



Department  
for Education

# Free school application form 2015

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

THE SWAN SCHOOL

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## Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Yes	
2. Have you provided information on all of the following areas:	Yes	
<b>Section A:</b> Applicant details	Yes	
<b>Section B:</b> Outline of the school	Yes	
<b>Section C:</b> Education vision	Yes	
<b>Section D:</b> Education plan	Yes	
<b>Section E:</b> Evidence of need	Yes	
<b>Section F:</b> Capacity and capability	Yes	
<b>Section G:</b> Budget planning and affordability	Yes	
<b>Section H:</b> Premises	Yes	
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?	Yes	
4. Have you fully completed the budget plans?	Yes	
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?		

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

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

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

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

## 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:**

**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

### Section C1

The Cherwell School Academy Trust is applying to open an 11-18 Free School in the City of Oxford. The Cherwell School Academy Trust is already an approved DfE sponsor, sponsoring Cutteslowe Primary School. The Cherwell School is an outstanding school and National Teaching School, and Cutteslowe School progressed to 'good' after its OFSTED inspection in April 2015. Two other converter primary schools are set to join the Trust in November 2015, and discussions are underway with another local secondary school about joining the Trust. The Trust sees an unmet demand for secondary places in Oxford, and aims to open a school that can outperform The Cherwell School, and drive up educational standards in the city. As the population of Oxford City continues to grow the Trust will give consideration to further Free School applications in future years.

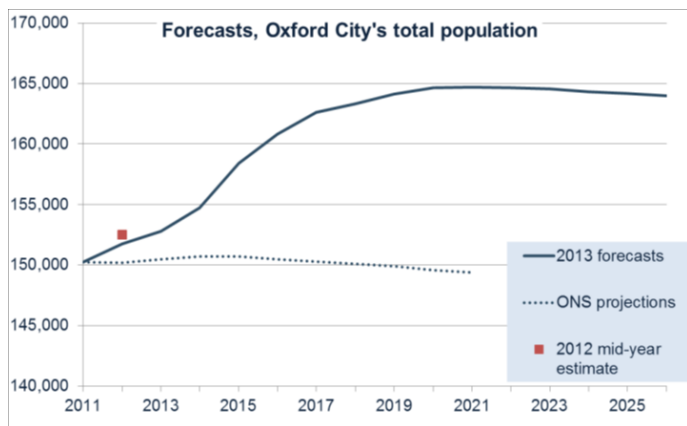
### Basic need for a new secondary school in Oxford

Basic need is the key driver for the establishment of the new school alongside the demand for excellent education within Oxford. Given future growth predictions, housing development assumptions, and deprivation levels, the existing secondary provision in the north-eastern area of Oxford will be under increasing pressure. New secondary provision will be needed to meet the demand for places in a high performing school. Our new school will meet this need.

### Key Points:

- There is a growing demand for secondary schools places, with over 220 more primary school places in 2014 than secondary school places
- The Cherwell School is a highly oversubscribed school; in 2015 Cherwell received 450 first preference requests for 270 places (only 59.8% of first preferences offered a place in 2015 (and over 100 children living within catchment did not gain a place)
- The other most academically successful secondary school serving the city, Matthew Arnold, was also over-subscribed receiving 223 first preference requests for 180 places
- The population of the Oxford City area is predicted to increase by 10% in the next 6 years (figure 1)
- Oxfordshire County Council project a 14% rise in the number of children of primary school age 2014-18. These children will all need high quality secondary provision
- Assumed housing growth suggests that the east (Blackbird Leys and Littlemore) and north-east (Barton) areas of the city will grow significantly and more secondary school places will be needed
- Areas of East Oxford have some of the lowest levels of education, skills and training in England
- The Cherwell School has an excellent track record of ensuring high academic outcomes for all pupils. In 2014 80% of Pupil Premium pupils made expected progress in Maths and 74.5% in English and the school is a recent Pupil Premium Award winner (2014).

## The population of Oxford City is predicted to rise



**Figure One:** A graph from the Council forecast document, indicating a rapid expansion in the Oxford population between 2014 and 2021.

<http://insight.oxfordshire.gov.uk/cms/system/files/documents/OxfordshireCC%20PopulationForecasts%20Jan14Public.pdf> Page 6

This is in line with the steady growth seen in the city between 2001 and 2011. The trend fits with predictions of population growth in the county as a whole. Importantly, there is a disproportionate rise of 16% in school age (5 to 16 year old) children in Oxfordshire. This increase in the school age population will place a burden on existing schools.

### There is a growing need for secondary school places in the Oxford City area

According to OCC, there are 31 state funded primary schools within the wider Oxford City area with an intake of 1,433 (October PLASC)<sup>1</sup>. Within these areas, there are six state-funded secondary schools, with intake capacity of 1,320 pupils. This means there is a future deficit of at least 113 secondary places. The strain on secondary school places has been identified in Oxfordshire County Council's Pupil Place Plan 2014-2018, and there are already plans to extend primary provision, to open new primary schools in areas of new housing, and to extend the size of the existing secondary schools to meet the increased demand.

Expansion in primary school places is already happening in the Oxford City area. New Marston Primary increased to two form entry (60 pupils) from one form entry (30 pupils) in the 2011-12 academic year. Increases in intake have also occurred at Rose Hill Primary (from 30 to 60 pupils), Cutteslowe Primary (30 to 60) and Windmill Primary (from 60 to 90 pupils) and further expansion of Wolvercote Primary (30 to 45) is due in September 2015. A new primary school will be opening with new housing developments in Barton in 2018, with an expected size of one form per year. This totals 165 additional places.

OCC recognises the need for new schools in the county: "In the next five years the county council is likely to have to procure a number of new schools due to planned housing growth"<sup>1</sup>. Within Oxford City, OCC plans to match this growth by increasing capacity in the existing secondary schools. However, this is unlikely to meet the need:

- Cheney School is expanding, but only by one form of entry (30 places)
- The Cherwell School cannot practicably accommodate any growth.
- Matthew Arnold School requires additional capital investment to expand, and the school has not yet secured sufficient funding.

- Matthew Arnold School also has to meet the need for increasing pupil numbers from primary schools at the periphery of the city, and which are not included in the numbers forecast by OCC. For example, primary schools in the Cumnor area (Appleton CE, Cumnor CE, North Hinksey CE, and St Swithun's CE) are not categorised as within the Oxford City area (for which the data applies) but all feed into Matthew Arnold School, within Oxford City.

<sup>1</sup> Pupil Place Plan, Oxfordshire County Council, July 2014, Page 11:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/schools/ourworkwithschools/pupilplaceplan/pupilplaceplan.pdf>

Even if both Cheney and Matthew Arnold Schools increased by one form of entry, and even if all the places at Matthew Arnold were taken by children within the City and not from outside, this would generate only 60 places. This would not be sufficient to accommodate all of the pupils moving through the school system in Oxford, a current total of 165 in expected additional primary places.

There is no current intention for any other city secondary schools to expand and whilst there are current spaces (for the September 2015 intake) in some other schools in city, which are not performing as well, this is not predicted to continue.

In establishing this new school the intention is to contribute to the raising of standards across the whole city. The average academic attainment in Oxford is quite poor compared with our statistical neighbours. By establishing a school that can outperform the current secondary provision, including The Cherwell School, we aim to drive up standards in the City to match and exceed those in comparable cities.

Population growth and a clear unmet demand for places in high performing schools are the elements that underpin this application.

### **The success and over-subscription of The Cherwell School**

The Cherwell School is highly successful and the most over-subscribed school (converter academy) in Oxfordshire. The following table shows the continued, historic and increasing levels of over-subscription at Year 7:

<b>Year of Entry</b>	<b>Applied Total</b>	<b>Applied First Choice</b>	<b>Number on roll per year group</b>
2015	712	450	270
2014	702	400	270
2013	635	398	270
2012	658	402	270
2011	668	386	270

The situation for the September 2015 entry, where over 100 children within the school's catchment area were not allocated a place, confirmed the high level of need at and beyond the educational standards offered by The Cherwell School. This combined with the increasing population within Oxford City, is at the heart of our rationale for this application.

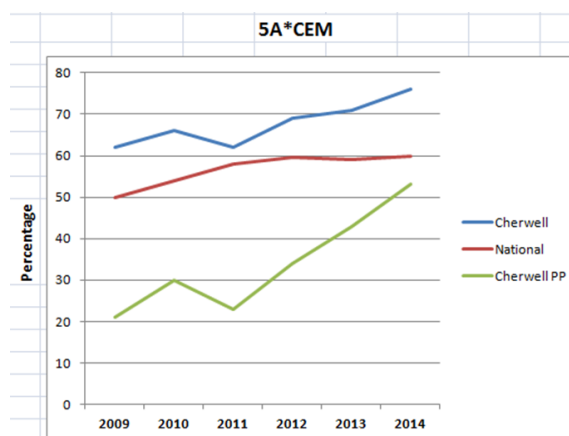
At post-16 The Cherwell is also over-subscribed and highly successful. We receive in the region of 450 applications for approximately 280-300 places in year 12 and frequently hold a waiting list. The Cherwell is usually the highest performing 6<sup>th</sup> Form in Oxfordshire with approximately 15-20% A\* and 60-65% A\*-B at A-Level. In recent years, 80-90% of students have taken up places at university (10% of students awarded places at Oxbridge and 50% to Russell Group Universities).

Having achieved an outstanding Ofsted grading in 2008 the school has made significant improvements since that time to ensure it remains worthy of the designation, and goes beyond it.

In 2014 The Cherwell School:

- was recognised as being in the top 90 schools in the country for sustained improvement since 2011 (the school was in the top 100 for the same measure in 2013)
- achieved a best 8 value added score in the top 6% in the country
- has rates of progress and achievement significantly above national levels
- was awarded a Pupil Premium Award for the rate at which the school is improving the outcomes of disadvantaged pupils.

The graph below highlights the school's recent school improvement journey whilst having its outstanding designation, clearly demonstrating a constant desire for excellence and improvement (Cherwell PP: outcomes for pupils eligible for the Pupil Premium):



The Governors, School Leaders, teachers and support staff at The Cherwell School will be a significant and impactful resource to support the Trustees and the Free School during the pre start up phase. This is a key strength of our application as we build on the outstanding track-record of The Cherwell School and the ethos of excellence of the Academy Trust.

The Cherwell School Academy Trust is also an accrediting body for Qualified Teacher Status being responsible for 'The Cherwell OTSA SCITT' for the Oxfordshire Teaching Schools Alliance (OTSA).

Approximately 75 trainees have accepted places for a mix of primary and secondary phases for 2015 working within c40 schools across Oxfordshire; these figures demonstrate highly successful recruitment despite a national reduction in application into teaching. The Trust therefore has access to a talent pool for teachers as well as expertise in initial, early and continued teacher

education, and research and development, which will be a great asset to the Free School. Further to this, being a lead school in OTSA ensures access to a rich network of expertise to support school development and improvement.

The core principle of the Trust; establishing and continually developing excellent education, will be at the heart of the new school. Further details on the vision and ethos for the Trust and the school can be found later in the application.

### **The need for our new Sixth Form**

- The Cherwell School is the Sixth Form of choice within the city and over 500 students pursue a wide range of courses.
- Applications to that Sixth Form exceed capacity and are growing year on year (see below)

	<b>2013/14</b>	<b>2014/15*</b>	<b>2015/16</b>
<b>External applications</b>	217	236	270
<b>Internal applications</b>	231	203	197
<b>Total</b>	448	439	467

***\*Admissions criteria were changed for 2014/15***

- We have had to hold a waiting list of students who wish to study The Cherwell's most popular subjects – Maths and Sciences
- The new Sixth Form in the new school will meet the need for high performing sixth form places, and particularly by supplying additional capacity for Maths and Science at A level in the first few years. It will work alongside the existing Cherwell Sixth Form to ensure students in the new school have access to a broad curriculum choice.
- Based on October 2014 census data in the City the rise in the student population at Year 9 and below means that by 2018 there will be a need for 181 extra Post-16 places. We will open the school with a sixth form intake of 40 students, increasing to 140 by the time the first Year 7 cohort have worked through the school.
- In 2020 there will be at least an additional 285 students in need of Sixth Form provision (based on January 2015 census data) and at this stage we will plan to increase the Sixth form further.

This data clearly evidences a need for additional Sixth Form places.

Having a 6<sup>th</sup> Form at the start of the Free School, attracting 40 high-performing pupils, will help to establish a school community of aspiration, learning, support and leadership. 6<sup>th</sup> Form students will undertake key roles in both mentoring and enrichment programmes for younger pupils, to the benefit of their own learning and development.

### **A new school for Oxford**

Our new Free School will be an inclusive comprehensive school, looking to extend, share and enrich educational capacity and excellence for children in the city. Although The Cherwell School

is highly successful, we believe that a new school offers an opportunity to move on from the current strong model of the Cherwell School, and deliver even better education. As a new school it will have the advantage of being able to create a strong coherent curriculum and culture, securing excellent education from its beginnings, rather than having to engender change in an already established context. As a smaller school it will have the advantage of creating strong vertical integration between year groups, and a strong in-year community and identity, each fostering a culture of high performance and aspiration.

We anticipate the intake of pupils to be broadly similar to the Cherwell School and other city schools, extending opportunities for disadvantaged families; the catchment area will overlap with The Cherwell School's and will be finally determined by the agreed location for the school ('nodal' approach will also be considered). As such we anticipate the percentage of pupil premium pupils to be around 25%, prior attainment to be in line with national averages, pupils with first language not / believed not to be English to be above national average and SEND to be broadly in line with national levels. The expectation is that, similar to a number of the City's secondary schools, we will have a diverse pupil community which will be celebrated and part of the strength of this inclusive new school. Not only will the new school provide excellent academic opportunities and outcomes, the breadth and value of wider education for success in life will be threaded through the school. Such principles will be embedded in the curriculum including support for self-awareness and strong mental health and in extra-curricular opportunities such as sport, creative and performing arts, enterprise and citizenship activities.

We intend our Free School to add to the capacity of excellent education in the city, creating choice and competition for excellence, and increasing pressure for lower performing schools. The new school will provide a basis for system wide change. Through The Cherwell's Teaching School the Trust already has experience of School to School support work including the secondment of experienced teachers to schools in need of support (such as The Oxford Academy). By adding another excellent secondary school to the Trust we are effectively increasing the capacity and expertise available for School to School support and in this way we would also see our new school as a positive addition to school improvement work in the city.

## **Vision and Ethos**

Our new school will prepare our young people for excellence, success and participation:

- Building an 'ethic of excellence' in how they work and a mastery curriculum;
- Growing 'character' through developing skills and qualities that will equip them for success in all aspects of their lives;
- Offering experiences and setting expectations for them to become active citizens within the school and beyond.

We will consult with our local communities and with local businesses, universities and health providers as we shape this vision to ensure that it reflects the needs of our pupils and their futures. Engaging and involving local parents will be a particularly important element of this: to listen and respond to their ambitions and fears for their children, and also to gain their support for, and commitment to, the new school.

The new school will be a non-selective, mixed comprehensive school for local children offering access to the highest quality education and raising levels of achievement and attainment beyond that achieved by other schools in the city.

#### **Values for our Trust and our new school:**

- **Everyone learning**

Schools are learning communities for pupils and for staff; we will have a culture that builds a thirst and excitement for learning where our pupils and our staff make the most of the opportunities available to them. Our pupils will learn with excellent teachers and our teachers will have excellent professional learning opportunities.

- **High expectations for all**

We will have a school where the standards of behaviour, academic work, extra-curricular provision and teaching will be extremely high. We will support our pupils and our staff to be highly successful.

- **Respect, Responsibility, Resilience and Integrity: in all we do and how we are**

We will grow a school community where character matters; how we treat other people and our responsibilities to ourselves, others and our communities will be at the heart of our school. We will provide opportunities which develop character and confidence so that our young people leave school with a range of strong academic qualifications alongside personal strength, clear values and leadership abilities.

- **Celebrating diversity and inclusion**

We will be a truly inclusive school for all pupils offering a rich and excellent educational experience whatever their academic ability, social background or special educational need. We celebrate the differences within our communities and seek to learn from this diversity. Our pupils will learn to create, lead and support diverse communities, bringing out the best in everyone.

- **Preparation for the future**

Schools have a responsibility to prepare their pupils for the future, whatever that may hold. Not only will they leave the school with qualifications to ensure success at the next stage of their lives, they will also have developed the social and interpersonal skills and qualities which will see them be successful beyond the classroom.

#### **Our Principles for Education and Partnership**

- **Schools with high expectations, building on strengths and tackling challenges together.**

Schools in the Trust and across the city work together to support and challenge each other, to share what is best and learn from what is working well; we expect high standards from ourselves and each other. The new school will seek the active involvement of high calibre governors and staff from within the Trust and from other key secondary schools.

- **Learning in our schools for pupils and staff**

Being part of a larger Trust and partnership of schools within the city has a great benefit to the learning experiences of pupils and staff. The Trust's Cherwell School is a lead National Teaching School within the Oxfordshire Teaching Schools Alliance, working with a range of schools across Oxfordshire. We will seek to direct resources and learning to secure the best education possible for our pupils.

- **Values-based relationships between our people and our organisations**

Education is about far more than an academic curriculum and we will design the new school to ensure that our pupils develop, and our staff demonstrate, values and behaviours which support the important part they play in society.

- **Our staff and pupils embracing a mindset that allows the space for learning that comes from failure as well as from success**

Pupils and staff will benefit from the principles of a 'Growth Mindset'; they will develop resilience, be willing to take risks and develop new knowledge skills and understanding. They will understand that their abilities are not fixed, and this will ensure that they seek new challenges.

## **The pupils of our new school: What will they experience?**

- The pupils will enjoy the supportive and challenging context of the excellent teaching of a robust academic curriculum. There will be an 'ethic of excellence' with high expectations for every task within a mastery curriculum (described in more detail later in the application).
- Pupils will benefit from a high level of coherence in all subjects with a well organised curriculum and homework strategy supported by frequent low stakes testing as well as more formal assessment.
- There will be an emphasis on developing cultural capital and powerful knowledge (particularly important for our more disadvantaged pupils) to ensure Pupils benefit from a wide range of experiences to build greater capacity for learning and success.
- The highest standards of teaching will be expected as this is at the heart of excellence for the school, and pupils will benefit from teachers who know their subjects extremely well, teach with great clarity and give effective feedback.
- Further to this we will establish a culture of service, citizenship and community leadership, through equipping pupils with the skills, confidence and desire to serve others and contribute to democratic processes and awareness-raising within and beyond school;
- Beyond the classroom pupils will be expected to engage with at least one enrichment activity each week which will be supported by teachers, 6<sup>th</sup> Form pupils and members of the local community.
- In addition to the academic curriculum there will be accredited opportunities for pupils to develop important skills and qualities such as Duke of Edinburgh Award Scheme, public speaking awards and music examinations.
- Pupils will also benefit from a structured program to support mental health and wellbeing (built on the principles of mindfulness).
- We expect our pupils to embody the vision and ethos of the school and the wider Trust.

## **How will our vision and ethos be displayed in our school culture?**

Establishing and securing a positive and productive school culture is at the heart of high performing schools. The culture is demonstrated through people's motivation, beliefs and behaviour, and the leadership of the school will continuously reflect on the alignment between the school's culture and that outlined by the school's vision. We expect the dialogue and non verbal interactions to model the values of the school with deep respect, responsibility, resilience and integrity modelled by both staff and pupils.

Our school culture will ensure that safeguarding is our highest priority. Staff will be well trained and will model appropriate behaviours and pupils will be well informed and educated in order to take safe decisions. Pupils will feel safe and be known as individuals and there will be a strong pastoral support system, this has been key to the success of The Cherwell School (further details contained in section D – Staffing) and the smaller school context of the new school will allow us to develop this even more effectively. In this context we will have high expectations of all of our pupils, regardless of social background and our "ethic of excellence" will be supported by high quality pastoral care.

We will also expect and attain the highest standards of behaviour and attendance. We shall use our considerable expertise in these areas to set the standards in our new school; The Cherwell School has a highly effective Behaviour for Learning system that has dramatically reduced fixed term exclusions in recent years and the introduction of a similar system at the outset of the new school will set a baseline for even higher standards.

