



Department  
for Education

# Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

XP EAST

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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:		
<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?	n/a	
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	n/a	
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	n/a	

<p><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).</p>	YES	
<p><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).</p>	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:**

[Redacted Signature]

**Position:**

[Redacted Position]

**Print name:**

[Redacted Name]

**Date:**

27<sup>th</sup> May 2015

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

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



# Section C: Education vision

## Section C1

### Our Education vision for XP EAST

#### Summary

XP SCHOOL (DONCASTER) is a deliberately small, personalised secondary mainstream school (11-19) of 350 students when fully enrolled, based on the practices of the extremely successful charter schools of High Tech High, San Diego, USA (HTH) and Expeditionary Learning schools, USA (EL).

Our first school opened successfully in September 2014 with Year 7 having two classes of 25 students each, rolling through each year to 2020 when we will reach full capacity. XP is currently full with a large waiting list. All places for 2015 are also taken.

We have rapidly and successfully achieved the extremely ambitious task of taking the best practice of the great schools in America and have created a world-class school in the UK context, in an area of the UK that is desperate for good school places.

This has already been recognised by the frequent visitors to our school, including: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; Various [REDACTED] from Outstanding schools; Lead Practitioners from [REDACTED]; and [REDACTED], the [REDACTED] who presides over 160 schools in the US, and who stated on his visit,

*"I have seen many, many startup schools, and I am confounded as to how XP has achieved so much in so little time. It is by far the best startup school I have ever seen."*

Our proposed new school, **XP EAST** will form a campus of two autonomously run schools based on our common vision. This expansion model is mirrored at the HTH campus in San Diego where autonomous schools were built on the same campus as demand grew, and this expansion strategy was submitted to Lord Nash in our pre-opening questioning of the deliberately small size of the school.

XP EAST is needed because:

- Doncaster desperately needs many more outstanding places at Secondary level. Shockingly, less than 30% of Secondary schools offer a Good or Outstanding level of provision within Doncaster, even though all Secondary schools are now Academies;
- there is already more than double the demand for places at XP. XP EAST will provide places for this demand, doubling the amount of our outstanding provision at Secondary level within Doncaster;
- to disseminate our practice, we need to provide leadership opportunities while still being locally overseen. We expect our new leaders to further spread our practice in the future by running their own schools in their locale.

## **Expansion strategy**

In a short space of time, we have created the first school in the UK based on the extremely successful practices of HTH and EL schools. It is obvious to anyone visiting our new school that our students are completely committed, through hard work and aspirational expectations, to achieve their potential.

We are one hundred percent focused on making our school a sustained success for the next seven years and beyond, taking our initial cohort of Year 7 students through graduation to University.

As part of this vision, we have never intended XP to be just one school for 350 children in Doncaster. We totally believe that XP's provision of education is one that parents will demand, and are demanding in our area.

As such, we have an expansion strategy that balances the need to get things right first time, with the need to meet this demand.

XP EAST will be the first step in our expansion, showing how our model for education is scalable and replicable. We would not then expect to build another school on our Doncaster campus after XP EAST, as our expansion will be a blend of:

- new XP schools in places of need, ran by our trained leaders;
- working with existing schools for them to adopt aspects of our pedagogy and practice, including Primary schools in the Doncaster area;
- the development of teaching and leadership programmes, based within our campus at Doncaster, allowing future leaders of their own schools to train alongside our existing staff;
- dissemination of our practices to a wider audience through technology.

Our timetable of expansion is a sure-footed approach, giving time for practices and culture to embed and mature.

**2014** - First school opens in Doncaster in temporary accommodation at the Keepmoat Stadium.

**2015** - Dissemination of XP practice through technology starts through digital curation and practitioner conference.

**2016** - Formalised work with existing schools begins with a small number of local Primary schools and an existing Secondary school.

**2017** - XP EAST opens to create an XP campus in Doncaster, with opportunities for professional experiential leadership development.

**2018** - XP School of Education forms to provide Masters and Doctorate professional development opportunities

**2019+** XP-based schools continue to grow with a blend of new schools opening, transformation of existing schools and professional development of future leaders.

## Team XP

Our project group is made up of individuals who, along with their associated organisations, build, run and improve schools on a daily basis to the highest standards.

██████████, as ██████████, provides the learning environment for over 300 Secondary Schools which facilitates their pedagogical improvement through world class training as recognised by Google.

██████████, our ██████████ expertly ran a Secondary School in a challenging area that was judged by Ofsted to be 'Good with Outstanding features' and left them to join XP with their best ever GCSE and A Level results.

██████████, as ██████████ has delivered over 40,000 new school and college places over the last 4 years, including three new Secondary Schools in Doncaster.

**[REDACTED], [REDACTED]** delivers nationally and internationally recognised social enterprise objectives.

██████████, ██████████, ██████████ trains future leaders in Curriculum Redesign.

We also have sustainable relationships with HTH & EL to support and challenge us, with [REDACTED] being [REDACTED]

## Vision

We base our practice on the extremely successful schools of High Tech High and Expeditionary Learning schools across the USA and as such, offer an academically rigorous curriculum with deep, visceral learning experiences.

XP opened in August 2014. Each year group has 25 children in two classes to a total of 350 students across Years 7 to 13 in September 2020. This small size ensures we are able to deliver our highly personalised curriculum and assessment strategies.

We focus relentlessly on quality of work and character growth, and as such, our school culture is value driven. Therefore, we expect our students, staff and parents to be courageous, respectful, committed to craftsmanship and quality, compassionate and to always show integrity.

We provide an authentically tough and rewarding education for everyone, and we believe this is best achieved through not segregating our children by any measure, such as social class or academic ability.

We hold high expectations for all our stakeholders. Without exception, our students are expected to be able to go to University if they so wish, staff pursue a high level of continual professional learning, and parents are expected to attend and be involved in Celebrations of Learning, Student-led Conferences and Passage Presentations.

To be absolutely clear, XP is neither a vocational school, so we do not prepare students for specific trades, nor are we an outdoor adventure school. Our curriculum and its delivery is not tailored for, or aimed at, certain children with specific ways of learning.

XP stands for something.

A great education for all children.

### **An academically rigorous curriculum with deep, visceral learning experiences**

Our students are immersed in term long learning expeditions, covering standards from across many subjects. We ensure our expeditions are broad and engaging by rigorous mapping of National Curriculum standards to each learning activity, ensuring purpose and meaning is clear.

Expeditions are designed around real-world issues and problems and our students work to affect positive change in their communities. Our students are engaged and motivated by understanding that their learning has relevance, meaning and purpose.

Our students become scientists, historians, engineers and artists, investigating real community problems and developing creative, actionable solutions.

### **A relentless focus on quality of work and character growth**

A person is judged by their character and the quality of work they produce. Our school focuses relentlessly on these two crucial areas of development.

Our students express who they are by personalising their work, and are given time to produce beautiful and meaningful work by following a process of multiple drafts and critique, working towards creating products indistinguishable from professionals.

Every day, our students develop their habits of work and learning by working hard, getting smart and being kind, and reflecting on our character values of courage, respect, craftsmanship and quality, compassion and integrity.

### **An authentically tough and rewarding education for everyone**

Students of all abilities are challenged and supported to do more than they think they can. An ethic of excellence is cultivated through the quality of their work and thinking. As such, all our students are expected to achieve a minimum of 5 A\*-C GCSEs including English and Maths and 3 A Levels or equivalent.

We do not segregate our children by social class or academic ability. Instead, we share a common responsibility through our teachers, students, and families for rigorous expectations of our work, achievement, and behaviour. Our heterogeneous, mixed ability classes achieve more because of their differences.

Our school culture is one of trust, respect, responsibility, and joy in learning.

## **High expectations of all stakeholders**

As well as gaining qualifications, our university-bound students learn inquiry skills, research skills, and habits of scholarship that motivate them to work independently, think critically about the world around them and persist with their work until it is of high quality.

