning due to long term absences; Feel intimidated due to the change in teaching & learning styles and 'high school' culture, along with the change in the physical aspects of the building; Find the curriculum too difficult; Be expected to mature a lot faster than they naturally would do; and Be worried about older peers bullying or intimidating them.

To help alleviate the aforementioned points, SA will have an outstanding 'Transition Program' that not just begins and ends within the first week of the academic year, but is tailored for each pupil so lasts variably upon individual need. Our program will cover three strands of transition, which are

described in the 'Transition within Key Stage 3' document published by DfE: Social, Institutional and Curriculum continuity.

Social - To develop new friendships, therefore improving self-esteem and confidence.

We will group pupils so at least one other pupil is from their previous school for familiarity purposes. Zero tolerance against bullying will be made clear and paramount to all pupils, along with the awareness of severe sanctions. On the first day, year 7 pupils will be provided with a transition booklet, which supports them to understand how they can cope with moving to secondary school. Furthermore, they will have extended social time during break and lunch, take part in group discussions, team building activities aimed at supporting them to feel comfortable and mix with other pupils within their PL group.

Institutional - Settle and 'enjoying' school, causing little, to no problems with parents, staff and peers; Showing an increase in interest for learning; and Recognising routines of secondary school.

We will provide an opportunity for the year 6 to meet with their potential PL tutor. We will also put into place procedures to help pupils adapt into secondary life, such as; visits to SA during year 6, inductions and taster days, provide information booklets, year 7 pupils from SA supporting the year 6 through our Peer Mentoring programme, pupils from SA present assemblies and talk about their experiences to pupils in their feeder schools. For familiarisation of routes and routines, we will use exercises such as 'how to find the fastest route from x to y' etc.

Curriculum continuity - Learning shows an upward gradient with no repetition or gaps.

To help with curriculum continuity, we will build into the transition programme a week where subjects will phase in the KS3 method of teaching and learning. We will analyse and use data from feeder schools, along with our baseline testing to determine setting and grouping arrangements. Furthermore, to avoid repetition or pitfalls of gaps in education, we will use our Enrichment Centre to build on skills or prior knowledge. With this method no other pupil is subjected to same learning.

By following our transition programme we will efficiently work through the potential problems highlighted above.

Moving through KS3
As year 7 is seen to be new and an exciting time, pupils could perceive year 8 as a gap year. It is in this year they could potentially become disengaged and head down a spiral of low self-esteem and aspiration. SA will put in place strategies allowing transition to run relatively smoothly.
- We will regularly evaluate progress through diagnostic assessment at the start of a SoL, use tracking systems to monitor progress in all subjects and ensure Assessment for Learning (AFL) is used to inform planning.
- Through induction programmes at the start of each year we will raise enthusiasm. Making pupils aware of what they will be learning in the year and how it fits into the grand scheme of their education, therefore giving this year a purpose.
- Our rewards structure will grow with the maturity of pupils and we will provide additional responsibilities and opportunities.
- Our curriculum will grow in challenge and reflect development on prior learning with no repetition.

Year 9 will act as the starting year for a smooth transition from KS3 to the more demanding rigour of KS4. This year will provide an opportunity for our pupils to make sense of their prior learning during years 7 and 8, and build upon skills needed at KS4.

KS3 to 4 - We recognise this phase to be an important milestone in our pupils' education where they will face decisions affecting their future. For transition to be effective and beneficial our staff will discuss choices and explain options to our pupils and their parents. We will further prepare them by:

Information booklet: Providing information about the courses including coursework, exam elements and potential career opportunities.

Roll over timetable: Pupils will select their KS4 options during year 9; therefore, the last half term of the academic year is where pupils will have an opportunity to experience the lessons they will be taking in year 10.

Catch-up sessions: Catch-up sessions will be introduced for pupils who have fallen behind due to behavioural issues, long term illnesses or any other reason. These identified students will benefit from additional time and focussed support. These lessons will seek to address individual needs and aim to support future learning.

Booster sessions: Will be the preferred option for pupils who want to develop their learning further.

Peer Coaching/ Mentoring: Peer Coaching is where elder peers will support and advise younger year groups through their experiences of subjects covered. Peer Mentoring will take place where SA pupils will mentor year 6 pupils guiding them through the changes into KS3.

KS4 to 5 - Our KS4 curriculum will empower pupils to go into further education, training or employment. However, pupils can make the wrong decision based on misinformation or understanding, therefore we will follow the options process described earlier.

For KS5 we will offer taster days with Sixth Form providers where pupils will get the opportunity to explore AS subjects, Vocational Qualification studies, apprenticeships and training or employment opportunities.

Empowered with an understanding of the different choices available to them, along with a clear understanding of the course content, our pupils will make informed choices and be better prepared to overcome any obstacles. Therefore, after leaving us pupils should remain in education, employment or training.

Section D2

Measuring performance and setting targets
SA believes 'educating' means to take responsibility of the whole child. We believe it is important to impart knowledge and skills for outstanding academic achievements, and empower our pupils to contextualise what they learn into real life situations. We want our pupils to leave us as highly educated, responsible, and well-rounded citizens that will play an active role and contribute towards a diverse society. It is for this reason we have selected targets that are a suitable measure to determine whether or not we have been successful, as they are linked intricately with our vision and key principles. These have been devised to support the development of the whole pupil; therefore, all targets have a direct link with raising achievement.

Suitability of targets
Each of the targets identified are reflected within the key principles and have been drawn from our Curriculum plan, which has been developed from our Vision. Our results will show outstanding academic achievements; our element of leadership and employability skills in the curriculum will contextualise pupils learning; an active involvement in community cohesion will raise awareness and instil acceptance of others; and finally, high levels of parental involvement will indicate a keen interest in SA, which in turn means an interest in pupil education.

Our pupils will experience the 'whole educational package', so no matter what path they pursue, be it further education, employment or training, they will have the tools to make it a success. Therefore after leaving SA, through active parental support, we expect our typical girl to be best described as: A high achiever and ambitious to do well in whatever field she chooses to follow. She is able to apply her knowledge into the world selflessly, and potentially take control and lead on projects. She will have a thirst to pursue knowledge and experiences for personal development. Recognise and respect British values, laws and way of life, understand and recognise she is a part of the local, national and global community. Be fully aware of Luton's diversity and hold respect for others views and opinions. She will be confident to integrate with other cultures and communities, and celebrate her own individualism. She will; 'accept, not tolerate'.

SA TARGETS AND DATA TRACKING
Academic Excellence targets

Achievement KS3: This target is an interim for KS4 achievement and is based upon pupils achieving 1.5 levels above their KS2 result. Therefore whilst taking our curriculum into consideration, we expect at the end of KS3 100% of pupils to achieve 1.5 levels of progress for English and 100% for Maths.

How we will achieve this target: Through focussed delivery of literacy & oracy and numeracy across the curriculum, we will equip our pupils with the skills to make targeted levels of progress. Additionally, pupils will be enrolled onto an accelerated reader and maths programme, where reading ages and numeracy levels will be recorded and tracked on a regular basis.

Achievement KS4:
3 Levels progress: We expect 100% of our pupils to make a minimum of 3 levels progress for English, and 100% for Maths from KS2 to 4; which is above national averages, where 77% of girls made required levels of progress in English, and 68% in Maths for the year 2014. This target is benchmarked against:
- Potential feeder schools where on average 85% of girls make required levels of progress in English, and 84% in Maths at KS2.
- The highest achieving secondary school with a similar pupil demographic (Barnfield South Academy), where 95% of girls achieved 3 levels of progress in English, and 85% was the

highest in another school (Denbigh High) with a similar pupil demographic in Maths.

5+ A*-C including English and Maths (E&M): Using the 3 level progress target above we expect, as a minimum, 84% of pupils to achieve 5+ A*-C including E&M.

This target is derived from 100% (3 levels progress target for both E&M) of 84% (Pupils entering SA from proposed feeder schools with a level 4+ in both E&M) achieving this measure. This is 29% above the achievement of the only girl's school and 21% above the highest performing school, which will place SA as the top performing school within the LA.

As a result of our focus on literacy & oracy and numeracy, we expect all pupils to make the required level of progress. Therefore, the entire 100% will achieve 5+ A*-C including E&M, placing us as the highest achieving school in the LA with 84% achieving this measure.

EBACC: 84% of pupils to gain the EBACC measure; this is based on the expectation of 84% pupils achieving 5+A*-C including E&M. Even though local and national averages are significantly lower, there has been improvement in recent years and this trend is likely to continue. Furthermore, as our curriculum is designed to support EBACC, 100% of the cohort will have the opportunity to study a variety of subjects counting towards this measure, therefore we feel that this target is realistic, achievable and aspirational.

Disadvantaged (FSM & LAC): We expect 100% of our FSM and LAC pupils to make 3 levels of progress in English and Maths from KS2 to 4.

However, the 5+A*-C including E&M measure within this category will be determined by the number of pupils who are in receipt of FSM, and come in with a Level 4+ in English and Maths at KS2. As an example, during 2014, 64% of disadvantaged pupils from our proposed feeder schools achieved level 4+ in English and Maths, which would mean that at SA we would expect all 64% to achieve 5+A*-C including E&M. This method of deriving this target (64%) will not only place us as the highest performing local school within this category, it will also minimise the achievement gap between advantaged and disadvantaged pupils.

EAL: 100% of EAL pupils to make 3 levels of progress in English and Maths from KS2 to 4.

As an example, during 2014, 85% of EAL pupils at our proposed feeder schools made the required levels of progress at KS2. Therefore, as a minimum we expect 85% of our EAL cohort to make 3 levels progress in English and Maths at KS4. This target is above last year's national EAL averages of 77% in English, and 73% in Maths. This method of deriving this target (85%) will place us as the highest performing local school within this category.

STEM: 84% of pupils to have achieved an A*-C grade within Science, Technology or Engineering and Mathematics based subjects. This is based upon the expectation of 84% of pupils achieving 5+A*-C in Science and Maths (taken from EBACC measure), and 84% of pupils achieving a level 4+ during 2014 at KS2. This target is aspirational considering there is no benchmarking available for Technology and Engineering at KS2. As our curriculum supports opportunities for a raised awareness of STEM, we feel that this target is realistic and achievable.

The above key achievement targets have been derived using local, national and proposed catchment school data.

How we will achieve this target: We expect this target to be achievable as all will have

progressed through the literacy & oracy and numeracy programme. Pupils who join us during KS4 will be subjected to additional support coupled with enrichment opportunities to ensure progression. The curriculum will support in achieving the EBACC figure as it provides opportunities for all.

How we will measure progress: Progress will be measured based upon entry level for each pupil. The combination of summative and formative assessments at both key stages will provide accurate working levels/ grades of the pupil. Internal assessments will be the measure for pupil progress towards the end of KS3, whereas for KS4 there will be external exams.

Attendance: Pupil attendance to be 97% or above, which would constitute an outstanding grading by Ofsted.

How we will achieve this target: Attendance will be reviewed weekly by HoH, half termly by SLT and Principal, allowing time for intervention strategies to be implemented. Where attendance is a concern, the Education Welfare Officer (EWO) and other agencies will support families. We will monitor trends and set targets for all pupils including personalised targets for high risk pupils. Good and improved attendance will be recognised and celebrated.

How we will measure progress: Analysis of figures will be carried out daily, weekly, half termly, termly and yearly by responsible staff. Analysis of data will inform strategies such as assemblies, breakfast club, rewards and sanctions, incentives and contact home with parents and others.

Behaviour: Ofsted to award us a grade 1 for behaviour and safety during first inspection. 100% visitors comment on the positive behaviour and atmosphere.

How we will achieve this target: We will monitor behaviour through the number of recorded incidents and staff will follow the 'rewards ladder' and 'consequence slide'. Pupils and parents will be made aware of our policy by signing the behavioural home school agreement. All visitors to provide written comments on their experience of SA on their departure, comments to be logged in a visitor comment book.

How we will measure progress: HoH will provide weekly analysis of pupil data relating to behaviour points, detentions and contact home. The identified pupils will be placed on a strategic plan to improve their behaviour. The number of permanent exclusions will be tracked and analysis carried out termly and yearly. We expect there to be a 5:1 ratio between recorded positive and negative occurrences. This analysis will be carried out by HoH weekly, half termly and termly.

Pastoral and pupil care 1: 0% bullying incidents at SA

How we will achieve this target: Pupils will be made aware of the reporting procedures of bullying through assemblies, PL activities, workshops from external agencies and SA's Anti-Bullying Support group (ABS). Relevant supporting websites and literature will be listed in planners and on the school website along with parental guidance.

Curriculum Access: 100% identified EAL pupils to attend Curriculum Access intervention

How we will achieve this target: To prepare EAL pupils who are struggling with English to access the curriculum, we will run a 30 minute lesson every morning during breakfast club and 1 hour enrichment after school within the SEN Department. This will ensure that all our pupils will be able to access lessons during curriculum time without being disadvantaged.

Pastoral and pupil care 2: 100% of staff to have completed safeguarding training

How we will achieve this target: All staff will be provided with safeguarding training equipping them with the knowledge and skills to make informed decisions about pupil welfare, along with information on who to contact for further assistance.

How we will measure progress: As part of pupil induction, we will hold a dedicated assembly on anti-bullying procedures followed up by PL activities to determine understanding. Pupils who are unsure will be supported by the ABS group. Student surveys will determine who is still unaware.

All staff will successfully complete the online safeguarding assessment. Data on the training will

be kept with the VP for behaviour and safety, who will analyse to determine training needs.

Ofsted grading: In the first year we expect to achieve an overall grade 1, and grade 1 in all subsequent inspections.

How we will achieve this target: We will ensure our vision and key priorities permeate throughout our school. Policies and practices will be developed, modelled and implemented ensuring we meet agreed targets. SoL, rigorous tracking, differentiated teaching and a positive learning environment will allow all students to achieve in line or above expectations.

How we will measure progress: A variety of tools such as: Departmental audits; Learning walks; Data analysis; Principal reviews (3 times a year); and Staff/ pupil surveys will be used throughout the year to measure progress against set targets. A monitoring cycle will be developed to ensure all monitoring and analysis is carried out by middle and senior leaders throughout the year.

Monitoring teaching: We expect 100% of lessons to be graded as good with at least 50% to be outstanding during internal audit processes.

How we will achieve this target: We will encourage and support our staff to move from consistent outcomes of 'good' to 'outstanding'. New staff will be enrolled onto the induction programme and supported by an experienced colleague/ mentor.

How we will measure progress: Overall teaching and learning grades will be assessed by learning walks, departmental and whole school audits. Progress will be shared with all staff and SLT after each departmental and whole school audit.

Staff morale 1: 100% of staff show satisfaction in staff survey resulting in minimal staff turnover.

How we will achieve this target: A staff well-being programme will allow our staff to express their views and opinions on all matters, enabling us to address any issues that may arise. This will ensure optimum staff morale as SA will recognise and celebrate efforts and achievements of all.

Staff morale 2: 100% NQTs to successfully complete their induction year.

How we will achieve this target: An induction programme will be delivered fortnightly by experienced staff. The programme will equip NQTs with the knowledge and skills to consistently apply SA policies and procedures.

How we will measure progress: All new staff to have successfully completed SA induction programme. Year 2 teachers enrol onto SA skills development programme, leading to management and leadership opportunities. Regular monitoring of progress will be carried out by NQT mentors and formally recorded half termly.

Parental Involvement targets

Developing Involvement: 10 coffee mornings with the Principal or SLT to be facilitated over the year. 6 PV group meetings will take place over the year.

How we will achieve this target: Parents will be informed of the opportunity to have coffee with the Principal. For the PV group meetings the SLT link will liaise with members of the PV group to address parental views and other items on the agenda.

Community fête: PV group will organise and run at least 1 themed community fête event.

How we will achieve this target: PV group will enlist the support of SLT liaison and members of the pupil cabinet, other staff and pupil volunteers. Provisional dates will be established and literature will be published for promotional purposes.

How we will measure progress: PV group will be elected within the first term resulting in the successful organisation and running of community events. Coffee morning attendance increases throughout the year.

Parent/ Pupil satisfaction 1: 90% of parents are satisfied in all aspects of schooling, by year 5 we will aim for 100%.

How we will achieve this target: Transparent policies and procedures will provide opportunities for both parents and pupils to express concerns. Over the period of 5 years we expect all our

parents to be fully immersed and satisfied with our provision.

Parent/ Pupil satisfaction 2: 95% of pupils satisfied in all aspects of school life, by year 5 we will aim for 100%.
How we will achieve this target: We envisage pupils to be satisfied with their experiences at SA. We expect to increase satisfaction to 100% by the end of year 5, as by then we will have developed and embedded all our policies and procedures.
How we will measure progress: Policies and procedures will be uploaded onto our Virtual Learning Environment (VLE). Opportunities will be provided to voice concerns or suggestions through: Coffee with the Principal; Parental surveys; and the PV Group. Increased numbers of parents choosing SA as first choice for their daughter will show success. Yearly survey results will be collated and actions recorded where areas of concern are identified.