We will meet the needs of all of our pupils through our curriculum, high quality teaching and pastoral care, supported by our SENCo and other inclusion staff. The SENCo will be a member of the initial senior leadership team to ensure that all decisions within the school are made in the light of our inclusive approach and the needs of all our pupils.

Pupils will be well prepared for the future through the academic and extra-curricular activities as well as by the behaviours modelled and expected in the school. Pupils will develop their understanding of society (from local to international) through discussing spiritual, moral, social, cultural and political issues, looking at current affairs as well as historical events. Being well-placed within the city of Oxford we will also use the wealth of knowledge and expertise in the City to add breadth and capacity to this area. There will be a formal programme of Careers Education, Information and Guidance alongside the development of personal skills and qualities ('Character') that will be supported throughout every activity in the school.

**Assemblies and Performance:** Pupils will attend regular assemblies where pupils, individually or as a group, or an adult will make inspirational presentations supporting the spiritual, moral, social and cultural education of the school. Presentations may be musical, public speaking or drama, for example. All pupils will be supported to present to a group (presentations, public speaking, poetry recital etc.) and they will also have the opportunity to present to larger audiences, developing the necessary and important life skills to do so successfully.

## **An outline of the curriculum**

The curriculum structure will be broadly modelled on the successful and academically traditional curriculum of The Cherwell School, but the smaller size of the new school will allow us to achieve more depth in core subjects. The curriculum will be broad and balanced through KS3 and KS4, with the KS3 curriculum ensuring a breadth of experience as well as a suitable depth given our ethic of excellence. The range of KS4 subjects will offer subjects to facilitate progression with an academic / EBacc core, and we are confident that the quality of teaching will be of sufficiently high quality to secure engagement (as can be found in many other smaller successful schools). We anticipate the quality of provision to be sufficiently strong at KS3 that almost all pupils will study for the EBacc. We also value the contribution that creative arts can make to overall achievement and have these subjects within the curriculum. Where pupils with particular needs may not be able to access all aspects of an EBacc curriculum we will devise individualised provision. We will prepare the optional subjects timetable based on pupil interest in due course.

Until the first Year 7 cohort reaches Year 12 we will open a sixth form of 40 students. These 40 students will all study Maths and a Science A Level (to be determined by specialism of teacher(s)) with the subject range growing as the school grows. Through the Trust structure we will enable these students to access a broader subject range by enabling them to study one or two other subjects at The Cherwell School as necessary. Our current experience of welcoming dual-registered 6<sup>th</sup> Form students from other schools to study particular A Levels at The Cherwell School means that the Trust has the mechanisms and confidence to be able to offer this provision. (Hence the long list of subjects in Section D.) We will maintain the principle of core skills post-16 by ensuring students all experience a Level 3 programme in English and Maths (core English and Maths, if the students are not taking those A Levels).

The presence of a 6<sup>th</sup> Form from the opening of the school will be an important part of setting a culture that values excellence, success and responsibility for oneself and to each other. All 6<sup>th</sup> Form students will be trained to mentor younger students and will be expected to support extra-curricular activities or volunteer with the local community / primary schools.

## **What will our Pupils Achieve?**

Our pupils will achieve to an outstanding level within and beyond the curriculum. Using the current position of The Cherwell School as a basis that we expect to exceed we target the following as examples:

- Over 90% of pupils will achieve expected levels of progress in English and Maths with over 60% achieving more than expected.
- 100% of pupils will enter Higher or Further Education, or be in employment with training at age 19. More than 60% of those attending university (over 85% of total) will be at a Russell Group University and more than 10% at Oxbridge.
- The school and all pupil groups (PP / SEND/ EAL) will perform significantly above the national average for Progress 8, Attainment 8 and the EBacc due to the excellent performance of the pupils.

- There will be no gap between the performance of disadvantaged and non disadvantaged pupils.
- 100% of pupils will also have presented / performed to a group, experienced formal events (such as prize giving) and be well equipped with social skills and qualities to prepare them for life (the firm handshake and the look to the eyes, as an example).
- 100% of pupils will say they have gained and valued their experience beyond the classroom and be able to articulate what they have developed.
- We also expect our body of parents and carers to value the school and our regular (at least bi-annual) survey will report that over 95% of parents are happy with the school and would recommend it.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			120	120	120	120	120	120	120
Year 8				120	120	120	120	120	120
Year 9					120	120	120	120	120
Year 10						120	120	120	120
Year 11							120	120	120
Year 12			40	40	40	40	40	140	140
Year 13				40	40	40	40	40	140
Totals			160	320	440	560	680	780	880

## Section D: Education plan – part 2

**We will operate a two-week timetable, so we have shown hours of teaching for every two weeks, rather than weekly.**

### **Year 7**

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per cycle</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Art, Design & Technology	4	Mandatory	6 Classes
Computing	2	Mandatory	4 Classes
Drama	2	Mandatory	4 Classes
English	7	Mandatory	4 Classes
Geography	3	Mandatory	4 Classes
History	3	Mandatory	4 Classes
Maths	7	Mandatory	4 Classes
MFL	4	Mandatory	4 Classes - Spanish
Music	2	Mandatory	4 Classes
PE	4	Mandatory	4 Classes
PSHCE and RE	4	Mandatory	4 Classes
Science	7	Mandatory	4 Classes
Tutor Session	1	Mandatory	4 Classes
Tutor Time	2hrs 40mins	Mandatory	4 Classes
Enrichment	1hr minimum	Mandatory	After school activities

### **Years 8 and 9**

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per cycle</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Art, Design & Technology	4	Mandatory	6 Classes

Computing	2	Mandatory	4 Classes
Drama	2	Mandatory	4 Classes
English	6	Mandatory	4 Classes
Geography	3	Mandatory	4 Classes
History	3	Mandatory	4 Classes
Maths	6	Mandatory	4 Classes
MFL	7	Mandatory	4 Classes – French (4 hours) and Spanish (3 hours)
Music	2	Mandatory	4 Classes
PE	4	Mandatory	4 Classes
PSHCE and RE	4	Mandatory	4 Classes
Science	7	Mandatory	4 Classes
Tutor Time	2hrs 40mins	Mandatory	4 Classes
Enrichment / Citizenship and Service	2hr minimum	Mandatory	After school activities

## KS4

Subject/other activity (e.g. enrichment)	Hours per cycle	Mandatory/ Voluntary	Comments
GCSE English Language and GCSE English Literature	7	Mandatory	5 classes
GCSE Maths	7	Mandatory	5 classes
Core PE	4	Mandatory	5 classes
PSHCE	1	Mandatory	4 classes
GCSE RS	3	Mandatory	5 classes, Content started in Year 9
Either GCSE Core Science and GCSE Additional Science OR $\frac{2}{3}$ GCSE Biology, GCSE Chemistry and GCSE Physics	8	Mandatory	5 classes

Tutor Time	2hrs 40mins	Mandatory	
<b>OPTIONS:</b> Students will select 4 options to complete their curriculum; subjects will be offered and will be run according to demand.			
GCSE Art	5	Optional	
GCSE Biology	5	Optional	Optional to complete the triple science
GCSE Chemistry	5	Optional	Optional to complete the triple science
GCSE Computing	5	Optional	
GCSE Drama	5	Optional	
GCSE French	5	Optional	
GCSE Geography	5	Optional	
GCSE History	5	Optional	
GCSE Music	5	Optional	
GCSE Physics	5	Optional	Optional to complete the triple science
GCSE Product Design	5	Optional	
GCSE PE	5	Optional	
GCSE Spanish	5	Optional	
Enrichment / Citizenship and Service	2hr minimum	Mandatory	After school activities

## KS5

Subject/other activity (e.g. enrichment)	Hours per cycle	Mandatory/Voluntary	Comments
GCSE English	5	Mandatory	If C grade not yet achieved
GCSE Maths	5	Mandatory	If C grade not yet achieved.
Extended Project Qualification	4	Mandatory	Studied in Year 13 (started in Year 12 summer Term)
L3 Core English	2	Mandatory	Studied in Year 12
L3 Core Maths	2	Mandatory	Studied in Year 12
<b>OPTIONS:</b> Students will select 4 subjects to complete their curriculum in year 12 and will continue with 3 in year 13 (exceptionally with 4). Some A levels will be offered on the site of the new school and some will be offered via existing provision at The Cherwell School.			
GCE Art	9	Optional	
GCE Biology	9	Optional	
GCE Business Studies	9	Optional	
GCE Chemistry	9	Optional	
GCE Computing	9	Optional	
GCE Economics	9	Optional	
GCE Engineering (Applied)	9	Optional	

GCE English	9	Optional	
GCE Further Maths	9	Optional	
GCE French	9	Optional	
GCE Geography	9	Optional	
GCE Government & Politics	9	Optional	
GCE History	9	Optional	
GCE Maths	9	Optional	
GCE PE	9	Optional	
GCE Photography	9	Optional	
GCE Physics	9	Optional	
GCE Psychology	9	Optional	
GCE RS	9	Optional	
GCE Sociology	9	Optional	
GCE Spanish	9	Optional	
GCE Theatre Studies	9	Optional	
Tutor time	2hrs 40mins	Mandatory	
Enrichment / Citizenship and Service	2hr minimum	Mandatory	After school activities
Mentoring	1	Mandatory	Working with Years 7 to 11
Supervised Independent Study	2 (Yr12) 6 (Yr13)	Mandatory	

## **Section D1:**

### **Curriculum Principles**

#### **Ethic of Excellence and Mastery**

Our school will focus relentlessly on its core business: helping students to learn so that they make quick progress and experience the satisfaction and fulfilment which accompany the mastery of challenging content. Our ethos is rooted in the belief that the subjects we offer have great worth, and that, well taught, all students have the potential to develop thorough, deep knowledge and understanding. We will expose students to ‘the best that has been thought and said’, and help them to use this knowledge to explore and develop their own views and opinions. Students will be empowered to produce excellence, and to function with confidence and curiosity in their academic work and lives in the wider community.

A distinguishing feature of our teaching will be the exceptionally high levels of coherence and organisation within and between subjects. All planning will be meticulous in identifying with precision the knowledge and skills being delivered at each point, using a system of planning via ‘knowledge organisers’ to ensure high levels of challenge and rigour. This will have multiple benefits: the explicit curriculum content will ensure that students and teachers are clear about what needs to be learnt, student work outside of lessons will be focused and meaningful, and links between subjects will be highlighted and capitalised upon.

Crucially, a coherent curriculum will aid the design and provision of expert assessment, the quality of which will be instrumental in promoting sustained learning. We will combine periodic formal assessments with regular and systematic low-stakes testing. Much student work at home will be dedicated to learning the knowledge that is required, and under-performance in tests will be acted upon immediately at whole school level. In this way, students will learn that an ethic of excellence is a lived reality: they will be expected to master the content of the curriculum, and will become experts in the skills and strategies needed to be successful learners. For teachers, the focus on learning fewer things in genuine depth will allow them to grow as subject specialists, as well as having associated positive influence on workload: teachers will know that their day-to-day priority will be the crafting of highly effective, inspiring lessons. In our school, teachers will be expert professionals, using evidence-based approaches and combining the science of learning with the art of teaching.

#### **Character Education / Skills for Life:**

An underpinning vision for the school is that all pupils will develop the wider skills and character that will ensure their success in school, in the community and throughout life. We will explicitly talk about and model the characteristics of Respect, Responsibility, Resilience and Integrity to ensure that our pupils know what these mean and how their attitudes, beliefs and behaviours demonstrate them. We will add to these the following areas that will be celebrated as Skills for Life: Self-control & Reflection (including self-awareness and mental health), Organisational Skills, Creative Thinking, Decision Making and Managing Risks, Collaborating and Teamwork, Communication Skills (including public presentations and interpersonal skills), Supporting and Valuing Others,

Empathising and Listening, Manners and Politeness, Participation, Independence, Commitment to Success and Aspiration. These characteristics will be recognised by our Behaviour for Learning / Rewards system and students given opportunities to develop these skills within the ethos of our citizenship and service programme, and right across the curriculum, with time to reflect on strengths as well as their areas for development.

We are particularly conscious that disadvantaged pupils often have the furthest to catch-up in the development of these skills and we will focus on activities that nurture the development of these students to ensure they develop sufficient self-confidence to be able to demonstrate them. Skills, attitudes and behaviours that many of us take for granted, such as having the confidence to shake hands and look someone in the eye, can be challenging for some pupils and we will want to support them as they develop. Whilst an approach supporting these skills will be found throughout the curriculum there will also be specific events targeting key skills (such as poetry recitals for memorising and public performance, formal presentations and themed events beyond the curriculum).

### **Citizenship and Service**

Throughout their time at the school all students will engage in activities that serve others and develop their understanding and skills in active citizenship. These activities and projects will be co-ordinated centrally so that all students have clear support and guidance as to how they can plan their service to others in appropriate and effective ways.

There are a number of reasons why these elements will be built into the work of the new school; first so that every student understands the significance of the fundamental British values that underpin the notion of citizenship, secondly, so that the school holds a central and highly esteemed place within the local area that it serves because of the ethos that every student will embody through their engagement with that wider community. Beyond this the school and wider community will be able to see the positive impact that the students are having on the world that they are growing up into – for example this could be in terms of money raised for local, national or global charities; in hours devoted to volunteering in nurseries, old people's centres and charitable organisations; in the visible improvements to refurbishing community facilities; in the numbers of people engaged in community events and activities. Crucially this strand of the school's work will also ensure that every student develops in public confidence and understands the positive psychological impact on personal well-being that comes from helping and engaging with others. A further positive arising from this work will be that students from the new school will spend significant amounts of time in our feeder primary schools which will support our transition arrangements and ensure that there are positive links between the new school and local primaries.

Opportunities and expectations will be established for students to develop these skills both within the school and beyond and so a key strand of our extended day and enrichment activities provision will focus on this area (specific examples detailed below). As students move through the school the skills of participation and leadership that they have developed will support their understanding and self-awareness as they start to consider their future choices as part of the Careers Education programme. Furthermore it will also increase the social and cultural capital of

our students, and this will have an especially positive impact on those from the most disadvantaged backgrounds.

Oxford is a diverse city and working within this context we already have an excellent reputation with many communities, political and religious groups because of the active involvement of The Cherwell School in many of these areas. Students in the new school will have an exceptional understanding of the cultural, intellectual and religious heritage of the city in which they live and this understanding will shape their attitudes of respect and tolerance.

*Support for individuals:* Ensuring access to the curriculum for all students will be central to the support put in place via excellent 'quality first' teaching and intervention where necessary. As an example, additional literacy and numeracy support will be provided to those pupils who have not reached expected levels of progress at primary school. Strategies such as the following will be used as appropriate: Easy Read, Hi Five programme, Hamilton curriculum maths and Numicon will be used to ensure continuity from primary phase learning after transition. Robust baseline testing (such as NGRT and Salford reading assessments as well as LASS assessment and CTOPP as appropriate, plus internal subject specific assessment) followed by ongoing assessment and tracking will ensure that pupils do not fall behind and rapidly close any gaps that were evident when they joined the school. The expected intake is outlined in Section C (rationale) and from our current experience we are confident that the curriculum plan will be appropriate for our pupils.

Our pastoral system will support the rich curriculum and wider experiences within the school. The structure with Form Tutors, Year Leaders (teaching) and non teaching Deputy Year Leaders is modelled on the systems of other highly effective schools and this structure will carry a key responsibility for supporting Skills for Life and our citizenship and Science programme.

*Delivery of the curriculum:* Our ethic of excellence reflects an ambitious approach and recognises the value of excellent subject knowledge of teachers, alongside an ability to teach high quality lessons with great clarity. The breadth of the national curriculum will be offered and whilst in Year 1 some teachers will be required to teach an additional specialist subject we will support those colleagues through expertise from The Cherwell School and other partners as needed. Moving through in Year 2 and beyond, as the academic demands increase in higher year groups, teachers will be able to focus on their primary specialisms. Again, activities across the Trust will ensure ongoing *development and improvement*.

*The national curriculum:* it is our view that pupils should study a wide range of subjects and be challenged academically in a range of disciplines before making option choices later in the school. This approach is underpinned by our growth mindset outlook, allowing pupils to experience challenge, moving through areas they may have found difficult in the early years to what may become an area of strength. Further details of the subjects and time allocations are provided in section D2.

*The core subjects:* English, Maths and the Sciences hold a significant place in the curriculum and are our highest priority areas for student support, to ensure success in these areas.

We know that pupils whose learning in these subjects is insecure can find the transition to secondary school extremely challenging, potentially limiting their progress. As part of the transition programme we will work closely with primary schools, as well as carry out base line assessments, to ensure we are able to target additional support as rapidly as possible. Additional intervention sessions before and after school and during the holidays will provide tailored support as needed. We will also use the information from the structures described above to set by academic ability in Maths from Year 7 onwards. We will also introduce a form of setting / banding for English from Year 10.

Unless there are exceptional circumstances, all pupils will take GCSEs in English Language, English Literature, Mathematics and either Triple / Separate Sciences or Dual Award Science (we anticipate a majority would take Triple Science).

The teachers of these subjects will recognise and model the fundamental importance of the material they cover. They will teach with great clarity, ensuring high quality first teaching of skills and concepts as well as nurturing a thirst for learning, passion for the subject and an awareness of the relevance of these subjects to student's lives. In these and other subjects clear and coherent planning with frequent "low stakes" assessments and more formal testing with appropriate formative feedback and pupils response will ensure the pupils make excellent progress.

During Year 9 pupils will choose their GCSE subjects for Years 10 and 11. Pupils will have a carefully planned options process that is integrated into the CEIAG provision within the school. There will be an expectation that due to the high quality provision at Key Stage 3 all pupils will take the EBacc and have opportunities to study Creative and Performing Arts. There is considerable expertise within The Cherwell School in the use of timetable and options software and similar packages will be used at our new school.

We are aware that the needs and interests of individual students may require a more individualised curriculum and we have considerable experience of working with local external providers such as our local FE College when required. As an example a pupil who joins the school in Year 10 may need to spend time catching up in core subjects and may not take all options, or a pupil with particular SEND may require additional support. We also recognise the value of some vocational courses; whilst we do not plan to offer any within the school, for the right individual student we will work with other partners (as we do at The Cherwell School). However, it is important to note that we will have high expectations of all our pupils and that the expectation is that they thrive within the academic curriculum provided in the school. We know that with a strong base of academic qualifications pupils have the best options at post-16, academic or vocational, and we aim to ensure our pupils have the best possible progression route.

### **Summary of the Curriculum at KS3 and 4**

Our broad and balanced curriculum underpinned by an "ethic of excellence" is designed to provide pupils with a challenging experience that stimulates excitement and interest in learning. In addition to the core subjects at KS3, other compulsory elements such as modern foreign

languages, performing and creative arts, and physical education all add richness to the pupil's experience equipping them with additional knowledge and skills to best prepare them for their next steps. These principles continue into Key Stage 4 through both core and option subjects, with pupils also being prepared for post-16 education.

Within the curriculum also runs an important thread supporting spiritual, moral, cultural and social education, sex and relationships education, Careers Education, Information Advice and Guidance, and our "Skills for Life". These aspects of the curriculum, planned and regularly audited to ensure coverage, are vital in ensuring our pupils are both well prepared for and able to actively participate in a positive way within society. Some subjects will have some specific responsibilities such as the RE curriculum for making a significant contribution to the pupils understanding of religious, cultural and moral issues, and Science and PSHCE for Sex and Relationships, and Mental Health (including Mindfulness). Assemblies and tutor time activities will also play an important part in delivery.

At specific times in the year, year groups will also have "collapsed timetable" time where pupils are able to experience themed activities to support these curriculum areas (decision making, careers and higher education advice and so on). We will engage with external providers and local partners and volunteers to support this programme and to ensure memorable, influential learning experiences.

Literacy is threaded throughout the curriculum as within our approach we expect teachers to "teach the literacy pupils need to excel in your subject". This brings on a real coherence, ensuring meaningful application of learning, rather than a "bolt on" approach to literacy. This is a successful approach taken at The Cherwell School and other successful schools.