Our students are highly engaged learners, motivated to master academic content and produce high quality work. Their learning expeditions - which may result in original scientific reports, presentations to government officials, or urban renewal projects - contribute to the world beyond the classroom. Learning with a purpose helps students develop the academic skills and work ethic that prepare them for University and beyond.

Parents, experts and the wider community are invited to our Celebrations of Learning where students articulately present their finished expedition work. Often, products crafted by students are placed within the community to provide a meaningful function.

Together, we work tirelessly towards academic, career and life readiness.

## **Rationale - Why is XP needed in Doncaster?**

### **1. Poor performance**

Doncaster Local Authority is a poorly performing Local Authority, desperately in need of a high performance school leading the way in terms of achievement, pedagogical advancement and improving the spiritual, moral, social and cultural development of its young learners.

This was highlighted nationally and most explicitly in **The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12** where **Sir Michael Wilshaw** states,

*"Why is it that a child living in Derby or **Doncaster** local authority areas has only half the chance of attending a good or better primary or secondary school compared with a child living in Wigan or Darlington?"*

The creation and implementation of XP will be a major step towards addressing this underperformance and inequality.

From our conversations with the Local Authority, they made clear to us a number of issues outlined below.

As the Building Schools for the Future programme was curtailed, the schooling provision in Doncaster was not overhauled and adjusted as expected. Because of new developments and areas of regeneration, the average surplus of school places in Doncaster will drop from 15% to 10% over the next few years, but this average is not balanced across the borough.

In particular, The LA identified 5 Secondary schools that are oversubscribed and more are expected in the future. Significantly, these are the best performing schools, leaving spare places only in schools that are underperforming.

It is clear from this that parents in Doncaster want to send their children to high performing schools. However, increasingly, there are not enough places at good schools, resulting in this imbalance, which will continue to worsen.

### **Secondary schools in Doncaster**

	Roll	Academy Chain	Ofsted Rating
Armthorpe	718	CFBT	Requires Improvement
Ash Hill Academy	831	SPTA	Requires Improvement
Balby Carr Community Academy	1153	Wakefield City	Inadequate
Campsmount	707		Requires Improvement
Danum Academy	1570	CFBT	Inadequate
De Warrene Academy	684	SPTA	Requires Improvement
Don Valley Academy	1098	SPTA	Inadequate
Hall Cross	2013		Good
The Hayfield School	1108		Good
Hungerhill	1124		Outstanding
McAuley	1715		Outstanding
Mexborough	847	Wakefield City	Inadequate
Outwood Academy Adwick	1073	Outwood	Requires Improvement
Ridgewood	1429		Requires Improvement
Rossington All Saints	673	SPTA	Good
Sir Thomas Wharton	991		Inadequate
Trinity	1336		Inadequate

This table shows that over 70% of schools are not providing a good education, which equates to over 62% of children in the borough.

To illustrate this further, analysing the DfE's School and local data for Key Stage 4 (KS4), clarifies this at:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=371&superview=sec>

Looking at the “% 5 A\*-C inc E&M” only 5 schools in Doncaster performed above the national average, and these are the same schools that Doncaster LA identified as being over subscribed.

Looking at the “% achieving EBacc”, this number drops to only **TWO** schools performing above the national average.

At Key Stage 5 (KS5), where the DfE's data is here:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=371&superview=p16>

The story is similar, with only **TWO** schools exceeding the “Average point score per student”.

Sadly, Doncaster LA falls **below the national average in all current topline measures** at both KS4 and KS5 and is one of the poorest performing Local Authorities in the country.

The 100% academisation of Secondary schools in Doncaster, including the bigger academy chains such as SPTA, Outwood, Wakefield City and CFBT, has not had the desired effect of improving standards, with only one Academy chain school achieving ‘Good’.

In only a few months of opening, XP has shown that its radically different approach to teaching and learning has had a great effect on children in Doncaster. Indeed, a key element to making our approach work is that each class should mirror a cross-section of our community. We achieve this through our admissions policy by taking our catchment area from across the whole of Doncaster LA, and take no account of how close a student lives to the school.

Doncaster has provided us with figures that show the profile of students across the LA:

- Students with Special Educational Needs (SEN) - 19.3%
- (1.3% of students are Statemented, with the majority being catered for within School Action and School Action Plus)
- Students with English as an Additional Language (EAL) - 4.99%
- Students on Free School Meals (FSM) - 16%

As we will have a similar profile in each of our classes because of our admission policy, we have detailed the strategies on how we support and challenge these students in our Education Plan.

In summary, XP will provide much needed places at a high performing school in Doncaster where there is currently high demand for access to such schools.

## **2. A proven pedagogy.**

The pedagogical model followed by HTH and EL schools in the USA has been incredibly successful for **over 20 years**, with schools outperforming their District State equivalents across all contexts.

This is clearly explained here:

<http://elschools.org/our-results/academic-achievement>

EL schools show that their pedagogy drives school improvement and student outcomes across diverse contexts. It is clearly demonstrated that, regardless of context, the common pedagogy adopted by EL schools significantly improves performance in Maths (+6.2 points av.) and English (+13.8 points av.) resulting in 90% of EL schools outperforming all USA District schools in English, with 80% achieving the same in Maths.

In particular, EL schools measure success against their own ambitious aim of 100% College acceptance. HTH San Diego, for instance, has a 100% college acceptance rate with 99% of students taking a college course in the term following graduation. This will be our common aspiration and goal.

This model has worked extremely successfully for over a decade in EL and HTH schools in the USA, prompting **President Obama** to say when visiting EL school, Capital City, Washington DC,

*“This kind of innovative school is an example of how all our schools should be”,*

This is captured on video at <http://vimeo.com/13575876>

XP has adopted this lead and reproduced this success in the UK, creating a flagship for delivering world-class education to our children within a non-segregated state funded Free school whilst adding increased diversity to the educational offer in the UK.

Accordingly, a key element of this approach is to prepare our young learners for university and career readiness. As a result, we will take our students from Year 7 through to graduation in year 13 providing a smooth transition from directed, learning expeditions at Key Stage Three and Four to a programme of supported, self-study projects at 6th Form.

This approach has been proven to work over complexly different states in the USA where standards and curriculum vary greatly. As with EL schools our curriculum content will adapt to, and be influenced by, pedagogy, not vice versa. As such, we do not want to propose a new curriculum, but rather use the nationally accepted National Curriculum and a traditional programme of qualifications (GCSE, iGCSE, A Levels). However, the innovative nature of our curriculum delivery will provide students with a unique educational experience that will guarantee progression, increase challenge and facilitate high achievement.

We have detailed how we will do this, and why our approach will improve outcomes in our Education Plan.

## **Aspirations and Outcomes**

Although our curriculum delivery and pastoral approach is innovative for the UK, this is not at the cost of academic rigour. Indeed, we believe we are much more academically rigorous than traditional schools can be through the advantages that our innovative approach affords us.



All our projects are rigorously mapped to the National Curriculum in terms of standards, content and skills at both Key Stage 3 (KS3), through the delivery of an appropriate programme of GCSEs at KS4, and finally, the students' chosen A Levels at KS5. This is tracked across each expedition, and across each year, to prevent gaps and ensure breadth and balance. This can be seen in our Curriculum Map.

To complement this in-depth tracking, students create learning portfolios with specific online evidence linked to levels that are assessed accordingly and regularly. This approach develops key skills that learners will need in the real world whilst allowing teachers to evaluate and assess progress as the students learn through their projects. As most of this evidence will be digital, these portfolios can be revisited and reflected upon year after year, to provide the richest on-going formative and qualitative assessment and personalised revision notes for use when entered for external examinations.

### **KS3**

At KS3, we expect 100% of our students to make at least two levels of progression (or more depending on prior attainment at KS2), and to be able to access the curriculum and be university and career ready by ensuring their literacy and numeracy is at least Level 5 or better. This will ensure all students are ready to be successful at KS4.