Leadership and Employability targets

Soft Skills: 100% pupils to achieve a qualification in ASDAN.
How we will achieve this target: All pupils will work through the various elements of the level 1 qualification, with final completion by the end of KS3.
Employability skills: 100% of pupils to have attended work experience.
How we will achieve this target: Pupils will undergo work experience with local businesses and employers. Where pupils miss the opportunity, special arrangements will be made to carry out work experience within SA.
How we will measure progress: 100% of pupils will have participated in a real life project based activity. Summative assessment will be carried out for the accreditation of the ASDAN qualification, where each unit of work is project based.

Community Cohesion targets

Developing Acceptance: 100% of pupils to partake in a community cohesion project every year.
How we will achieve this target: Working with a variety of organisations all pupils will be provided with the opportunity to participate in numerous projects during school hours and beyond. Projects will range from themed assemblies, workshops and external visits.
How we will measure progress: Progress will be measured by the number of pupils participating in projects and events throughout the year.
Cohesion Skills: 100% pupils to achieve the GCSE Citizenship.
How we will achieve this target: All pupils will work through various projects (discussed in Section D1) to complete this qualification and achieve final accreditation by the end of KS4.
How we will measure progress: Take interim snapshots of pupil progress and provide opportunities to develop areas of weakness resulting in all pupils gaining a grade between A*-G.

Purpose of targets

All Staff: Staff will be made aware of whole school targets for each key principle; allowing them to plan differentiated lessons and modify teaching styles. Staff will be supported in achieving personal milestones relating to teaching and learning, which will give them confidence and ability to successfully aim for the whole school target.

Whilst addressing the pastoral care strands, all staff will take responsibility in ensuring that the Every Child Matters (ECM) agenda is adhered to. With the cohesion targets, staff will provide opportunities for all pupils to make contributions within, and outside of lessons. By maintaining continuous contact and notifying parents of events, staff will be able to meet the needs and address issues raised by them; this will assist in ensuring they are satisfied with SA performance.

Principal: Will lead and inspire staff to achieve all set targets. He/she will use data and statistics on each particular strand for the development of pupils, staff and vision. This will also be used to strategically outline termly and annual developments that will inform the School Development Plan (SDP). The Principal will set interim milestones if targets are not achieved on any occasion.

Parents and carers: Parents will use the targets set by SA to encourage and support their child to achieve their potential. They will encourage attendance, positive behaviour and participation in extra-curricular activities. Parents will be involved within the operational level of schooling, staying informed about policies and procedures.

Other agencies: Previously identified agencies will be made aware of cohesion, leadership and employability targets in order to assist in pupil development.

Governors: Will use data collected from targets to hold the Principal to account, and work collaboratively to develop strategies to meet or exceed targets. However, if targets are met then future targets will be increased to develop and expand the vision to incorporate Member's aims.

Members: Members will be involved in the strategic running of SA. They will use data and statistics collated by the Governors to inform future prospects and expansions of SA's vision. Where targets are not achieved the Governing Body will be held to account and supported through replacing, or expanding the body.

MONITORING AND EVALUATION SYSTEMS
To monitor, review and report our targets, SA will use a Management Information System (MIS) designed specifically for schools to collect and securely store a range of data. The MIS will be compatible with a VLE to reduce workload when tracking pupil progress and achievement. The MIS must be user friendly ensuring: easy access to all pupil, staff and school data; collection of attendance figures to be a simple task; provide easy access to pupil performance data and analysing/ tracking progress; allow users to enter behaviour incidents and be able to provide a summary report when required; ensure teaching and administration tasks regarding parental reporting are reduced. Also the MIS needs to allow reporting of census figures to DfE.

For reviewing and reporting purposes, we will use the MIS to display data in a relevant format for stakeholders. This data will be analysed for strategic development and further improvements.

Monitoring
For each pupil upon entry, we will collect parental details, personal details including eligibility for pupil premium, medical needs, achievement, behaviour, attendance, prior attainment data, exam entries, timetable, target grades, report entries, SEN needs including IEP, and other information as required. This information will be verified prior to pupil starting at SA, and updated at the start of each academic year or when changes in circumstance occur. Staff personal details along with curriculum provision will also be collected. All information collected will be fairly and lawfully processed, be accurate, stored securely, not kept longer than necessary, shared with relevant agencies, and processed for limited purposes in line with Schools Data Protection Act 1998.

Academic Excellence
Pupil progress data will be collected at the end of each marking cycle (every three weeks) and entered onto the MIS by teachers; there will be thirteen mini-data collections for each year group. Stakeholders will use the data collated in accordance to their role at SA:
- Subject teachers: Will review pupil targets to inform their teaching/ planning.

- Heads of Faculty (HoF): Will monitor pupil attainment and progress within subject areas. Each half term they will review departmental targets with subject teachers to inform the achievement section of the faculty development plan.
- Assistant Principal (AP): Will monitor progress and review managed faculty's targets termly.
- Vice Principal (VP): For a termly snapshot of overall progress, the VP will use whole school targets to strategically review all faculties.
- Principal: Will analyse whole school progress against targets to inform school development plan and present findings at Governing Body (GB) meetings. The Principal will set targets annually during raise reviews and line management meetings.
- Governing Body (GB): Will review SA performance against targets and challenge Principal on progress. The GB will set targets annually whilst monitoring termly.
- Parents: Will have access on the VLE to monitor their daughter's progress throughout the year. If at any time they have any concerns they may meet with the HoF and subject teacher. Parents will also receive an annual subject and tutor report identifying progress, areas of strength, weaknesses and improvement. They will also be invited to meet with subject and pastoral tutors during parent consultation evenings.

Data Manager: In collaboration with the VP for achievement will carry out breakdown analysis to support the stakeholders described above.

Pupil Attendance
Attendance marks will be entered onto the MIS at the start of each session including after school clubs, projects and enrichment activities. Attendance for pupils at alternative provision and absences will be collated and entered daily onto the MIS by the attendance officer, who will have overall authority to amend attendance marks.

The MIS will generate reports and any unauthorised absence will be forwarded to the PL tutor and HoH for appropriate action. For persistent short term absences HoH will work with the attendance officer and Educational Welfare Officer (EWO) to investigate and put in place measures for support. Repeated or prolonged absences will be scrutinised by the EWO and SLT, who will apply appropriate strategies and sanctions. Attendance targets will be reviewed annually and set above national trends with actions and support factored in. The SLT link will report levels of attendance and proposed actions fortnightly to the Principal, and 100% attendance will be celebrated during assemblies. The HoH will identify pupil attendance through weekly snapshots, they will work with the attendance officer and EWO to raise attendance and take any necessary actions.

Behaviour
All behaviour incidents will be logged by the witnessing member of staff onto the MIS, which will generate behaviour point(s) for the named pupil(s). Logs generated will record a description of the type of behaviour, location, time, and actions taken. The pupil(s) concerned will be sanctioned in accordance to the Consequence Slide. However, serious incidents including racial, sexual and homophobic will be recorded onto a separate log kept by the VP. Where required, a Pastoral Improvement Plan (PIP) will be devised for pupils who repeatedly offend.

A Behaviour policy will be in place with clear routes onto the Rewards Ladder and Consequence Slide, this will be displayed in classrooms and the VLE. Where targets are not being met strategies such as parent meetings, faculty/ school report, SEN assessment, short term withdrawal, conflict resolution, mentoring, short term targets and buddy system will be implemented.

Where targets are met, we will continue with successful strategies to ensure behaviour is consistently outstanding in all areas; experienced staff will share good practice and support new staff in managing behaviour. Use of the Games Room will be encouraged and awarded to pupils.

PL tutors will monitor and analyse pupil behaviour to determine patterns of incidents. This will be reported to the HoH who will liaise with parents and devise whole school strategies/ actions. This information will also be shared with SLT and monitored on a weekly basis using the MIS.

Pastoral care and pupil well-being
Surveys will be carried out by the Anti-Bullying Student (ABS) group to check understanding of types and reporting procedures of bullying. Pupils who are unclear will be supported by the group and issued with an ABS reporting procedures card.

A register will be kept of staff attendance to safeguarding training, provided by the Local Authority (LA). Line managers will ensure staff successfully complete this assessment. Unsuccessful staff will attend in house CPD delivered by the VP. The pastoral VP will keep records of all completed safeguarding CPD training, pupil surveys and the completed safeguarding assessment certificate.

Ofsted grading overall and for separate categories
Information will be collected by managers and auditors on the quality of: Teaching & Learning, Leadership & Management, Behaviour & Safety and Achievement of groups for both individual teachers and faculties.

Outcomes for each area will be analysed by the Teaching and Learning Group (TLG) (a group responsible for offering support and monitoring progress in regards to teaching and learning, discussed in D1), findings will be used to inform CPD and measure progress against set targets. Individual teachers not meeting targets will be paired with a mentor, their needs identified and a support plan developed to include observations of outstanding teaching. Analysis, monitoring and reporting for each faculty area will be carried out by the HoF, SLT line and VP. The HoF will discuss, agree individual targets and update the Faculty Development Plan (FDP) to reflect support. Monitoring and tracking will be carried out by senior staff to ensure progress.

Quality of Teaching
Snapshots of the quality of teaching will be collected by middle and SLT through:
- Faculty learning walks every week carried out by HoF: Any identified issues will be addressed by HoF who will monitor and offer support to the staff in question. The HoF will have access to the TLG for additional strategies.
- Whole school learning walks carried out fortnightly by SLT: Evidence will be recorded onto the MIS. No formal feedback will be offered, however, concerns identified will be presented to the HoF who will support the staff in question with a development action plan. This plan is a two week support mechanism to address the weaknesses identified by the SLT.
- Annual faculty audits carried by TLG: Using Ofsted strands for judgement, TLG will scrutinise each individual faculty and record findings onto the MIS. Formal feedback will be provided to the HoF highlighting areas of strength, concern and development. This will lead to individual/ departmental development action plans, outstanding departments to share good practice through a faculty buddy system and personalised CPD. Through this support and guidance the TLG will monitor improvement.
- Annual whole school audits carried out by SLT and TLG: This is an overall snapshot of SA using the Ofsted criteria for highlighting areas of strength, concern and development. After recording all findings onto the MIS, collective formal feedback will be given to all faculties.

SLT will analyse audit results and set individual faculty FDP targets. Whole school CPD will be delivered in accordance with the needs identified from the audit.

To develop outstanding teaching, SA will introduce the 'Good to Outstanding' teaching programme led by the TLG. All staff who receive 'good' for their observations will be encouraged to join this programme, as it will be aimed at developing outstanding practitioners.

Parent and Pupil satisfaction
There will be identified opportunities within the school year to collect parent and pupil views through both electronic and paper based surveys. Parents will be surveyed at Parent Consultation Evening (PCE), through the VLE and post, whilst pupils will be surveyed within school using the VLE or another electronic medium such as Survey Monkey. Data collated will be analysed by SLT and PV group and presented to the Principal informing him/her on proposed strategies. Areas of concern will be identified and plans to resolve issues will be developed if overall targets are not being met. If targets are met, work with parents and pupils will continue to further support SA.

Staff morale, development and retention
Data on the number of NQTs completing their induction year will be collected through final year assessments. Staff moral data will be collected by the admin staff through anonymous surveys to ensure accuracy and confidentiality. All data will be analysed by the SLT link and findings reported to the Principal for development.

The SLT link is responsible for organising delivery of different sections of the whole school induction and staff satisfaction plan. Interim progress checks against targets will be put in place by HoF and concerns will be reported to SLT who will deliver sections of the induction programme.

Leadership and Employability
Staff responsible for delivering the Orientation curriculum will enter progress grades into the MIS. When targets are consistently met, they will increase allowing pupils to complete higher level courses. Where pupils do not make required progress, individual teachers, with support from HoH will intervene to ensure course completion. The MIS will store this information, which can be accessed by all staff with the HoH having overall responsibility for ensuring pupils within their house are making expected progress. Monitoring will take place using learning walks, work scrutiny and progress data analysis from the MIS. HoH will meet fortnightly with their SLT link to discuss achievement and progress and identify actions. Parents will also have access to information through the VLE and published reports to be made aware of pupil progress.

Parental Involvement
Parents will be required to register when attending PV meetings, events and classes. Information will be uploaded and stored onto the MIS by admin staff and will be accessible to SLT and HoH. SLT with responsibility will complete analysis of all parental events; actions to increase participation will, include invites to non-attending parents, telephone calls and contact via the VLE. Where targets are not being met, SA will devise specific strategies to increase attendance. Where targets are being met, the frequency of meetings and number of organised events will be increased. Tracking and monitoring will be carried out after parental events, with data being analysed to inform further actions.

Community Cohesion:
PL tutors will update the register of community cohesion events attended by pupils and inform HoH of any concerns including non-attendees. Tutors and all staff will have access to the

information using the MIS and will carry out analysis on individual or groups of pupils. This analysis will be used to determine strategic developments and to inform pupil's Record Achievement Folders (RAF). Where targets are not being met, relevant agencies will be contacted to organise and run events to provide opportunities for non-attenders. If targets are met then frequency of events and visits will be increased, along with the number of external agencies whose support is enlisted.

LIAISING WITH AND REPORTING TO PARENTS/ CARERS

SA will complete its own research to see what parents and other stakeholders prefer when it comes to communication.

We have described in detail the types of monitoring procedures we will use, and how they will link in with reporting to parents. However, it is prudent to reiterate that SA will inform parents on all progress of pupils including areas of academic achievement, social and emotional well-being. Therefore, we will involve and communicate all events and items on the calendar through various forums. We will use a variety of methods such as:

- VLE to report achievement specific to each pupil every three weeks (mini-data collection), giving an accurate snapshot of pupil progress.
- Telephone, Email and Website will be used to inform all parents of any sudden changes.
- Electronic newsletters will be used to update all parents of SA developments.
- PV group will be used as a medium to build upon parental involvement.
- Parents evening will be used to discuss reports and the mini-data collection cycles.
- Tutor evening will be used to discuss academic achievements and pupil well-being.
- Reports will be sent to all parents as calendared.
- Celebration evenings will take place to celebrate pupil successes.

We will aim to provide, half termly, termly and yearly updates and in some cases as often as decisions are made. Each of the described forums, but in particular the PV group, will be used to gather parental views in order to further develop SA for the needs of the community. We will provide opportunities for our parents to be involved with SA more generally, rather than just for their own child's progress. To this end, we will use the PV group to discuss not only academic development but also Community Fete; Celebration Evening; Coffee with the Principal; Parent/ Daughter Evening classes; and Weekend Enrichment sessions.
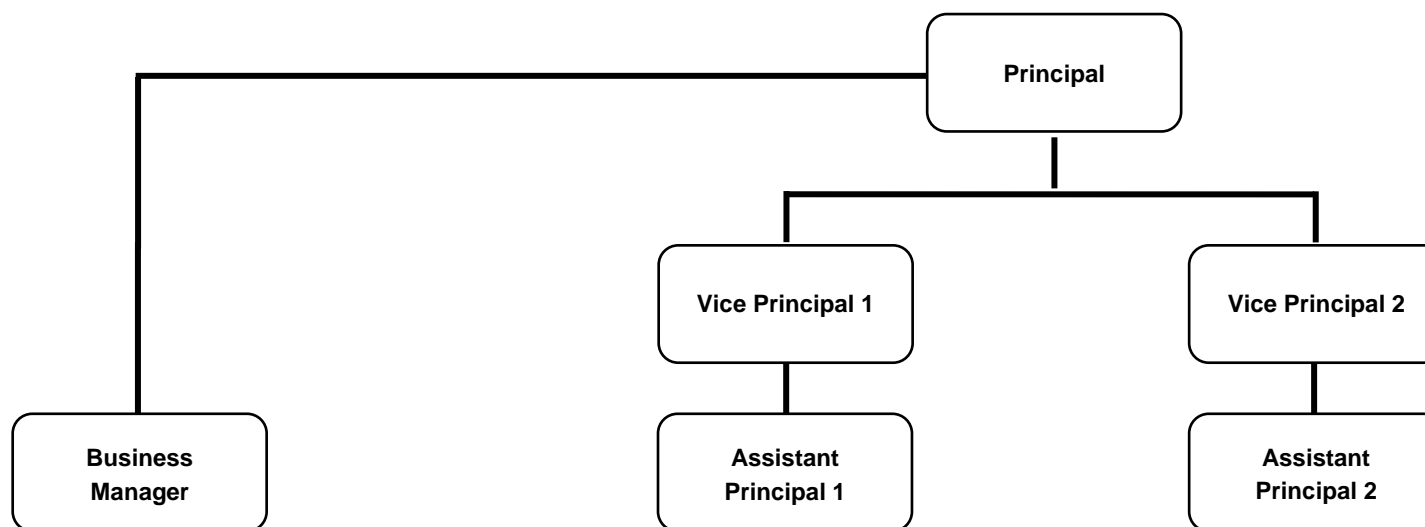
Improving progress

SA is driven to involve parents within the school and is aware of how it improves pupils learning and achievements. Parent's involvement in the home has a substantial impact on how the child achieves and how they develop socially, academically and emotionally. Training parents in literacy, numeracy, ICT and providing them with the knowledge and skills of revision techniques, will enable them to play a bigger role in their daughter's education, including home learning.