## **Post 16**

The first intake of 40 Year 12 students will see all students taking Maths and a Science A-Level (more likely Biology and determined by staff recruitment). English and History will also be available in the new school with students taking a further one or two subjects to make the total of 4 by sharing, if needed, with The Cherwell School, given the staffing levels in the first few years. The time tabling will ensure sufficient travel time and we already successfully share students working across the city at The Cherwell School.

We will look to recruit students to this 6<sup>th</sup> Form who would relish the opportunity to take a lead role in mentoring and leadership, setting an aspirational culture for the younger students. In addition to their academic studies we expect them to participate in mentoring to support extra-curricular activities. As well as core Maths and English in Year 12, all students will be expected to complete the extended project qualification to ensure a real depth of learning in a particular area.

Integrated within their core provision will be careers education and guidance, work experience, financial awareness and health education. They will also be supported to ensure the best use of independent study time is made in order to secure excellent academic results and progression.

## **Extended Day / Enrichment Activities, Independent study, Trips and Visits**

There will be an expectation that all students participate in a minimum of two extended day enrichment activities each week. These will take place after the end of the formal academic curriculum. Initially we will offer opportunities for pupils to extend their interest and involvement in sports, performing and creative arts, computing, maths, science and English (creative writing, poetry); high attaining pupils will also be able to use relevant sessions to deepen their knowledge and understanding in their own areas of interest. All of these sessions will be supported by Sixth Form students. A final list of activities will be produced depending on staffing expertise and interest, and will cover a wide range of options.

As year groups move through the school we will seek to make accredited opportunities available to all pupils, such as pupil speaking, dance and music examinations, Sports Leaders, Young Enterprise and Duke of Edinburgh. The Duke of Edinburgh Award scheme in particular will be heavily promoted and supported to ensure a high take up of this excellent scheme. Pupils will also take part in voluntary work in or for the community from Year 7 and these will be coordinated by the SLT and a programme coordinator. This will be a combination of occasional one-off projects and regular engagement for some pupils as part of their weekly commitment to the extended day. Every day we will make provision for pupils to be able to complete independent study after the formal academic curriculum, allowing them to complete homework or extend their studies before going home. This will be staffed to ensure an appropriate atmosphere and focus. Whilst this will not be compulsory it will be strongly recommended and any pupil who is not making sufficient progress will be able and encouraged to make use of this provision. Staff will be appointed with this expectation and allocated either additional time allowances or remuneration within contract to ensure sufficient staffing and programme coordination. We will also seek to use volunteers, including parents, from the local community; Oxford has a wealth of highly skilled and committed individuals who would be willing to support our provision. In all cases the most stringent safeguarding procedures will be in place.

We will also ensure that all pupils experience at least one educational visit per term embedded within the curriculum, this may be local to Oxford, where there is a wide range of opportunities, as well as further afield. We will also run residential trips for each Key Stage 3 Year Group, prior to Duke of Edinburgh starting in Year 10.

All of the activities mentioned above will support the school's aims of developing mastery across the curriculum with an ethic of excellence, providing opportunities to develop skills for life, including leadership and independence, and developing attitude and action that is positive towards service and citizenship.

## **The role of the SENCo and meeting the needs of all Pupils**

The Assistant Headteacher (Inclusion) will be the SEND Co-ordinator who will ensure the school adheres to the SEND code of practice (2014) and secures best practice in this area. There will also be designated governor for SEND to both support and challenge the work of the SENCo.

The responsibilities of the SENCo will include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers
- Managing the SEND Team including teaching assistants (TAs), higher level teaching assistants (HLTAs), administration staff and a specialist SEND teacher
- Coordinating provision for students with special educational needs
- Overseeing the records on all students with special educational needs
- Liaising with parents of students with special educational needs
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, mental health service, police and voluntary bodies (such as art therapy groups)
- Coordination of the faculty teaching assistants
- Provision mapping and reviewing impact of interventions

Initially the SENCo will have a small team of Teaching Assistants (Learning Support Assistants), and be supported by school Administration. As the school grows the SENCo will have dedicated Admin support.

*Support for pupils with SEND:* The SEND Team will have dedicated classroom space classroom, including a learning base and a small classroom which contains facilities for the following activities:

- 1:1 and small group support (including a Year 7 nurture group if required)
- 1:1 and small group literacy and maths interventions
- Homework club
- Behaviour group work based on SEAL (social and emotional aspects to learning)
- Faculty led interventions

*Identification of student needs:* Year 7 pupils will initially be identified by the SENCo during the Primary Transfer process. Transition work for students with complex SEND will include extra transition visits to the primary schools with representation from the school at year 6 annual review and meetings with the SEND team.

Students in Years 8 – 13 will be identified by:

- referrals from Year teams
- referrals from teachers
- assessment data
- referrals from parents
- information from other schools

*Communication with parents:* Once a term the SENCo will hold SEND surgeries where parents and students are invited to meet the SENCo to raise any concerns, review learning and support. The needs of students with statements are reviewed through the annual review meeting process.

Prior to this meeting, information will be collected from year teams, teachers, TAs and relevant external agencies to enable the SENCO to discuss with parents a student's progress.

*Curriculum arrangements and the role of teachers:* All students with SEND will be taught almost without exception in mainstream classes and be supported by a TA according to the provision in his or her EHCP or where necessary to support learning. Students with SEND might sometimes take part in short term interventions led by a SEND teacher or TA. Parents will be informed when an intervention takes place. Literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the SEND Teachers. Within mainstream classes teachers will be effectively trained both generally and specifically according to individual pupil need, and supported and challenged to ensure they fulfil their teacher standards set responsibilities of meeting the needs of all pupils in their classes. This will include working effectively with TAs who will also have a specific programme of training to ensure a positive impact from their work. The Year Teams (Form Tutors, Year Leaders and Deputy Year Leaders) will also have a focus on vulnerable pupils, including those with SEND to ensure excellent communication between school and home, within the school and to ensure that the pupil and parent voice is given a high level of significance in planning, delivering and reviewing provision.

*Disadvantaged pupils:* The accelerated progress of disadvantaged pupils will be a high priority for the school; tracking and assessment system, staff training and provision will all have a sharp focus on the impact on disadvantaged pupils (pupil premium including looked after children, and others with relevant disadvantage). A culture of high expectations and our ethic of excellence will support high levels of progress for these pupils, as will high quality first teaching. We will continually review the best practice locally (including from those lessons learnt at The Cherwell School and across Oxfordshire Teaching Schools Alliance) and nationally to ensure we are making the most possible difference to these pupils. The AHT Inclusion will also be the designated lead for LACs.

Pupil premium funding will be used to fund relevant staff and specific resources and intervention to accelerate progress. The impact of the funding will of course be closely scrutinised within school and by the Governing body.

*EAL and The Most Able:* The principle of seeking to meet the needs of every pupil will underpin the work of all of the staff in the school and additional mechanisms will be used to identify and support students in other groups. Transition information, baseline assessment, assessment data, teacher, parent and self-referral are all mechanisms that will help to highlight specific needs and interventions. EAL pupils will be supported by assessment such as the ACT Compass ESL test and relevant intervention, for example by use of a specifically trained EAL teacher, as well as all teachers knowing and being equipped to be teachers of EAL, by ensuring strong clarity of language in their teaching and questioning. The most able will be stretched and challenged in class via differentiated work and will also have opportunities through enrichment activities to deepen their knowledge and understanding; in many cases we will look to use links with external partners and volunteers to supplement the experience of these pupils. The school will also enter competitions such as maths challenges, public speaking events, essay writing competitions and

these students will be encouraged to represent the school in sport and the arts in order to further broaden their experiences.

*Peer Mentoring:* Where appropriate students will be expected to undertake a mentoring role with a younger student; opportunities will be available for all students to mentor others with the vast majority of Sixth form students engaged in this activity. They will be trained in peer mentoring and this programme will be overseen by the lead for the pastoral system within the SLT. Peer mentoring, with clear support for academic progress can be highly effective and will be another way we intend to support the needs of individuals as well as develop leadership skills in our Sixth Form.

## **Transition and Progression**

The school's year teams will consult extensively with Primary schools to ensure a full understanding of the pupils joining the school. School staff will visit the primary schools and talk to their staff, including their SENCo, as well as to the pupil's themselves; current pupils will also visit with staff to talk to prospective pupils. The Year 6 pupils will spend 2 days at the new school in the July prior to joining (for the second cohort of entry onwards) and there will be parental events where they can meet staff and each other; we intend to run a more formal presentation evening where parents also meet their child's tutor, as well as a more informal games afternoon in the summer of Year 6 where parents can meet each other as well as school staff. In September there will also be a Tutor / Parents Evening to ensure early contact and to ensure that all parents feel comfortable visiting the school and talking to staff.

For pupils that are joining mid-year the same principles will apply, with significant work taking place to ensure that the transition is as smooth as possible for the pupil joining the school. These pupils will also be supported by an in-year/peer group buddy.

We expect in the region of 80% of pupils to move from Year 11 to Year 12 as we have high expectations of students achieving well in their GCSE programmes and as such reaching the standard required to access A level courses. For those students where an academic Post-16 route is not the most appropriate we will use our strong links with the local Further Education College (City of Oxford College) to ensure successful transition and progression to their courses.

There will also be a dedicated transition and induction programme for the Sixth Form. From the second year those joining the school in Year 12 will come to a 2 day induction in the summer term. This time will both set expectations and allow students to taste life in the Sixth Form; we will work with previous schools and the students themselves to identify personal targets at this stage that will then be reviewed and adapted within the course of year 12 and 13.

Progression and the destination of our pupils will be a key motivator in providing the best possible educational experiences for them. They will experience a coherent programme of Careers Education, Information, Advice and Guidance, which will include work experience (taster session in Year 9, and full programme in Years 11 and 12) and input from an external careers professional.

## Section D2

### Challenging Targets:

*Academic Achievement:* As we have a clear intention to be a high performing outstanding school we will set ourselves challenging targets. Targets for individual pupils will be set in line with the top 20% of schools in the country and we will use FFT, national progress data, and ALPS (6<sup>th</sup> Form) in order to support this. As a school we aim to be in the top 10% of Schools for best-8 value added / progress 8 measures. In this context we will set ourselves targets that will see the school perform significantly above national average in all measures, including ALPs data and Level 3 Value Added Data. For Key Stage 3 we will use pupil targets associated with expected progress through the curriculum, benchmarked against standardised tests that will be run at the other secondary school(s) in the Academy Trust, and will be linked through to GCSE success. Like local primary schools, the school will use a model of 'emerging, developing, secure, mastering' at Key Stage 3 which within an assessment system can be made numeric to ensure ease of tracking and analysis. Similarly to KS4, we will expect over 90% of the students to reach "secure" each year and over 60% to reach "mastery".

As national data will change, so will our targets, an indication of our aims were stated in section C (rationale). It is also important to reaffirm our commitment to ensuring that there is no gap between the performance of disadvantaged and non-disadvantaged pupils.

Our assessment systems (described below) will ensure that pupil performance against these targets is monitored effectively and that intervention can be put in place where necessary. This system will have a sharp focus on disadvantaged groups to ensure the widespread commitment to ensuring these pupils make rapid gains.

*Attendance:* Similarly to achievement, we expect to be significantly better than the national average for attendance and persistent absence measures, for example attendance above 96%. Attendance will be closely monitored by Tutors and Deputy Year Leaders, with the latter having this as key element of their job role. These staff members will contact home on the first day of any unexplained absence and intervention meetings will be put in place where patterns of absence raise concern; the school will also use the local authority legal framework for securing attendance as needed. The reporting of attendance will take place through the Governor data hub and this will be scrutinised at each meeting to ensure the school is doing all it can to reach its targets.

Late students will be expected to complete a lunchtime detention on same day as their lateness and any repeat offenders will face further sanctions according to our Behaviour for Learning Policy (BfL) (see below). High levels of attendance and punctuality will also be rewarded using our BfL policy.

All attendance and punctuality data will be recorded in SIMS, using SIMS lesson monitor, with parents being informed both by letter and via live data on SIMS learning Gateway.

*Behaviour:* The school will implement a very clear Behaviour for Learning (BfL) policy which has been shown to be successful in numerous high performing schools. The implementation of the policy will be part of annual staff training and part of student induction. Furthermore working

through tutor time during the year will support the ethos of high expectations for behaviour as pupils are well aware of the responsibilities to themselves and towards others.

An outline of what will be our BfL policy is given below:

We will reward and celebrate achievement by:

- R1 - Verbal and non-verbal praise, R2 – Merits, R3 – Commendations, R4 - Year Leader Commendations, R5 - Head teacher's Commendations

Rewards will also record demonstration of particular skills for life.

In addition, sometimes the following rewards will be given:

- Bringing outstanding work to the attention of Subject Leaders, Year Leaders, Senior Leadership Team (SLT), Sending letters/certificates home, Telephoning home, Displaying work in classrooms, corridors and reception area, Achievement assemblies, Presentation evenings

Sanctions: When a student's behaviour or work fails to meet our standards, an appropriate sanction will be used. No student's behaviour will be allowed to spoil other students' opportunities for learning and sanctions will be applied consistently and fairly:

- C1 – Warning, C2 – 2nd Warning, C3 – After school detention, C4 - Removal from the lesson (Referral system) Isolation, Isolation – for accumulative poor behaviour, Alternative to exclusion - Meeting with parents'/carers' isolation and after school detention, Fixed term exclusion  
Permanent exclusion will be used in serious cases

Our high standards and expectations will be demonstrated by some of the behaviours that will warrant an 'automatic C3' which will include failure to complete Homework.

Exclusions will only be used where absolutely necessarily and where possible we will not exclude any pupil from a vulnerable group.

All behaviour data will be recorded in SIMS, using SIMS behaviour module with parents being informed both by letter and via live data on SIMS learning Gateway.

*Satisfaction surveys (Parent, Pupil, Staff, External organisations):* We will use the nationally benchmarked 'Keele surveys' to help to assess school performance and in particular more qualitative measures surrounding satisfaction. We would target being above the national benchmark data for all questions and use these surveys to help shape school, faculty and year team development and improvement plans.

We will also use the school experience reviews and surveys of parents at parents' evenings to gather more regular feedback on particular items (such as quality of and choice of enrichment activity, and quality of communication with home).

The staff surveys will help the measurement of staff morale (again we would have targets based on national data sets) and this would be supplemented by regular staff wellbeing group meetings. We will place a high significance on valuing our staff to ensure both high performance and low staff turn-over.

Feedback from external partners will also allow us to track the success of our Citizenship and service programme.

*Quality of Teaching:* Although we will not grade individual lessons or work sampling materials we will act where standards are less than good, and as such we will have a metric as to the quality in these areas, which will track and report to governors via the data hub. At least 90% of lessons and work sampling will be good or better and this will be triangulated with learning walks and assessment data (plus any parent and pupil feedback). Further details surrounding the quality and development of teaching is provided elsewhere in this section (QA and Evaluation).

*Pupil and Parent Participation:* 100% of pupils will engage with at least 2 extended day enrichment activities. 100% of pupils will participate in extra-curricular trips and visits each year. 100% of our students will engage in some form of service to others or active citizenship in every year group that they are in school. At least 90% of parents will attend parents' evenings and where this is not possible (for example single parents / evening work) we will engage with the other 10% at a different time in at the school, in the local community or at their homes, or if needs be via telephone. Deputy Year Leaders will engage with vulnerable families prior to parents' evenings to secure the highest possible attendance.

*Assessment, Tracking and Reporting:* The School will use SIMS assessment (or another package in due course if it appears better suited to the needs of the school and the Trust). The Deputy Headteacher will have oversight of this area and be supported by a data manager (in the initial years from within the admin team). Data from primary schools and baseline testing will be used to identify current levels and targets and these will be contained within the system so that teachers are fully aware of individual student data. By using a banding system, such as the following, based on prior data / baseline data we will be able to set expected progress (linking to the achievement section above): H = Mastering, M = Secure, L = Developing, LL should = Emerging, with the aspirational targets and additional support leading to a more refine targeting setting which would create outcomes more like this: H = Mastering+, M = Mastering, L = Secure, LL should = Secure / Developing.

At KS4 and A level we will use GCSE grading (1 to 8) and A Level grading as appropriate, and to focus this further we will use additional fine grading by adding an h (high) or l (low) to each grade. This will help to ensure teachers think deeply about the grading which must be based on robust assessment and also help to ensure the development of appropriate actions / interventions / feedback and response for each pupil.

To ensure accurate data each year group will have a programme of formal testing / mock examinations alongside regular low-stakes testing in class. As indicated above we will benchmark across other schools in the Trust at all key stages to ensure high levels of challenge and progress.

The assessment system will also be designed to ensure a sharp focus on vulnerable pupils where clear information about reasons for vulnerability is made available and separate list of students in key categories will be scrutinised by teachers, middle and senior leaders to ensure these pupils rapidly close any gaps.

*Programme of assessment reporting:* There will be five reporting points during the year for Years 7 to 10, and 12, and four for Years 11 and 13 in which assessment and attitude to learning data is collected. Attitude to learning grades will be a focus for developing the type of engagement and learning behaviours we expect of our pupils and these will be reported at each reporting point; the reports will show the areas in which improvement is required (such as homework, or engagement) with actions for improvement. At Key Stage 3 attainment grades will be reported at 3 of the 5 reporting points to allow adequate time for progress, review and impact on intervention over the breadth of the curriculum. At Key Stage 4 and Post-16 attainment grades will be reported at each data collection point.

Parents will be provided with a hard copy of reports, including an annual written tutor report focusing on their child as individuals and reporting their success across their school experience. Parents will also be able to access their child's data online via the Learning Gateway.

### **Quality Assurance: Monitoring and Evaluation Systems**

The new school will use systems developed to good effect at The Cherwell School for Quality Assurance, monitoring and evaluation. Underpinning quality assurance processes is the belief that QA and Professional Learning link together. As a result, various processes and activities within school will automatically play a complementary role in each area.

In terms of QA, the following briefly outlines the approaches taken.

*Lesson Observations:* Each member of staff will have three lesson observations spread across a school year. These will be organised via a central system to ensure a range of groups are covered. Each observation will involve a pre-lesson conversation and a full debrief. In most cases the lesson will be observed by two observers. The focus of these lesson observations is professional learning. Experience at The Cherwell School has shown that stronger improvements in the quality of teaching are made in a high performing context without graded judgements being made on single lessons. However, if the lesson is assessed at anything less than the equivalent of 'good' there will be an automatic follow-up observation. Where a member of staff has two or more such observations within an academic year a specific program of support and performance management will be implemented.

*Work Sampling (scrutiny of marking, feedback and pupil response, and literacy):* Work sampling will happen at three points during the school year; either via direct sampling of a teacher whereby all the books of an individual class are sampled or via student where all the work of an individual student is sampled. All teachers receive feedback on the quality of their work. Where marking does not meet the standards set out in the school marking and feedback protocol this is followed up via SLT and/or middle leaders with targets for improvement and a timeline for action agreed. Work sampling will also be used to target specific groups such as Pupil Premium and SEND pupils.

*Assessment Data:* Data on student progress will be collected up to 5 times a year depending on each year group. At each assessment point DHT (Assessment and Curriculum) will review the data and provide action points for SLT members linked to individual faculties.

**Learning Walks:** The above mechanisms will be further supported by Learning Walks with SLT and Middle Leaders carry out learning walks focussed on the quality of teaching, engagement and behaviour. These walks will support the high expectation expected of pupils as well as add further insight into teacher typicality.

**The role of Middle Leaders:** In relation to our strands of QA, Middle Leaders (Faculty and Subject Leaders) will play a crucial role and will be integrated within the system. Faculty Leaders will be provided with annual training which is regularly updated to support this. Through the year Faculty Leaders will be provided with data in relation to the lesson observations which have occurred in the faculties they lead. Faculty Leaders will then use these trend analyses to develop the way they use their team's professional development time as well as to shape the way they lead individual teachers. Faculty Leaders will also be integrated within the school system for work sampling. As with lesson observations Faculty Leaders will be provided with a written analysis of work sampling for all the team they lead and will use this in their departmental plans and training. Regarding assessment data, Faculty Leaders will be expected to take responsibility for the data their teams input. Support and Challenge meetings (3 times per year) will focus on the accuracy of this data in relation to student achievement.