### **KS4**

At KS4, we have structured our GCSE and iGCSE offer to be in line with the English Baccalaureate, with added personal flexibility and artistic opportunity. Our target is that all students will make at least four levels of progress by the end of this Key Stage from their starting point when joining the school with more able students expected to make five levels of progress. Whilst this achievement is a natural outcome of our expeditionary learning approach, it is appropriate to ensure the adult world will look favourably on our students as high performing and resilient.

By following this process, our aims would be to achieve 100% 5 A\*-C inc E&M and 100% E.Bacc, with our real world targets being only a few percentage points off this due to inevitable variance and unforeseen issues.

### **KS5**

By the time our students reach KS5, they will access meaningful pathways that will meet their needs. It is our intention that all our students will progress onto either University or other appropriate further education.

At KS5, we aim for 100% of our students to gain 3 or more A Levels (or equivalent) and that our average point score per student and per subject will be well above the National Average. Again, this reflects our vision for each student to be successful in the modern world, by achieving university acceptance (see below).

These ambitious but achievable targets will make us the best performing school in DMBC, using the DfE's headline measurements of achievement. We will achieve this by realising our vision through our Education Plan. The schools of HTH and EL have been outperforming their district equivalent in the same way consistently for over two decades and we are determined to translate this success to our learners.

As well as high expectations for all our students in terms of standard educational measures, we also aim for 100% university acceptance, which means that all our students will be accepted and offered a place at a FE college or University after graduating from XP. We understand that not all students will take the route to further education immediately but it is our vision for all our students to have that choice when graduating from XP.

We will expect that only a small number of our students (1-2%) will not take up a place in further or higher education in the immediate autumn after graduating. Some students may wish to enter the world of work, for example. It is our aim at XP that none of our students will be NEET after they have graduated from our school.

These targets are appropriate and achievable because we have set out to be a high performing school, utilising and adapting a proven pedagogy that achieves these results across a range of learner needs and abilities. Students will not only have excellent subject knowledge, but also the skills, competencies, qualities and characteristics needed to be successful in the modern world.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Year 7			50	50	50	50	50	50	50
Year 8				50	50	50	50	50	50
Year 9					50	50	50	50	50
Year 10						50	50	50	50
Year 11							50	50	50
Year 12								50	50
Year 13									50
Totals			50	100	150	200	250	300	350

## Section D: Education plan – part 2

### Section D1:

#### The Curriculum at XP EAST

The curriculum plan for XP EAST will follow the same path and principles as XP, detailed in our original application for the school, although the content of the expeditions, projects and products will be different within each school as would be expected. To summarise, we cover the National Curriculum at Key Stage 3, then GCSEs, A Levels and equivalent at Key Stages 4 and 5. We cover these through cross-subject Learning Expeditions.

During our pre-opening, and consequently when opened, we have refined our methodology from the proposed Education Plan in our previous application. This has ensured the implementation of the most rigorous curriculum we could achieve and an assessment strategy that leaves no room for students to fall behind. The refinements are detailed below:

## Curriculum

We have taken the most rigorous path to ensuring curriculum coverage, through our mapping of the National Curriculum (NC) standards to expeditions in all subject areas. Our Curriculum Map ensures appropriate coverage of these standards across Years.

This process highlights gaps and ensures coverage in terms of the standards by expedition and across year groups.

Our planning then takes the NC standards and converts them into Long Term, Short Term and Daily Learning Targets. These targets are understood by the students and start with the prefix, "I can...". Learning Targets underpin our Assessment strategy and are unpacked during lessons and referred to throughout the expeditions and reported on in our highly personalised Grade cards.

As part of our own school improvement plan, we have engaged with the Local Authority, an outstanding school in Doncaster and B11 Education. The feedback from this has been that our curriculum planning was '**exemplary**'.

An example of a learning expedition can be seen here:

<https://www.youtube.com/watch?v=Fm49VbqvJGs>

## Assessment strategy

All students are expected to make **four levels of progress** from the start of KS3 to the end of KS4. We map this progress using the different attainment levels currently within our education system, some legacy, some proposed, for instance KS3 levels and the GCSE points system, to aid the expert judgement of our teachers when determining levels of challenge and attainment.

From each student's KS2 prior attainment, we calculate this into their **Minimum Expected Grade, or MEG**. XP has four grades throughout KS3 and 4: Beginning, Developing, Secure and Excellence. Each grade is age specific, so a 'secure' in Year 10 is much more challenging than in Year 7, for example.

## Learning Targets

When designing learning expeditions, long-term and supporting Learning Targets (LT's) are formed from NC standards. Assessment rubrics for each Learning Target are designed to include each Grade of Beginning, Developing, Secure and Excellence.

## JOLT

Every student is expected to achieve **at least their MEG** for each long-term learning target. This is supported by two timetabled sessions a week, called JOLT, or Jump On Learning Targets. These are personalised sessions where students can respond to marking and feedback, redraft their work to achieve a better grade, or work on specific interventions to improve Literacy and Numeracy.

Each student gets at least three different assessments of learning to achieve their MEG, such as writing an essay or a test, and teachers mark and record progress of all student work in a central markbook.

## **FIX**

If, after each expedition, students have not met their MEG for all their LTs, they must attend FIX sessions, (Formal Interventions at XP). These sessions are usually after school and supported by a teacher. In essence, if a student does not meet their expected level of progress, they must FIX their Learning. FIX sessions are not optional, and students attend them until they have reached the appropriate level of craftsmanship by at least achieving their MEG.

## **Personalised Interventions**

We identify personal educational needs through our assessment strategy above, and if necessary, we build a bespoke, personalised programme of learning interventions for our students particularly with those students who need to make accelerated progress in, for instance, reading, writing, speaking and mathematics. Accelerated progress and the impact of these interventions is monitored through our assessment strategy above.

## **Character and Culture**

During our pre-opening, we added a fifth 'design principle' to our vision; **Character values as our DNA.**

Our team was well versed in running value-driven schools, but our work with Expeditionary Learning in the US led us to refine and specifically name our practice. This is covered in our practice of Character Values, Habits of Work and Learning (HoWLs), and our pastoral structure called 'Crew'.

### **Character Values**

Our values of Courage, Respect, Craftsmanship and Quality, Compassion, and Integrity are not just words on walls, but the DNA of our school culture. We talk about our values every day, we reflect on them and how we show them; for example, we explore what they look, feel and sound like in our learning and what they look, feel and sound like in the modern world.

### **Habits of Work and Learning**

Excellence is a habit, and at XP we all Work Hard, Get Smart and Be Kind. These HoWLs are broken down into what they look like everyday and are graded and reported on, giving them as much importance as academic achievement. Every student's MEG for their HoWLs is 'secure'.

### **Crew**

Crew is our pastoral system, with 12 or 13 students to each adult Crew Leader. Instead of 'registration' or 'form', we spend each morning with our Crew covering a detailed curriculum of personal spiritual, moral, social and cultural development alongside literary book clubs and academic interventions. The mantra, 'we are crew, not passengers' ensures a common mission for all students to achieve.

Both the assessment strategies above and our consistent character education ensure we can fulfill our relentless focus on quality of work and character growth.

## Views of Parents

Parents are incredibly supportive of the school and our aims and ambitions.

For example, in response to a question about communication between home and school in a Parent's Forum Meeting one parent stated,

*'..I feel very involved. At a secondary school I never expected to feel that way. I just thought as they get older, I know it's a different kind of school..... if it was just the normal secondary school, I just thought there's hundreds of kids you'll never know, they just go, you'll have no communication just parents evening and that's it.'*

Another quite simply stated,  
*'people here know who you are don't they..'*

At the same meeting the academic challenge presented by the curriculum approach of the school was discussed and the following points were made by parents:

*'Working in Higher Education, it never ceases to amaze me to a certain degree how poorly equipped school leavers are to go into HE and certainly be treated as independent learners with all the expectations that accompany that, but I do think that what you are doing here is building skills that will take them through that in a way that the traditional education doesn't ...and taking responsibility for their own learning.... I can see that already. So I would have expectations that the time they come to examinations those are the skills that you would expect in the workforce as well.'*

and,

*'I think the fact that [REDACTED] can come home and engage in discussions about DNA about chemical bonds with my 17-year-old daughter who is doing it at A level and hold his own, really shows what the curriculum is doing for students and the way in which it is taught, because if you weren't teaching the students in this way they wouldn't retain the knowledge, they wouldn't be able to discuss it.... it would just be 'I go there, I do this and I come home again'. From my perspective they are so engaged in what you do...'*

Our parents are extremely supportive and passionate about our school. We have an incredible 100% attendance record so far for Student-led conferences and Celebrations of Learning, where parents are actively involved in understanding the progress of the students.