To ensure parents are involved and working together with the school, SA will use methods such as sending newsletters, emails and making telephone calls. These methods will be used especially in cases of hard to reach parents. Other procedures SA will use to get parents involved are: Contact through our breakfast club provision; A parent newsletter sent each term with current updates; Encourage parents to volunteer to make an impact on their daughter's learning; Have a ready reference list of materials beneficial for parents and pupils; and Conduct school surveys to find out parental views about SA. SA will develop a two way relationship with parents aiding them to be involved in all aspects of their daughter's learning. The communication will be based on refining learning outcomes, mutual trust and respect.

Section D3

STAFFING STRUCTURE – YEAR 5

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                                    ┌───────────┐
                                    │ Principal │
                                    └─────┬─────┘
              ┌───────────────────────────┼───────────────────────────┐
              │                    ┌───────┴────────┐        ┌───────────────┐
              │                    │ Vice Principal │        │ Vice Principal │
              │                    │       1        │        │       2        │
              │                    └───────┬────────┘        └───────┬───────┘
     ┌────────┴────────┐          ┌────────┴────────┐       ┌────────┴────────┐
     │    Business     │          │   Assistant     │       │   Assistant     │
     │    Manager      │          │   Principal 1   │       │   Principal 2   │
     └─────────────────┘          └─────────────────┘       └─────────────────┘
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Operations	
Data & Exams Manager	ICT Network Manager
IT Technician	Catering Assistants *5
Catering Manager	Site Caretaker *1
Site Manager	

Non-Teaching and Support Staff	
PA to Principal	PA to SLT
Admin Staff *2	Receptionist *2
Librarian	Assistant Librarian

Key stage 3 and 4 Curriculum staff			
Head of Faculty (HoF) English	HoF Maths	HoF Science	HoF Humanities
HoF MFL	HoF PE	HoF ICT & Business Studies	HoF Food, Art Design and Technology
HoF Music & Drama	HoF Orientation	Literacy Co-ordinator	Numeracy Co-ordinator
Transition Co-ordinator	HoH Newton	HoH Archimedes	HoH Einstein
Head House (HoH) Hawking	HoH Brunel		
Teaching staff *51			

Learning Support Staff	
SENCo	LSA*15
Inclusion Manager	Senior Science Technician
Science Technician	Art Technician
Learning Mentors *2	

STRUCTURE RATIONALE

Our rationale for five senior leaders and a Business Manager is based on ensuring an effective delivery of all elements of our vision as described in Section C. We want our four elements; Academic Excellence, Skills for Leaders of Tomorrow; Parental Involvement; and Community Cohesion to be at the forefront of job roles, responsibilities and in the daily life of SA. For this reason we envisage 2 Vice Principals (VP), who will each have responsibilities for parts of the vision to make the collective whole. The 2 Assistant Principals (AP) will further support this through their particular roles, which are further described in this document.

Our staffing structure clearly illustrates the various tiers of roles and responsibilities, and the number of staff in employment by year five (please note that the job titles marked with an asterisk followed by a number simply indicate the number of staff within the role). With this structure we feel our vision will certainly be at the forefront of our school day and life.

STRUCTURE DESCRIPTION

As described in the diagram above our structure shows that the Principal has overarching responsibility for SA. For clear lines of communication and to hold staff to account, the Principal will directly line-manage the two VPs and Business Manager (BM).

The BM is on the SLT and will be held accountable by the Principal. This decision is based on the fact that the BM will have an oversight in the delivery of the accounts/ financial services provision along with other typical responsibilities (discussed further in this Section and F2). The BM will line-manage Operations, Non-teaching and support staff.

VP 1 will be responsible for Academic Excellence, Skills for Leaders of Tomorrow and the line-management of AP 1. This role will include: teaching & learning, curriculum planning, STEM, monitoring pupil achievement at Key Stage (KS) 3, and KS4 progress measures including EBACC, progress and attainment 8, and overall GCSE achievement.

VP 2 will be responsible for Community Cohesion, Parental Involvement and the line management of AP 2 and the SENCO. He/she will monitor: Behaviour & safety, Career Professional Development (CPD), admissions and the implementation of whole school Spiritual Moral Social and Cultural (SMSC) development.

The APs will support the VPs and ultimately the vision through their respected jobs. They will line-manage Heads of Faculties (HoF) and Heads of Houses (HoH) in ensuring high standards and expectations are addressed within both the subject and pastoral areas.

This structure clearly enforces accountability as there is no ambiguity over roles.

AP 1 will have whole school responsibility for teaching and learning ensuring appropriate policies are developed to support staff with marking, assessment, monitoring and best practice. He/ she will also have responsibility for raising achievement, ensuring pupil data is recorded, monitored and progress is tracked through the various key stages.

AP 2 will have responsibility and strategic oversight of the Orientation department (discussed in Section D1). He/ she will also have whole school responsibility for the implementation of new technologies to support learning, through providing CPD to all staff on their uses within the classroom. Additional responsibilities for the APs' are cited further in the document.

The HoF will hold to account and line-manage staff within their subject area. They will monitor, performance manage and provide support when required.

The HoH will also be held to account and be line-managed by the AP. The HoH will ensure all pastoral matters are addressed and any concerns escalated to the line AP. They will have regular

contact with parents and nationally recognised support agencies such as: Child and Adolescent Mental Health (CAMH), Ed Psych, Social Services and local alternative provisions such as Active Support and Ameina.

This structure ensures clarity in communication and accountability between the Principal and the staff at the various levels. All staff are managed and held accountable by middle leaders or SLT, assuring transparency and clarity.

PHASED GROWTH

SA expects its staffing structure to reflect the forecast in pupil numbers and the delivery of a two key stage curriculum as outlined in D1. The staffing structure will cater for the needs of various pupil groups who attend SA, and will be delivered by subject specialist and supported by learning support assistants where required.

SA will adopt a phased approach in increasing staffing levels to ensure an effective delivery of the curriculum. We also expect our SLT and support staff to grow with the increase of pupil intake and subjects delivered.

Both the curriculum and staggered entry to SA will naturally allow for a phased increase in staffing structures year upon year. The staffing structure will consist of full and part time members of staff being employed in all subject areas specified in D1, further ensuring a cost effective model. The five year forecasted structure is illustrated below (Table 14):

Staff/Year	2017	2018	2019	2020	2021
Students on roll	150	300	450	600	750
Senior Leadership Team (SLT)					
Principal	1	1	1	1	1
Vice Principal (VP)		1	2	2	2
Assistant Principal (AP)		1	2	2	2
Business Manager (BM)	1	1	1	1	1
Total SLT	**2**	**4**	**6**	**6**	**6**
SENCO	1	1	1	1	1
Teaching Staff With Responsibility					
Head of Faculty Orientation	1	1	1	1	1
Head of Faculty English	1	1	1	1	1
Head of Faculty Maths	1	1	1	1	1
Head of Faculty Science	1	1	1	1	1
Head of Faculty Humanities		1	1	1	1
Head of Faculty MFL		1	1	1	1
Head of Faculty PE		1	1	1	1
Head of Faculty ICT & Business		1	1	1	1
Head of Faculty Food, Art, Design and Technology		1	1	1	1
Head of Faculty Music and Drama		1	1	1	1
Head of Pastoral Houses	1	2	3	4	5
Learning Support Assistant (LSA)	3	6	9	12	15
Literacy Co-ordinator	1	1	1	1	1
Numeracy Co-ordinator	1	1	1	1	1

Transition Co-ordinator	1	1	1	1	1
Total Full Time Teachers	8	16	26	42	51
Total Part Time Teachers	5	2	0	2	0
Total Teaching Staff	**13**	**18**	**26**	**44**	**51**
Total Learning Support Assistant (LSA)	**3**	**6**	**9**	**12**	**15**

<div align="right">**Table 14**</div>

This structure allows for the delivery of all subjects specified in D1, whilst detailing staff with major responsibilities year upon year.

Table 15 illustrates growth within each subject area over the 5 year period. Both Full Time (FT) and Part Time (PT) staffing numbers have been included, with 2021 figures showing SA at full capacity.

Curriculum Area	Total Teaching Staff									
	2017		**2018**		**2019**		**2020**		**2021**	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
English	2	0	3	0	5	0	7	0	9	0
Maths	2	0	3	0	5	0	6	1	9	0
Science	1	1	2	1	4	0	6	0	7	0
Humanities	1	0	2	0	3	0	5	0	5	0
MFL	0	1	0	1	1	0	2	0	2	0
PE	0	1	1	0	2	0	2	1	3	0
ICT & Business	0	1	1	0	1	0	2	0	3	0
Food, Art, Design & Technology	1	0	2	0	3	0	5	0	5	0
Music and Drama	0	1	1	0	1	0	2	0	3	0
Orientation	1	0	1	0	1	0	1	0	1	0
*Additional Teaching Staff							4	0	4	0

Additional staffing numbers have been included from year 4. As there is no accurate method of identifying the possible uptake of various options, we have estimated the potential number of additional staff required.

<div align="right">**Table 15**</div>

Staff Allocation: All teaching staff without additional responsibility will have a teaching commitment of 21 lessons, whilst those with responsibility will be expected to teach 18 lessons per week; however, the head of Orientation will teach 15 lessons, which will be reviewed annually. The APs will teach 11 lessons, the VPs will teach 6 lessons and the Principal will not be expected to teach. Where staff have additional capacity within their teaching allocation, they will be timetabled as support both within and outside their department.

Year 1: A total of 10 full and part time staff will be required to effectively deliver the curriculum. Most subject areas have some additional capacity to allow for preparation of SoL, which will be led by the staff member with a reduction in their teaching allocation (18 Lessons).

At this phase, and to ensure cost efficiency, English, Maths and Science will have a HoF who along with their own will be responsible for managing an additional department. As the Principal will have a non-teaching strategic role, he/she will line mange the remaining departments alongside providing comprehensive support to the entire staff body.

A Head for the Orientation department will be employed to oversee developments relating to Skills for Leaders of Tomorrow and Community Cohesion elements of our vision. His/her primary role will be to establish and harness external links (discussed in D1) in order to create a programme of learning with the necessary resources to support Academic Excellence. He/she will seek opportunities to enhance relationships with various establishments for the continued progress of the department. Staff will be drawn from various subjects but primarily PE to facilitate and deliver the SoL, with overall responsibility resting with the HoF.

Literacy & Oracy and Numeracy Co-ordinators will be employed from the teaching body with an additional TLR. These co-ordinators form an integral part of the staff body and play a critical role in the success of SA's vision. They will work collaboratively with all departments to establish where and how literacy & oracy and numeracy can be embedded within all subjects.

A member of the teaching body will be employed to support the transition programme from KS2 to 3 and from 3 to 4, ensuring efficient transition of pupils from various key stages.

Non-teaching staff such as Learning Support Assistants (LSA) will be used to support targeted pupil learning. The number of LSAs will be dependent on number of pupils requiring specific additional assistance. We have determined and benchmarked the number of LSAs we will employ on the number employed by schools with a similar cohort type (FSM, EAL, SEN, LAC) and size. We will stagger our recruitment over the period of 5 years until we reach full capacity, therefore, in year one we aim to employ 3 LSA's with specific responsibilities for supporting the Literacy & Oracy and Numeracy Co-ordinators. However, as previously mentioned staff with capacity will be timetabled as additional support.

To provide pastoral care opportunities, a HoH will be appointed from the teaching staff body. In year one SA will only accommodate pupils in 'Newton' house, with the creation of other houses in subsequent years.

A dedicated SENCO will be employed from year one to support establishment and management of the Special Education Needs and Disabilities (SEND) department. This role is critical and requires specialist knowledge; therefore, this will be an individual with previous experience.

Year 2: The structure expands on the key elements of year one, but considers and facilitates increases in lessons and pupils. At this phase the school will be accommodating 300 pupils, this is reflected in the staffing structure created.

With the teaching and non-teaching staff increased, SA will increase the Senior Leadership team to accommodate a VP and an AP to create a SLT body of four individuals. The additional VP will have overarching responsibility for curriculum development before pupils begin their KS4 curriculum. The AP will hold line-management and achievement responsibility for the two houses, along with having a pastoral oversight.

This phase retains a large number of non-contact lessons for many staff; which will be used in the same manner as year one; staff will support with pupil development through team teaching or as learning support assistants providing one-to-one support where feasible.

At this phase SA will create the second pastoral house, 'Archimedes' house. The HoH will be recruited from staff already employed. HoFs' will also be employed in all subjects and will receive a Teaching & Learning Recruitment (TLR) allowance based on the number of staff within their

respective area. They will undertake all leadership and management responsibilities and ensure their departments are fully prepared for the transition of pupils into KS4.

Year 3: The number of staff will increase from 18 (year 2) to 26 in order to accommodate the growth in pupil numbers across the school. Staffing will still retain some flexibility in capacity, which will ensure pupils receive additional support and time if necessary. A second AP will be appointed to complete the SLT structure. The third pastoral house 'Einstein' will also be created and a HoH appointed.

Year 4 and 5: Will see subsequent increases in staff until SA reaches full capacity.

Staffing levels for subject areas will also reach capacity by year 5, with 51 full time teaching staff being employed. To support large departmental areas, a 'second in faculty' post will be created for: English, Maths, Science, Humanities, PE & Orientation and the faculty of Food, Art, Design and Technology (FADT). These members of staff will be allocated a TLR allowance (described in Section G) and will support the HoF with curriculum development, behaviour management and teaching & learning.

Non-teaching staff such as LSAs' will also reach a proposed maximum. A total of 15 LSAs' will be employed by year 5, with their roles and responsibilities overseen by the SENCO. However, if SEN pupil numbers require additional LSA's, these would be employed using income associated with Education Health and Care (EHC) plan.

Two additional members of staff will be appointed to provide pastoral care for the new houses, 'Hawking' and 'Brunel' as HoHs'.

STAFF ROLES, EXPERIENCE AND EXPERTISE

SA's staffing structure attempts to ensure financial viability without compromising on standards and the effective delivery of the vision. Our SLT at full capacity will consist of six senior leaders including the Business Manager (BM); we have described their roles and responsibilities below.

Principal

The Principal will have key responsibility for the overall strategic view of all elements of SA's vision and structure, including finances. Along with these responsibilities he/she will also be identified as SA's Accounting Officer (AO). With this in mind, the Principal will be accountable for the efficiency and effectiveness of the school to the Governing Body (GB) and the wider community. Below is a brief description of the role and its responsibilities, which are further discussed in Section F4.

The Principal's leadership should motivate, challenge and support staff. He/she must deploy staff and other resources efficiently and effectively to meet specific objectives in line with SA's vision and strategic plans. He/she will be expected to respond and report to the GB as and when required. With the staff, the Principal will fulfil the vision and mission statement of SA by formulating educational aims, objectives, targets and policies for implementation.

To secure and sustain effective teaching and learning throughout the school, he/she will: Monitor and evaluate standards of attainment using relevant benchmarks; Set targets for improvements; and Amend curriculum policies to include assessment/ recording & reporting based on local and national trends. The Principal will also promote the school ethos set out by the Members, which expects excellent behaviour on and off school premises, and offers extended opportunities for learning through extra-curricular activities.

The Principal will line-manage the BM and the two VPs, who will collectively deliver the vision outlined in Section C.

Vice Principals (VP)
Each of our VPs will have overall responsibility for the four strands of our vision. Our first VP will be responsible for Academic Excellence and Skills for Leaders of Tomorrow; through teaching and learning, curriculum planning, monitoring pupil achievement and the line-management of one AP. He/she will also:

- Ensure a broad and balanced curriculum is offered throughout the key stages.
- Implement and develop appropriate staffing structures to support delivery of the curriculum.
- Monitor and track progress made by pupils through the key stages, ensuring achievement opportunities for all are maximised.
- Have responsibility for levels of achievement and quality of provision across all subjects.
- Ensure appropriate termly assessment data is produced and is used effectively by SLT, faculties and classroom teachers to track progress.
- Line-manage one AP, who will have responsibility for Newton, Archimedes, and Einstein houses, teaching & learning and achievement.

Our second VP will be responsible for Community Cohesion and Parental Involvement strands of our vision; through whole school CPD, monitoring behaviour & safety, admissions and the line-management of one AP and SENCO. He/she will also:

- Ensure all elements of behaviour & safety are addressed with the development and implementation of systems for all staff to follow.
- Track and monitor pupil behaviour, both positive and negative.
- Develop and implement whole school behaviour and rewards policies, which are shared with all stakeholders and are in line with the vision of SA.
- Take responsibility for admissions keeping within Local Authority (LA) and SA guidelines.
- Enhance links with local groups and organisations to promote cohesion and coexistence.
- Develop various platforms for parental engagement such as the PV group, coffee mornings and parent/ pupil classes.
- Line-manage the AP responsible for Hawking and Brunel houses, SMSC, Orientation department and CPD including the uses of new technologies to develop pupil learning.