**Stakeholder Voice:** Through the year a range of additional parent and student voice activities will be undertaken. There will be a bi-annual whole school survey for parents, pupils and staff (such as 'The Keele Survey' to benchmark against other schools nationally and within the Trust) and further to this Parents Evenings will be used to gather views on specific areas. We will also use pupil panels and the Year group and school councils to gather views about what is going well and what can be improved further in the school. As indicated above we will also gather views from external partners.

**External and Peer Review:** Through the Oxfordshire Teaching Schools Alliance and the Academy Trust, the school will engage in a peer review network to benchmark the performance of the school and to add further rigour and validity to the evaluative process that are set in place. This will include Ofsted trained individuals scrutinising the work of the school.

**Support and Challenge Meetings:** Three times each year the Headteacher and Deputy Headteacher will meet with the Faculty Leaders and SLT link Assistant Headteacher. These meetings will be rigorous professional conversations to set the standards and expectation of high performance. There will be slightly different emphasis through the year (Examination results and Faculty Development Planning, Quality of Teaching and staff development, and Faculty Development plan evaluation and review) and in each case the meetings will be supported by relevant data to ensure that conversations and resultant actions are evidence based. Similar meetings also take place with Year Leaders as they are held to account for student progress, attendance, engagement and behaviour and the extent to which they are supporting their year groups to develop and display the characteristics that are expected of them.

**Appraisal:** The information from QA processes will be collated for individual teachers and fed-back to them to ensure they have a full understanding of their own strengths and areas for development. Such information will obviously be scrutinised at appraisal meetings where ambitious and challenging targets for performance will be agreed and then updated at reviews and

mid-year appraisal meetings. These meetings will help to ensure teachers are on-track and that there are 'no-surprises' if for example the teacher is making insufficient progress and may not be awarded pay progression. Appraisal outcomes will also help to identify professional learning and development needs which will feed into the school's CPD programme for staff.

For new staff we will use references and the interview feedback to support the shape of a suitable professional learning programme; in particular this will focus on rapidly reaching the expected standards of consistent lesson delivery.

*Teacher Learning Communities:* TLCs will be part of the CPD programme for staff where teachers work with peers to develop specific areas of their practice 3 times within directed time over the course of the year and more informally between. This will be an important part of building a culture where 'teachers talk about teaching'.

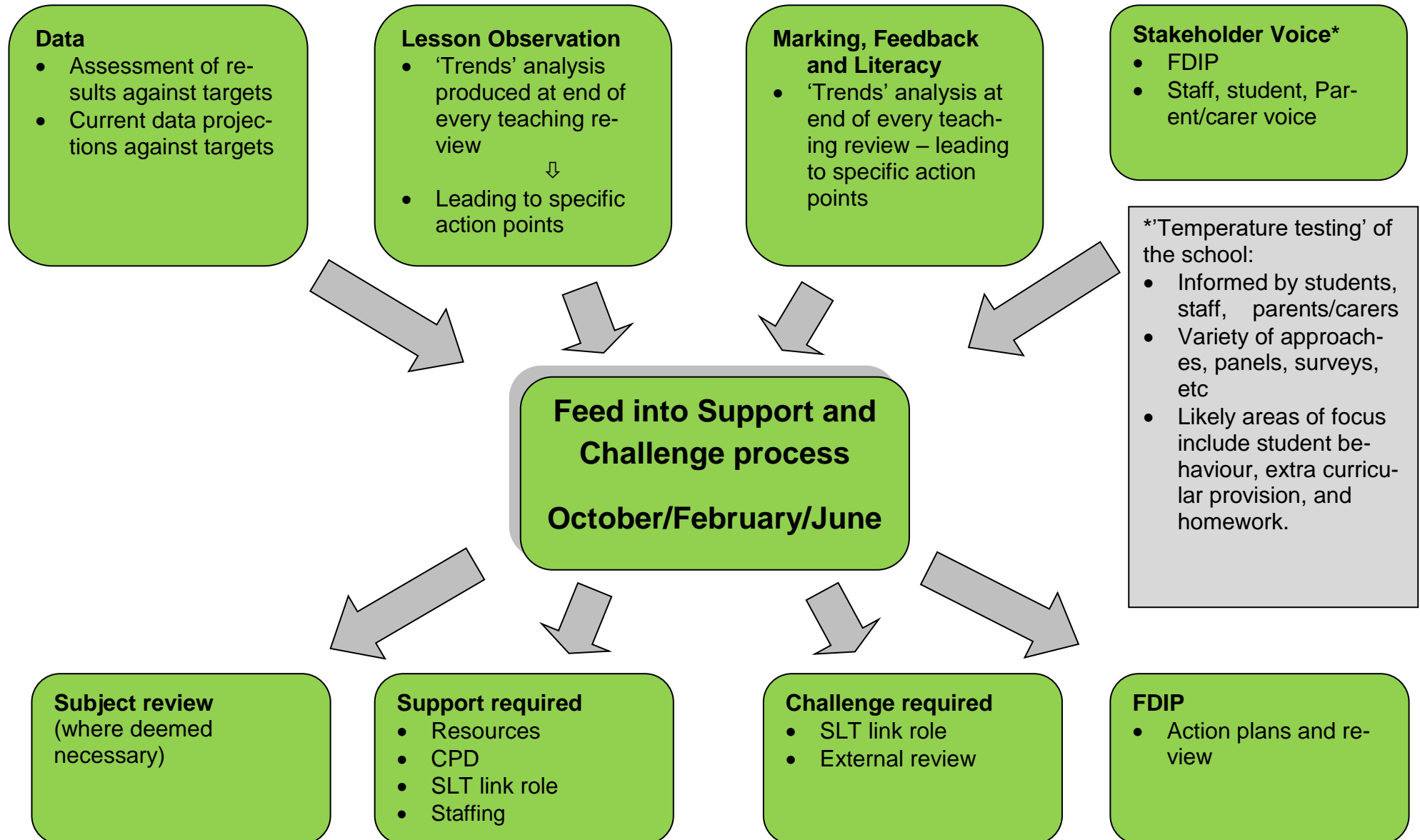
*Staff Wellbeing:* Staff wellbeing surveys and meetings will also provide quantitative and qualitative evaluative information about the school to further identify areas for development.

*SLT Faculty Link Meetings:* Underpinning all of the approaches will be bi-weekly meetings between SLT links and their Faculty Leaders. These are regular support and challenge professional conversations to ensure that performance towards challenge targets remain on track.

*School Development and Improvement Planning and Evaluation:* The QA and evaluative processes will feed into School Development and Improvement planning, implementation and review. Plans will be in place at each level (School, led by SLT, Year Team, and Faculties) and there will be set opportunities to review through the year alongside ongoing reflection. The school will use a simple 'what is going well / even better if/ how do we know (evidence) / next steps' model on which to focus at each review point. There will also be contributions from student voice through school experience reviews, alongside the regular communication we would expect from the school council.

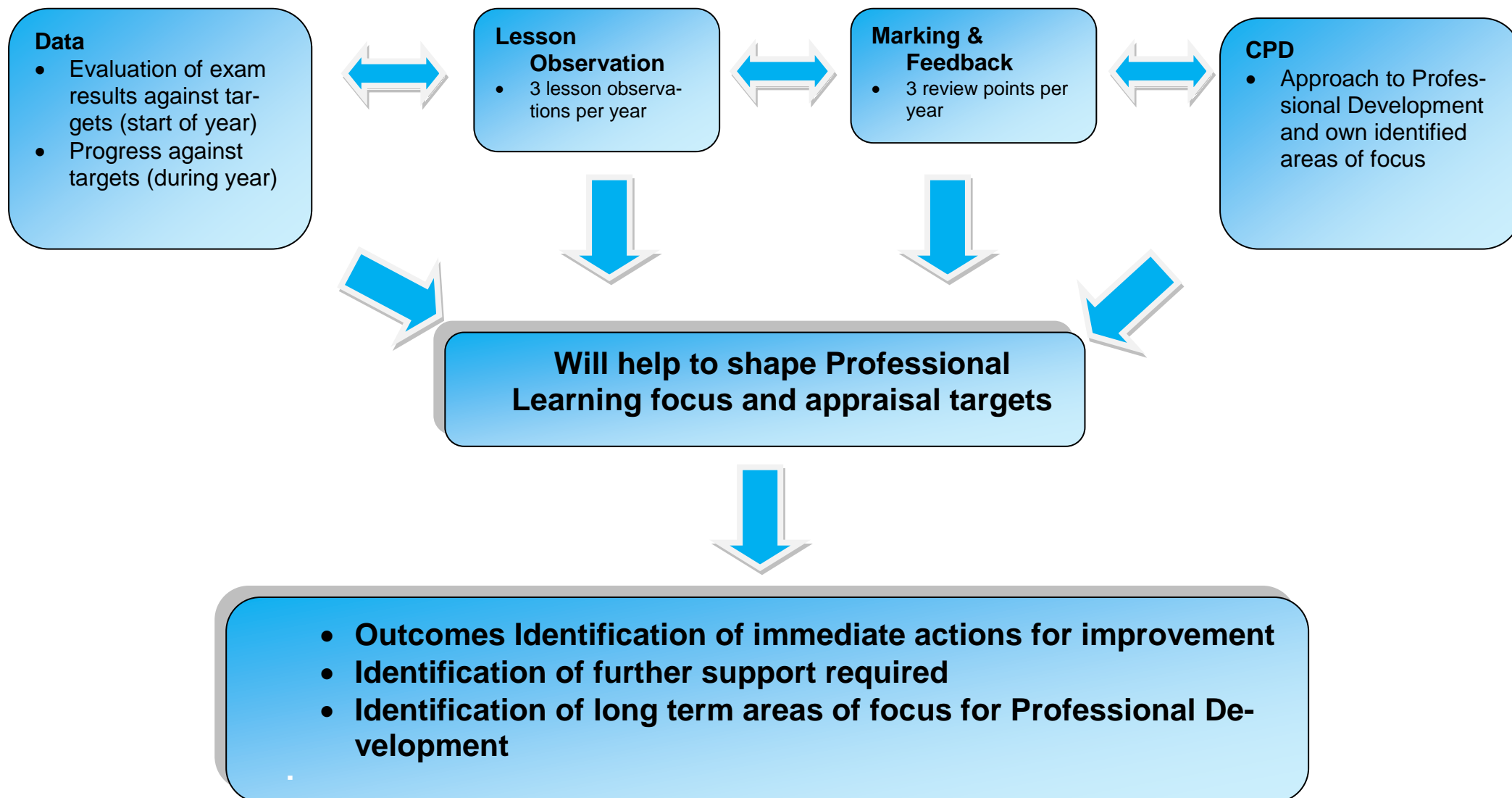
The diagrams below provide a visual representation of the main strands of QA activity and a broad timeline GANT chart.

# QA and Subjects



# QA and Teachers

## How do we evaluate a teacher's 'typicality'?



## Self Evaluation and School Development and Improvement Plan (SDIP) Programme

SDIP (school) / FDIP (faculty) / YDIP (year)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b><i>Evaluation and Quality Assurance Processes</i></b>												
Public exam results												
SLT Link / Faculty Link Meetings												
Staff Appraisals and pay progression review												
Staff Mid-Year Appraisals												
Support and Challenge (Faculties)												
Support and Challenge (Year Team)												
Teaching Reviews (Lesson Obs)												
Teacher Learning Communities												
Work sampling (marking and Literacy)												
Learning Walks (T&L and Behaviour)												
Progress Reviews (assessment Data)												
School Experience Reviews												
External / Peer Reviews												
SDIP / FDIP / YDIP reviews												
Summary SEF updated												
<b>SDIP planning processes</b>												
SDIP / FDIP / YDIP drafted												
FDIP / YDIP confirmed												
SDIP confirmed												

*The Role of Governors:* Governors will review QA and SDIP monitoring information through committees and the Full Governing Bodies' meetings, with additional working groups as required. The focus of the work of the Governors will be on safeguarding, the quality of teaching, pupil progress and attainment, student wellbeing, staff development. Financial monitoring will also be carried out to ensure the school is operating in line with the budget set by the Trust Resources committee, whilst more detailed financial scrutiny (performance, procedures, compliance, and value for money) and benchmarking with other schools / trusts will be carried out by the Trust Audit and Resource committees.

### Self Evaluation and School Development and Improvement Plan (SDIP) Programme

SDIP (school) / FDIP (faculty) / YDIP (year)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b>Governor Engagement</b>												
SDIP Working Draft reviewed (FGB)												
SDIP Confirmed (FGB)												
SDIP monitoring (Student Impact committee)												
SDIP monitoring (Resources committee)												
SDIP monitoring (Full Governing Body)												

Accessibility of data to Governors and Trustees will be important to ensure a suitable level of support and challenge. We will use a Governor data Hub such as that illustrated below where Governors' can click through a database to access specific and live information about the school and its performance.

## Governor Data Hub

### STUDENT IMPACT

<b>Year Group Context Data</b>
<a href="#">Y13</a>
<a href="#">Y12</a>
<a href="#">Y11</a>
<a href="#">Y10</a>
<a href="#">Y9</a>
<a href="#">Y8</a>
<a href="#">Y7</a>
<a href="#">Public Exam Data Summary</a>
<a href="#">GCSE 2014 Summary (Best)</a>
<a href="#">GCSE 2014 Summary (First)</a>
<a href="#">GCSE 2014 Summary (2013)</a>
<a href="#">A Level 2014 Summary</a>
<a href="#">AS Level 2014 Summary</a>
<a href="#">Progress Review Index</a>
<a href="#">Pastoral Information Data</a>
<b>Quality Assurance Review</b>
<a href="#">Lesson Observations</a>
<a href="#">Worksampling</a>
<a href="#">Student Experience</a>
<a href="#">Parent Voice</a>
<a href="#">Pupil Premium</a>
<a href="#">Risk Indicator</a>
<a href="#">PCE Attendance</a>
<a href="#">Year 13 Transition</a>
<a href="#">Year 12 Transition</a>
<a href="#">Year 11 Transition</a>

### STUDENT IMPACT

<b><a href="#">Attendance Data (Graphs)</a></b>
<a href="#">Term 1</a>
<a href="#">Term 2 + Cumulative</a>
<a href="#">Term 3 + Cumulative</a>
<a href="#">Term 4 + Cumulative</a>
<a href="#">Term 5 + Cumulative</a>
<a href="#">Term 6 + Cumulative</a>
<b><a href="#">Bullying Incident Data (Graphs)</a></b>
<a href="#">Term 1</a>
<a href="#">Term 2 + Cumulative</a>
<a href="#">Term 3 + Cumulative</a>
<a href="#">Term 4 + Cumulative</a>
<a href="#">Term 5 + Cumulative</a>
<a href="#">Term 6 + Cumulative</a>
<b><a href="#">Fixed Term Exclusion Data (Graphs)</a></b>
<a href="#">Term 1</a>
<a href="#">Term 2 + Cumulative</a>
<a href="#">Term 3 + Cumulative</a>
<a href="#">Term 4 + Cumulative</a>
<a href="#">Term 5 + Cumulative</a>
<a href="#">Term 6 + Cumulative</a>
<b><a href="#">Permanent Exclusion Data (Graphs)</a></b>
<a href="#">Permanent Exclusion Data</a>
<b><a href="#">Racial Incident Data (Graphs)</a></b>
<a href="#">Term 1</a>
<a href="#">Term 2 + Cumulative</a>
<a href="#">Term 3 + Cumulative</a>
<a href="#">Term 4 + Cumulative</a>
<a href="#">Term 5 + Cumulative</a>
<a href="#">Term 6 + Cumulative</a>
<a href="#">Trips information</a>

### RESOURCES

<a href="#">Teaching Staff Absence Data</a>
<a href="#">Support Staff Absence Data</a>
<a href="#">Staff Pay Progression Data</a>
<a href="#">Staff Performance Data</a>
<a href="#">Budget Monitoring Data</a>
<a href="#">Premises Data</a>
<a href="#">Accident Data</a>
<a href="#">Pupil Premium</a>
<a href="#">Staff leavers data</a>
<a href="#">Admissions &amp; student numbers</a>
<a href="#">In-year admissions / Leavers</a>
<a href="#">Risk Indicator</a>

## Section D3

The proposed staffing structure has a phased growth model aligned with pupil numbers that fits within the most likely budget for the school. The structure will benefit from being part of the larger Multi-Academy Trust from both an educational as well as an operational perspective (Finance, Human Resources, Premises Management, Policy and Procedures, Procurement, IT). It is also important to note that having a large secondary school within the Trust (The Cherwell School has c1900 students) gives staffing flexibility and means that staffing can more easily be balanced between the two schools to ensure that our new school has adequate staff, but does not have to over-staff in order to meet the needs of the curriculum. Staff across the Trust will work to a common ethos and culture, thus making shared staffing where needed relatively seamless.

Key points regarding staffing strategy:

- Developed from the structures of The Cherwell School which has proven to be successful in Oxford and the comprehensive sector over many years
- Utilise shared services across the Trust to maximise expertise and to secure financial savings through economies of scale
- Staff at the free school will be supported by staff in the Trust and our teaching schools alliance as required – in particular Leadership coaching for Senior and Middle Leaders, and mentoring and resource sharing by Senior and Middle Leaders as appropriate
- Professional Learning of staff is a key part of the culture of the Academy Trust and this will be evident in our free school. Some professional learning activities will be with teachers from other schools in the Trust
- Succession planning and talent management is a high priority across the Trust and individuals from all schools, including the new free school, will be identified and trained to ensure a supply of leaders to ensure sustainability of excellence
- We will engage in school based ITT to support our professional learning culture and to engage with trainees from the outset, to ensure that there is an overt focus on building capacity
- There will be a SLT link for each Faculty area to ensure a sharp focus on raising attainment; the Deputy Headteacher will have a focus on attainment and will oversee this area
- Year Leaders and non-teaching Deputy Year Leaders will be at the heart of the pastoral system. The pupil premium will be spent in a way that demonstrates clear impact on students, as it has been at The Cherwell School, where its methods have provided a model case study to other schools. High quality teaching and learning and high expectations are at the heart of this, with additional teaching resource, intervention, support for extra-curricular activities and educational resources all likely areas of spend (determined by need)
- Delivery within budget; the challenges facing all schools regarding education funding in the coming years are clear and as such we are ensuring our structures both fit within budget and are sufficiently flexible to adapt as needed.

### School and staffing growth:

Staff/Year	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23	Sept 24
Students on Roll	160	320	440	560	680	780	880	880
Year Groups on Roll	7 12	7,8 12,13	7,8,9 12,13	7,8,9,10 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13	7,8,9,10,11 12,13
<b>Leadership Team</b>								
Head	1	1	1	1	1	1	1	1
Deputy	1	1	1	1	1	1	1	1
Assistant Head (SENCO)	1	1	1	1	1	1	1	1
Assistant Head		1	1	1	1	1	1	1
Assistant Head					1	1	1	1
Assistant Head					1	1	1	1
<b>Total Leadership</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Teaching Staff</b>								
Mainscale Teachers	5	11	15	21	24	30	36	36
Head of Maths	2	1	1	1	1	1	1	1
Head of English		1	1	1	1	1	1	1
Head of Science		1	1	1	1	1	1	1

Head of Humanities			1	1	1	1	1	1
Head of ADTE					1	1	1	1
Head of MFL				1	1	1	1	1
Head of PE					1	1	1	1
Head of Performing Arts					1	1	1	1
<b>Total Teaching Staff</b>	<b>7</b>	<b>14</b>	<b>19</b>	<b>26</b>	<b>32</b>	<b>37</b>	<b>43</b>	<b>43</b>
<b>Support Staff</b>								
Teaching Assistants	3	6	9	13	15	16	16	16
Cover Supervisor		1	1	2	2	2.5	2.5	2.5
Technician (Science/ Technology)	0.5	1	1	2	3	3	4	4
Pastoral Deputy Year Leader	0.5	1	2	2	3	4	4	4
Reprographics and Admin		1	1	1	1	1	1	1
Exams/Admin		0.5	0.5	1	1	1	1	1
PA to Head	1	1	1	1	1	1	1	1
Reception and Admin	1	1	1	1	1	1	1	1
Admissions / Admin /		1	1	1	1	1	1	1
SENCo Admin	0.5	0.5	1	1	1	1	1	1
Finance Officer/Admin	1	1	1	1	2	2	2	2

Data Manager	<i>Trust</i>	0.5	1	1	1	1	1	1
IT Technician	<i>Trust</i>	<i>Trust</i>	1	1	1	1	1	1
Premises/Site	1	1	1	2	2	2	2	2
Cleaning	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>
Catering	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>	<i>Contract</i>
<b>Total Support Staff</b>	8.5	15.5	22.5	30	35	37.5	38.5	38.5

In Year 1, senior leaders will undertake a range of roles and responsibilities that will be transferred as the school and SLT size grows. The SLT at the School will also be supported by the central team of the Academy Trust and as a result, we have the capacity to appoint our SENCo as an AHT from the start of the school, instead of recruiting a high salaried Business Manager as other schools might need to do. The Headteacher will access resources at the Academy Trust and will be supported by The Executive Headteacher, and the Finance, Operations and HR Directors to ensure the success of the school in terms of operation and compliance. This arrangement is funded by the contribution of the school's budget to the Trust (see budget).