The unprompted responses representing 26% of our students on Parent View already show extremely high levels of satisfaction for the school, with no negative comments at all:

<https://parentview.ofsted.gov.uk/parent-view-results/survey/result/129059/current>

## Scalability

Because we teach cross-subject learning expeditions, we are extremely mindful of how we scale the staffing and curriculum structure across seven years while still keeping the learning

personalised. Our 'Project 350' maps what our school will look like when full, including timetabling, staffing and other logistical issues. We have already projected the structure of our staffing team and know we can ensure teachers teach less students for longer by creating expedition teams which can still work across years, but because they teach one expedition at a time, they only teach up to 50 children during a term.

We have also ensured we can cover Crew. We have had to increase the crew size from 10 students per adult to 12/13 students per adult, meaning that we have 4 Crews per year rather than 5. Consultancy with EL schools in the US has shown us that this size is still ideal for efficient character development.

We have already staffed for two years and know that mindful balancing of cross-subject skills during staff recruitment will ensure the financial and logistical scalability of our curriculum delivery method.

We believe the impact of taking the US-centric pedagogy of Expeditionary Learning and adding a UK context in terms of academic rigour has been the centre of our success so far.

## Section D2

### Standards

Currently at XP, students are making **outstanding progress in all curriculum areas**. Our attainment figures show we are achieving better than National expected progress in all subject areas.

All students have been set a Minimum Expected Grade (MEG) in both STEM and Humanities and Arts. This grade has been based on Prior Attainment (PA) at Key Stage 2 and on some baseline testing completed in Term 1 of Year 7. All students have been set a Minimum Expected Grade (MEG) that shows **four levels of progress**, as opposed to the National expected progress of three.

This assessment and data tracking system is summarised in the section above and outlined in our Assessment Handbook <http://www.xpschool.org/assessment-handbook/> and in our short video <https://www.youtube.com/watch?v=arc09i7SFOk>

By setting our students challenging but achievable targets, students are making accelerated progress.

Below is a snapshot of current student attainment in the core subjects. Including the performance of groups of students:

### Analysis of Current Student Attainment (as of May 2015)

Overall, our students are continuing to attain and achieve outstandingly in the core subjects with many students at or above expected levels.

**Maths** (all pupils) **94% at or above nationally expected levels of progress**  
80% achieving 4 levels of progress

**English** (all pupils) **92% at or above nationally expected levels of progress**  
70 % achieving 4 levels of progress

**Science** (all pupils) **100% at or above nationally expected levels of progress**  
90% achieving 4 levels of progress

### Performance of Pupil Premium (PP) and SEN students

Groups of students are also performing excellently at XP and their progress compares very favourably with national expectations. For example, in the core subjects Pupil Premium students are making the progress recorded below:

**Maths 92% of PP students at or above nationally expected levels of progress**  
77% achieving 4 levels of progress

**English 85% of PP students at or above nationally expected levels of progress**  
77% achieving 4 levels of progress



**Science 100 % of PP students at or above nationally expected levels of progress**  
77% achieving 4 levels of progress

SEN students are also making excellent progress.

**Maths 78% of SEN students at or above nationally expected levels of progress**  
67% achieving 4 levels of progress

**English 100% of SEN students at or above nationally expected levels of progress**  
78% achieving 4 levels of progress

**Science 89 % of SEN students at or above nationally expected levels of progress**  
78% achieving 4 levels of progress

Currently, we do not have any Children in Care (Looked After Children).

We have one EAL student who is meeting National expected levels of progress in all core areas.

We are mindful that this is early in the life of our existing school, but even so, these are extremely impressive figures and show that students are achieving very highly regardless of their prior attainment, ability or level of deprivation.

### **Attendance**

Our attendance figures are well above the National expectation of 94%

Term 1 - 98.92%

Term 2 - 96.18%

Term 3 - 97.86%

Term 4 - 97.84%

Overall Attendance Year To Date - 97.74%

Persistent absence Year To Date - 0%

These attainment and attendance figures show that our students are both engaged and working extremely hard.

### **Inclusion**

We have **zero** exclusions to date.

Our assessment strategies as detailed above are integral and interwoven with our curriculum through our standards-based grading and student-engaged assessment. The targets for XP EAST share the same aspirational high expectations as our existing application and remain relevant as our student cohort will have a similar make-up, sharing the same admissions process.

The methodologies already used for monitoring and reporting at XP will be used at XP EAST to ensure the same outstanding progress. Our parents feel extremely involved and informed, as shown in the section above.

Through our peer-assessed school improvement, working with an Outstanding local school, [REDACTED], we are ensuring our assessment is in line with the local and national picture of expected progress.

## Section D3

### Staffing Structure

From consultation with High Tech High and Expeditionary Learning schools, alongside our experience of our first year with XP, we are very confident our staffing structure will deliver affordability and scalability.

### Teaching staff

Our simple model covers two classes over 5 instruction periods, showing we need a minimum of two and a half teachers per Year Group, as shown below:

	Period 1	Period 2	Period 3	Period 4	Period 5
Teacher 1	Class A	Class A	Class B	Class B	PREP
Teacher 2	Class B	Class B	PREP	Class A	Class A
Teacher 3			Class A		Class B

#### Subjects covered

Teacher 1 = STEM (Science, Technology, Engineering, Maths etc)

Teacher 2 = Humanities (English, History, Geography, RE etc)

Teacher 3 = Exploratory / Fitness & Wellbeing (Art / Drama / Music / Design / PE)

This is just an example covering the delivery of between one and three projects. Class A and Class B will always be doing the same projects, but they could be doing one major cross-curricular project, or three separate projects. This will be determined within expedition and curriculum planning to ensure appropriate coverage and academic rigour.

At XP, this is normally a STEM-led expedition, a Humanities-led expedition and X-Block, but can change according to meeting the needs of the students and curriculum coverage. Please refer to our Education plan for further details.

After recruiting staff for the first two years of XP, with the early years being the most difficult to find the correct coverage with a small staff, we have found the chance for staff to teach across subjects as both invigorating and one of the main attractions of working at XP. Pleasingly, we have not found it difficult to recruit extremely high calibre staff. For XP EAST, this will be even easier as we have staff from the existing school who can compliment and develop new staff. Because the new school will be part of our larger campus, there will be no logistical issues with teachers able to cross over depending on the type of expedition.

This model is completely scalable and personalised because no teacher is teaching more than 50 students at a time, for a block of at least 8 weeks, and the financial model shows we can afford at least three teachers per Year group, every year as we grow.

The staffing plan is shown in the table below, and costed in the financial template.

<b>XP EAST</b>	<b>KS3</b>			<b>KS4</b>		<b>KS5</b>		
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>7</b>
CEO	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Principal	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Deputy	1	1	1	1	1	1	1	1
Ass Head KS3			1	1	1	1	1	1
Ass Head KS4					1	1	1	1
Ass Head KS5							1	1
Fitness and Wellbeing			1	1	1	1	1	1
Advanced Skills				1	1	1	1	1
Literacy Lead	1	1	1	1	1	1	1	1
Numeracy Lead		1	1	1	1	1	1	1
MFL	0.4	1	1	1	1	1	1	1
Teacher	1	1	1	1	1	1	1	1
Teacher		1	1	1	1	1	1	1
NQT			1	1	1	1	1	1
NQT				1	1	1	1	1
Teacher				1	1	1	1	1
Teacher					1	1	1	1
Teacher					1	1	1	1
Teacher						1	1	1
Teacher						1	1	1
Teacher						1	1	1
Teacher						1	1	1
Teacher							1	1
Teacher							1	1
Trainee Teacher		1	1	1	1	1		

The narrative to our staff build up is as follows:

The [REDACTED] role is split equally across XP EAST and XP WEST, funded equally by the two schools.