Assistant Principals (AP)
The APs will be responsible with the detailed elements of our vision, and therefore will overlook their houses and whole school responsibilities as previously mentioned.
The role of the two APs will be to:

- Support the pastoral structure within each house area.
- Line-manage the HoH within each pastoral area.
- Lead on House Cabinet meetings.
- Lead on attendance across the Houses within their remit.
- Line-manage, coach and develop the tutors across their respective Houses.
- Ensure tutor group improvement plans are produced.
- Lead on improving behaviour for learning across the Houses.
- Ensure consistent practice across each subject area that is line managed.
- Ensure the high quality of pupil reports.
- Line-manage, coach and develop the HoF within remit area.
- Plan strategic, academic and pastoral intervention for pupils within house areas.

- Plan strategic KS4 revision programmes within areas managed.
- Communicate with parents and other stakeholders.
- Have a whole school responsibility.
- Deliver whole school CPD.

Business Manager (BM)
The BM will be responsible for ancillary and support services, including catering and site staff. He/she will be tasked with ensuring cost effective delivery of all services, along with ensuring health & safety procedures and policies are implemented and adhered to. Where necessary the BM will tender contracts in accordance to financial regulations. He/she will also support in the management of Service Level Agreements (SLA) and will line-manage the operation and non-teaching support staff. The BM will also perform the duties expected of the Principal Finance Officer (PFO), as described in the Academies Financial Handbook. The key responsibilities will include: Preparation of annual accounts; Preparation and monitoring of the budget; Technical advice; and Liaison with auditors (further discussed in Section F2).

The number of catering staff and cleaners is based on the year 5 projection, and will increase gradually year upon year until reaching full capacity. Catering staff will deliver their services during breakfast club, break and lunch hours. The cleaning staff will also follow a similar model for recruitment. The non-teaching support staff will also be phased in within the 5 years.

Due to examinations becoming linear, the Exams Officer's role will be combined with the Data Manager. This role will be limited until year 4, after which registrations of pupils with exam boards will take place. They will fulfil the role of ensuring examination entries and remarks are carried out in accordance to standard operating procedures and in consultation with HoFs.

The PA to the Principal will be recruited at the pre-opening stage; but the second PA will be recruited in year 3 to support the full SLT body. The role of the PA will be to support the Principal during the pre and post opening stages. The PA will be tasked with ensuring meetings are arranged and booked, agenda and minutes are produced and distributed to all stakeholders.

The PA to the VPs' will support with the scheduling of line-management meetings, performance management reviews, faculty performance reviews along with communications with other stakeholders and external partners.

Heads of Faculty (HoF)
HoF will be appointed to oversee the management of all subject areas. Where areas are small in number, they will be merged with others to create a Faculty; an example of this is Food, Art, Design, and Technology (FADT). All subjects are envisaged to have a HoF appointed to their respective area. Where large departments exist, second in faculties will be employed to support curriculum development and delivery. The role of the HoF will be to ensure:
- Effective delivery of the curriculum, therefore ensuring academic excellence.
- All SoL are developed and implemented.
- All policies and procedures in relation to homework, AfL, behaviour & safety and parental communication are adhered to.
- Line-management responsibility for their staff.

Head of House (HoH)
HoHs will be responsible for pastoral care in their respective houses. There will be 5 houses, namely: Newton, Archimedes, Einstein, Hawking and Brunel; each line-managed by an Assistant

Principal. HoHs will take responsibility for dissemination of information and the implementation of standards and expectations. They will deliver assemblies, track progress of pupils and communicate with parents and carers.

Teaching & Learning Group (TLG)
TLG will consist of the Principal and SENCO in year 1; the rationale behind the SENCO being on this team is due to the fact that he/she will be better informed first hand with attainment and achievement of all types of learners, and therefore be better prepared to contribute suggestions and advice to the team. The TLG will increase in size until SA is at full capacity, to become part of this team any staff expressing a desire will have to be an outstanding practitioner (judged by the Ofsted criteria by the TLG, external auditors etc) and submit their interest with a statement of application; this position will not be paid and staff will be encouraged to participate for personal CPD. At full capacity, we expect this team to consist of 13 members of staff, including the VP responsible for Teaching & learning (replacing the Principal), Assistant Principal supporting Teaching & learning, SENCO and a representative from each faculty. However, at any given time the TLG will consist of 5 members of staff carrying out the internal department audits; this will increase depending upon the number of audits being carried out and CPD delivered.

Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Nursery								
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	207		138%	150	211		141%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	**150**	**207**		**138%**	**150**	**211**		**141%**

To present community interest for SA in a contextual format, it is prudent to point out we have collected in excess of 800 entries, therefore clearly demonstrating community and parental support. Even though a 2 year projection is required we have listed 4 years to demonstrate sustainability. Below are the figures for 2017 and 2018 cohorts.

- **207 for 2017**
- **211 for 2018**
- 129 for 2019
- 77 for 2020

Based on the support demonstrated by parents reflected in the figures above, it is clear that the need for SA is very much here.

Re-engaging with parents
During 2013, SA submitted a proposal to the Department for Education (DfE) for a 2015 opening, during which time evidence of demand was collected from parents for the cohorts of 2015, 2016,

2017 and onwards. Though only a two year projection was required, we signed parental interest broadly in order to gain an understanding of sustainability of our proposal for a single gender female secondary school for the future.

In order to re-engage with our communities we contacted parents who had expressed an interest for our 2013 proposal. However, as our vision had evolved we sent out an email with an attachment of an updated leaflet describing our current vision (leaflet available upon request). Within this email we provided a contact number, link to SA website alongside details of where our canvassing teams could be located for further information (below is a screenshot of the email we sent out along with the text).
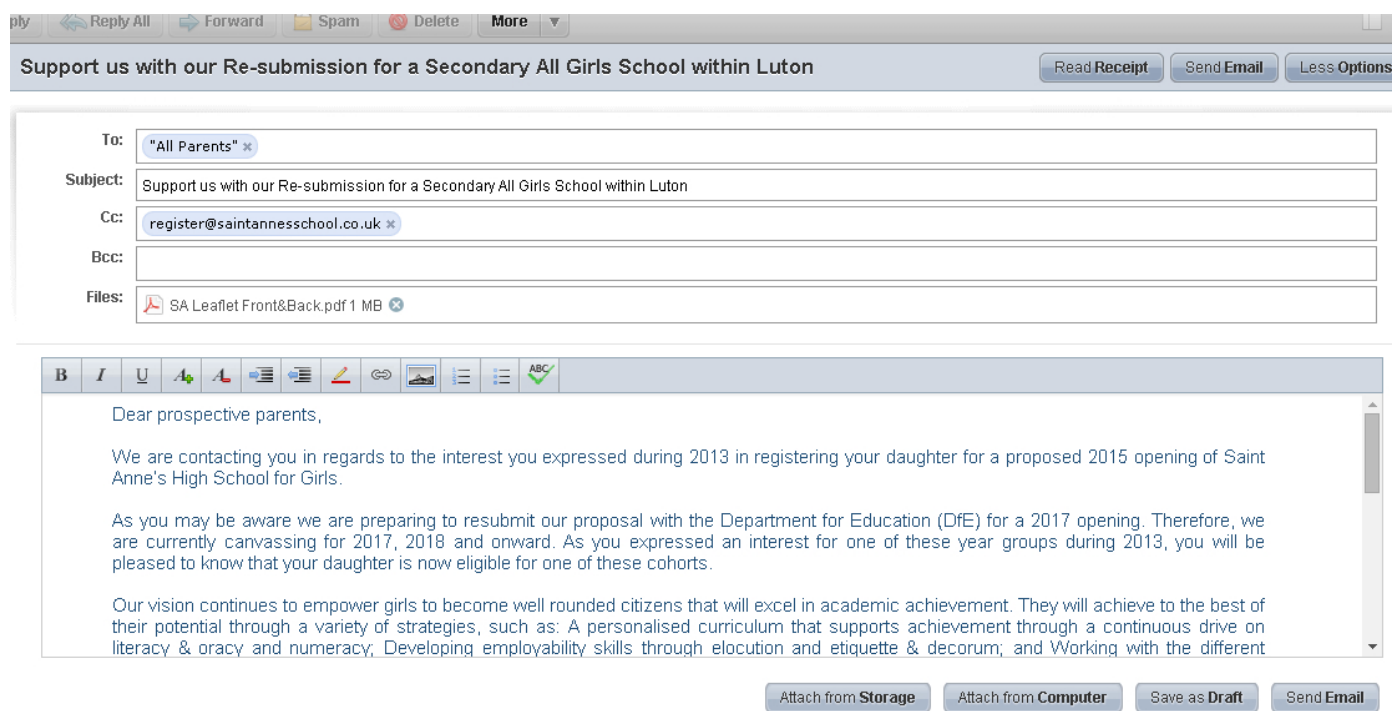
Screenshot of email sent to parents

Dear prospective parents,

We are contacting you in regards to the interest you expressed during 2013 in registering your daughter for a proposed 2015 opening of Saint Anne's High School for Girls.

As you may be aware we are preparing to resubmit our proposal with the Department for Education (DfE) for a 2017 opening. Therefore, we are currently canvassing for 2017, 2018 and onwards. As you expressed an interest for one of these year groups during 2013, you will be pleased to know that your daughter is now eligible for one of these cohorts.

Our vision continues to empower girls to become well rounded citizens that will excel in academic achievement. They will achieve to the best of their potential through a variety of strategies, such as: A personalised curriculum that supports achievement through a continuous drive on literacy & oracy and numeracy; Developing employability skills through elocution and etiquettes & decorum; and Working with the different communities to develop coexistence. We have updated our ethos and academic excellence elements of our vision to incorporate Science, Technology, Engineering and Mathematics (STEM) focus. This will further support our pupils to make informed decisions about their future albeit training, employment or further education.

For your information we have attached an updated leaflet, however, should you require further clarification please refer to our website or contact our admin team:

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For our proposal to meet the requirements set out by the DfE, we require your support by re-registering your interest as soon as possible. This can be done by following the 'Register' link on our website, replying to this email with your name, daughter's name, date of birth and contact number, or by visiting one of our published events.

Thank you for your continued support; working together we hope to make Saint Anne's High School for Girls a reality.

We hope to hear from you soon.

Kindest regards.

Saint Anne's High School for Girls

Email text

Parents were provided with the opportunity to re-register their interest via return of email, on SA website or in person at any published event. Following this re-engagement we had 111 (from the original 130) who re-registered their interest in selecting SA as their first choice school for a 2017 start. Furthermore, for 2018 enrolment we had 131 (from the original 152) re-register as their first choice school for a 2018 start.

This alongside our continued strategy to collect parental demand from the different areas of Luton (discussed later), enabled us to secure in excess of 200 signatures from parents registering an interest both for 2017 and 2018 cohorts, proving high parental demand for SA.

Section E: Evidence of need – part 2

EVIDENCE OF NEED 2.1

Evidence gathered

As there is a clear need for an alternative single gender female school, we have gathered evidence of need from parents living in Luton to show interest for 2017 and 2018 cohorts. In order to make our vision specifically clear and transparent to all communities, we shared our vision and purpose of the school through an Evidence of Need survey (see screenshot on the left). The data was collected from parents using the same survey and included the relevant personal details (see screenshot on the right).

Evidence of Need Survey – Front Screenshot	Evidence of Need Survey – Back Screenshot

Evidence of Need Survey

Saint Anne's High School for Girls will be an all-inclusive secondary school catering for 750 girls from the age range of 11-16, situated within a 3 mile radius of central Luton.

What inclusivity means to us
Our vision is to be rich in diversity. Saint Anne's High School for Girls wants to promote uniqueness and celebrate differences. We want our pupils to leave us respecting and honouring other cultures, it is for this reason we will ask you for your ethnicity and religious following in this form.

Our Curriculum
Keeping true to our vision, we will raise **achievement**, instil **employability skills**, promote **core values** and develop within our pupils a deeper sense of awareness of both local and wider **communities**.

We will personalise our broad and balanced curriculum by offering a breadth of subjects tailored for the girls' interests and Luton's needs. Through a focussed approach on Science, Technology, Engineering and Mathematics (STEM), we will highlight the importance of these subjects within education and society. With our unique curriculum provision we will nurture model citizens who are critical thinkers, confident and well-rounded individuals that can contribute to society and progress successfully in their chosen career.

During Key Stage 3 all pupils will study core subjects, such as: English, Maths, Science, Design & Technology, Languages, Humanities, Computing, PE, RE, Art, Music, and ASDAN. They will also have an additional focused hour dedicated to English for literacy and oracy, and Maths for numeracy. Our pupils will study units during their Orientation lesson where they will learn life skills, such as, first aid, project work and cultural awareness; this will be accredited by an ASDAN qualification.

During Key Stage 4, our curriculum provision is accessible to all pupils as it includes the core subjects of English Language and Literature, Maths, Science, PE, Citizenship, Computing, RE, Technology & Engineering and an EBACC option. Other options are available from a wide variety of GCSEs ensuring the achievement of up to 12 GCSEs.

We want our pupils to: Select subjects that are suited to their interests and personality; Be equipped with the right skills to become more employable; and Have a better understanding of various cultural views, where **'acceptance, not tolerance'** is the norm.

The curriculum on offer at Saint Anne's High School for Girls will offer the broadness and balance that allows our pupils to be successful in any chosen career path. The main curriculum will be accessed during the school day, whereas enrichment, booster, curricular and extra-curricular sessions, such as: Curriculum access, Parent/ Pupil evening classes, School Parliament and Cabinet, Enterprise days for 'Dragons Den' style workshops, STEM days, Peer Coaching and Mentoring programme and STEM and Culture club will be offered during breakfast club, period 6 and weekends.

We are currently collecting evidence of need to measure support for a new all girls secondary school within Luton. We may share your information anonymously with the Department for Education as part of our application.

Saint Anne's High School for Girls – Evidence of Need Survey

Please register your interest in sending your daughter to our school by completing the form below:

Child's Name	DOB	Postcode	I would select Saint Anne's High School for Girls as my daughters: **First Choice School** (please sign)

1. Is your daughter(s) entitled to Free School Meals? Yes   No

2. Please choose one option which best describes your Ethnicity:

White	Asian or Asian British	Mixed	Black or Black British
Other please state:			

3. Please choose one option which best describes your Religion:

Non Faith	Christianity	Islam	Hinduism	Judaism
Buddhism	Sikhism	Other please state:		

Would you like to be updated with our progress?
If you provide us with your contact details we will keep you updated on the progress of our campaign.

Name	Address	Email	Contact number

Can you help our project in any of the following areas?

Area	Please tick
General help	
Web design	
Marketing	
Governor – Ever sat on a secondary school's Governing Body?	
Community Cohesion	
Leadership and Education – Been a strategic leader of education at secondary school?	
Accountant – Ever done school based accounting?	
Business Specialist - Own your own company?	
Legal – Do you have a legal background?	
Additional information/ comments:	

For further information please see our website: www.saintannesschool.co.uk

Saint Anne's High School for Girls – Evidence of Need Survey

Due to the specific nature of information provided, parents are well-informed to make a committed decision for SA to be their first choice. The survey was further supported by an updated leaflet, which outlined our mission statement, ethos, vision, how to get involved, events, frequently asked questions (FAQs), along with contact details for parents requiring additional information.

One of the key pieces of data collected using the survey is post codes. Using these post codes we have created a map depicting the main area of interest. Our expected intake was predicted to be from the most deprived areas of Luton, namely Dallow and Biscot wards as shown in the map on the right.
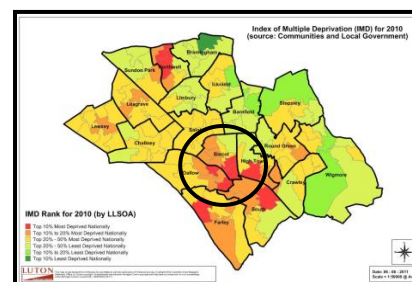
After processing the post codes, it is apparent that parents who have selected SA as their first choice live in the catchment area proposed in Section C, as illustrated in the maps below.

2017 map
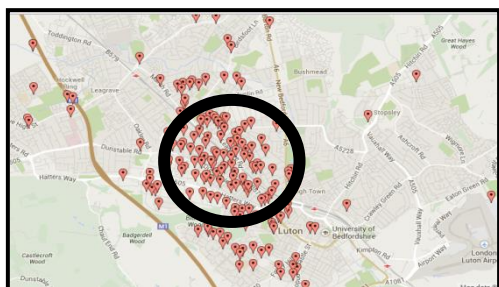
2018 map
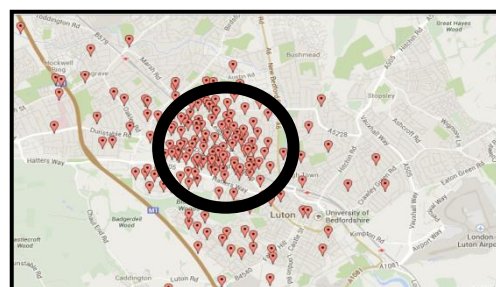
Community views and comments

Community support has been immense, including parents with young children, older children or even adults with no children. We have also had the same responses from community leaders, businesses and educationalists. Below are comments from each of the above mentioned groups.