The tables below show the allocation of Senior Leadership responsibilities from Year 1 to full capacity of the school:

### Year 1

<b>Headteacher</b>	<b>Deputy Headteacher</b>	<b>Assistant Headteacher</b>	<b>Assistant Headteacher</b>	<b>Assistant Headteacher</b>
Whole School Strategic Leadership Values & Aims School Improvement School Evaluation & Planning Multi Academy Trust* liaison Partnerships Staffing and Recruitment Day- to-day leadership	Attainment & Achievement Quality Assurance Learning and Teaching Curriculum design Timetable The Sixth Form Faculties & Subjects Assessment & Reporting Behaviour for	SENCo Safeguarding Inclusion (inc. Equalities, EAL and High Attainers) Pupil Premium Transition Student Wellbeing Student Voice		

of the school Staff development, wellbeing and appraisal Line management of Senior Support staff	Learning Engagement and Attendance Service & Citizenship Senior EVC			
Faculty Link*: Humanities	Faculty Link: English, Maths, Science	Faculty Link: ADTE, PE, Performing Arts		

## Years 2 to 4

Headteacher	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
Whole School Strategic Leadership Values & Aims School Improvement School Evaluation & Planning Multi Academy Trust* liaison Partnerships Staffing and Recruitment Day-to-day leadership of the school Line management of Senior Support staff	Attainment & Achievement Curriculum design Options and subject choices Timetable The Sixth Form Faculties & Subjects Behaviour for Learning Engagement and Attendance Service & Citizenship Senior EVC	SENCo Safeguarding Inclusion (inc. Equalities, EAL and High Attainers) Pupil Premium Transition Student Wellbeing and Pastoral support Student Voice	Learning and Teaching Assessment & Reporting Public Examinations Quality Assurance Staff Development, wellbeing and appraisal ITT lead	
Faculty Link*: Humanities	Faculty Link: English, Maths,	Faculty Link: ADTE, Performing Arts	Faculty Link: Science, PE	

## Year 5

Headteacher	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
Whole School Strategic Leadership	Attainment & Achievement Curriculum	SENCo Safeguarding Inclusion (inc.	Learning and Teaching Assessment &	Student Wellbeing and Pastoral

<p>Values &amp; Aims School Improvement School Evaluation &amp; Planning Multi Academy Trust* liaison Partnerships Staffing and Recruitment Day- to-day leadership of the school Line management of Senior Support staff</p> <p>Faculty Link*: Humanities</p>	<p>design Options and subject choices Timetable Faculties &amp; Subjects Senior EVC</p> <p>Faculty Link: English,</p>	<p>Equalities, EAL and High Attainers)Pupil Premium</p> <p>Faculty Link: ADTE, Performing Arts</p>	<p>Reporting Public Examinations Quality Assurance Staff Development, training and appraisal ITT Lead</p> <p>Faculty Link: Maths</p>	<p>Student Voice Behaviour for Learning Engagement and Attendance Transition Whole school Service &amp; Citizenship</p> <p>Faculty Link: PE</p>
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## Year 6 onwards

Headteacher	Deputy Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
<p>Whole School Strategic Leadership Values &amp; Aims School Improvement School Evaluation &amp; Planning Multi Academy Trust* liaison Partnerships Staffing and Recruitment Day-to-day leadership of the school Line management of Senior Support staff</p> <p>Faculty Link*:</p>	<p>Attainment &amp; Achievement Curriculum design Options and subject choices Timetable Faculties &amp; Subjects Senior EVC</p> <p>Faculty Link:</p>	<p>SENCo Safeguarding Inclusion (inc. EAL and High Attainers) Pupil Premium</p> <p>Faculty Link: ADTE, Performing</p>	<p>Learning and Teaching Assessment &amp; Reporting Public Examinations Quality Assurance Staff Development, training and appraisal</p> <p>Faculty Link:</p>	<p>Student Wellbeing and Pastoral Student Voice Behaviour for Learning Engagement and Attendance Transition</p> <p>Faculty Link:</p>	<p>The Sixth Form: Attainment and Achievement Student Wellbeing and Pastoral Support Transition Whole school Service &amp; Citizenship</p> <p>Faculty Link:</p>

Humanities	English,	Arts	Maths	PE	Science
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\*Multi Academy Trust: Finance, Business Development, Health & Safety, Premises, Information Technology, Catering, Human Resources and recruitment

\*Faculty Links are illustrative and would depending on the expertise of SLT and the level of support required

It is intended to recruit both experienced staff and NQTs in Year 1. As a Teaching School specialising in ITT and professional learning the free school staff will be supported with NQT induction and an NQT +1 course as appropriate. The focus in the first year will be to establish the culture of the school, our ethic of excellence, ensuring that all pupils settle well into the school and that individual needs for additional support are identified to ensure outstanding progress. Members of the Senior Leadership team will also be required to have sizeable teaching commitments (AHT and DHT) in this first year as required.

It is intended to recruit teachers with subject expertise who will relish the opportunity to deliver and co-create the coherent curriculum that will be in place at the school. In the first two years a number of teachers will be required to teach more than one subject, and SLT will also teach to add capacity to the range of subject expertise available – they will have a greater level of teaching commitment in Year 1. A particularly successful strategy to support the most vulnerable learners at The Cherwell School has been the appointment of a primary trained teacher to lead on interventions and to work with other colleagues to ensure a smooth transition between primary and secondary schools. We will include an opportunity for a primary trained colleague in our staff establishment with the aim of securing such expertise with the flexibility and subject knowledge to teach throughout Key Stage 3.

The Cherwell OTSA SCITT and the strong brand of The Cherwell School will help to ensure successful recruitment; despite the challenges that can exist around the recruitment of staff to Oxford schools, The Cherwell and the SCITT continue to recruit successfully.

A SENCo at AHT level will be in place from Year 1 to ensure a sharp focus on inclusion and the success of more disadvantaged pupils. We also know that AHT level SENCo posts have a higher success rate in terms of recruitment. In the first four years the SENCo will also have oversight of the Pastoral system and will support Year Leaders (TLR holders) who will be further supported from Year 2 by non-teaching Deputy Year Leaders (one for each of Key Stage 3, 4 and 5 as the school grows). Every teacher will have some pastoral responsibility being with a Form Tutor or an associate Tutor for each of the Forms.

The Middle Leadership structure of Faculty Leaders will be at the heart of a drive for high levels of attainment and achievement. As the school grows this will extend to subject leaders, line managed by Faculty Leaders (for example leads for Geography and RS within Humanities, and Computing within Maths). These colleagues and Year Leader and Deputy Year Leaders will be supported with coaching and mentoring as appropriate as well as having access to best practice systems already operating in the Trust.

As the school grows the recruitment demands will be considerable and this is where the support from the Trust will be extremely beneficial; marketing, advertising, shortlisting, arranging interviews and, as required, joint interviewing will all be supported by the Trust. All recruitment formalities such as referencing, offer and DBS checks will be completed by the Trust, followed by induction support for new starters. Overall, the level of support to be provided by the Trust will be flexible and will be dependent on the skills, experience and time available of the SLT in the new school.

The support staff structure also grows in line with the needs of the school with those in post in the first few years being required to take on a range of roles (for example Learning Support Assistants able to cover lessons as required). The PA to the Headteacher will take on a line management role of other support staff (except the Finance officer who is line managed by the Trust Finance Director) and be a highly competent and flexible appointment to ensure smooth running of the school.

As the requirements of the schools develop, for example the delivery of Key Stage 4 options, subjects in Year 4 and then the wide ranging expansion of the 6<sup>th</sup> form in Year 6, there will be an increase in the number of middle leadership appointments as well as teachers and support staff. As outlined above The Cherwell School will support both the resourcing and training and development of the relevant subject areas and staff while the capacity of the new school is still growing. Both prior to and during this time the SLT have specific link roles to Faculties to both support and challenge the work in specific subjects to ensure excellent attainment and achievement – this is a model that works well at The Cherwell School. Illustrative links are shown in the SLT structure table above.

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

*Insert text; N/A*

## Section E: Evidence of need – part 1

	2017 <sup>1</sup>				2018			
	A	B	C	D	A	B	C	D
<b>Nursery</b>								
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>	120	201		168%	120	150		125%
<b>Year 8</b>					120	200		168%
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	40	See text			40	See text		
<b>Year 13</b>					40	See text		
<b>Totals</b>								

<sup>1</sup> Change dates to 2017 and 2018 if appropriate.

## Section E: Evidence of need – part 2

### Section E1 – Evidence that there is a need for this school in the area

#### The shortage of places in the City of Oxford:

As outlined in Section C basic need is the key driver for this application, which together with the significant oversubscription of places at The Cherwell School, demonstrates a high level of demand for outstanding education in the City.

#### Basic need

In Section C we have provided figures that confirm the forecast shortage of places.

The Cherwell School Academy Trust has been engaging with the Local Authority on plans for secondary school expansion. However, some doubts have arisen about the practicality and sufficiency of these plans as follows:

- some secondary schools, including The Cherwell School, were reaching the conclusion that the full planned expansion would not be possible to accommodate
- the Local Authority's responses to an application being prepared by another Free School group were indicating that they also doubted that their assumptions about secondary school expansion were going to be sufficient to meet the local demand.

The Trust has been considering the option of opening a Free School in response to expansion needs, and for the opportunity to explore some of the associated freedoms, but no determined action was instigated in the context of political uncertainty over the support and funding for further Free Schools. The decision to submit this application was therefore confirmed after the result of the General Election.

#### Oversubscription of The Cherwell School:

Section C shows the continued, historic and increasing levels of over-subscription at Year 7; for 2015 entry The Cherwell received 450 first preference requests for 270 places (only 59.8% of first preferences offered a place in 2015 and over 100 children living within catchment did not gain a place).

#### Standards and capacity in local secondary schools:

The following table gives the 2015 admission data for the secondary schools serving Oxford city. It demonstrates that:

- Whilst the current schools can cater for the population in Oxford at this time, as described in Section C there are more pupils within primary schools moving towards the secondary phase, and as shown below the only capacity remains in an underperforming school;
- There are 420 places in underperforming secondary schools, well above the 120 cohort size we propose for our new school.

School	Ofsted Judgement	PAN	1st Pref	Allocated
The Cherwell	Outstanding	270	450	270
Cheney School	Good	240	194	240
Oxford Spires Academy	Good	210	157	210
Matthew Arnold	Good	180	223	180
Wheatley Park	Good	210	178	208
St Gregory the Great	Requires Improvement	210	189	210
The Oxford Academy	Requires Improvement	210	105	149

### **Evidence of demand for a new school offering excellent education**

Information about our proposal was sent to parents and carers of children in primary school in May with information also available on The Cherwell School's website (ongoing):

<http://www.cherwell.oxon.sch.uk/notice.php?item=a-new-secondary-school-for-oxford>

Meetings were also held at local primary schools in the week beginning 18<sup>th</sup> May and further details are provided in Section E2 below.

### **Materials used to gain evidence of need and support**

The text of the leaflet published and distributed at local primary schools is shown below:

#### *Start of material*

The Cherwell School Academy Trust is proposing to open a new community comprehensive school, opening in September 2017 offering 120 places per year.

The new school will be opened under the Government's programme for Free Schools and will work in close partnership with The Cherwell School (rated by Ofsted an Outstanding School and a National Teaching School) and will also have strong links to other schools across the city enabling the new school to draw on combined strengths and experience. The new school will offer the opportunity for children to access excellent education as places in Oxford's secondary schools come under increasing demand.

Our proposal is the only one that has the **backing of all local city secondary schools. We also have the support of local councillors.** We aim to meet the needs of the city in a sustainable way in the years ahead. We have a proven track-record at The Cherwell School and we believe we can expand our excellent provision in a new school as part of its Multi-Academy Trust. This is the only proposal for a new school in Oxford that has the support of experienced and strong local schools.

Our new school would be unique in Oxford as a smaller secondary school, providing a different experience from the other secondary schools, whilst being able to benefit from a close working relationship with The Cherwell School and other partners. Similar to The Cherwell School, the new school will offer a broad and balanced curriculum which is academically rigorous, enriching in sports, arts and culture, and flexible in order to meet the needs of the young people who attend. We will also grow a school community where values and character matter, recognising the breadth of education that ensures success at school and beyond, and the skills and qualities which make a positive contribution to society.

### **Why a new secondary school?**

Growth in primary school numbers is already starting to impact Oxford's secondary schools. The Cherwell School is already highly over-subscribed within its current catchment area and there is an overall growing need for more secondary school places in the years ahead.

Whilst the Local Authority has made plans to expand some secondary schools, and Cheney School is expanding from 2016, the Local Authority and The Cherwell School have not been able to secure sufficient funding to provide additional places. Even with the expansion at Cheney School and the possibility of The Cherwell School increasing its intake by one class, this would not meet the pressing need for the local community demonstrated by the number of recent applications and the predicted increase in pupils coming through Oxford's primary schools. To help provide the school places that are needed The Cherwell School Academy Trust is working with other local secondary schools to apply directly to the DfE for extra funding to build a new school.

### **To be successful, we need your help!**

You can help us ensure there are enough school places for all our young people in the years ahead by supporting our application and telling us if you might want your children to attend the new school. **If you have a child in Year 4 or below**, please complete and return the form at the back of this leaflet by **Thursday 21<sup>st</sup> May 2015** or visit our website: [www.cherwell.oxon.sch.uk](http://www.cherwell.oxon.sch.uk) If you do not have a child of that age, but would like to add any comments of support or have any queries, please email [newschool@cherwell.oxon.sch.uk](mailto:newschool@cherwell.oxon.sch.uk)

### **Why The Cherwell School Academy Trust?**

The Cherwell School Academy Trust is currently responsible for The Cherwell School and Cutteslowe Primary School, with a number of other schools planning to join the Trust later in 2015. The Cherwell School is a high-performing, successful and popular local school with the proven capacity to support and develop other schools. The Cherwell School became an academy in 2012 and has been approved by the Government to sponsor other schools, with Cutteslowe Primary having recently secured a very strong 'Good' Ofsted report as part of the Trust. The Cherwell School works closely with other local schools as a lead National Teaching School in the Oxfordshire Teaching Schools Alliance and has particular expertise in Teacher Training and development, as well as direct access to best practice across the county to ensure that a new school is staffed by excellent teachers.

### **How can the new school be provided?**

A new secondary school must be a sponsored academy or a 'free school'. When the need for a new school is identified by the local council, the council applies for funding from the DfE which it then uses to commission an academy sponsor to establish the new school; alternatively, an academy sponsor can apply directly to the DfE for funding to open a 'free school'. A 'free school' is in every legal and practical sense the same as an academy school – it is state-funded in the same way and has to follow the same national rules on admissions. The only difference is that the money to build the new school comes directly from the DfE and not from the funding allocated to the local council.

### **Why apply for 'free school' funding?**

If the application for 'free school' funding is successful it would bring in additional monies to the city that would not otherwise be available and, along with the money the County Council has secured for school expansion, give us a better chance of obtaining all the school places that are needed.

### **What will the new school be like?**

The new school will be a non-selective, mixed comprehensive school for local children. It will be a separate academy school, managed and funded in its own right like any other academy school, and

operating within The Cherwell School Academy Trust. It will use the experience and successes from Cherwell and other city schools, and be supported by their knowledge and skills.

It would work closely with the Local Authorities and all other local schools to ensure that it complements and enhances the existing provision of secondary education in Oxford.

Further details on the vision and values of the school can be found on our website and include our desire to build a learning community of pupils and staff with high expectations for all; we will have a school where the standards of behaviour, academic work, extra-curricular provision and teaching will be extremely high and where value and character matters. We will be a truly inclusive school for pupils offering an excellent educational experience whatever the academic ability, social background or special educational need and not only will pupils leave the school with qualifications to ensure success, they will also have developed the social and interpersonal skills and qualities which will equip them for life.

### **Where will the new school be?**

We will work with Oxford City Council and Oxford County Council to secure a suitable site; we know the constraints on space for development within Oxford, and the importance of considering sustainable transport and access to the school in selecting its location. We are also aware of the areas of The Cherwell School's current catchment area that have been unsuccessful in securing places in recent years, and the need for the new school's location to accommodate this demand as well as fitting with the location of other schools. We will look to meet the demands that you have for excellent education, and you can help this by returning the attached form or registering interest via our website.

### **What will it mean for The Cherwell School?**

The Cherwell School will continue to develop in the interests of its students, in the same way it has been doing. It will remain a separate school within The Cherwell School Academy Trust, but will also benefit from working together with the new school, sharing expertise and capacity, and realising economies of scale.

### **What will it mean for other City Secondary Schools?**

We are working in close partnership with the other secondary schools to ensure that the success of our new school would not be to the detriment of other local schools. The current over-subscription of The Cherwell School, within and beyond its catchment, and the predicted population growth in the city both make it clear that there is a need for another secondary school offering an excellent education in Oxford.

### **Support from Headteachers and Local Councillors**

*"I am pleased to support The Cherwell School in its bid to open a new comprehensive school in the City. As OCL (Oxford City Learning), we have a history of successful collaborative working and this is an opportunity for us to pool our experience and expertise to provide for the educational demands of the growing population of Oxford City."* [REDACTED], Matthew Arnold School

*"This is the right moment for our existing high performing secondary schools to take the initiative in developing another excellent school that will meet the increased demand for secondary places and support the needs of the local community; a new school, working closely with the established partnerships, is an ideal way forward."* [REDACTED]

*"There is an urgent need for more secondary school places in Oxford, especially in the north and parts of the south of the City. The Cherwell School is heavily over-subscribed and demand for places will keep growing. I feel we can rely on The Cherwell School to work closely in partnership with all the other local schools and to be accountable to the local community."* [REDACTED]  
[REDACTED]

*"I am pleased to give my support to this proposed new school in Oxford. The existing outstanding educational opportunities in our city can be extended to reach more families and we can all benefit from continuing to share expertise for the benefit of all our young people. The strong partnership of secondary schools is well placed to ensure high standards". [REDACTED], Wheatley Park School*

*"The Cherwell Trust new school has my full support. It responds to parental need and offers a known brand of excellence from Cherwell School supported by excellence in other secondary schools and academies across the city." [REDACTED], Oxford Spires Academy*

## Register your interest

### Help Oxford to get the new school it needs

We hope that you will agree that the best way forward for Oxford's families is for The Cherwell School to take a lead, working with other schools, to establish and run a new secondary school.

The success of our application depends on the support of local parents and carers. If you support our application, and specifically **if you currently have a child in year 4 or below** and you might want them to attend the new school, please return the slip below or register your support on our website at [www.cherwell.oxon.sch.uk](http://www.cherwell.oxon.sch.uk)

We need you to give us your name and address and the ages of relevant children to enable us to make the case to the Department of Education, **but the information you provide will be kept confidential. It will not affect your secondary school application when your son or daughter is in year 6.**

#### **Registration of interest:**

I support The Cherwell School's plans to establish a new secondary school in Oxford. It is likely that I would make the new school my first preference for my child(ren).