The [REDACTED] of XP EAST is also the [REDACTED] of XP WEST and will spend the equivalent of half a day a week specifically with XP WEST, working with the new [REDACTED],

ensuring practices are consistently outstanding across the campus. This time is funded by XP WEST.

Assistant Heads of Year will be appointed in the final year of each Key Stage

Lead Teachers will join us in the first four years of growth, with Literacy first, then Numeracy.

We will have 1 trainee teacher from the second year, and they will become NQT teachers the following year. We will appoint one further NQT when our capacity can support this in the fourth year of staff build up.

### Teaching commitments for the Senior Leadership Team

All our Leadership Team have teaching responsibilities, and all our teachers are expected to take on leadership roles. This has been done successfully at XP through the development of our 'Developing Leadership Programme', detailed in Section F4

The [REDACTED] teaching commitments to XP EAST will be the equivalent of one day a week, spread over the week. His [REDACTED] role over the two schools will be the equivalent of one day a week.

The [REDACTED] will teach full time when building up KS3, then have the equivalent of four days a week during KS4 build up, to 3 days during KS5 build up and beyond.

Assistant Heads of Year will be appointed in the final year of each Key Stage, and will have the equivalent of five days a week teaching commitments after the first year.

Trainee teachers have the equivalent of four days a week teaching commitment.

The following table shows our teaching commitment per year.

#Total Teaching Commitment	3.60	7.00	10.00	12.60	15.60	19.20	21.40	21.20
#per year	3.60	3.50	3.33	3.15	3.12	3.20	3.06	3.03
Spare Capacity	1.10	2.00	2.50	2.60	3.10	4.20	3.90	3.70
Spare per year	1.10	1.00	0.83	0.65	0.62	0.70	0.56	0.53

As you can see from the spare capacity per year, that we have at least three teachers per year group, where the minimum is two and a half. This extra capacity will be used to create and manage quality learning expeditions, including service learning, field work, working with experts and professional products, which all need time to plan and manage away from teaching.

For the financial model, we have put teachers at an [REDACTED] as some will be below this, some will be above. The NQT teachers in the finance model ensure a more realistic make up of our staff.

This proposed staffing model is a replication of our staffing at XP, where we have already secured all staff for 2015-16. AT XP, all our teachers work passionately towards our shared vision and we

have had no issues attracting high calibre staff for all roles. Indeed, our [REDACTED] travels from [REDACTED] every day to work at XP, and has a high teaching load. We secured our [REDACTED] near the beginning of last year and he has been voluntarily travelling from [REDACTED] every Monday to gain experience of working at XP.

## Teaching Assistants

We have one teaching assistant per class through to KS4, so ten in total when full. In the first year, we have three to help cover administration.

This is shown in the table below:

KS3			KS4		KS5		
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
	1	1	1	1	1	1	1
		1	1	1	1	1	1
		1	1	1	1	1	1
			1	1	1	1	1
			1	1	1	1	1
				1	1	1	1
				1	1	1	1

## Support staff

Our support staff of Finance and Data, Digital Curation and Site Management is shared with our existing school for economies of scale.

We have an additional administrator join us for the start of KS5 to help with career advice and support during the University application stage.

	KS3			KS4		KS5		
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Finance & Data Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Digital Curator	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Site Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Administrator						1	1	1

### CEO and Executive Principal

The role of [REDACTED] is normally carried out by one person. For the XP Multi-Academy Trust (MAT), [REDACTED] rri and [REDACTED] will effectively share this role, with [REDACTED] taking the role of [REDACTED], and [REDACTED] becoming the [REDACTED].

Both will be paid on parity, with [REDACTED] subsuming this overarching role within his current role as [REDACTED], and [REDACTED] being paid at 50% pro rata.

How this role is split out in terms of responsibilities is detailed in Section F2.

## Section E: Evidence of need – part 1

XP, our existing school, is massively oversubscribed even though we are just in our first year of opening.

**For 2014 and 2015, we have enough applications to fill two schools.**

Our first cohort for Year 7, September 2014 had 162 applications, over 3 applications per place. In our second year, the number of applications dropped slightly because:

1. We moved onto the LA controlled application process
2. We decided not to market our school other than through our website, because we would rather spend our money elsewhere, knowing we would have enough applicants.

**Our applications for 2015 were still over twice as many as available places, currently standing at 129.**

This shows an overwhelming demand for XP in Doncaster and as a percentage, makes XP the most oversubscribed school in the Borough. We have almost daily requests from parents who want their children to come to XP.

As the vast majority of all Doncaster Secondary schools are underperforming in terms of Ofsted rating and all good or better schools are oversubscribed (including our existing school), XP EAST is needed to provide sorely needed outstanding places within Doncaster. Please refer to Section C for the data covering these two essential aspects of our application.

Even though **all indications show we would have enough applications to fill both schools**, we will vigorously engage with our local community **in the time between handing in our application and interview.**

As such, we have not yet gauged parental demand in terms of filling in the table provided.

Our success at marketing our existing school, without premises, staff, students and evidence of the way we deliver our curriculum gives us great confidence that we will be massively oversubscribed again.



## **Section E: Evidence of need – part 2**

### **Section E2**

During the time between handing in our application for XP EAST and our interview, we would ensure the same oversubscription to our second school by:

- Holding potential Parent evenings / days at our existing school, which will be built, occupied and full of fantastic student work. This will show the extremely high quality craftsmanship expected at our school.
- Inviting potential parents to our Celebrations and Presentations of Learning so that they can see the outstanding work and progress of existing students.
- Continually updating our existing school website, showcasing our school through images, video and text, which is the best way to get across the ethos of the school.
- Continually engaging potential parents through social media as we do for our existing school.
- Building our engagement with Primary schools in Doncaster.
- Producing a high-quality prospectus and video portraying our school.

As we have been accepted on the New Schools Network Development Programme, we intend to use this extra support to fund the marketing activities above.

## **Section F: Capacity and capability**

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

You must complete a separate line for each member, trustee and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████	Y	Doncaster	<b>Lead member:</b> <ul style="list-style-type: none"> <li>• Project Management</li> <li>• Finance management</li> <li>• Leadership and Governance</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Education vision</li> </ul>	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████.</li> <li>• ██████████ company</li> <li>• Project manager of many education programmes</li> </ul>	20
██████████ ██████████	Y	Doncaster	<b>Lead member:</b> <ul style="list-style-type: none"> <li>• Education</li> <li>• Governance</li> <li>• Safeguarding</li> <li>• Leadership</li> <li>• Recruitment</li> <li>• Site and Building</li> <li>• Policies</li> </ul>	<ul style="list-style-type: none"> <li>• ██████████</li> <li>• ██████████ for 12 years</li> </ul>	10

██████████ ██████████	Y	Southport	Financial, Legal and Governance overview	████████████████████ ████████████████████ ██████████████████	2
██████████ ██████████	Y	Doncaster	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Community engagement</li> </ul>	████████████████████ ██████████████████.	2

As well as these key individuals, we have three key organisations that will help with the capacity for opening our school, as they did with our existing school.

### **REALSMART LEARNING**

As an organisation, realsmart has been at the forefront of educational technology for over ten years, with over 350 schools using their learning portfolio software.

Realsmart train schools not only in the use of their software, but the pedagogical purpose behind using such technologies. Their training is world class, as recognised by Google, and they are the only Certified Training Centre for Google Apps for Education in the UK, providing schools with professional communication and collaboration tools.

They have provided their realsmart software to XP at cost under the existing Tri-partite agreement, which can be seen at [www.xpschool.org](http://www.xpschool.org), and the marketing and design resources XP needs to engage the community at no cost.