Parents

"I do not want my daughter to settle for a career like I did, I want her to go beyond all my expectations and I believe your school can help do this. I really hope you are successful. If there is anything I can do to support, please ask. " (Parent, ▇▇▇▇▇▇▇, April 2015)

"We are in desperate need for another girls' school in Luton. If there is anything we can do, please let us know." (Parent, ▇▇▇▇▇▇▇▇▇▇▇▇▇▇, May 2015)

"Both my husband and I were very disappointed that you were not approved in your last attempt. We still support you and believe your vision for a school that develops leadership skills, and for girls to want more is fantastic and desperately needed in Luton." (Parent, ▇▇▇▇▇▇ April 2015)

"I really like your idea of pupils choosing subjects that get them better jobs." (Parent, ▇▇▇▇▇, April 2015)

"I really like your focus on STEM and I think other schools should follow your example." (Teacher, Undisclosed school, February 2015)

"Your proposal to me seems unique, it is great that you will work with the community as well as raise achievement. What I love about your vision is the attention that you are giving to basic manners and morals." (Community member, ▇▇▇▇, April 2015)

"We need a school to provide competition and drive up standards within Luton." (Teacher, Undisclosed school, May 2015)

"After building a new primary school, we need another secondary school otherwise there will be no places left." (Parent, ▇▇▇▇▇▇▇, May 2015)

We have clear support from all members of the communities and it is evident that this need is recognised. Furthermore, as the steering group is from Luton we understand the community needs and views from ground level. Therefore, our vision not only tackles attainment but also the real life issues faced by Luton. It is for this reason parental support is extremely high from both within, and outside of our town.

Shortage of places and population growth

Below is a table that illustrates standards and performance of girls in local schools, comparing; Capacity; Year 7 waiting lists; Ward; Ofsted reports (if any); and 2014 5+ A*-C including E&M.

School	Capacity	Waiting List	Ward	Ofsted Grade	% 5 A*-C inc E&M	% Girls only
Barnfield South	1210	0	Farley	3 (2013)	54	63
Barnfield West	1260	41	Lewsey	2 (2014)	63	68
Denbigh High	1120	164	Biscot	*None	54	59
Icknield High	1450	75	Icknield	2 (2013)	56	60
Ashcroft High	1170	0	Wigmore	2 (2013)	48	50
Challney Boys	825	50	Challney	*None	54	NA
Putteridge High	1215	0	Stopsley	2 (2013)	55	64
Lealands High	938	0	Sundon Park	2 (2013)	49	54
Cardinal Newman	1240	5	Bramingham	2 (2013)	60	63
Challney Girls	994	28	Challney	3 (2013)	55	55
Stopsley High	990	15	Stopsley	2 (2014)	57	65
Lea Manor High	1200	0	Northwell	2 (2013)	53	71
Local					**54.1**	**59.9**
National					**53.4**	**58.9**

Academy Convertor so no report available

http://www.education.gov.uk Achievement data & Data from LA – 15/08/14

How to apply for a school place for September 2014 guide – Luton Borough Council

Table 16

Luton is made up of 19 wards and our proposed catchment area is in the Dallow ward. As there is no secondary school within this area, pupils attend schools from neighbouring wards highlighted above: Denbigh High School (DHS) – Biscot ward; Challney High School for Girls (CG) – Challney ward; Challney High School for Boys (CB) – Challney ward; and Barnfield South Academy (BSA) – Farley ward. The number of pupil places within these wards totals 4,149 with a minimum of 242 names on the waiting list, clearly demonstrating a need.

Table 16 further illustrates that the highest performing school for overall girl's achievement is Lea Manor with 71%, lowest is Ashcroft with 50%, followed by Lealands with 54% and CG ranking third lowest in the borough with 55%. Even though research suggests that single gender girls schools outperform mixed, CG should be the highest performing in this category, however this is not the case. Moreover, this trend is further repeated when comparing overall Ofsted judgements with CG sharing the lowest Ofsted judgement (2013) with Barnfield South Academy.

It is evident that CGs' attainment is a cause for concern. CG is, and has been, underperforming for the last four years against both local and national girls averages; a clear indicator that girls who attend this school are disadvantaged as shown in Table 17.

Year	CG	5+ A*-C including English and Maths (E&M) presented as a %	
		Local Girls only	**National Girls only**
2014	55	59.5	58.9
2013	54	64.4	64.8
2012	50	61.1	64.4
2011	49	57.0	62.8

Table 17

However, irrespective of these facts CG still remains oversubscribed with 994 pupils' on–roll with a view to increasing capacity to 1040 according to LA (cited from CG documentation). Contrary to obvious expectations parents continue to select CG as their first choice provision.

Regardless of schools increasing their capacity there is a need for additional school places. As discussed in Section C Luton Borough Council has projected that over the next two decades there will be a population increase of 13% as a minimum, with 11-17 year old projections indicating a minimum of 22% increase, making the need for secondary school places critical. This need has been recognised by the local authority and the DfE with the opening of a new Primary school catering for 840 pupils, and the approval of a secondary single gender female school. Nevertheless, the need for school places still exists due to the mentioned population growth and the withdrawal of funding from the aforementioned secondary all-girls school.

EVIDENCE OF NEED 2.2
As identified in Section C Luton continues to be one of the most deprived authorities in the UK, and yet is also one of the most increasingly diverse towns with the majority of its population being from a multitude of religions and ethnicities.

When reaching out to these communities we have considered the above mentioned points. As one of the strands in our vision is to promote cohesion and coexistence, we want to educate our pupils of the diversity that surrounds them. Therefore, we approached a cross section and not just the community where we expect SA to be located. We have presented this data through two tables; Faith and Ethnicity.

Faith	2017		2018	
	Number	% of interest (Out of 207)	Number	% of interest (Out of 211)
Buddhism	0	0%	1	0.5%
Christianity	19	9.2%	22	10.4%
Hinduism	10	4.8%	13	6.5%
Islam	125	62.2%	141	66.8%
Judaism	0	0%	0	0%
Sikhism	7	3.4%	2	0.9%
Non Faith	11	5.7%	19	9.0%
Other	35	16.9%	13	6.2%

Table 18
Faith breakdown

Ethnicity	2017		2018	
	Number	% of interest (Out of 207)	Number	% of interest (Out of 211)
Asian or Asian British	136	65.7%	155	73.5%
Black or Black British	18	8.7%	13	6.2%
Mixed	7	3.6%	10	5.0%
White	18	9.3%	16	7.6%
Other	28	13.5%	17	8.5%

Table 19
Ethnicity breakdown

As identified throughout this proposal our aim is to have a cohort rich in diversity. However, data in Tables 18 and 19 show our 2017 cohort to be 62.2% of Islamic faith and 78% of ethnic minority backgrounds, further highlighting our concern of insular communities (highlighted in Section C).

Even though we recognise that parents living away from the catchment area may not sign up their daughter(s), we believe by making them aware of another potential all girls' school coupled with our vision (in particular Academic Excellence and Community Cohesion) will prove to be beneficial in the long run. Therefore, we are using a multitude of strategies in successfully approaching parents and other stakeholders. Our canvassing team consists of bilingual volunteers making it easy for all parents to access our vision. Other strategies include:

Wards	Website and Facebook	Newspaper (2013)* and Poster	Billboard (2013)*	Stalls	Community centres	Information leaflet drops	Community events	Canvassing	Local Authority (LA)**	Schools
Within	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Outside	Y	Y	N	Y	Y	Y	Y	Y	Y	Y

* These canvassing methods were carried out during our first application in 2013.
** The LA are not ready to support us, therefore, in order to keep the relationship open for future development we have not pursued any additional contact.

Table 20

Website and Facebook to target all wards: Electronic mediums were used to make every community within Luton aware of what we are offering and to be completely transparent we have shared our mission statement, ethos and vision, curriculum outline with curricular and extra-curricular activities. As the website and Facebook page were created during the start of our 2013 campaign, we updated both mediums.

Newspaper and Poster to target all wards: To raise SA's profile within Luton we placed a full page advert into a local newspaper one month into our campaign during 2013. As the communities within Luton had become aware of SA's presence, it was not necessary for us to repeat this activity for our current campaign. However, we did utilise posters to target the different parts of the town (available on request).

Billboard to target shopping area – Bury Park: We used this medium to reach out to our catchment community during August 2013. Once again, like the newspaper this was to promote SA and for Luton to recognise our proposal. However, as Saint Anne's has become a recognised name within the town we did not need to repeat this for our current campaign.

Stalls setup in the different wards: As this medium was an effective method for us to gather parental interest during 2013, we repeated this for our current campaign. Therefore, using our backdrop we set up stalls in the different community centres and shopping areas of each of the wards within Luton. With this method we targeted all areas of Luton and used the opportunity to hand out updated leaflets, collecting demand and answering queries.

Community centres located in the North, South, East and West of the town: We booked community centres to reach out to all community groups during our 2013 campaign. As this was a successful approach in engaging parents from the different wards, we repeated this strategy for our current campaign. The dates of all events were updated and electronically posted using our website.

Information leaflet drops in all wards: To further support our community centre events, we once again leaflet dropped surrounding areas of each centre prior to the event taking place. This was to further raise awareness of SA and provide an opportunity for parents (once again) from all communities to find out about SA and its vision.

Community events: To maximise on raising awareness and collecting evidence of need from parents of all communities, we once again took advantage of a number of events. Previously during 2013 these, included; the celebration of Eid at the 'One Eid' event, Party on the beach, Mitalee summer school, Centre for Youth and Community Development (CYCD) awards, Stockwood park discovery day, Wardown fun week, Dallow community centre fun day, Luton Mela, Community awards, Luton Library theatre and Christmas Fayre.

Our recent events from April 2015, include: Dallow fun day, Stockwood Discovery centre, CYCD and Wardown Park Museum. To continuously promote SA we will be present in future events.

Canvassing in all wards: During 2013 we canvassed our proposed catchment area targeting local businesses and supermarkets such as, Sainsbury's, Asda, Aldi and Lidl. Due to the success we received, this strategy was repeated during Easter 2015.

As our previous strategy to canvass in all wards was well received, we continued to campaign outside of the catchment area to include: Tesco (bordering Dunstable), Asda (Wigmore) and Sainsbury's (Bramingham). We also canvassed in the town centre every alternate Saturday and on a Sunday we went to community centres, individual community shopping complexes such as the Purley centre, Bushmead centre, Bramingham centre, Hockwell centre, Dominic square, Priestley's and Wigmore.

Local Authority (LA): We have not approached the LA for additional support as our first contact during 2013 (and any subsequent contact) was not forthcoming. However, we envisage building relations upon success.

Community representatives: During 2013, at the official committee meeting of Luton Council of Faiths (LCoF) we met with representatives from the many communities within Luton. We found this experience to be useful as we were able to approach influential community members easily. Therefore, during our current campaign it was an easy task to re-engage with the different communities to re-introduce our updated proposal.

Schools: During 2013, a letter was sent to Primary schools both within and outside of our proposed catchment area, outlining our vision and requesting a presence with parents at any school event. Due to this approach we made strong links with some primary schools, therefore, for our current campaign we have ensured our presence during school summer events and parent consultation evenings with our updated proposal.

ADAPTED PROPOSAL AFTER FEEDBACK

Parents and all stakeholders have been impressed with our four-fold vision and believe we have considered and taken into account exactly what Luton needs. However, after our unsuccessful application during 2013, we self-evaluated and received feedback from stakeholders and other professionals, which led to some alterations being made to our current proposal. Within Academic excellence we removed Pathways to include Routes, which are far more streamlined and in line with current educational changes; we also introduced a focus on STEM based subjects following discussions with parents and recognising current global needs. There have been no changes to Parental Involvement, Skills for Leaders of Tomorrow and Community Cohesion elements of our vision.

We have taken into great consideration the needs of our pupils and Luton as a community when shaping our provision, which is reflected from the feedback and support we have received from parents and stakeholders.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

Our team consists of 24 professionals with a wealth of experience and expertise which will be utilised at the various stages of pre-opening. This team will be split into the different areas required for a successful pre-opening stage. We will continue with the model used at the application stage and place each member of the core applicant group into the following teams: Members; Lead Group; Education; Collecting Demand; and Finance. The Members will oversee the entire project supported by the Lead Group, which will include the Lead Applicant and Project manager. Each of these teams will be led by a member from the Lead Group who will report to the Lead Applicant and Members, this will ensure timelines and targets are met to support a successful pre-opening stage.

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) Including weekends
████████ ████████	██	████	████████ ████████ ██████ ██████ ██████ ███████ ██████	██████████ ██████████ ██████████ ███████████ █████████ ████████████ ██████ █████████	8-12 hours, more if required
████████ ██ ██████████ ██████	██	████	██████ ███████ ████████ ████████	██████████ ██████████ ██████████ ██████████ ██████████ ████████████ ████████	2 hours per week offering expertise. Available through email,

				██████████████████████████ ██████████████	telephone and skype.
██████████ ██████████ ██████████ ██████████	████	██████	██████ 30 hours ██████████ ████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ████████	████████████████████████ ████████████████████████ ██████████████████████ ████████████████████████ ████████████████████████ ████████████████████████ ██████████████████████████ ██████████████████████████ ████████████████████████ ██████████████████████ ████████████████████ ██████████████████ ████████████████████████	30 hours, more if required. ████ is working part time in support of this project.
██████████ ████████ ██████████	████	██████	██████████ ████████████ ██████ ██████████ ████████████ ██████████ ████████	████████████████████████ ██████████████████████████ ████████████████████████ ████████████████████████ ████████████████████████ ████████████████████████	10 hours, more if required
██████████ ████████ ██████████	████	██████	██████████ ████████████ ██████ ██████████ ████████████ ██████████ ████████	██████████████████████████ ████████████████████████ ██████████████████████████ ██████████████████████████ ████████████████████████ ██████████████████████████ ████████████████ ██████████████████████████	15 hours, more if required

██████ ███████ █████████	████	██████	██████████████ ███████████████ ████████ ████████████ ███████████████ ███████████████ ████████	███████████████████████████ ████████████████████████████ ████████████████████████████ ███████████████████████████████ ███████████████████████████████ ████████████████████████████████ ███████████████████████████ ██████████████████████████	15 hours, more if required
█████████ ███████████	████	██████	█████████████ ███████████████ ███████ ██████████████ ████████████ █████████	████████████████████████████ ███████████████████████████ ██████████████████████████████ ████████████████████████████ ██████████████████████ ████████████████████ ███████████████████████	10 hours
█████████ ██████ ████████████	████	██████	█████████████ ██████████████ ██████████████	████████████████████████████ █████████████████████████ ███████████████████████ ████████████████	5 hours
██████████ ███████████ ████████ █████	████	██████	█████████████ ██████████████ ██████████ ██████████	██████████████████████████ ███████████████████████████ █████████████████████████ ██████████ ████████████████	10-15 hours
██████████ ███████████ █████████ ███████	████	██████	██████████████ ███████████████ █████████ ██████████ ███████████████ ███████████	██████████████████████████ ███████████████████████████ ███████████████████████████ ███████████████████████████ ██████████████████████████ ████████████████████ ██████████████████	5 hours and with sufficient notice can go up to 15 hours.

██

▮▮▮	▮	▮	▮▮	▮▮▮	5-10 hours, more with notice
▮▮	▮	▮	▮▮▮▮	▮▮▮▮	8-10 hours
▮▮	▮	▮	▮▮▮▮	▮▮▮▮	12-15 hours
▮▮	▮	▮	▮▮▮▮	▮▮▮▮	8-10 hours
▮▮	▮	▮	▮▮▮▮▮	▮▮▮▮▮▮▮▮	6-8 hours per week. However, with notice this could be increased.
▮▮▮▮	▮	▮	▮▮▮▮▮▮▮	▮▮▮▮▮▮	10 hours. With notice up to 15.

█████████	███	███	████████	████████████████	8-10 hours
███████████			███████████	█████████████████	
████			████████	██	
███████████			███████████	██████████████	
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█████████	███	███	████████	████████████████	5 hours
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█████████	███	███	████████	████████████████	12-15 hours
████			██████████	█████████████████	
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█████████				███████████████	
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█████████	███	███	████████	████████████████	5 hours, more if required
██████████			██████████	█████████████████	
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███████				██████████████████	
█████				███████████	
█████				████████████████	

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	5 hours, more if required
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	3-6 hours, more if required
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	15 hours, more if required
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	4-6 hours

*Potentially interested in working at SA for girls

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Procurement and managing service contracts	**Pre-approval**: The Governance team (Members, Governors and Committees) will use their professional and personal contacts to identify prospective candidates. We will also use the volunteers' page on SA's website and notices in community centres for advertising this role. **Timeline**: On going until pre-opening approval. **Post-approval**: If skills gap is not addressed, the project development grant will be utilised to advertise for an individual or firm, as recommended by the DfE's project management framework for free schools. **Timeline**: Upon approval the post will be advertised on SA website, local newspaper and recruitment agencies.