This information will be kept confidential and will not affect your child's future choice of secondary school.

My name is:

My address:

*(you must at least give your postcode – this will help us to clarify areas of interest and need)*

My email address (optional):

Child 1 – date of birth:

Child 2 – date of birth:

Child 3 – date of birth:

Child 4 – date of birth:

**Please complete and return this form by Thursday 21<sup>st</sup> May 2015 (or Friday 22<sup>nd</sup> May for online responses via our website [www.cherwell.oxon.sch.uk](http://www.cherwell.oxon.sch.uk)):**

- **Return it to your child's primary school or**
- **Return it to The Cherwell School, Marston Ferry Road, Oxford OX2 7EE**

Having read about our proposal, if you have any queries or would like to offer any messages of support, please email [newschool@cherwell.oxon.sch.uk](mailto:newschool@cherwell.oxon.sch.uk) *End of material*

The values and ethos as outlined in Section C were also made available via website materials.

In addition an article about our proposal was written in the Oxford Mail and on their website:

[http://www.oxfordmail.co.uk/archive/2015/05/16/12954620.Cherwell looks at creating new free school to cope with number of pupils/](http://www.oxfordmail.co.uk/archive/2015/05/16/12954620.Cherwell_looks_at_creating_new_free_school_to_cope_with_number_of_pupils/)

## Your Vote

Should Cherwell create a new free school?

Yes:



No:

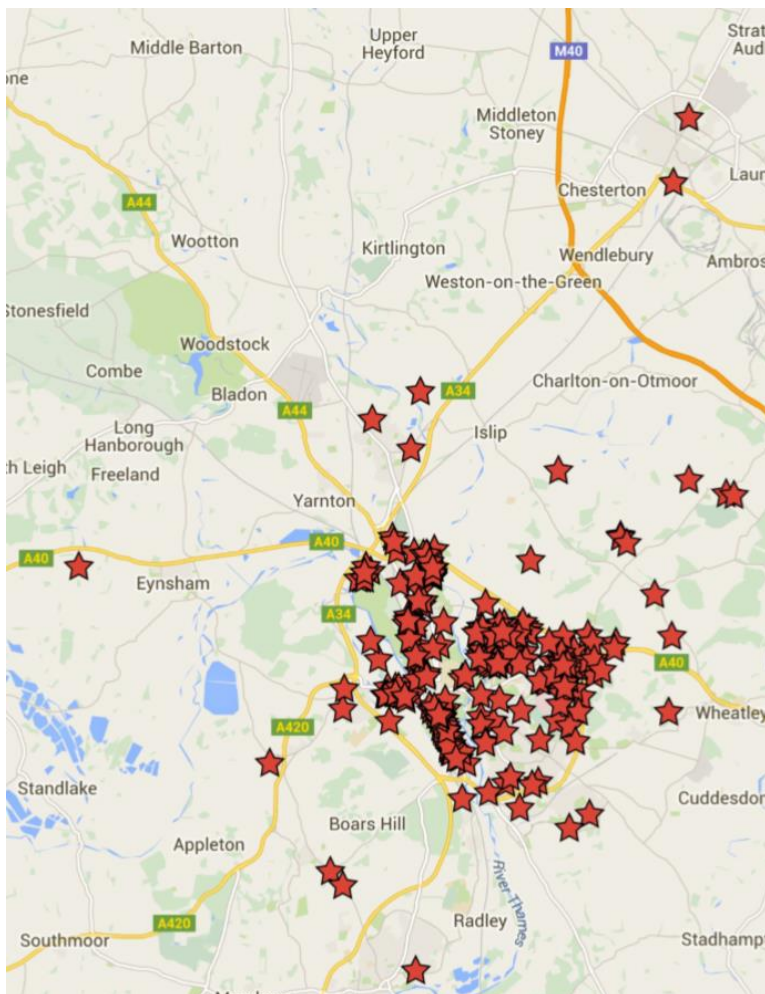


This website article provided a public vote option and the result is shown below, showing significant support:

## Interest from parents of primary aged children:

Current Year Group	Numbers of Pupils
Reception	79
N1	25
N2	67
Year 1	152
Year 2	173
Year 3	150
Year 4	200

In the short timescale since we took the final decision to make this application, we have received 167% and 125% of the required expressions of commitment to send children currently in Years 4 and 3 respectively to the new school. The number of responses received by Saturday 24<sup>th</sup> May is shown in the table below, also showing strong support from parents and carers in Years 1 and 2:



The map below shows the location of the home of each child represented by years 3 and 4 of the table above. As can be seen from the map below, the vast majority of children live within reasonable travelling distance of a new Free School within Oxford City.

### **Post-16 demand and interest:**

Section C outlines the need for Post-16 places in Oxford as well as the highly significant oversubscription of The Cherwell School Sixth Form; for 2015 entry there were 467 applicants for approximately 280 places in Year 12.

We are extremely confident of the degree of interest in Sixth Form provision at our new school from both the numbers currently applying to The Cherwell School Sixth Form and from feedback that we currently receive from potential students and parents that the Cherwell Sixth Form is 'too large' at over 500 students. Our new school Sixth Form will therefore both meet a demand (particularly for science and maths) and provide a different experience to the only other high performing Sixth Form in Oxford. No other maintained school Sixth Form in Oxford achieves as well academically as The Cherwell School and as outlined in Section C we aim for the outcomes of our new school to be even better than those of The Cherwell School.

We also believe that the unique opportunity for Sixth Form students to be part of the creation of our new school in the early cohorts will provide further interest.

### **Further evidence of demand:**

Since our proposal became public knowledge and we sought to consult with the community we have had numerous emails of support. The ones below are typical:

"It will help the demand for school places and also it's such a good school and if they can expand to more children then fantastic. I've told them I will support them fully and write to the Secretary of State if necessary." [REDACTED].

"I am writing to you regarding the application which The Cherwell School is in the process of putting together for an open new (free) small school in September 2017. I live locally in Headington and work in South Oxfordshire as a [REDACTED], and as such, understand the planning process and the challenges associated with allocating valuable resources to meet the future needs of the community. I am delighted to hear, given the increased numbers of places in the primary sector in Oxford, that the need for further secondary school places is being addressed and I welcome the partnership approach and strong track record of The Cherwell School in your proposal. I look forward to hearing more about this in due course; I have a preference for a school which will provide a comprehensive and inclusive balanced curriculum." [REDACTED].

"Given the increased numbers of places in the primary sector it is clear that further secondary schools places are required and the strong track record of The Cherwell School makes it the ideal and obvious choice to lead on this proposal. I particularly welcome your expressed commitment to the new school adopting the ethos and practice of partnership working with other schools across the city, a practice which is now strongly embedded in the existing secondary schools through initiatives such as Oxford City Learning." [REDACTED] of Cheney School Academy Trust.

"It is very apparent that Oxford needs more high quality secondary school places, and this need is felt most strongly in our area of the city, where, unlike all other areas of the city, we don't have a local secondary school. Our year 6 pupils and those at St Ebbes very often don't get their first choice of school. Many parents have given up on city schools and are choosing to send their children out to St Bartholomew's knowing that they won't get a place in their preferred Oxford school. A typical New Hinksey cohort can be allocated up to 7 different secondaries each year, breaking up friendship groups and making transition even more difficult. Transport is also an issue since most schools are too far to walk to and not on an easy cycle route. Cherwell's strong track record and reputation as an outstanding school clearly makes your proposal a better option for Oxford. With the Cherwell proposal I feel confident that the school will be well led and managed, and that teaching staff will be properly qualified with no other agenda than providing excellent education for the children at the school. Having the support of the City Council and local schools will obviously be of enormous benefit." [REDACTED] at New Hinksey Primary School.

"I am an Oxford resident, and a parent of a [REDACTED] at SS Mary and John's primary school - a state school in East Oxford. I wish to write with my strong positive support for your proposal to open a free school as part of the Cherwell academy trust. I do so for the following reasons:

- 1) There are more children in Oxford that require secondary school places than the current schools can provide - we need more secondary school places.
- 2) Cherwell is an outstanding school, and is extremely highly regarded both locally and nationally - it clearly has the capability to set up a new school and I am very confident you would run it well.
- 3) I believe that by having an existing secondary school set up the new free school, this will enable the school to collaborate better with the existing secondary schools based in Oxford - I would expect the new free school to set out to raise standards, and introduce some healthy peer pressure between the schools in Oxford."

[REDACTED] at SS Mary and John's primary school.

"I fully support the application from the Cherwell School Academy Trust to open a new comprehensive secondary school within Oxford city. There is demonstrative demand for further secondary school provision not only from within the Cherwell School's highly oversubscribed catchment area, but the ongoing expansion of primary schools from Oxford's increasing population will continue to put pressure on existing provision across the city. As an independent panel member at Oxfordshire County Council's school admission appeal hearings, I know first-hand of the frustration families from all social backgrounds experience as they struggle to access the provision of their choice within the city. I believe that the application from the Cherwell School Academy Trust will be truly accessible and comprehensive in the opportunities it will offer to all children, regardless of their ability and any additional and ongoing SEN needs. I welcome the Cherwell School's outstanding track-record as providers of secondary education and the partnership approach from Oxford City Learning which would benefit the proposed new secondary school." [REDACTED] St Gregory the Great School.

"I am aware of the increased number of places in the primary sector which will shortly create a challenge on secondary school places in the city as pupils transfer. I therefore believe a new secondary school is needed. I am a resident of Oxford, both my children went to the Cherwell School and I am also a [REDACTED] of the Oxford Academy. I am aware of the quality education that the Cherwell provides and the strong track record it has in working with other schools in the city. I strongly believe that the Cherwell ethos which is comprehensive, providing a broad and balanced curriculum, gives young people a first rate education which is academically rigorous whilst building strong citizenship skills with an appreciation of diversity and inclusion. The proposal has my wholehearted support and backing. I firmly believe it will add value to the current strong partnership approach and collective commitment that has developed across Oxford's secondary schools to give every young person attending a city school the very best education." [REDACTED]

[REDACTED] at the [REDACTED]

"I am very pleased to see that The Cherwell School is applying to open a new secondary school for the communities of Oxford in September 2017, under the government's Free Schools programme. As a resident of the city for fifteen years, I am proud that we have one of the best schools in the country in The Cherwell School. As a [REDACTED], I know the strength of your leadership, and of the whole school and its dedicated, talented staff - and I have seen the effectiveness and contribution of decades of partnership working across the city and wider county which Cherwell has pioneered. And as a father of two small children I am keen to see the secondary education provision of the city strengthened in the way which your proposal would make possible. A free school established and run in this way, drawing on Cherwell's great strengths as a truly comprehensive school offering its lucky students a very broad range of opportunities both inside and outside the classroom and curriculum, would be a significant and highly beneficial addition to our city. It would, incidentally, be a far superior solution to the city's likely shortage of secondary school places than either of the two alternatives: the do-nothing approach of the county council, or a quirky, grammar-school-lite, nostalgia-driven proposal from a group that knows little of our city's rich and diverse secondary educational tradition. I hope that the government will see fit to support the new school you are proposing, and I look forward to seeing the plans develop rapidly over the coming months." [REDACTED]

"We had a meeting of the full governing body on 13th May last week at which our headteacher raised the above proposal. As you can imagine the governors were disappointed to hear that many children from our school did not get their first choice secondary (Cherwell) even in the second round of offers. It is important given the increased numbers in the primary sector that further secondary places are available. We welcome your initiative at Cherwell to provide such places. The Cherwell School has a strong track record and an excellent Secondary / Primary Partnership. We would like to see any such proposal provide an inclusive comprehensive with a broad based balanced curriculum that we are sure you envisage. The Governing body had a full

discussion of your proposal and I am delighted to report all voted to support you in your excellent initiative.” [REDACTED], St Michael’s School.

“We are desperately short of school places in the city so I would support your proposal.” [REDACTED]

## **Section E2 – Successful engagement with the local community**

The previous section and the level of support for our proposal clearly demonstrate successful engagement with the local community. We have received messages of support and views from local county and city councillors, local headteachers and governors, and parents.

As part of our consultation we also held meetings at the following primary schools in the week beginning 18<sup>th</sup> May: St Michaels, St Ebbes, New Hinksey, SS Philip and James, St Aloysius, St Nicholas, New Marston, Wolvercote, St Josephs.

### **Further Consultation**

Should our application progress further we will immediately engage in further consultation with stakeholders:

- 1) After approval of application and through the process of identification of site we will hold a series of public meetings to engage with local residents and with prospective parents. This will include presentations and discussions to develop the plans for the school and opportunities to raise any concerns so that these can be listened to and addressed effectively.
- 2) Alongside consultation with local residents and prospective parents we will engage with potential Sixth Form students through discussion events and on-line engagement to develop the plans for the Sixth Form and to understand any concerns so that these can be addressed effectively.
- 3) In the Spring of 2016 we will visit primary schools to conduct pre-opening consultation with the pupils and parents. Pupil and parent voice will be an important part of the school and will continue after opening.
- 4) From the Autumn of 2016 we will engage with the local community to secure suitable provision for our pupils such as careers education, work experience, enrichment and extra-curricular opportunities (including Sports and Performing Arts)

Via our email address set up specifically for this purpose, we also received a number of emails of support further to those illustrated above (Section E1 – materials to primary school, emails evidencing need), which also provide views on what our new school should be like. Some of these views and their impact on our plans are given below.

## Feedback

Two examples which are representative of issues raised via our consultation are given below:

“Our desire for the new school is:

- that the school would, from day one, aim to have an intake that reflects the diversity in the city of Oxford, a comprehensive approach that aims to give every child an equal opportunity to get the most out of their life;
- as part of this, that the provision for special needs should be excellent - and the intake should include both disabled and non-disabled children in line with best practice of inclusive education, and that the new school's building should role model inclusive design;
- that the school would foster both girls and boys, avoiding gender stereotyping and would look to emulate the success Cheney school has had in nationally recognised higher levels of participation of girls in STEM subjects, and boys in arts subjects;
- that the curriculum should be broad and balanced - both academic and vocational sides should be strong;
- but that the school should also have something new in it - but that this is based on evidence of what works - so not new for the sake of it but new for a reason. Something unique that other schools in Oxford can learn from - something that is easier to test in a brand new school than within existing secondary schools.” [REDACTED], parent.

“I think children (up to 18) should be nurtured in a smaller school environment and have long thought the secondary schools are simply too vast. We believe the environment should be much smaller and calmer than any of the comps currently offer as it gives them a greater sense of belonging and of being a significant part of the school where they can both know most of the staff and students that they spend their school years with and feel more a part of it as a family and also are more likely to take on the values and aims set down by the school.” [REDACTED]

Further to these issues prospective parents also enquired about location and likely catchment area.

## How we have adapted our plans in response to feedback

Whilst the majority of the feedback supported our proposal for an inclusive school with a broad and balanced curriculum we have included the following in our plans as a result of feedback;

- The appointment of a Senior Leadership Team level SENCo from the first year in order to secure excellent support.
- The presence of a Sixth Form from opening to support an aspirational culture for the first cohort in the younger year group.
- A catchment area which, whilst over-lapping with that of The Cherwell School, provides access to high quality secondary education to areas of Oxford currently less well served.

## Section F: Capacity and capability

Type of applicant	Which sections to complete
Route 2 applicants applying for one free school in this round who already have an open academy*	F1-F4*

\* We are an approved academy sponsor

### F1 – Credentials to deliver school to opening

#### F1 (a) Pre-opening skills and experience

Name	Member of core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
[REDACTED]	Y	Abingdon	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] and [REDACTED] [REDACTED] National Leader of Education. Expertise in school leadership and improvement, and all educational aspects.	14
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]. Expertise in education finance, governance, project management. [REDACTED].	8

Name	Member of core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	School finance, business management, premises, systems, project management. [REDACTED].	14
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED].	[REDACTED] Expertise in school performance, improvement, governance and curriculum.	4
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] Expertise in law and HR.	6
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED].	[REDACTED] [REDACTED] Expertise in community engagement, project management.	6
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED]	[REDACTED]. Expertise in capital projects and premises.	6
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED]	[REDACTED]. Expertise in communications.	4
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]. Expertise in law and compliance.	4
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED]	[REDACTED]. Expertise in business strategy, management and HR.	4
[REDACTED]	Y	Oxford	[REDACTED] [REDACTED].	[REDACTED]. Expertise in project management and staff consultation.	4
[REDACTED]	N	Kidlington	[REDACTED] [REDACTED]	[REDACTED]. Educational expertise, school	As required

Name	Member of core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
				improvement, leadership, raising attainment and curriculum.	
	N	Faringdon		. Educational expertise, safeguarding, pupil wellbeing and pastoral care	As required
	N	Oxford		. Educational expertise, pedagogy, assessment , qualifications, leadership	As required
	N	Oxford		. Educational expertise, Initial Teacher Training, CPD, Adult Learning, pedagogy	As required
	N	Oxford		. Educational expertise, Behaviour for Learning	As required
	N	Witney		. Educational expertise, staff development, CPD, succession planning and wellbeing	As required
	N	Oxford		. Educational expertise, special educational needs	As required
	N	Oxford	ent	. Educational expertise, curriculum leadership	As required
	N	Leicester		. Finance expertise.	As required

Name	Member of core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
[REDACTED]	N	Oxford	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]. Policy review.	As required

The lead members of the project group will drive the project through to the opening of the school. They will co-ordinate the input from other members of the Trust Board, each of whom will take responsibility for a particular aspect of the work and from the project group (marked 'Y' in the table above). They will also co-ordinate input from staff within the Trust and other volunteers who are not members of the project group (marked 'N' in the table above). Where additional resources or skills are needed, beyond the capacity of the Trust's volunteers or existing staffing, these will be sourced under the Trust's procurement procedures.

The project will be overseen by the Trust Board acting as the project steering group. The project will be planned and managed using principles and tools drawn from PRINCE2 project management methodologies, and a project manager will be appointed to bring resource and skills to this. Five main workstreams have been identified which will be taken forward by sub-groups as set out in the table below.

Curriculum and policies	Site, resources and legal	Appointments, governance and staffing	Establishing systems	Engagement and communications
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Curriculum and policies	Site, resources and legal	Appointments, governance and staffing	Establishing systems	Engagement and communications
██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████	██████████

The skills of the members of the Trust Board were reviewed using a skills audit in 2013/14. This was used to appoint the current Directors and has been up-dated to identify skills gaps that will need to be filled for the project group to work effectively and deliver the project successfully.