Within realsmart, we have capacity to help with:

- Identity, Marketing and PR campaign which will continue through to school operation
- Technology to use for Project Management, Marketing and Collaboration
- Training for staff during induction

The above support would be at no cost to the school.

## **WATES**

Wates Group through their subsidiary Wates Construction Ltd have a long and productive history of designing, building and operating schools. With 40,000 new school and college places delivered over the last four years alone, with our most recent projects being the original XP school, Campsmount Academy (the pilot for the new coalition Government's capital spending review for education) , De Warenne Academy and Outwood Academy in Doncaster, Wates are well placed to advise XP School (Doncaster) Limited on all matters to do with construction, refurbishment, design and project management.

In addition, Wates's involvement in the Government's PFI and BSF programmes mean that they have had considerable experience in being responsible for the operation of over 35 schools.

Within Wates, they have the capacity to help with:

- Managing school development through Design and Build contracts
- High level experience within the construction industry.
- School and company governance
- Legal issues
- Facilities management operations across a number of schools.
- Finance management

The above support would be at no cost to the school.

## **HIGHER RHYTHM**

A sector leading, regional social enterprise, Higher Rhythm provides training and creative services to local, regional, national and international bodies. Higher Rhythm has offices in Doncaster and Leeds and operates a range of business strands which include the radio station, Sine FM 102.6, and Music Industry Yorkshire, the music industry development body for the Yorkshire region.

Steven Mundin, Senior Manager, is helping with communicating our message out to the wider community, and once the school is established, will provide many connections and possibilities for authentic projects within our community and beyond.

Within Higher Rhythm, they have the capacity to help with:

- Locally marketing the school
- Connecting with social enterprise, community groups and local community leaders
- Developing creative opportunities for learning expeditions when the school is open.

The above support would be at no cost to the school.

## Track Record

The best evidence of the capacity and capability of our group to open a new school is that we have already done it successfully. We urge you to speak to the DfE team that worked with us through pre-opening as a reference for our application, as we have no doubt they will confirm our capacity and capability as being excellent.

We have successfully opened a Free School in an area where there could have been strong political objections, but there were none. We have opened with, not just a full school, but a school that is oversubscribed approaching levels of applications to places of three to one.

We have diligently budgeted and managed the financial aspects of opening a school with no overspend. Instead we have used the monies wisely to invest in the professional development of our pioneering teachers to ensure this approach, which is new to the UK, was not one of trial and error, or experimentation, but one that exemplifies academic rigour and is steeped in character development.

All our milestones during pre-opening were met and in most cases over-delivered. We did not have to rely on any additional support from the DfE, as our group has all the necessary skills to create an outstanding school within itself.

The school opened on time and full with only positive press stories surrounding it, including national press. We garnered support from many local businesses, including [REDACTED]. And, although the local politicians

and mayor would not publicly support our school because they are the opposing political party, they ensured us that they would not stand in the way. They kept their word, and during the statutory public consultation, we had no negative comments whatsoever.

From our preliminary discussions with the Local Authority, we have no doubt that XP EAST will receive the same support, and we expect an even smoother pre-opening phase second time around.

### **Team XP**

To ensure this, we will engage as a group using the same collaborative technologies that allow us to work on the project at any time and anywhere, being able to see the exact status of the project without relying on costly physical meetings.

We will meet as before, every two months, and will minute our meetings as we would any Governance meeting, inviting newly recruited governors into the process, as required. This ensures, not only that the jobs get done, but they are done in the right manner by holding each other accountable and responsible through a continuing process of support and challenge.

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

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. Please add additional lines as required.

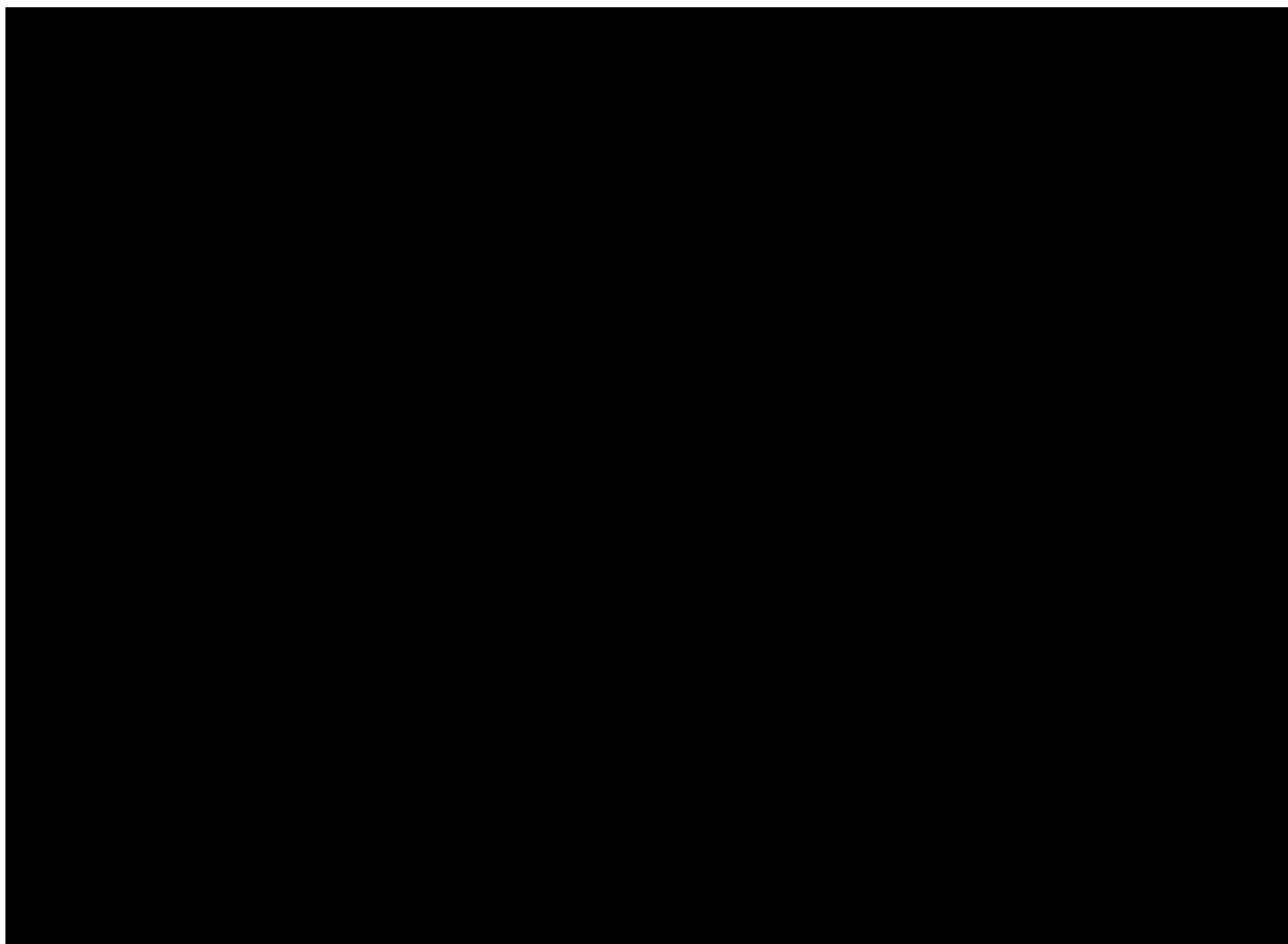
Skills/experience missing	How you plan to fill the gap
n/a – No skill gaps	



## Section F2

### Governance Structure

XP EAST will be part of the XP SCHOOL Multi-Academy Trust (MAT). The structure will look like this:



Key:



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

XP, our first school, is now established with a highly skilled Trust and Governing Body. We have no perceived skill gaps, and we only bring in our US-based Co-opted Governors for guidance on any specific pedagogic-related issues as we adapt the US-centric model for the UK.