Section F2
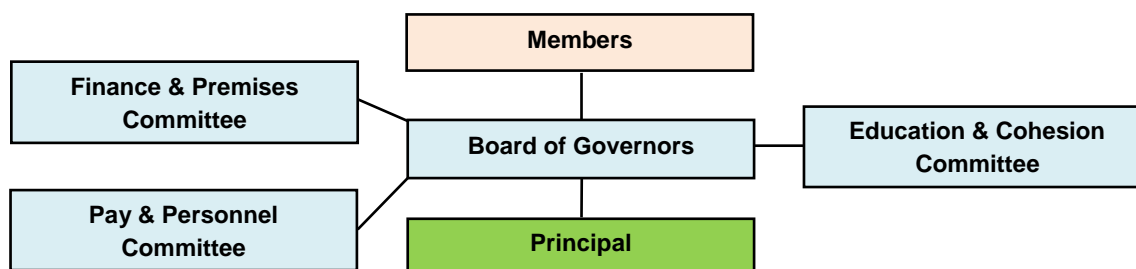
SA will adopt a three tiered management structure consisting of: Principal, Directors (Governors comprising of 11 individuals including the Principal) with three committees, and Members (comprising of 5 individuals).

ROLES AND RESPONSIBILITIES OF THE COMPANY MEMBERS

The Members will establish SA and have the ultimate say in the strategic direction. Their three main areas of responsibilities are: Ensuring SA reaches its objectives; Signing off the financial accounts and annual reports; and Appointing Governors.

In order to dispense their duties effectively, it is imperative that Members maintain a high level of belief and passion in the four key strands of SA's vision. They must also have knowledge and experience to make professional judgments once skills gaps are identified to enhance the Governance structure. Along with assisting in short listing and sitting on the interview panel, the Members will sanction on-going training for Governors. In addition, as required they will use their statutory powers to dismiss individual Governors. As the ███████████████ is also a Member, ██ will contact the Members if intervention is necessary; the accountability and escalation processes are described later. Members are expected to understand the needs of the local community and develop relationships within the wider community, whilst avoiding all conflicts of interest that could compromise the principles of SA. Our Members areas of experiences include: education, leadership, recruitment, finance and governance.

Members

███████████████ has been in the education field for over a decade and has significant experience of teaching disaffected pupils. As an educator ██ believes self-confidence, self-esteem and social skills are just as important as attainment. ███ has continued to commit ██ time and efforts to work with this project, where achievement and building interpersonal skills to equip pupils for the future are paramount.

In ██ capacity as a senior member of the team, ███████████ has worked for numerous government and blue chip clients. ███role has been integral in ensuring the success of teams required to meet critical delivery goals. ██ can identify skills gaps and take steps to ensure the right level of ownership and action takes place to fill any missing aspects. Where client targets need to be met under difficult conditions, there is little scope for team members not fulfilling their responsibilities. ██████████ has proven time and time again the ability to identify problematic relationships, and take steps to ensure accountabilities are satisfied.

███████████ is a consultant who has experience of assisting businesses with finding suitably qualified individuals for senior positions within their organisations; ██ has set up his own recruit-

ment consultancy firm, ████████. However, ██involvement has been driven by a desire to see the best for ██community as a concerned parent. ██has dedicated ██ time and efforts to this project in order to ensure young people begin to realise how their choices affect others, and who take pride in their town and the different communities within it.

████████████ is a Chartered Certified Accountant who has worked for multinational companies and has been responsible with budgets of up to £100m. ████has held others to account against key point indicators to further increase profitability; within this role ███has reviewed budgets and accounts, and is therefore suitably equipped to ensure funds are well managed and spent prudently. Moreover, ███ is currently a parent Governor at a local primary Free school.

█████████████████ is an ACCA and FCCA qualified accountant who has experience of school Governance. ██ has sat on a school finance committee since 2008 and became the chair from 2011; currently██ is a █████████████. ██ has been involved in all sectors of work within the Governing Body, from critically assessing budgets & curriculum data, attending employment tribunal appeals and recruitment of a Head teacher and senior staff. As ████████ has been instrumental in a number of areas with key responsibilities ensuring standards and development are ongoing and in line with the School Improvement Plan. ██ has also gained commercial investments experience through ██ role within the corporate finance sector.

GOVERNORS (DIRECTORS)

Our Governing Body (GB) will be supported by three committees specialising in Finance & Premises, Pay & Personnel and Education & Cohesion. Each of these committees will be made up from members of the GB team and will not have delegated voting powers. The rationale behind these committees is to support the GB in making effective and timely decisions. Therefore, each committee will discuss items on the agenda and prepare solutions for the attention of the full GB meeting, where a final decision will be made efficiently. The roles of these committees within this structure is described in detail further within this document.

Our GB will be formed of eleven Governors, nine external, including 2 parents and two internal (Principal and Staff). Collectively, our structure (Members, Governors and Committees) will have the breadth of expertise to remain an effective employer and stay focused on the strategic goals related to the vision, including: Strategic direction to ensure clarity of vision and ethos; Hold the Principal to account in light of pupil achievement, Ofsted outcomes, targets and amongst other things the successful day to day running of the school; and Oversee financial performance of SA and make decisions based on data. As outlined in the Academies Financial Handbook some of their generic duties will ensure:

- The curriculum is broad and balanced and is in line with SA vision and ethos.
- Pupil Premium (PP) is effectively used. With the Principal they will look to similar schools locally and nationally to incorporate successful PP strategies into SA. Upon applying the approved strategy, the Principal will present the breakdown of its effectiveness against whole school targets.
- Procedures for appointing staff, including Principal and Vice Principal posts.
- Performance management (PM) policy is reviewed and amended annually.
- Effective running of pupil discipline and admission appeals.
- Monitoring pay policy procedures for staff.
- Religious Education is provided within the school's basic curriculum.
- Set charges for the use of school premises during and after school.
- Set committee agendas.

(This list is not exhaustive)

To maintain these standards and develop our Governors into their roles, we will provide on-going training through various providers such as the National College for Teaching & Leadership (NCTL), and the Governors E-Learning (GEL) programme (further discussed in F3).

Roles and responsibilities

The role of the GB is to: Set the strategic direction of the school; Monitor and challenge the progress of the school in achieving its priorities; Recruit and performance manage the Principal; Exercise employer responsibility; Ensure the school meets its statutory responsibilities; Ensure financial probity; Ensure the premises are well managed; and Report to the school's stakeholders.

Our GB has been selected with the view to ensure financial viability and the four key strands of our vision. The Chair of Governors has experience of chairing a GB and a Finance committee at a local school. However, we will keep these roles separate for the structure to remain transparent and efficient.

- **Chair and Vice Chair:** The Chair has been appointed by the Members, and is discussed in F3. The Vice Chair will be voted in by the GB.
- **Finance Governor**: Must be an accredited accountant and have knowledge of whole school bursary, but the latter is not deemed to be essential.
- **Education and School Leadership Governor**: Must be able to support SA's vision on academic excellence making available expertise and knowledge.
- **Community Cohesion Governor**: Must be an experienced practitioner with clear links within the community to assist in cohesion identified in Section C.
- **Legal Governor**: Must be able to support SA with any legal issues.
- **Human Resources (HR) Governor**: Must be able to support on recruitment related policies and employment law, to maintain a healthy happy workforce.
- **Marketing Governor**: Must be experienced to promote achievement, and assist in portraying our Free School in the best light possible.
- **Parent Governors x 2**: Elected from parents of pupils on roll. We would expect these parents to be on the Parent Voice (PV) group and present at school events, as discussed in Section C and D. Both Governors will co-observe lessons at least once a year with the Teaching & Learning Group (TLG – discussed in Section D1) to see how agreed policies are applied, making no formal judgments on teaching.
- **Principal and Staff Governors:** Will represent SA's staff body, bringing forward any concerns on existing policies for assessment and review. Upon approval, nominations for staff governor will be sought from staff employed under a contract of employment or for services.
- **Clerk:** Will be appointed to advise the body on the nature of their functions and duties, ensuring the body operates efficiently and effectively.

ROLES AND RESPONSIBILITIES OF THE COMMITTEES

Finance & Premises Committee: Will be chaired by the Finance Governor who will also act as the Responsible Officer (RO) (a term no longer assigned to the role of checking internal controls, however we will continue to use this term). This committee will be made up of the Principal, Parent, Marketing Governor and Business Manager, who acts as the Chief Financial Officer (CFO). The Business Manager will present findings on: Building maintenance & uses; Health & safety; Service level agreements; Financial statements; Draft financial plan for the coming year;

Expenditure options; Pupil enrollment/ income levels; Budgets; and Final accounts for monitoring, reviewing and approval.

Education & Cohesion Committee: Will be chaired by the Education Governor and made up of the Principal, Cohesion, Parent and Marketing Governors. This committee will focus on Academic Excellence, duties will include: Analysing KS3/ 4 data for strategic development, adapting curriculum models, reviewing teaching & learning policies, and judging effectiveness of whole school achievement and attainment. Along with these responsibilities this committee is expected to compliment elements of the cohesion and leadership aspects of our vision. Therefore, representatives from external agencies such as: St John's Ambulance, Luton in Harmony and LCoF will be invited to work on pupil personal development and community cohesion. They will run seminars/ workshops/ projects, collaborating with staff to raise awareness of acceptance and coexistence.

Pay & Personnel Committee: Will be chaired by the HR Governor and made up of the Principal, Parent, Legal and the Chair of Governors. This committee will focus on achieving the aims of the whole school pay policy ensuring statutory and contractual obligations are met. They will carry out: Annual review of salary levels of teaching staff and the Principal as part of the performance management policy; Staffing structure and approve procedures for recruitment and appointment; Applications from staff for secondments or leave of absence; Working conditions and well-being, Absences; and Procedures for discipline and grievances. This list is not exhaustive.

As the need arises and SA increases in capacity, we anticipate expanding the committees to accommodate efficient decision making and transparency.

PRINCIPAL ROLE AND REPSPONSIBILITY
Below is a basic role of the Principal, explained in more detail in F4.
- **Vision and Ethos**: Promote the vision and ethos of SA to all concerned; and Work closely with stakeholders to create a strategic plan ensuring the diverse values and cultures of the school and community are shared.
- **Leadership and Management**: Recruit quality staff; Develop performance management processes; Work with the GB on formulation of policies; Establish an organisational structure which reflects SA's values; Plan and manage finances; Develop effective administration and audit control; and Identify and develop rigorous staff accountability procedures.
- **Teaching, Learning, Curriculum and Standards**: Ensure learning is at the centre of strategic planning and resource management; Design and implement a curriculum; Develop a robust pastoral care structure; Secure high standards of behaviour and attendance; Set challenging targets to develop SA students academically and socially; and Ensure SA policies and practices take into account local/ national initiatives.
- **Communication and Consultation**: Build effective relationships with all stakeholders through excellent communication and interpersonal skills; Communicate to parents; Liaise with the Local Authority on admissions; and Interact with local media to highlight SA and its vision and ethos.
- **Community**: Build and maintain an inclusive school culture whilst taking into account the diversity of the community; and Raise SA's profile by developing partnerships with schools and local and wider communities.
- **Other duties**: The Principal will be required to undertake any other reasonable duties deemed necessary by the GB.

ACCOUNTABILITY STRUCTURE AND ESCALATION PROCESS

There are clear lines of accountability between each tier of SA's organisation structure. As illustrated on page 83, the Members hold the GB to account, who in turn holds the three Committees and Principal to account. These lines form not only the structure, but also the lines of escalation. As an Ex Officio the Principal is the Accounting Officer (AO) responsible for SA's finances (discussed in Section F4). Therefore, the AO must advise the GB in writing, if at any time the board fails to act in accordance to the terms and conditions of the Academies Financial Handbook. If after all justifications, the AO still feels the board is in breach, he/ she must advise the EFA's Accounting Officer in writing.

All efforts will be made to resolve any issues within the school management structure through de-escalation procedures. However, there are likely to be some issues that merit escalation and under these circumstances, agreed escalation paths to the Governors will be utilised. Governors will be required to adhere to agreed policies and procedures, and in accordance with these execute sanctions (including suspension, dismissal, termination of contracts etc). The Members will be debriefed on all actions taken. If there are issues that cannot be resolved within the GB, these will be escalated to the Members, who will use their statutory powers (in line with agreed policies and procedures) to dismiss or terminate services.

MEETING AND REPORTING

The Members will meet with the chair of the GB three times a year, where they will be presented reports on SA's financial position and the four strands of the vision. The Members will expect to see the Governors and Principal developing strategies to maintain and further build upon success.

The GB will also meet three times a year, where they will follow a set agenda, which includes typical items such as: declaration of interests, written report by the Principal regarding school self-evaluation and school improvement plan, reports from committees, Governor training and development and Principal's report on complaints and exclusions. The statistics presented by the Principal will include: pupil attendance and punctuality, fixed term exclusions, number of pupils on roll including admissions and appeals, KS3 and 4 achievements including outcomes for different groups of pupils (FSM, EAL, SEN, G&T, LAC and PP) and staff turnover. Along with the information presented by the Principal, the GB will also receive data collated by the School Improvement Partner (SIP – discussed in Section G) in order to gain a more in-depth picture. The Governors will benchmark SA against local and national data to determine success.

Our committees will be chaired by Governors. Each committee will meet three times a year (once every term). Furthermore, the RO will oversee all internal audits where financial policies, procedures and work of the CFO are scrutinised. The findings of these audits will be presented by the RO to the Finance & Premises Committee, who with the Principal will develop strategies addressing potential issues. These findings and strategies will be further scrutinised for their successes in the full GB meeting.

In order to receive objective and accurate information and not overly rely on the Principal and SLT, the GB will seek external challenge through the form of a School Improvement Partner (SIP). The SIP will support the management of the Principal and ask the difficult questions, which will provide challenge and scrutiny to the GB, giving them the confidence and assurance that information and data provided by SLT is accurate. We expect the SIP to visit SA once every half term. Therefore, as described in Section G, he/ she will be factored in for 6 days with a contingency of 2 additional days (totalling 8); we envisage using these additional days during the first two years of opening.

The SIP will present a Termly Progress Review (TPR) to the GB, allowing them to respond quickly to any identified problems. This review will be made up of findings over the period of each visit.

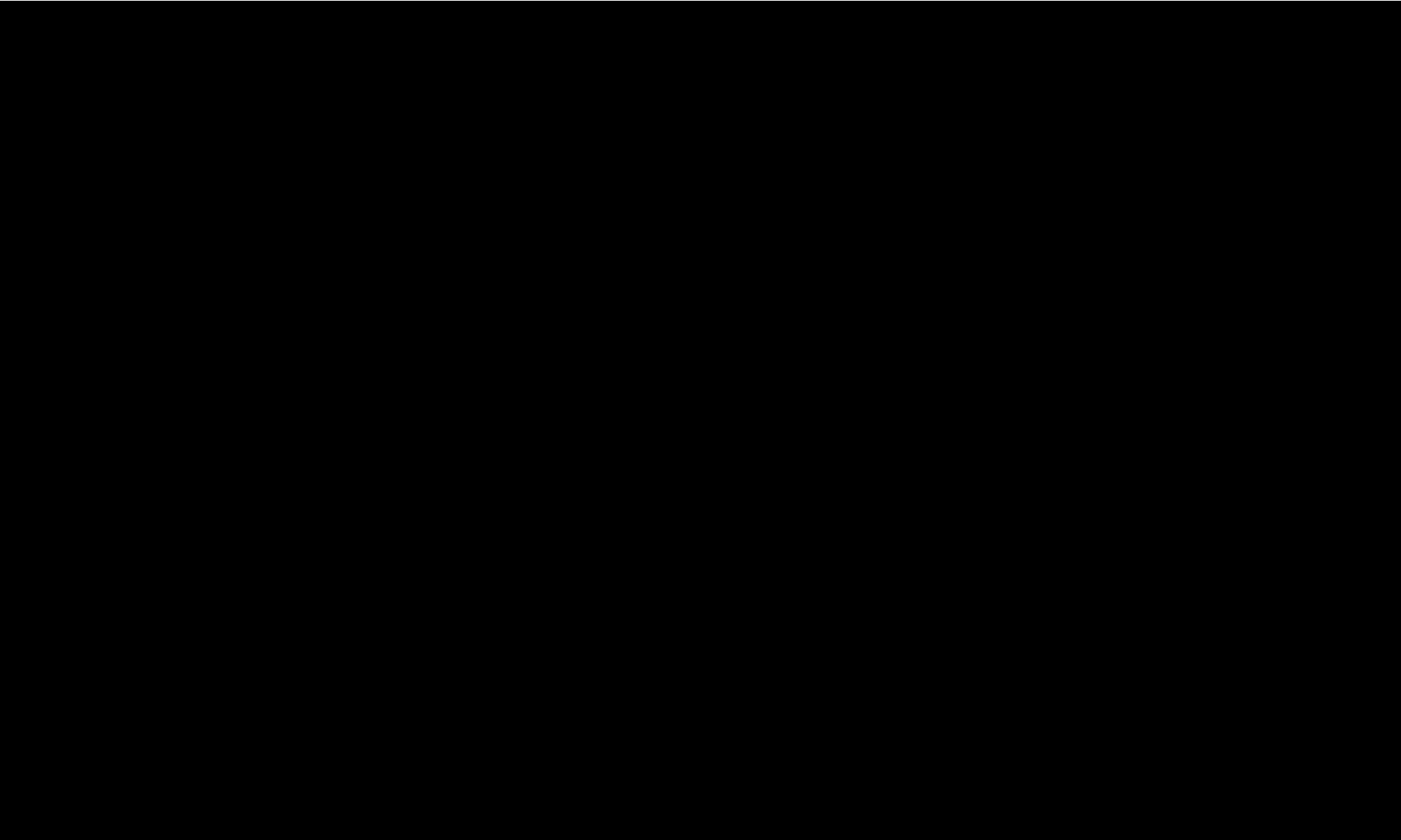## DECLARATION OF 'CONFLICTS OF INTEREST'

There are no conflicts of interest (COI) between any of the tiers. However, in order to minimise or further avoid COI, SA will have an agreed policy with the Governors. Below are a set of protocols the code of conduct policy will be built around:

- SA expects all stakeholders to be transparent about any COI conflicts.
- All chairs of meetings **must** make the first point on the agenda a declaration of COI; allowing individuals to withdraw from the meeting or decision making.
- COI will be addressed before making any appointments.
- COI **must** be registered on the 'Register of Interests' by the clerk to Governors, which will be updated once a year, or sooner in the case of a declaration.
- Disclosure in yearly accounts of any staff receiving benefits through a COI.