### F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Additional project management expertise: resource to drive the project and ensure delivery of all aspects on time and within budget.	Appointment of an experienced project manager on a fixed term basis. This is expected to be a part-time role. The Trust has secured similar expertise to assist with academy conversion in the past, and people with appropriate skills are available through agency appointment or as freelance consultants. The appointment will be made through the Trust's usual competitive process to obtain the best possible skills and value for money.
Additional HR expertise: to supplement existing resources to build the HR framework for the new school.	This will be secured as a fixed term appointment at the necessary stage. This is expected to be a part-time role. The Trust has secured similar expertise to assist with academy conversion in the past, and people with appropriate skills are available through agency appointment or as freelance consultants. The appointment will be made through the

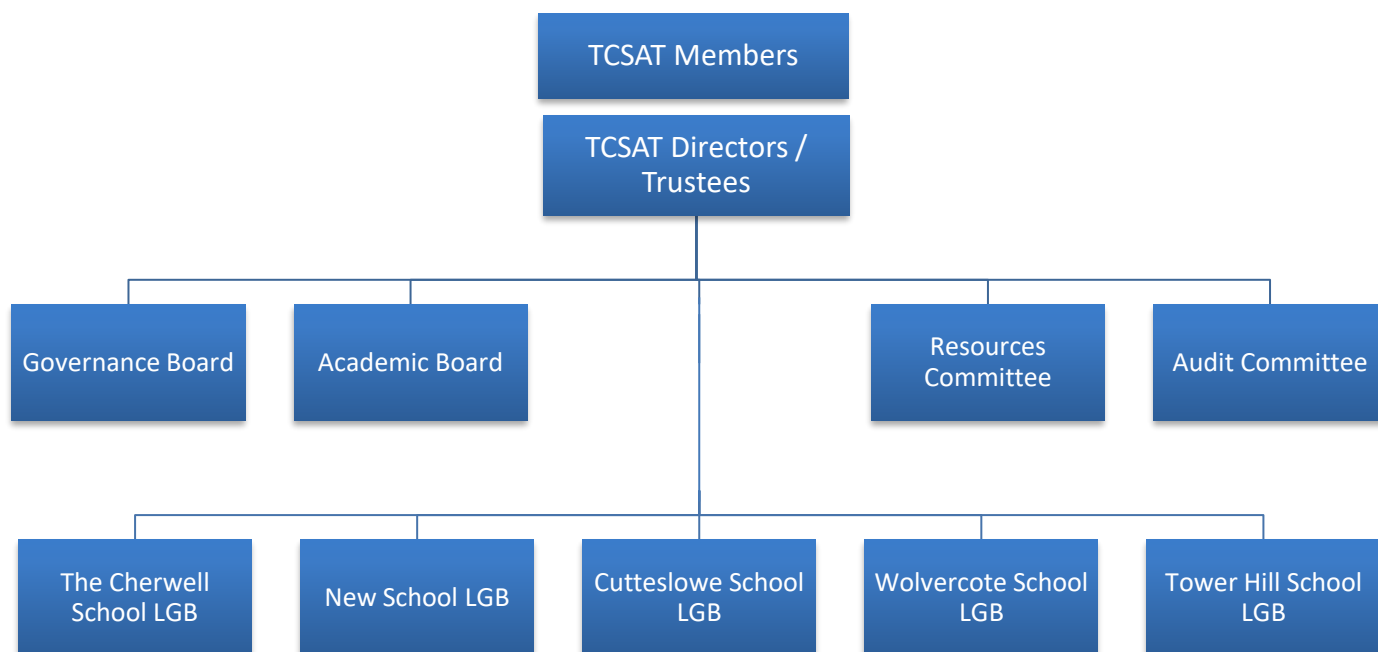
Skills/experience missing	How you plan to fill the gap
	Trust's usual competitive process to obtain the best possible skills and value for money.
Legal advice	This will be provided as required by the Trust's [REDACTED]: [REDACTED]
Building project expertise: to work alongside the EFA on behalf of the Trust to secure a site and commission consultants and contractors.	This will be secured as a fixed term appointment at an early stage. This is expected to be a part-time role. The Trust will work through appropriate agencies or approach known freelance consultants. The appointment will be made through the Trust's usual competitive process to obtain the best possible skills and value for money.
Parent / Student / Staff / Stakeholder Voice	Our local communities, and particular stakeholder groups within these, will help to shape the establishment of the new school. We will consult and engage with these groups through existing channels and forums, such as school councils, parent consultation events, staff meetings, and communications through emails, newsletters and websites. We will reach out to communities in our partnership primary schools and OCL secondary schools. We will reach out to particular groups that do not engage through these channels, and also into the local community, local businesses and local authorities.

## Section F2 – Accountability and decision-making (post-opening)

### Governance Structure for The Cherwell School Academy Trust

At the time of opening the new school the Trust is expected to include one other secondary school (The Cherwell School) and three primary schools (currently Cutteslowe School, with Wolvercote School and Tower Hill School joining the Trust in November 2015).

The governance structure shown below, and outlined in more detail in the following paragraphs, will apply from 1 November this year.



### Roles and responsibilities

#### Members

The members of the Trust are expected to hold the Trustees to account in pursuing and fulfilling the aims and objectives of the Trust. The Members hold specific powers, in accordance with the Articles of Association for the Trust company, to appoint and remove Trustees, and to appoint additional Members. There must be a minimum of three Members. The Members can appoint up to 10 Trustees.

The Members are appointed in a personal capacity and do not have a set term of office, other than where the Chair of the Trust is a member ex officio and not as a signatory. Members attend annual and general meetings of the Trust company, and may call meetings in accordance with the company Articles of Association.

There are currently three Members: [REDACTED] (all of whom are also Trustees). New Members will be appointed as required through

an active search, and to achieve a minimum of five Members. It is intended that some Members will resign either as Members or Trustees to achieve greater distinction between members and the Board of Trustees whilst leaving one Member who is also a Trustee. Currently [REDACTED]; if the Trustees appoint another person as Chair that person will become a Member and [REDACTED] will remain a Member as a signatory and resign as a Trustee.

### ***Trustees***

The Trustees are responsible for the strategic oversight of the Trust and all its academies: setting vision and policies for the group, ensuring strong and effective governance, entering into contractual relationships with third parties, and exercising powers of intervention if required. They have obligations through the Articles and Memorandum of Association of the Trust, and also under company law and charity requirements, for the proper conduct of the business of the Trust.

Specific duties are to:

- Ensure the quality of education provision and oversee standards and outcomes across the Trust, including:
  - Annual target setting for the Trust in general and for individual academies;
  - Overseeing key performance data on a Trust and individual academy basis;
  - Challenging and monitoring the performance of the individual academies;
  - Performance management of the executive head.
- Manage the Trust's finance and property, including:
  - Establishing a funding model for use across the Trust;
  - Agreeing each academy's budget;
  - Ensuring compliance with the Academies Financial Handbook;
  - Overseeing the finances of each academy in the group;
  - Determining, in consultation with each academy, the extent of services provided centrally and the allocation of cost;
  - Establishing processes for the local management and maintenance of assets and appropriate registers.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the Trust complies with charity and company law.
- Operate the academy in accordance with the Funding Agreement that has been signed with the Secretary of State.

The Trust Board establishes the governance structures for the Trust and individual academies, and may delegate its powers and functions to committees and Local Governing Bodies (LGBs). The overall structure for The Cherwell School Academy Trust is shown in the diagram above, and the membership and responsibilities of each of the boards and committees is set out in the paragraphs that follow.

It is intended that the Trust Board will not include direct representatives from LGBs as the Board role is to oversee the schools and their LGBs. The Trust will be adopting the new standard form for Articles of Association to remove a previous provision for parents and Chairs of LGBs to be appointed as Trustees. The current Board membership is 9 Trustees, 5 of who are members or Chairs of LGBs. These Trustees will resign from either the Trust Board or the LGBs to enable this division in the roles. Vacancies on the Trust Board will be used to seek new Trustees with skills that fill any gaps. The skills audit of existing Trustees will be used to identify any gaps, and a process of recruitment initiated using advertisements and active search by the Trustees and Members. The Trust has role descriptions and person specifications for Trustees to use in this process.

### ***Executive Headteacher***

The Executive Headteacher is the 'system leader' who is accountable for the outcomes of the group of schools whilst having an overview of: the national system of education, the internal organisation, management and control of the schools (including the implementation of all policies approved by Trustees), quality of governance, and the direction of the teaching and curriculum in every school. The Executive Headteacher enables each school leadership team to focus on teaching, learning and pupil progress in their school, while working collaboratively with an experienced system leader.

Specific responsibilities are to:

- Lead strategic school improvement of schools in the Trust, working with LGBs and Headteachers, and Chairing the Academic Board
- Put in place and oversee processes for school improvement and a drive for excellence in every school;
- Support and challenge the work of LGBs ensuring highly quality and impactful governance
- Advise on the performance management of the Headteachers to the Performance Management Governors on each LGB;
- Put in place and oversee processes for the professional development of all staff and the retention of excellent teachers and school leaders;
- Grow 'future leaders' through modelling, coaching, and involving them in higher level strategic planning and shared leadership;
- Fulfil the role of Accounting Officer for the Trust.

The Executive Headteacher leads the Trust executive team, who are responsible for core Trust functions of performance monitoring and managing centrally-provided support services. These core functions are funded from a small percentage contribution from the budget of each school (currently equivalent to the ESG for each school). This executive team currently includes the Executive Headteacher and Resources Director, both working in a part time capacity and supported by staff working within the Trust schools. As further schools join the Trust in the Autumn, the time commitment of both these posts will increase, and further part- and full-time roles will be added to the executive team to cover data gathering and analysis, finance, HR, premises and shared school services.

### ***Governance Board***

#### *Membership*

- Chair of the Trust (Chair)
- Executive Head
- Chairs of the Local Governing Body for each individual academy.

#### *Responsibilities*

- To identify and share excellent governance practice;
- To provide support and challenge on effective school governance to the Chair of each Local Governing Body;
- To provide support and challenge on effective Trust governance to the Chair of the Trust Board;
- To provide support and challenge on effective strategic school improvement to the Executive Head;
- To identify and organise training and development opportunities for Chairs, governors and trustees.

*Frequency of meetings:* 2-3 times per year

### ***Academic Board***

#### *Membership*

- Executive Head (Chair)
- Headteachers of each individual academy

#### *Responsibilities*

- To drive improvement in achievement, attainment and performance of every academy;
- To identify and share excellent pedagogy and teaching practice;

- To identify and share curriculum developments that will enhance educational opportunities and performance for children in the Trust;
- To create opportunities for staff development to improve performance, achieve CPD and maximise the retention of excellent teachers;
- To conduct the educational aspects of due diligence for schools applying to join the Trust and for schools that the Trust may sponsor.

*Frequency of meetings:* at least 6 times each year

### ***Local Governing Bodies***

#### ***Membership***

The membership of each Local Governing Body is set out in a Scheme of Delegation from the Trust Board. The power for LGBs to select and appoint their Chair and members depends on the performance and level of risk as assessed by the Trust. The schemes of delegation are being reviewed alongside the changes to Articles of the Trust in preparation for two further primary schools joining the Trust in November 2015. The aim is for the number of governors to be limited to 10 or fewer, and drawn from the local community (6), parents (2), and staff (2).

#### ***Responsibilities***

The powers and duties of each LGB are also set out in the Scheme of Delegation as approved by the Trust Board. The extent of freedom to act is determined by the performance and perceived risk for each school.

The core functions of each LGB are as follows:

- Setting the school's vision, ethos and strategic direction within the values of the Trust;
- Maintaining the effective operation and membership of the LGB;
- Overseeing the educational performance of the school:
  - Regularly reviewing performance and progress and monitoring data;
  - Understanding the quality of teaching and learning across the school with detailed knowledge of its strengths and weakness;
  - Ensuring the school has appropriate support and intervention strategies in place to deliver high quality teaching and learning plans, and to address underperformance and areas of weakness;
- Overseeing financial performance:
  - Seeking value for money and ensuring resources are applied appropriately at academy level;
  - Monitoring and reviewing expenditure regularly;

- Maintaining proper accounting records and preparing expenditure and balance sheets;
- Notifying the Trust of any changes to fixed assets used by the school;
- Supporting the Trust board in relation to the annual budgetary process
- Observing proper levels of delegation;
- Ensuring pupil wellbeing including safeguarding, school safety and security;
- Appointment of the Headteacher and carrying out their annual performance appraisal.

*Frequency of meetings:* At least 4 times each year, plus committees as set out in, or delegated by, the Scheme of Delegation.

### ***Resources Committee***

This committee provides detailed review and monitoring of the finances of each school and the overall Trust, and sets the policy framework for the staffing, premises and equipment of all the schools. The committee does not currently have any devolved decision-making powers from the Trust board.

#### ***Membership***

- Two Trustees
- Executive Head
- Lead resources governor from each LGB

#### ***Responsibilities***

- Scrutiny of budget plans for recommendation to the Trust Board;
- Regular monitoring of income and expenditure against budget plans, with analysis of variances;
- Monitoring of progress of capital projects;
- Establishment and review of H&S policies and effectiveness of operation in each school;
- Establishment and review of HR policies;
- Establishment and review of effectiveness and value for money of business systems used by all schools.

*Frequency of meetings:* at least 4 times each year.

### ***Audit Committee***

This committee provides assurances to the Trust Board that risks are being adequately identified and managed by reviewing the risks to internal financial control at the Trust,

and agreeing a programme of work to address, and provide assurance on, those risks. The outcome of the work informs the governance statement that accompanies the Trust's annual accounts and, so far as is possible, provides assurance to the external auditors.

### *Membership*

- Three external members with audit/finance expertise;
- Chair of Trust
- Executive Head (in attendance)

### *Responsibilities*

- To review the Trust's internal and external financial statements and reports to ensure that they reflect best practice, the EFA Financial Handbook and other relevant regulations;
- To monitor the integrity of the financial statements of the Trust and any formal announcements relating to the Trust's financial performance;
- To discuss with the external auditor the findings of the annual audit once completed;
- To consider all quarterly reports received through internal audit, and review the effectiveness of the Trust's internal control system;
- To monitor the implementation of action to address adverse control findings by internal audit, or the appointed external auditor;
- To make recommendations to the Trust Board in relation to the appointment, reappointment and removal of the external auditor and internal audit mechanisms;
- To consider any other matters where requested to do so by the Trust Board; and
- To report at least once a year to the Board on the discharge of the above duties.

*Frequency of meetings:* 2-4 times per year.

### ***Conflicts of interest***

It is essential that the principles of public life, as determined by the Nolan Committee, are placed at the heart of the governance of the Trust and all its schools. Conflicts of interest can arise in relation to business or pecuniary gain, personally or through a related party, and in the exercise of undue influence in decisions where a person has overlapping roles and interests.

The Trust sets out the duties of Members, Trustees and governors in role descriptions and person specifications which incorporate the principles of public life. Appointees receive information and training about their role as part of an induction process, especially for Members and Trustees with regard to their duties under company law and as charitable trustees.

The governance and accountability structures for the Trust seek to minimise overlapping membership across boards and committees, and set out clear responsibilities for each part of the structure.

Members, Trustees, governors and senior leadership team members are required to maintain up to date declarations of their interests, which are held centrally. Every meeting of a Board, committee and governing body begins with an item for those present to declare any interests in the business of the meeting that may conflict with their duty to act solely within the interests of the Trust.

There is a clear separation of people with non-executive functions and those with executive responsibility. The Trust's financial regulations and HR policies require open competition and set out clear levels of delegation and authority. The Audit Committee exercises a scrutiny role over the financial transactions of the Trust.

### ***Securing independent challenge to members and trustees***

The objective and expectation of the Trust is for all its schools to achieve 'Outstanding'. The Trust facilitates this by providing schools with peer review and professional challenge through the Academic Board structure. The Governance Board provides this for LGBs to help them understand and measure school progress and performance, and by sharing examples of good practice in how LGBs can question school leadership teams and have a direct impact in achieving improvement.

The separation of roles between Members and Trustees, and between Trustees and LGBs provides a structure with clear accountabilities between each of these groups.

The keys to effective challenge are:

- An understanding of what excellent performance looks like, how it is measured and where individual schools need to improve;
- An understanding of how schools can improve at different levels of performance – up to 'Good', from 'Good' to 'Outstanding', and beyond 'Outstanding';
- Relationships between people that are based on respect and mutual appreciation of respective roles.

These require training for everyone involved in the process of support and challenge in all these aspects, and in how their roles interact. Members and Trustees receive training from the Executive Headteacher and Trust Chair as part of their induction into the role. The Board also receives regular up-dates and briefings on performance and measurement from the Executive Headteacher and other staff in the Trust. Governors receive training as part of their induction process, and as governing bodies, from their school Headteacher, the Executive Head, and from Trustees.

On-going improvement requires constant, constructive questioning. The Trust seeks out best practice in this from external sources such as the National College for

Teaching and Leadership, National Governors Association, Association of College and School Leaders, New Schools Network etc.

**Effective intervention** – speed and how do we know when to do it

Setting out clear responsibilities and powers from Members to Trustees to LGBs to Headteachers provides a framework within which action may be taken at every level to intervene and make changes:

- The Headteacher has line management responsibility through the staff of the school, and the performance management process can be used to intervene in poor teaching or support functions, leading to dismissal if required.
- LGBs monitor school performance and question the Headteacher and Senior Leadership Team. They set and review the objectives for the Headteacher, and can take action to performance manage or remove the Headteacher if required (depending on the Scheme of Delegation in place).
- The Executive Headteacher monitors the performance of each LGB raising any concerns to the Board.
- The Trust Board monitors the performance of each school and question the LGBs and Executive Headteacher. The Board approves the educational and financial plans of each school, and can take action to remove governors if required. The Board sets and reviews the objectives for the Executive Headteacher, and can take action to performance manage or remove the Executive Headteacher if required.
- The Members monitor the overall educational and financial performance of the Trust. They question the Trustees, and can take action to remove Trustees if required.

Intervention at the extremes of dismissing or removing people is not likely to happen frequently, but people at all levels of the governance and management process must be prepared for this to be possible, and to happen quickly if needed. Intervention usually takes place at a less extreme level; through setting objectives and targets within a relationship where accountability is expected and understood.

Assessing the scale and timing of intervention requires judgement, and the Trust appoints people to key positions with this defined in the role descriptions and person specifications (for Headteachers and Chairs in particular). The indicators that are used to identify the need for intervention include (for LGBs and above rather than within the school management):

- Significant deterioration of performance as reflected in robust internal monitoring data as well as external data such as RaiseOnline;
- School at risk of falling below its floor targets, or at risk of falling in its Ofsted category;

- Significant deterioration in attendance or increase in exclusions: an acute change or a steady slow decline;
- Significant staff absence or difficulty in recruitment: an acute change or a steady trend;
- Deficit in the school budget: four defined trigger points leading to increasing levels of intervention action;
- Significant fall in school roll: an acute change or steady trend;
- Decisions or actions that would damage the Trust and the schools within it.

Within each school, an effective system for quality assurance in all aspects of school performance is vital. This delivers early warning of any problems, and prompts school leaders to act quickly.

### F3 (a) Proposed trustees and governors

Name	Where live (town / city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs pw)
<b>Members</b>					
* [REDACTED]	Oxford	Member	[REDACTED] (see F1)	[REDACTED]. Expertise in school performance, improvement, governance and curriculum.	4
* [REDACTED]	Oxford	Member	[REDACTED] (see F1)	[REDACTED]. Expertise in law and HR.	6
[REDACTED]	Oxford	[REDACTED] and Member	[REDACTED] (see F1)	[REDACTED]. Expertise in education finance, governance, project management. Qualified accountant.	8
<b>Trustees</b>					
[REDACTED]	Abingdon	[REDACTED] [REDACTED]	[REDACTED] (see F1)	[REDACTED]. Expertise in school leadership and improvement, and	14

Name	Where live (town / city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs pw)
				all educational aspects.	
██████████	Oxford	██████████ and Member – ██████████ ██████████ ██████████	██████████ (see F1)	██████████ ██████████ ██████████. Expertise in education finance, governance, project management. ██████████ ██████████.	8
* ██████████	Oxford	Member	██████████ (see F1)	██████████ ██████████ Expertise in school performance, improvement, governance and curriculum.	4
* ██████████	Oxford	██████████	██████████ (see F1)	██████████ ██████████ Expertise in law and HR.	6
* ██████████	Oxford	Trustee – ██████████ ██████████	██████████ (see F1)	██████████. Expertise in capital projects and premises.	6
* ██████████	Oxford	Trustee – ██████████ ██████████ ██████████	██████████ (see F1)	██████████ ██████████. Expertise in community engagement, project management	6
* ██████████	Oxford	Trustee – ██████████ ██████████	██████████ (see F1)	██████████ ██████████ Expertise in communications.	4

Name	Where live (town / city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs pw)
* [REDACTED]	Oxford	Trustee – [REDACTED] [REDACTED] [REDACTED]	[REDACTED] (see F1)	[REDACTED]. Expertise in law and compliance.	4
* [REDACTED]	Oxford	Trustee – [REDACTED] [REDACTED] [REDACTED]	[REDACTED] (see F1)	Expertise in business strategy, management and HR.	4
* [REDACTED]	Oxford	Trustee – [REDACTED] [REDACTED]	[REDACTED] (see F1)	[REDACTED]. Expertise in project management and staff consultation.	4
<b>Proposed LGB</b>					
Headteacher (to be appointed)		Headteacher	Appointing staff, establishing new school	School leadership and educational expertise.	Full time
[REDACTED]	Oxford	[REDACTED]	[REDACTED] (see F1)	[REDACTED]. Expertise in law and HR.	6
Five community governors to be appointed by the Trust Board		LGB governors	To provide LGB leads on: finance, curriculum, HR/recruitment, safeguarding, stakeholder engagement	Governors will be actively sought and selected for relevant skills and experience. The Trust has already received unsolicited expressions of interest from several experienced governors and highly qualified individuals.	6 each
Two parent governors to be		LGB governors	To provide a parent voice and relevant skills	Parent governors will be sought from the school population within	6 each

Name	Where live (town / city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs pw)
appointed by the Trust Board				the new school's area. These governors will provide a parent voice and stand down when parent governors can be elected after the opening of the school.	
<b>Trust Committees</b>					
██████████	Oxford	Member of Resources Committee	██████████ ██████p (see F1)	School finance, business management, premises, systems, project management.	14
██████████	Leicester		██████████ ██████	██████████. Finance expertise.	As required

\*The Members and Trustees are in a process of reconfiguration as described in Section F2 above, to separate the roles of Members from Trustees and to reduce the number of Trustees.