We always had ambitions to further our pedagogical approach and as such, we are already in the final stages of forming our Multi-Academy Trust with just one school, so we are ready to take on new schools as and when we feel it is the right time and the right opportunity to do so.

The succession to the MAT from our existing SAT will be managed by:

- [REDACTED] moving from the Trust to [REDACTED]
- [REDACTED] will replace [REDACTED], while remaining a [REDACTED]
- [REDACTED] and [REDACTED] will share the overview role as [REDACTED] (see below)
- [REDACTED] because of their specific expertise in Education, Finance and Auditing and Legal matters, leaving no skill gaps.
- The Local Governing Bodies (LGBs) will remain similar to before, with the Chairs being appointed by the Board.

This evolution of our existing Single Academy Trust has continuity from our successful model, and strengthens the strategic vision needed to oversee two or more schools in the future.

Adding schools to our MAT in the future would be done through careful succession planning, with our experienced team inducting and training the new Governors to take over their existing roles as the experienced Governors move to set up the new school.

As you can see, the new school would have the strength of the experienced Governors and [REDACTED], giving the opportunity to others that have been inducted and trained to run the already established school, with the advantage of having the shared overview still of the [REDACTED], with the original XP school being renamed XP WEST.

Normally, a MAT would have either a [REDACTED]. [REDACTED] have worked so effectively together to form our existing school, that they will share this overarching role, with [REDACTED] taking the more strategic responsibilities such as networking, dissemination of practice, finance and legal, ensuring the vision is underpinned by effective process, strategy and policy. [REDACTED] will take the more operational responsibilities across the two schools, ensuring process, strategy and policy is being effectively implemented within the MAT.

██████ will subsume this role within his existing role as ██████ ██████ will be paid at the same rate of ██████ pro rata 50% to represent an equally shared role of one person. This will be funded equally by each school, and is represented in our financial model.

## **Accountability**

The CEO and EP role will be separately responsible to the MAT board. If one or both roles are not being carried out effectively, the Trust will re-evaluate the sharing of the role, and either replace the CEO or Executive Principal, or amalgamate the role if deemed more appropriate.

The Board requires at least two thirds of its membership to be Non-Executive Directors (NEDs), which it is. The NEDs will be appointed by the Trust.

The Chair of Governors of each LGB will be appointed by the Board.

The Principals of each school will be appointed by the Board.

Each LGB will have two parent governors and two staff governors, appointed from the first year.

The Trust is mindful that the DfE have recommended a Trust size of five. Although we have three members, we are compliant and can effectively function, we will move towards this recommended size as and when suitable candidates are identified.

## **Succession planning**

The Governors of our existing school are continuing their induction process, even though most have a high level of governing experience. We have already introduced 'A framework for Governance' from the NGA of which we are Gold members. This will produce a high calibre of candidates when we need to appoint a new Chair and Vice Chair.

Initially, ██████ will move over to be the ████████████████████ for the new school to ensure the quality of leadership is high and XP EAST starts on a sure footing. When a suitable candidate is trained up, or identified externally, ██████ will vacate the post to increase accountability and autonomy between the Board and LGBs.

Recruitment of high quality Governors has not been an issue for our existing school. Interest in the school has been high, and our networking, especially with local business, has resulted in many offers from highly skilled people. We will endeavour to keep the LGBs lean and high quality to sustain focus on the core business of the school.

## **Roles and responsibilities**

XP EAST will be operated by our existing charitable company limited by guarantee - XP School (Doncaster) Ltd - which uses the template memoranda and articles provided by the DfE that set out the relationships between the Members and the Directors (governors and Academy trustees).

This creates two tiers of governance:

- The members of our company have rights and powers under company law to change its constitution, remove directors, receive the annual accounts of the company and attend and vote at company meetings.
- The directors of our company, who are often referred to as the governors or trustees, are responsible for the management and strategic direction of our school. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity trustees.

The Members own the company, which is a company limited by guarantee, and the Directors report to them in matters relating to the company and the Board. The Principal shall report to the Board who shall determine the principal's salary and employment terms. The Principal shall be a member of the LGB but, in common with any other staff members who may be appointed as Governors, shall leave the LGB meeting if any matters are discussed relating to their employment.

The Board shall report to the Members on a termly basis on all matters relating to the schools, particularly financial matters. At least one of the Members shall also be a Director.

The Board and LGB will have clear roles and responsibilities. The Board is ultimately responsible for the running of all schools, but will delegate certain responsibilities to the LGBs

The Board will retain responsibility for:

- Maintaining the vision of XP schools, internally and externally.
- Admissions
- Finance & Premises
- Reporting and being accountable to the DfE, EFA and Ofsted for results, finances and management.
- Appointment and Performance Management of the Principals

The LGBs will hold delegated responsibility for:

- Staffing (apart from the Principal)
- Curriculum
- Behaviour and safety
- Quality of teaching
- Achievement
- Parental engagement
- Reporting to the Board

The Principal shall be responsible to the LGB for all day-to-day matters relating to the running of the school and shall take an active role in proposing policy and strategic matters for the school.

The Principal is responsible for the internal organisation, management and control of the school, and the implementation of the strategic framework established by the Board.

The LGB's role is a strategic one with its functions to:

- Set the aims and objectives for the school
- Set the policies and targets for achieving those aims and objectives
- Monitor and evaluate the progress the school is making towards achieving its aims and objectives
- Be a critical friend to the Principal, offering appropriate support and challenge

The LGB's business is carried out through formal meetings and school visits, where they meet and make decisions according to our policies, which follow statutory guidance as detailed in the DfE document, "Guide to the Law for School Governors".

### **Conflicts of Interest**

XP have successfully managed all conflicts of interest through its comprehensive policy, declaring interests and taking no part in decisions where there may be a perceived conflict.

Specifically, [REDACTED] has a Tri-partite Agreement between his company, the school and the Secretary of State to ensure this.

All Members, Directors and Governors have their own strong reasons to see XP schools not only being managed effectively but also succeeding, according to our high expectations as set out in our vision.

The Local Governing Bodies would deal with strategic issues specific to the school and report to the Directors of the MAT who will ensure the strategic vision of XP is being maintained in each school.

As in our existing school, the Directors and the LGBs will meet once a term, that is, five times a year. The Trust will meet three times a year. This regularity of meetings and reporting from the LGBs to the Board, and subsequently to the Trust, ensures the sharing of knowledge and decisions, allowing the Directors or the Trust to step in, in case an intervention is necessary.

### F3 (a) Proposed trustees

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Doncaster	██████████	██████████	See CV	20
██████████	Doncaster	██████████████████ ██████████	██████████	See CV	10
██████████	Doncaster	██████████	n/a	See CV	1
██████████	Wentworth	██████████████████	Professional Development	See CV	1
██████████	Doncaster	██████████	Finance	See CV	1
██████████	Doncaster	██████████	Legal	See CV	1
██████████	Doncaster	██████████████████	n/a	See CV	1

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

Skills/experience missing	How you plan to fill the gap
n/a – No skill gaps	

## Section F4

The [REDACTED] is responsible to the Governing Body, and their role is:

- To provide effective, dynamic and inspirational leadership in order that every child is able to fulfil their true potential.
- To lead and manage the school
- To ensure the achievement of excellent educational standards
- To promote and safeguard the welfare of children

Our [REDACTED] for XP EAST is [REDACTED], the [REDACTED] at XP. [REDACTED] will be replaced at XP through a fair and open recruitment process and we are expecting to have more than one high calibre candidate emerge from the Senior Leadership Team of XP through our rigorous professional development programme, 'Developing Leaders'.

The **Developing Leaders Programme (DLP)** has been set up to grow future leaders at XP. We are working in close collaboration with Sheffield Hallam University to create a professional development offer that enhances the leadership qualities of all staff. In our first phase we have ensured that:

- the [REDACTED] has participated in a mentoring programme with the current [REDACTED] to develop his leadership skills;
- a designated member of staff is currently completing the National Award for SEN co-ordination;
- another member of staff is taking on the leadership of our Outward Bound provision at the school;
- a number of staff have contributed to national and international networks (such as Whole Education, Musical Futures and Deeper Learning, US), sharing expertise and the successes of XP;
- two members of staff are completing Master's Degree modules, based around action research at the school and two members of staff have already successfully completed Master's Degree qualifications, with school support, in educational leadership.