A policy will be agreed with Members and GB related to COI in order to provide clarity for all parties. The policy will be based on the Charity Commissions guide to COI but tailored to meet the needs of SA. It will also explain the laws and situations that allow for a COI to be authorised. Within the policy there will be specific guidance on how to identify a COI in common situations, and the potential harm it can cause if left unmanaged. With this policy in place, along with the protocols identified, we believe we can effectively manage any COI issues.

F3 (a) Proposed trustees

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
					10 hours. With notice up to 15.
					8-10 hours
					5 hours

	12-15 hours
	5 hours, more if required
	5 hours, more if required
	3-6 hours, more if required
	Full time

F3 (b) Skills gap for board of trustees

Skills/experience missing	How you plan to fill the gap
Additional training	The Chair of Governors will be enrolled onto the National College for Teaching & Leadership (NCTL) 'Chair of Governors Leadership Programme'. This programme consists of: Unit 1 Role of the Chair; Unit 2 Effective Governance; and Unit 3 School Improvement. This qualification is recognised nationally and accredited. To maintain comprehensive and up to date training, all Governors will be enrolled onto the on-line Governors E-Learning programme (GEL). This programme is written by Governors for Governors and involves 5 learning modules giving the option of filling skills gaps. Units cover: New Governors; HR and Safer Cultures; Leadership and Performance Management; Policy and School Practice; and Finance. SA will provide time/ resources to existing and new Governors to complete units from the courses outlined above.

Section F4
ROLE OF THE PRINCIPAL
As the spearhead of the organisation, the Principal will need to be committed to the vision for SA in its entirety, exhibiting high levels of dedication and determination to ensure its success. He/ she will be required to build a culture of respect through exemplary leadership, which in turn will support the ethos and foundation of SA.

Job Description
Operational Duties: As the school grows some duties will be delegated to the Vice Principals, whilst the Principal maintains a strategic overview.
- Ensuring overall aims and targets are being met.
- Support and encourage good practice in teaching and learning.
- Ensure the curriculum is inclusive and engages all types of learners providing for moral and cultural needs.
- Ensure data and assessment information are used effectively to inform future teaching, motivate students, and inform parents.
- Ensure information on pupil progress is used to aid GB in carrying out its responsibilities.
- Ensure targets are set to appropriate levels of challenge.
- Ensure appropriate pastoral care and guidance is available for all pupils.
- Ensure standards of behaviour are upheld and enforced by all staff in accordance with SA.
- Ensure all staff, pupils and parents have ample opportunities to voice their feelings.
- Decide post-threshold and excellent teacher assessments.
- Arrange and participate in appraisals and reviews of staff performance.
- Build a culture of academic excellence.
- Lead, inspire and support all staff to achieve the highest possible educational standards.
- Ensure compliance with the policy on Performance Management.
- Promote the participation of staff in CPD and offer professional advice where applicable.
- Ensure effective procedures are in place for the induction of all staff.

This list is not exhaustive.

Strategic Duties
- Able to make effective strategic and operational use of available resources.
- Model good practice in all interactions.
- Demonstrate a clear commitment to collegiality through staff development.
- Develop an innovative curriculum that reflects the vision.
- Harness contributions of all stakeholders and the local community.
- Create a culture of respect, inclusion and a commitment to the community.
- Work with the GB to update and review SA's educational aims and procedures.
- Ensure the management structure, finances, resources and administration support SA's vision and objectives outlined in the School Improvement Plan.
- Monitor, evaluate, report and review the effect of policies, priorities and targets taking appropriate action where necessary.
- Work effectively with all professional associations acting for staff.
- Deploy and manage staff according to their terms of employment.
- Monitor staff attendance ensuring all staff comply with SA policies.

- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Governors, Members, Community, Ofsted and others to enable them to play their part effectively.
- As an ex officio take the role of the Accounting Officer (AO) to deal with: All items of income and expenditure in accordance with the principals of parliamentary control; through economic efficiency make effective use of the resources available whilst avoiding waste and extravagance; and return the annual value for money statement. He/ she must also: Manage any opportunities and potential risks; Ensure accounts, systems and records are operated by more than one person; Ensure the trust's property is under the control of the trustees, and that measures are in place to prevent losses or misuse; and Keep full and accurate accounting records.

This list is not exhaustive.

Personal Specification

This section summarises the key characteristics expected from the prospective Principal, and should be viewed in conjunction with the 'Seven principles of public life' and more general requirements expected from a role of this seniority.

- **Qualifications:** It is essential for the Principal to hold Qualified Teacher Status (QTS), but not essential to have the National Professional Qualification for Headship (NPQH) upon opening. Along with this, he/ she must be aware of current trends and developments in education; Possess leadership and organisational qualities and the ability to motivate others; and Must have integrity and demonstrate good moral character.
- **Experience:** The prospective Principal must have at least 10 years of teaching experience, with successful line-management of colleagues to raise standards and achievement through whole school responsibilities at a senior level.

We do not undervalue the experiences gained at grass roots level as an educator. Therefore, our Principal must hold QTS and have successfully transitioned through the management tiers of middle and senior level. Upon employment with SA, if the Principal Designate does not hold the NPQH, he/ she will be supported in successfully attaining it. We deem it important for our Principal to eventually gain the NPQH, as modules completed and research carried out will not only support the Principal in attaining a highly recognised professional qualification, but also support SA's vision through initiatives owned by the Principal. This qualification will assist him/ her in personal growth, becoming better informed and prepared for strategically leading SA.

Personal Characteristics

- **Motivator:** Dynamic and high energy individual with ability to attract and recruit high quality staff. Ability to communicate high expectations to pupils, parents, and other stakeholders.
- **Strategic thinker:** Always able to maintain focus on long term success of SA.
- **Personal development:** Seeks opportunities to develop his/ her leadership and responsibilities in order to evolve alongside SA.
- **Passionate:** Firm belief in the organisation and its vision, taking every opportunity to publicise and promote SA.
- **Communicator:** Able to use communication skills to establish links within SA's community to build upon relationships and cohesion.
- **Leadership:** Promotes ambition, demonstrates a clear commitment to collegiality, develops and empowers leadership in others.

- **Model practitioner:** Models good practice in all interactions, whilst demonstrating commitment to the intellectual, spiritual, physical, moral, social and cultural wellbeing of pupils.
- **Innovative:** Develops an innovative curriculum reflecting the vision of Members and GB: a curriculum that challenges and extends pupils' learning beyond national expectations.
- **Self-awareness:** Able to identify and keep up to date with legislative changes governing education that impact SA.

This list is not exhaustive.

RECRUITMENT PROCESS

SA's Principal recruitment will be formed around the needs of the school and its vision for the future. To make an effective appointment we will have two teams for the recruitment process:

Team 1: Will prepare all the materials required for each stage of the process, and will be made up of ███
███
███
████████████████████

Team 2: Will be formed of 5 individuals, █████████████████████████████
████████ ██ ███████████████ ████████████ █████ ███ ████████
██████████████████ This panel will oversee the entire process and conduct the interviews with the shortlisted candidates. After deliberation, the final decision will rest with this panel. It is therefore important that this panel meets throughout the process including before the assessment and interview days.

We will follow the process illustrated below when recruiting our Principal.
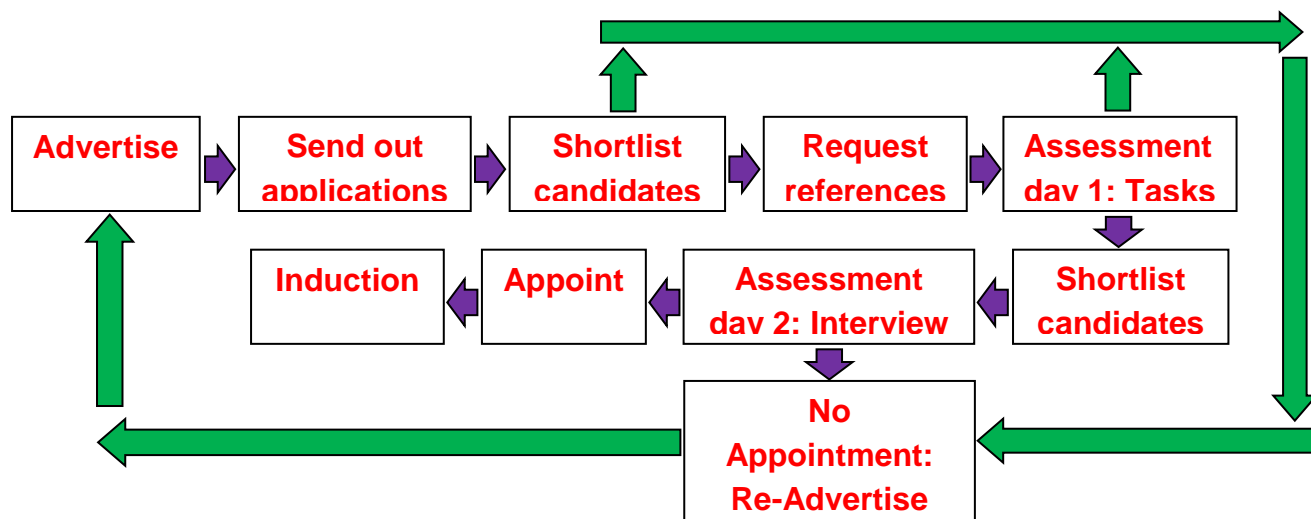
Advertising the post

Research indicates that half of all Head teacher posts are advertised between January and March (EDS, 2010) (National Governors Association - NGA). Further evidence suggests that secondary schools advertising in January and February get higher returns than at any other time of year (Head teacher Guidance from NGA).

Immediately upon approval of our application, we will advertise for the post of Principal in the Times Education Supplement (TES), local newspaper and on our website. We want to advertise as soon as possible due to the fact that the successful candidate will have to give a half-terms notice, unless they are an existing head where a terms notice will be required. Our successful candidate will be appointed to the post in January 2017, two terms in advance of SA's opening.

We will advertise in the TES as this is the medium used by the majority of teachers seeking employment. We will also look to the local paper and SA's website, as we believe a candidate who knows Luton's demographic make-up etc (discussed in Section C) will prove to be far more effective towards achieving the aims set out in the vision. Along with it being cost effective, we also believe using SA's website will interest candidates that potentially have bought into our vision, and would like to be a part of the change we are working towards.

SA's unique selling points
In order to ensure SA's uniqueness is best portrayed, we will use professional services of Team 1, who will assist in preparing all the materials required for each stage of the recruitment process. Our application pack must clarify: the needs of SA, the job to be done and the person needed to do it, through:
- SA's four part vision, ethos and aims (Section C)
- A description of the curriculum, particularly the unique elements (Section D1)
- Targets (Section D2)
- A job description (expansion of Section F4) including a person specification

Both Human Resources (HR) and Legal will support the whole recruitment process ensuring it is professionally run, this will include: Advising on the advert and the application pack so it generates maximum interest; Ensuring compliance with recruitment and equalities legislation; Ensuring the process follows best practice in recruitment; Supporting the development of an appropriate shortlisting criteria; Producing relevant paperwork to support the selection process and ensuring this is kept as a safe and secure record; Ensuring sensible timescales for the recruitment process are followed; and Carry out DBS checks.

The document, 'Headteacher guidance' by NGA suggests a need to sell in order to generate high-quality interest. Therefore, our Marketing Governor will support in the design of all materials sent out to perspective candidates. This will include the design of the adverts to be placed in the TES, local paper and on SA's website.

Our Education Governor will support to ensure that the best candidate is attracted to take SA forward. The support will include: Assisting in tailoring the job description and person specification to meet the vision of SA; and shaping the assessment exercises to reflect the challenges identified in our application.

Administrators will support the process by: Placing adverts in the agreed media choices; Producing the application packs and supporting information; Sending application packs or making them available online; Handling expressions of interest from potential candidates; Issuing invitations to interview and managing queries; and Scheduling interviews.

Salary
The Principal's salary will be set at leadership scale 24 equating to ▬▬▬ per annum. This figure has been agreed by the Members including the Chair of Governors as it is benchmarked against

local schools of similar uptake. It is affordable and fits well within our financial plans showing sustainability over the forecasted period. Even though the initial cohort is 150 and increases year upon year, the commitment of the initial setup of SA warrants our proposed figure.

How Candidates will be assessed:

Shortlisting: Team 2 will study the application forms and shortlist candidates against a well-planned marking scheme that will allow us to justify decisions. They will scrutinise applications for any discrepancies such as gaps in employment.

References: Safer Recruitment guidance suggests that references should be checked before the interview date is offered. If there are discrepancies we will contact our HR Governor for advice.

Two day Assessment – Day 1: The assessment activities the candidates will undertake will help us form an evidence-based judgement on strengths and weaknesses. Some options for such activities include: Presentations on vision for SA; Role play; Psychometric testing; Data-interpretation exercises; Carousel panel interviews; Group exercises with other candidates; In-tray exercises and case studies; and Personality profiling. After the first day, candidates who are unsuitable will not be invited for the second day.

Day 2 - A formal in-depth interview will take place on the second day as the final part of the assessment process. The core questions will be drawn from the job description and a general list provided by the different organisations such as NGA, specific questions will be tailored according to statements provided in the application. The interview will help us gather proven evidence about what candidates have done and what they intend to do to take SA forward.

Appointment: Team 2 will deliberate over the preferred candidate followed by an endorsement vote. Once the final decision has been made, the Chair of Governors will make the conditional offer of appointment to the chosen candidate on satisfactory due diligence checks. Irrespective of success, feedback will be offered for possible professional development targets. A formal employment contract will be drawn up and issued to enable the candidate to resign from any current post held. Unsuccessful candidates will be informed by the Education Governor who will also offer feedback for professional development purposes. Even though the role of the Principal can be taken up two terms in advance, we will advertise early as stated to ensure a high quality appointment can be made, whilst allowing sufficient time for re-advertising should we need it. Therefore, if during any of the processes discussed above we do not appoint, we will have enough time to re-advertise the post and repeat the stages depicted in the flow diagram on page 94.

Induction to SA's vision: We will provide the Principal with the application in order for him/ her to become versed with the vision and aims of SA. The Chair of Governors will meet with the Principal keeping him/ her updated with any developments, and introduce him/ her to stakeholders including all the local networks described in Section C and D. Along with this we will also hold an induction day where the Principal will meet with the Members and core application group. This day will be used to present the vision, aims and entire application of SA, the Principal will be encouraged to ask any questions to fill knowledge gaps.

The SSAT delivers a 'New Head teacher programme', which supports the development of skills and knowledge required in key areas of school leadership. If SA is our Principals first post as a Head teacher, he/ she will be able to access this support along with working amongst successful practising head teachers.

Section G: Budget planning and affordability

Sections G1 & G2 - NARRATIVE FOR 100% FINANCE PLAN
OVERVIEW

We have discussed our 100% plan with a detailed commentary explaining all the figures along with any assumptions made on the financial template. Benchmarking of figures has been carried out using a schools financial benchmarking website recommended by DfE and various other avenues, including Local Authority (LA), colleagues in similar schools and other service providers.

As outlined in our vision we will recruit fully qualified teachers at SA, therefore, we have set teacher salaries in accordance to national benchmarks. Staff fulfilling additional responsibilities have been allocated a management allowance; this too is based on national recommendations. This approach conforms to local and national pay and condition structures, ensuring staff at SA are paid in line with their colleagues.