A new skills audit will be conducted when any changes in Members and Trustees are finalised in the next month. The Chair of the proposed LGB will be one of the current Trust Directors. It is anticipated that seven members of the LGB for the new school will, however, be appointed from outside the Trust Directors (five community governors and two parent governors), so the process of appointing governors will be based on the skills that we will be seeking in governors for the new LGB.

These skills are:

- Education - curriculum design, teaching and learning, inclusion, behaviour, SEN provision etc.

- Financial management – budget setting, monitoring and scrutinising financial information, managing a school’s budget, financial accountability systems etc.
- Leadership and strategic management
- Human Resources
- Legal knowledge
- Premises and building issues
- ICT knowledge
- Procurement of and managing service contracts
- Performance Management
- Children’s Development/Young people’s issues
- Marketing and communications

There is a keen interest in supporting this new school from schools in the Oxford City Learning Partnership, and where the required skills can be offered by governors of these schools, they will be strong candidates for the new LGB. It will be important for a reasonable number of the LGB governors to have strong experience of being a school governor, provided that this is linked with a positive impact on school improvement. The Trust is already receiving unsolicited expressions of interest in joining the LGB for the new school from other schools and their governors. The project group has defined a process and timetable for specifying the requirements for skills and experience for the LGB, to be advertised to our communities. Interviews will take place in July to establish the shadow LGB by September. This group will work with the project steering group and workstreams in establishing the new school and appointing the Headteacher.

There will be two vacancies on the LGB for the new school for parent governors, and two for staff. These can be filled in the Autumn of 2017 with the first intake of students, but in the opening phase the Trust will seek two parent governors from the populations of the local schools. These governors will be selected through advertising and promoting the role and then interview to ensure the best possible level and mix of skills for the opening phase.

The table below summarises the skills that will be recruited for, and how this recruitment will be approached.

### F3 (b) Skills gap for board of trustees

Skills/experience missing	How you plan to fill the gap
Trust Board: Educational expertise (1)	We will produce a role description and person specification for the trustee role and missing skills/experience. The vacancy will be advertised to our local communities via local email networks, parent mail, and local press and websites. We will assist interested candidates in preparing CVs if necessary and hold interviews. We are already talking with two possible candidates for this vacancy, both with significant educational expertise.
LGB: Finance, curriculum, HR, Safeguarding, stakeholder engagement (4)	We will produce role descriptions and person specifications for the governor roles and required skills/experience. The vacancies will be advertised within the governing bodies of the Oxford City Learning (OCL) partnership schools, and to our local communities via local email networks, parent mail, and local press and websites. We will assist interested candidates in preparing CVs if necessary and hold interviews. We are already raising awareness of these vacancies with our OCL partner secondary schools.
LGB: Parent governors in pre-opening phase (2)	We will produce role descriptions and person specifications for the governor roles and required skills/experience. The vacancies will be advertised within the communities of the local schools via local email networks and parent mail. We will assist interested candidates in preparing CVs if necessary and hold interviews.
LGB: Parent governors (2) LGB: Staff governors – teaching and non-teaching (2)	When the school is open, we will advertise the vacancies to the relevant constituencies. The role description and person specifications will be written to be as clear and inclusive as possible. These will be focused on skills gaps that remain after appointing the first 5 governors in the set-up phase. We will promote the roles through communications and personal presentations. We will assist interested candidates in preparing CVs if necessary and hold interviews.

## Section F4 – A credible plan for recruiting a high quality principal during pre-opening

The duties and skills required for a Headteacher for the new school are set out in the draft job description and person specification below. These are based on the new National Standards of Excellence for Headteachers. The aim will be to appoint for a start in September 2016 to provide capacity and direction for appointing new staff and establishing communications, relationships and school systems in preparation for opening in September 2017.

We are confident of attracting high calibre candidates through the track record of The Cherwell School and the Trust in achieving and sustaining excellent performance. The setting of the new school within a wider Trust will provide support for the new Headteacher, and opportunities for them to develop and contribute to education in more than just this one school. It will also enable them to attract and retain a higher calibre of staff, making the Headteacher role more attractive. Oxford is an exciting location in itself, and opening a new school presents a rare opportunity at the Headteacher level.

This will be a small school, so we would expect to attract applications from senior leaders within other schools more than existing Headteachers. This offers a larger pool of potential candidates than recruiting for a large secondary school.

Recruitment consultants will be selected to support the process; to ensure the best possible field of candidates and high quality materials. The process and timeline for the appointment will be as follows:

Period	Tasks
June to November 2015	Appoint recruitment advisers, draft job details, finalise remuneration, draft advert. Establish appointment committee.
December 2015 to January 2016	Advertising: local channels – Oxford Times, social networks. National channels – Times Educational Supplement, Guardian Jobs On-line, Total Jobs. Visits for interested applicants
February to March 2016	Application close, shortlist and interviews conducted by appointment committee. Set date for Board to approve appointment. Offer post before end of March.
September 2016	Start date

Risk assessment: if no appointment can be made for any reason, the Trust would use an existing senior leader from The Cherwell School on an interim basis, supported by the Executive Headteacher.

Recruitment budget: costs for advertising and recruitment support [REDACTED].

Salary: the post has been assessed against the Headteacher Range for schools of the anticipated size, and the position will be established and advertised at [REDACTED]  
[REDACTED]

## **Headteacher**

### **Job Description**

#### **Job purpose:**

The Headteacher provides professional leadership for the school in order to secure its success and continuing improvement. By motivating and supporting all staff, working with the governing body and managing the resources of the school, the Headteacher will ensure that all our students benefit from a high quality education and are enabled to achieve their highest potential.

The Headteacher occupies an influential position as a role model in our school and community, and you will shape the teaching profession within this school and the wider Academy Trust. Your values and ambitions will determine the achievements of the school, and we aim for every school to be 'outstanding'.

You will lead by example the professional conduct and practice of teachers, and in a way that minimises unnecessary teacher workload, leaving room for high quality continuous professional development for all staff. You will secure a climate for the exemplary behaviour of pupils. You will set standards and expectations for high academic standards within and beyond this school, recognising differences and respecting cultural diversity within our communities.

#### **Qualities and knowledge**

The Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Pupils and staff**

The Headteacher will:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Systems and process**

The Headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The self-improving school system**

The Headteacher will:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This Job Description will be reviewed annually or as changing circumstances require.

### **Headteacher**

#### **Person Specification**

#### **Qualifications and Professional Experience**

You will:

- be qualified to degree level and beyond with NPQH (or be working towards NPQH) and show active CPD;

- have a track record of success as a senior manager in secondary education, including working as a senior leader;
- have experience of leading, managing and developing middle leaders;
- have experience of leading the achievement of improved results and outcomes across a diverse range of student abilities;
- have experience of developing the curriculum and approaches to teaching to support high levels of added value and learning;
- have experience of implementing effective strategies to support students' pastoral and emotional needs;
- have experience of managing and valuing diversity;
- have experience of creating and using effective methods of consultation and dissemination to develop and communicate vision, principles and policies;
- have experience of appointing, managing and developing staff;
- have experience of budget formulation and management.

### **Professional & Technical Knowledge**

You will be able to demonstrate:

- widespread knowledge of current educational issues and an appreciation of how they will impact on secondary education;
- a sophisticated understanding of school improvement;
- familiarity with dynamic curriculum leadership and curriculum development processes;
- expertise in effective teaching and learning;
- knowledge of effective strategies for supporting and improving student learning and achievement;
- knowledge of effective strategies for supporting students' pastoral and emotional needs;
- proficiency in critical self evaluation;
- recognition of excellence in education.

### **Interpersonal Skills**

You will have proven ability to:

- establish priorities and manage dilemmas;
- motivate staff and inspire students and parents;

- innovate, look forward and lead change positively;
- analyse, judge and resolve problems, arriving at fair and acceptable decisions;
- devolve responsibility to colleagues with appropriate mechanisms for empowerment, monitoring and review;
- communicate clearly and cogently through all media;
- chair and participate in meetings effectively;
- challenge constructively;
- work effectively with governors.

In addition you will be someone who:

- can 'hit the ground running';
- has a passion and commitment for education and learners;
- is approachable, self-aware, empathetic, confident and 'can-do';
- can inculcate values and standards by example;
- will be a strong advocate for the new school at local and national level;
- thrives on challenge and is confident when dealing with conflicting priorities;
- sees solutions where others see unmanageable dilemmas;
- is consultative, but will make decisions and then be accountable for them;
- maintains a sense of humour as well as a sense of direction.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

*Insert text: N/A as approved academy sponsor*

## F6 (existing providers and any new applicants seeking to open more than one free school)

*Insert text: N/A as approved academy sponsor*

### F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document. *N/A as approved academy sponsor*

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

### F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required. *N/A as approved academy sponsor*

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16

## **Section G: Budget planning and affordability**

### **Methodology and basis of financial plan**

The structure, breadth and methodology of the educational offering are the basic building blocks of the financial plan. The approach adopted has been to develop the educational policy and structure, work out what is required, in terms of staffing and non staff resources, and how to provide those in the most efficient and cost effective way. The full cost of providing the educational offering is thus built upwards rather than downwards, (an aid to understanding interaction between the various activity strands), and this has enabled informed decisions and choices on how best to resource the diverse education plan.

The educational proposal and the resulting financial model have been informed by the outstanding pupil outcomes and good financial control of The Cherwell School, as this provides a solid basis from which to plan the new school. It should be emphasized that the new school has used The Cherwell School as the building block because this reflects a provision tailored for the needs of the local communities from which the new school will also draw. This has allowed us to benchmark against a successful school operating in similar circumstances, whilst incorporating the staffing and resources requirements of extended day activities.

### **Income**

The basic income model is based upon pupil numbers, and adopts the pupil led funding factors applicable to the student population of The Cherwell School. The planned intake is based upon the evident need for additional secondary places in the city. It is planned that any growth in core funding will flow into additional teaching staff and educational resources, the financial plan seeks to generate a prudent surplus for unforeseen costs and future cyclical expenditure balanced with the requirement to maximise spending on current students.

The non funding income is based on our local experience, in particular an outsourced catering operation (which operates on a breakeven basis for the school), lettings and other funds and grants generated.

It is worth noting that whilst the LA average has been used for FSM / Pupil Premium and EAL funding this is likely to be conservative as Oxford City, the area being served by this school, has higher percentages of each of these groups than the LA average. However we have been prudent at this stage of planning.

### **Expenditure**

Staff costs have been calculated in line with the growth in curriculum and pupil numbers. Planned salaries are benchmarked against The Cherwell School and two other Oxfordshire schools.

*Teaching Staff:* The plan reflects the curriculum need. We have anticipated recruitment of both experienced staff and newly qualified staff and this is reflected in the starting salaries. TLR posts have also been included as the school grows to ensure sufficient academic (Heads of Faculty, Subject Leader / Key Stage Leaders TLR holders) and pastoral (Year Leaders) leadership. The additional teaching resource in later years reflects the curriculum plan for a wide range of A levels courses taught in the school.

*Pupil Support:* This model is described in Section D. Non-Teaching Deputy Year Leaders, each overseeing 2 year groups have been included as an important part of our pupil support structure. These staff are always on-hand when Year Leaders are teaching. Cover supervisors (providing in-house cover rather than supply agency staff), Technicians and Teaching Assistants (LSAs) all increase as the school grows and the planned salaries have again been benchmarked against The Cherwell School.

**Administration:** The school plans to use the back office and centralised support services provided by The Cherwell School Academy Trust, in particular in the finance, HR, premises and procurement areas. This explains why the staffing ratio may look lower than would be expected in a school with a similar breadth of educational offering, and the cost instead reflected in a contribution towards the costs of the Trust.

In the early years the staff will work flexibly to cover a range of roles, and the Headteacher's PA will have a senior support staff role responsibility to support line management.

Administrative supplies have been benchmarked against The Cherwell School.

**Premises:** The major expenses such as cleaning (outsourced) , maintenance and repairs are based upon local rates applying within the Trust's other schools, with a prudent assumption on the size of premises and associated costs (greater than a straight pro-rata of pupil numbers).

This said, energy efficiency will be a focus with, for example, the aim that LED lights will be installed.

As with Administration it is also worth noting the role of the Trust operations director who will have oversight of the school estate and line management of the caretaking team (which grows with the school).

### **Professional Services**

These have been based on the mix of school-based provision and central Academy Trust provision applying to other schools in the Cherwell School Academy Trust. There is a Trust services charge, as noted above and approximately in line with the

school's anticipated ESG, supporting Finance, Premises and Operations, HR, Procurement, and Executive Leadership.

### **Educational Resources**

Resources, including ICT investment have been set at a level to support investment in the curriculum and benchmarked against local schools. Whilst all pupils will have regular access to IT to support their learning, this will be used to enhance learning, and in this context use will not be excessive or uncoordinated. Suitable levels of depreciation have also been included in the budget model.

Economies of scale on joint procurement, such as for an MIS system (SIMS / Learning Gateway), across the Trust will support value for money in this area.

Some pupil premium funding will be used to provide staff able to deliver intervention and there is an additional ring-fenced budget within the model to support disadvantaged pupils (for example with IT, learning resources, access to trips).

Given the small size of the Sixth Form in the early years we have also allocated a budget to source some A level provision at The Cherwell School. This reduces over time as the capacity to deliver A levels on site in the new school increases.

### **Other Costs**

The majority of these costs are drawn from data from the Trust's current schools.

Training and development will be supported via the Teaching Schools Alliance and across the Trust. This will also link to the Trust's SCITT which provides opportunities for staff in the schools within the Trust. The context for the school in this regard therefore provides excellent value for money in this area. Similarly the links to the SCITT will support recruitment and ensure cost effective processes are in place to secure the necessary staff, alongside the advertising budget.

Insurance has been arrived at using the [REDACTED]

Salary progression has been allowed for in our budget costs. This is slightly above that demonstrated in the Trust's existing schools, but given the likelihood of the higher proportion of newer teachers this is a prudent approach.

Exam Fees have been set by using the subjects included within the curriculum and our experiences of current fees.

A contingency has been provided for in the model of 5 % of income in year 1, 2.5% for years 2 to 5 and 2% from year 6 onwards (higher in earlier years given the relatively small size of the income). This is to allow for unforeseen circumstances or events.

## G2 Viability of school within expected levels of funding

The model budget generates an annual surplus in each year as shown above. As indicated in the above section, this includes within planned expenditure a contingency as described in the section above. In Year 8 the school is in steady state and has a projected annual surplus of 2.8% with a contingency of 2%. The cumulative surplus at this stage is [REDACTED] providing a strong financial position for the school with the ability to withstand unforeseen financial challenges or to be able to invest in significant cyclical premises maintenance / resourcing of the school as required.

## **G3 Financial resilience to reductions in income**

The analysis of financial resilience is based on the assumption that the 30% reduction in income is caused by lower pupil numbers than planned. It is also assumed that this effect is spread evenly across all year groups. Our analysis of demand suggests that this is very unlikely, but all budget headings have been reviewed to identify possible savings and how any impact on our educational vision and plan would be mitigated.

Budget Line	Description of how expenditure would be modified/plans adapted – top 9 budget area changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Annual surplus and contingency	The contingency and planned surplus compared with the 100% budget would be reduced significantly. Budget holders would be instructed to manage their expenditure within budget as no additional expenditure would be authorised.	2017 to 2024	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
SLT Salary Cost	In Year 1 the SENCo AHT would be 0.8FTE (reduced		[REDACTED]

Budget Line	Description of how expenditure would be modified/plans adapted – top 9 budget area changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	work load and some responsibilities passed to colleagues), and in following years a slower introduction would be made of additional AHT posts by 1 or 2 years with a net lower SLT by 2 posts in the final year of the budget plan. The savings for the associated reduction in staff increments are in 'other staff costs below'.		██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Teaching Staff Salary Cost	The staffing would be remodelled to accommodate 70% pupil numbers with the related decreases in classes across the school. Further to this there would be a delay in the appointment to Heads of faculty (senior middle leaders); with one of these posts not being filled and their responsibilities passed to another middle leader, and an appropriate reduction in the number of subject based TLR posts. There would also be a reduction by one in the number of Year Leader appointments. The savings for the associated reduction in staff increments are in 'other staff costs below'.		██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Pupil Support Salary Cost	Teaching assistants / LSAs, Cover Supervisors and Technicians numbers would reduce by approximately 30% in line with the anticipated reduction in activity due to lower pupil numbers. There would also be one Deputy year leader post unfilled and a 70% reduction in Key Stage 4 intervention. The savings for the associated reduction in staff increments are in 'other staff costs below'.		██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Administrative & Premises Salary	Two posts in the planned establishment would remain unfilled (technician, lower grade caretaker and second		██████████

Budget Line	Description of how expenditure would be modified/plans adapted – top 9 budget area changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Cost	finance and admin. officer). The lower student numbers would reduce the volume of activity such that the other support posts could cover all the anticipated tasks. The savings for the associated reduction in staff increments are in 'other staff costs below'.		██████████ ██████████ ██████████ ██████████ ██████████
Premises (Buildings Maintenance and improvements, Grounds, Cleaning, Energy)	Whilst the school buildings would be managed to reduce the spaces used or close parts of the buildings to reduce costs, it is difficult to reduce the base levels of spending within part of a larger school building, so the reductions would only be expected to achieve 10%-20% cost savings in this area.		██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Learning Resources, Admin Resources and Exam Fees	The budgets for these areas would be frozen and spending reduced by 30%-50% in some budget lines. This would be managed through review of the teaching models as well as the lower student numbers reducing the need for these resources. Should further savings be made in other areas (such as Premises) then some resource budgets would be reinstated. Exam entry costs are reduced by 30%.		██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Other staff costs (Supply, Training, Expenses, Insurance, 6th Form external	These budgets would be reduced broadly in line with the overall 30% reduction in student numbers and activity. Additional reductions would be made in the training and development budget as further cost savings would be sought using training opportunities already being		██████████ ██████████ ██████████ ██████████ ██████████

Budget Line	Description of how expenditure would be modified/plans adapted – top 9 budget area changes	Year(s) savings would apply	Savings in each year against original budget (£k)
delivery)	delivered across the Trust.		
MAT Charges for shared services	Managed to a 30% reduction in line with the reduction in pupil numbers.		
Total savings required per year to break even is shown opposite, together with % achieved by top 9 budget area measures above, additional savings will help to generate a small surplus / contingency.			

## 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.

## Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
		<i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>				
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Overall</b>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 28-29</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Achievement of pupils at your school</b>	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the</i></p>			

	<p><i>Ofsted grade descriptors (available at <b>page 33-34</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Quality of teaching in your school</b>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at <b>page 37-38</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Behaviour and safety of pupils</b>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 41-42</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Quality of leadership in, and management of, your school</b>	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with</i></p>			

	<p><i>reference to the Ofsted grade descriptors (available at <b>page 47-48</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Spiritual, Moral, Social and Cultural development of pupils at your school</b>	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	<i>[Please provide a commentary]</i>			
Any other comments or observations not captured				

<b>above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b>				
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Department  
for Education

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