Our financial plan has been compiled whilst considering staff requirement and affordability of resources, therefore ensuring effective delivery of the curriculum. As expected the greatest costs incurred are through staffing, and because fully qualified teachers are an important factor to our parents and therefore integral to our vision, it made sense to use this as the starting point for all cost projections and allocations.

We have projected our finances over a period of six years, which will illustrate SA's sustainability beyond the phases where grants and additional central funding is included. Each section of the 100% finance plan is discussed in detail below.

SECTION 1
Pupil numbers

We have identified the initial expected pupil intake to be at 150, which will be sustained over a period of five years building up to full capacity of 750. As described in Section C and D our KS3 will be delivered over a period of three years, and KS4 over two; overall costs for the two key stages have been factored into the financial plan.

The number of pupils expected to receive Free School Meals (FSM) has been pre-populated and is comparative to our projections from Sections C and D. The projections for the number of pupils who are Looked After Children (LAC) is based on guidance provided within the financial plans template. This figure is typical of a school similar to ours in terms of pupil number and demographic.

Considering there are no military establishments in Luton, or within a close proximity, we do not envisage enrolling any children who may have parents within the armed services.

SECTION 2
Income

Income projections for SA have been pre-populated; therefore, only elements where alternative methods have been used will be discussed. As per our vision we anticipate SA to be at the heart of the community, with groups and organisations using our facilities to offer a variety of activities outside of school hours. Based on this approach, we have identified possible income generated from the rental of our premises. Figures illustrated are modest, but we expect to see a gradual increase year upon year once the community is fully aware of our provision.

We also expect to generate an income from the sale of consumable items during break and lunch times. These figures show a gradual increase in income based on pupil projections. Data used to factor income generated has been annexed from the average cost of a school meal ▮▮ in Luton. Using this figure and the expected high intake of FSM, we have projected an income to be generated from approximately ▮▮▮ of pupils.

We also expect funding as part of the post opening grant for the number of empty year groups. In year 1 we would still have capacity in years 8-11, in year 2 we would have capacity in years 9-11 and so on. This figure is pre-populated based on the number of empty year groups. We do not have a post 16 provision and therefore have not included this within the projections.

SECTION 3
Expenditure

As previously mentioned the largest proportion of costs incurred is for staff recruitment. Staffing requirements for delivery of the curriculum have been pivotal when creating finance projections. We feel it is essential to implement adequate staffing structures, which will ensure delivery of our vision. The Principal and Senior Leadership Team (SLT) are all paid in accordance to the Leadership scale, with the Principal being paid on L24 and Vice Principals (VP) on L16. Salaries for the Principal and VP's are in line with schools of a similar size, ensuring interest is generated for the posts in pre-opening. SA envisages successful candidates to be dynamic and who can grow with the vision, as described in Section F4.

Using the approach of implementing national pay scales, we will ensure consistency and ease of continuity for movement between schools; therefore, all teaching staff have been allocated salaries in accordance to national pay scales for England and Wales. Where we envisage staff fulfilling a role which requires additional responsibility, a Teaching and Learning Responsibility (TLR) allowance has been factored. Additional contingencies for staff progression through pay scales have been factored; these have been identified as 'increments' and appear within 'Other staff costs' on the template.

Support staff have been projected based on pupil numbers. As a general rule we have factored employment of at least three Learning Support Assistants (LSAs') per year until full capacity (comparative to schools of a similar size and demographic). We anticipate employing up to 15 LSAs', thus ensuring support for pupils with EAL. This approach has been adopted after studying data from local support departments to identify the number of staff SA may require. If the need arises, funding from our surplus will be made available for employment of additional LSA's.

Other staff who are critical to SA's vision, such as, Learning Mentors and Higher Level Teaching Assistants (HLTA) have been included and salaries calculated in accordance to local and national comparisons.

Administrative staff will have a phased increase, but essential staff such as the Data Manager, IT Network Technician, Receptionist and Personal Assistant (PA) to the Principal will be employed in year one. Role of the Data Manager and Exams Officer has been combined to provide cost effectiveness. Salaries for the mentioned staff are based on local and national pay scales and conditions. For non-essential staff, contracts will be term-time only.

Catering and premises support staff, such as the Caretaker and Site Manager will be employed in accordance to requirement, and paid to local and national comparisons.

All teaching staff salaries have been calculated with the assumption of staff being subscribers to the Teachers' Pension Scheme (TPS). National Insurance (NI) rates have also been calculated at the highest percentage, allowing for contingency funds to be available. Non-teaching staff pension contributions have been calculated based on LA pension scheme rates. Again, higher NI rates have been factored to build in contingency.

Other staff costs
As with any school, illness or other factors may contribute towards staff absence. To ensure SA continues to function efficiently, funds have been allocated towards supply staff costs. This figure has been identified from the guidance notes, which state that a school in our region would factor ▇▇▇ per pupil towards supply. Considering this, we have projected supply costs based on our pupil intake. Cost of insurance specifically for supply staff has also been cited from CFR.

A cost of ▇▇▇ per pupil has been used to calculate employee expenses such as travel to external CPD, or any other school event. This figure has been taken from the guidance notes and is separate to development and training costs.

We envisage receiving 'Investors in people' accreditation, to achieve this staff development is crucial. Therefore, SA forecasts to spend ▇▇▇ per staff on training costs, which is based on CFR benchmarking. This figure increases year upon year based upon the number of staff employed within SA and reaches optimum level by year five. We intend to support staff development through various teacher, middle and senior management courses. Some of these costs are incurred with the National College of Teaching & Leadership (NCTL), who will be used as a provider for qualifications such as: National Professional Qualification for Middle Leadership (NPQML), National Professional Qualification for Senior Leadership (NPQSL), National Professional Qualification for Headship (NPQH) and the Chair of Governors Leadership Programme (CGLP).

Recruitment costs are based on typical costs of advertising. Posts will be advertised on SA's website under the 'vacancies' page, within the local paper, and online using a recruitment website such as the Times Educational Supplement (TES).

We have also factored costs for staff to deliver parent/ daughter evening classes, and opening of the enrichment centre on weekends, discussed in Section D. The remuneration of staff costs has been calculated based on the number of hours required for each event multiplied by ▇▇▇ per hour (LA recommendation). This cost is projected to increase year upon year with correlation to the number of classes offered, along with the hours the enrichment centre is to remain open. We have also identified a cost for elocution lessons, which is based on an hourly rate where the session will be delivered to all year groups. This is fundamental to our vision of supporting pupils in becoming model citizens.

Premises
The costs relating to premises have been benchmarked against guidance notes and CFR data. However, the rates and breakfast club have been benchmarked against figures attained from local secondary schools of similar size.

Educational resources
These are integral to the delivery of an effective curriculum and are calculated on pupil numbers. Learning resource costs have been calculated using a combination of guidance and CFR data. SA

envisages spending ▆▆▆ per pupil on non-ICT based resources further ensuring departmental areas are fully equipped.

Within the exams budget, SA has factored the cost of registering its KS3 pupils onto the ASDAN qualification. This budget increases from year three as registration of pupils for GCSE qualifications is taken into consideration. Costs for registering various exams have been included as ▆▆▆ per pupil with an additional ▆▆▆ contingency factored for remarks.

Cost for new technologies such as Chromebooks, Nooks and Qwizdom have been calculated using the average cost of each product, and the number required for the enrichment centre and pastoral structure.

The Virtual Learning Environment (VLE) has been factored as a separate cost. This cost is based on the implementation of FROG or a similar VLE for 750 pupils. Initial installation cost has been cited within year one, with subscription and maintenance costs in subsequent years.

A one off cost for the implementation of SA radio has also been factored.

Professional services
All professional services have been outsourced to allow for cost effectiveness within the financial plan. We have benchmarked our figures against local schools and their finance officers' recommendations. Decision to outsource is based on reducing costs covering: employment of staff, NI and pension contributions, specialist software and dedicated payroll services. All these services will be paid for by the outsourcing company. Costs for a School Improvement Partner (SIP) have also been factored based on six days over the first two years, with a contingency for an additional two days if needed. From years three to five this has been reduced to five days, but again with two days of additional support if required.

Other (including any planned outsourced costs)
Catering costs refer only to consumables required to offer a catering service, and is based on data ascertained from CFR benchmarking. This cost is separate to the cost of catering staff.

Human Resources (HR) services will be outsourced; costs are based on LA charges for similar schools within the area and size. Cleaning services will also be outsourced to ensure cost effectiveness; figures are based on quotations from local service providers.

Additional pupil support services such as the Education Welfare Officer (EWO) and Educational Psychologist (Ed Psych) will be outsourced to the LA; this is the most cost effective method of securing these services.

Other costs supporting the vision of SA, such as: reward excursions, reward vouchers, Games Room, and STEM/ enterprise day; have all been factored accordingly and are explained in detail on the financial template.

Summary
We believe our financial plans presented at full capacity represent value for money. Plans are in accordance to staffing requirements within all subject areas, including staff growth over the six year period as outlined in Section D. Projections ensure a healthy surplus of funds is available year upon year for contingencies.

The funding available for resource procurement will allow all subjects to develop an effective curriculum as outlined in the vision. Where additional funding is required a separate cost has been factored. In the first instance, departments will be allocated funds using a localised formula based on the number of pupils in each area and the number of hours taught. This will ensure equality in the distribution of funds for all areas, increasing with pupil numbers. Additional funding will also become available at KS4 to ensure academic excellence is maintained and targets are achieved.

The model SA has adopted for the school day does not affect costs significantly. The school day incorporates a breakfast club and after school provision offered by subject areas along with extra-curricular activities. Costs incurred by breakfast club have been included within the financial plan. Costs associated with extra-curricular activities are minimal as these would be offered within subject provisions and factored within staff teaching loads. Where costs are incurred, for instance parent/ daughter evening classes, these have been remunerated at local rates and factored into the financial plan. Additional costs associated with these activities will stem around the use of the premises and its hours of operation.

G3 Financial resilience to reductions in income

NARRATIVE FOR RESILIENCE TO REDUCTIONS IN INCOME
OVERVIEW

This finance plan has been created with the assumption of SA at 70% pupil capacity. Therefore, it presents challenges in ensuring the strategic vision and curriculum are delivered with a substantial reduction to income. Spending in all areas has been reduced to ensure financial viability and sustainability throughout the projected six year period.

The summary below illustrates annual and cumulative surplus/ deficit figures.

Budget line		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total income (70% recruitment - for sensitivity analysis)	(£)						
Total expenditure	(£)						
Annual surplus / deficit (+ve figure = surplus)							
Annual surplus / deficit as % total income							
Cummulative surplus / deficit							

Projections clearly demonstrate the viability of plans, with a healthy cumulative surplus evident year upon year. This is due to spending on essential and non-essential items being reduced to compensate for lower income streams.

This document highlights top ten areas of the financial plan where reductions have been made.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff Salaries - Total teaching	Total teaching costs in year one with the 100% model is ████████, whilst in the sensitivity model it is ████████, a total reduction of ████████. For each subsequent year we will continue to make a reduction on staffing until pupil numbers increase. Over a period of six years we are anticipating our teaching staff numbers to be projected at 51 Full Time Equivalent (FTE), with a total cost at ████████. In the sensitivity model our staffing would be reduced to 34.5 FTE with a total cost over six years to be ████████, a total saving of ████████ This has no impact on the delivery of our curriculum as we still anticipate delivering the number of subjects outlined in our vision. This represents value for money as we have reduced the number of classes to correlate	2017 - 2023	

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Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	with pupil intake.		
Learning resources - Not ICT	Learning resources have been reduced in line with the reduction of pupil numbers. With the100% model SA anticipates a total spend of ▉▉▉▉ on non ICT based resources to deliver the curriculum and vision. The sensitivity model forecasts expenditure at ▉▉▉▉, a total reduction of ▉▉▉▉. Over a six year period total expenditure on non ICT learning resources is reduced from ▉▉▉▉0 with the 100% model, and ▉▉▉▉ with the sensitivity model. This indicates a total saving of ▉▉▉▉. We expect all faculties to receive a budget reflective of their pupil uptake, which is also sufficient to deliver the curriculum model and SA's vision.	2017 - 2023	▉▉▉▉
Staff salaries – Total SLT	The overall cost of SLT members would be reduced significantly from the 100% to the sensitivity model, but only over the six year period. In year one the saving between the models would be non-existent as the same number of staff would be employed. However, over the six year period costs are reduced from ▉▉▉▉ with the 100% model to ▉▉▉▉, a total reduction of ▉▉▉▉ This would result in the employment of one less member of SLT with the sensitivity model. The 100% model would employ two Vice Principals (VP) and two Assistant Principals (AP). In the sensitivity model this would result in SA employing one VP and two APs. This reduction would not hinder the delivery of the curriculum or the vision as responsibilities would be disseminated accordingly amongst the leadership team.	2017 - 2023	▉▉▉▉
Administrative supplies	The expenditure for administrative supplies has also been reduced in line with the reduction in pupil and staff numbers. We forecast	2017 - 2023	▉▉▉▉

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	expenditure to be ████████ with the 100% model, and ████████ with the sensitivity model, reducing operating costs by ████████. Over a six year period costs would be reduced significantly. With the 100% model expenditure would be ████████, whilst with the sensitivity model it would be ████████, a total reduction of ████████. These projections represent a significant reduction in overall operating costs and ensure sustainability.		████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████
Staff Salaries - Total pupil support	Total pupil support costs in year one with the 100% model are ████████ whilst in the sensitivity model they are ████████, a total reduction of ████████. For each subsequent year we will continue to make a reduction on staffing until pupil numbers increase. Over a period of six years we are anticipating our pupil support costs to be at ████████. Whilst in the sensitivity model costs would be reduced to ████████. We will be making a total saving of ████████. The reductions are formulated through a phased introduction of LSAs'.	2017 - 2023	████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████
ICT Learning Resources	We will reduce ICT learning resources with the reduction of pupils. This reduction has a small impact in year one but accumulates to a more substantial figure over six years. In year one, expenditure on ICT resources is forecast to be ████████ with the 100% model, whilst with the sensitivity model it will be ████████ a reduction of ████████ Over the six year period expenditure is reduced from ████████ to ████████, a total reduction ████████	2017 - 2023	████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████ ████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	This reduction will not affect the overall vision or delivery of the curriculum as all essential ICT equipment would be purchased in accordance to requirements.		▮▮▮▮▮ ▮▮▮▮▮▮▮ ▮▮▮▮▮
Total catering	Expenditure relating to the employment of catering staff would also significantly reduce overall spending if pupil numbers were 30% less than anticipated. In year one, expenditure with the 100% model is forecast to be ▮▮▮▮▮, whilst in the sensitivity model it is anticipated to be ▮▮▮▮▮, a total reduction of ▮▮▮▮. Over a six year period in the 100% model expenditure would be ▮▮▮▮▮, whilst the sensitivity model forecasts expenditure at ▮▮▮▮▮, a reduction of ▮▮▮▮. Once again this reduction would not affect front line catering services, and facilities such as breakfast club would remain as intended in the vision.	2017 - 2023	▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮
Supply teachers (total costs)	With the reduction in funding SA will attempt to keep the use of supply staff to a minimum, whilst ensuring all pupils receive a quality provision. Staff teaching loads would increase from 21 to 22 lessons per week, allowing for additional capacity to be utilised where required. In year one, total expenditure with the 100% model would be ▮▮▮▮▮, whilst with the sensitivity model it would be ▮▮▮▮, a reduction of ▮▮▮▮. Over a six year period this would be reduced from ▮▮▮▮▮ to £▮▮▮▮▮, a saving of ▮▮▮▮▮ This reduction would not affect SA's curriculum delivery or vision as all classes would be assured of a quality experience. Extra rigour and monitoring of supply staff would be carried out ensuring appropriate lesson delivery is	2017 - 2023	▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮▮ ▮▮▮▮▮ ▮▮▮ ▮▮▮▮▮ ▮▮▮

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	maintained. Where feasible, staff with additional capacity along with SLT will be requested to cover lessons.		
Tablets	The procurement of tablets would be delayed by a year if pupil numbers were reduced by 30%. Devices would be procured from year two onwards and in reduced number. This reduction and delayed purchase would save ███████ in year one. Over the six year period the total cost of tablets with the 100% model would be ████████, whilst with the sensitivity model it would be █████████ a total saving of ████████ This reduction would have a minimal impact on the delivery of the vision as enrichment facilities would be equipped later than anticipated. The procurement of tablets is considered to be desirable acquisition, not essential in year one.	2017 - 2023	██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████
Development and training (total cost)	Staff development and training are two key areas of SA's vision in ensuring high quality staff are employed and developed to fully deliver the curriculum. With this in mind a substantial development and training budget would still remain even if all factors were reduced by 30%. In year one, expenditure would be reduced from ████████ with the 100% model, to ████████ with the sensitivity model, a saving of ████████ Over a six year period expenditure is reduced from ████████ to ████████ a total saving of ████████. This reduction would not impact intended staff development for NPQH or other professional courses and is based on the number of FTE staff. We would continue to offer additional development opportunities internally where feasible.	2017 - 2023	██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████ ██████████ ██████
TOTAL			████████████

Section H: Premises

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

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

Please complete the Excel application form.

Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

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