This programme has already been extremely successful and will continue to develop as we grow in size. The addition of XP East to this programme will ensure that we can share expertise, skills, practice and pedagogy across the two schools and the wider national and international network of school improvement.

In addition, we have a very flat management system through our Staff Crew, and all teachers are expected to take on elements of leadership. This is reflected in our pay policy and ensured through our performance management. Our culture is one of developing leaders in our staff as well as our students, and along with this comes collective accountability through our bi-weekly Staff Crew sessions.

Staff are given many opportunities to develop their leadership through Curriculum Design and Student Crew, and the responsibility of leadership is shared through Staff Crew. All staff are expected to develop their craft as a result of our embedded



professional development. As a tangible result, two of our staff members have achieved Master's degrees this year.

[REDACTED] [REDACTED] [REDACTED] has been a key element in supporting our staff development, alongside leadership input from [REDACTED]

██████████ will subsume the role of ██████████ for both schools, and the extremely close physicality of the schools ensures that ██████████ will easily be able to oversee them. By sharing the oversight of each school with ██████████ ██████████ will focus relentlessly on the quality of teaching and learning at both schools. As stated, we expect more than one internal candidate to emerge from our DLP for the ██████████ role at XP WEST, which will ensure standards remain high when ██████████ becomes ██████████ of XP EAST.

We have already set up a Developing Leaders Programme (see above) that will identify the Continuing Professional Development (CPD) needs of the successful candidate at XP West. The new [REDACTED] will receive key support from the [REDACTED] through weekly update meetings where support and further training and development will be identified and addressed.

The biggest impact you can have on learning is to improve the quality of teaching. Through our DLP, XP has professional development at its core, ensuring successful succession planning.

## Our Principal

██████ has done an outstanding job of creating, building and leading the staff of XP, creating an outstanding culture at the school in a few short months. All who have met and seen ██████ agree that he is one of the UK's top ██████.

He is a highly motivated individual, driven by his vision to deliver the best education to our children, shaped by his strong moral, value based judgements.

His schools have always had innovative, enriching elements that have been recognised nationally, and it is continuing from his success that he wants to make this the core element of provision and this will be realised through his [REDACTED] of XP. The culture he has shaped is one borne out of community strength, building on the values of looking after each other to become better people together, and this is palpable for any that visit his school. For example, the pastoral system at his previous school was graded 'outstanding' by Ofsted and has been identified as a beacon of excellence in the Local Authority by various multi-agencies. Indeed, he skilfully mobilised the community to contribute to the success and ethos of his previous school and as such was highly regarded by students, staff, parents, governors and the wider community.

Our [REDACTED] has had over 13 years of experience in [REDACTED] roles at a Secondary level both as [REDACTED]. Indeed, he has led his previous school, as

██████████, through two successful Ofsted inspections. In addition, he has led the school in converting initially to a Foundation Trust and then to an Academy, so he is well versed in school organisation, developing and adjusting governance models, managing change, project management and the positive impact this can have on standards and improving learning.

These experiences have enabled him to develop keen skills in financial awareness relating to Community schools, Foundation Trust schools and ultimately Academies. Through leading and managing such processes he has experienced and gained expertise in legal matters such as land transfers, incorporating a company, setting up Trusts and Charitable Trusts, determining governance models, liabilities and insurance

He has led his school through a new build programme as part of the James Review pilot capital project for the coalition government in 2011. This clearly showed his expertise to lead on a project of such magnitude whilst improving standards and outcomes for students. Indeed, he has developed key processes for school improvement that have seen his previous school make excellent progress working at a senior level with colleagues from the DFE, Partnerships for Schools and more recently the EFA. Such is his expertise he has contributed to national conferences for the SSAT, Whole Education and other nationally recognised bodies. As a result, he is very experienced and successful in developing policy and has contributed at a national level to developments in this area.

Over the course of his ██████████ his current school has developed and embedded an innovative approach to curriculum delivery that has been identified by Ofsted as 'outstanding' drawing on the principles of project based and deep learning and received international attention through iNET. The curriculum has included thematic learning experiences and has been at the heart of a developing pedagogy of professional dialogue and pursuit of excellence.

Our ██████████ has an excellent track record of raising standards at both KS4 and KS5. In 2006 when he became Principal at his current school, GCSE 5 A\*-C were at 64%, in 2012 they had increased to 94%. Furthermore, 5 A\*-C inc. En and Ma were at 31% in 2006 and increased to 53% in 2012, in a school that has faced some significant challenges. 'A' Level performance has also shown year on year improvements with pass rates 8% above the National Average in 2012. This has been achieved whilst impressively ensuring lower than National Average NEET figures and that CVA and VA never dipped below 1000 and has invariably been in the top 25% of schools for adding value. Current achievement at XP school continues this level of excellence.

He has an extensive and capable record of recruiting and retaining high quality staff, is suitably qualified in safer recruitment and has vast experience of dealing with diverse HR issues including managing and dealing with staff through the capability process.

In summary, as Ofsted stated in both 2004 and 2007,

*'The ██████████ is very energetic and effective and he has ambitious plans for the future... The school benefits from the highly-effective leadership of the ██████████.'*

This is a clear indicator that XP has chosen a [REDACTED] that has the diverse skills, the experience and the passion to make our school a success. More recently, he has been instrumental in establishing XP and ensuring that the school start up has been highly successful.

In a recent review of the school by an independent external body the report stated,

*'The [REDACTED] has quickly galvanised the staff team into an extremely cohesive unit that is highly ambitious for the pupils and leads by example... There is a corporate coherence of expectation and there is not a shred of complacency evident in anything the school does.'*

*(B11 Draft Report, May 2015)*

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

### School improvement support

In terms of school improvement, we need to provide support to two schools that are physically located next to each other. This will be accomplished by splitting the overview role between two people; [REDACTED]

[REDACTED] will take a lead with our [REDACTED] and both schools will be expected to continue our core focus of professional development.

To complement this, we are engaging with local school improvement, through the LA, B11 Education and partnership with a local Outstanding school.

On a national level, we work with the Whole Education network, Innovations Unit and other schools across the UK

On an international level, we continue to work with Expeditionary Learning, attending their conference of over a thousand practitioners in Boston, US last year, and High Tech High.

### Central Services

[REDACTED] - [REDACTED] will become the [REDACTED], sharing the overview role with [REDACTED], who will subsume this role into his role as [REDACTED]. The [REDACTED] post will therefore be a matched salary with the [REDACTED] but 50% pro-rata, and each school will provide a 50% split to fund this. For the input [REDACTED] provides, we consider this very good value for money.

[REDACTED] - our current [REDACTED]. [REDACTED] will be able to continue her role across both schools using the systems we have already set up, providing excellent value for money. Her role will be shared across XP EAST and XP WEST.

[REDACTED] - our current [REDACTED], used to capture our practice at XP, for reflection and dissemination. [REDACTED] will be able to carry out this role across both schools. Her role will be shared across XP EAST and XP WEST.

**Site manager** - to be employed to work across both sites, and funded by both XP EAST and XP WEST

## **Existing school**

Although our existing school has been open for only a few months, both the [REDACTED] [REDACTED] (who has inspected over 300 schools and led over 200 inspections) have stated in writing that they would confidently rate XP as 'Good with many Outstanding features' already. Both Inspectors expect the school to be rated Outstanding when we have our first Ofsted inspection during the next academic year.

Behaviour at XP has been identified as Outstanding from the first DfE visit in December, and any visitors to the school remark on the palpable culture of respect and hard work.

Our outstanding pupil progress is detailed in Section D2

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

### **Financial expertise**

In our existing school, we have filed all statutory accounts on time with no issues. We have produced all interim accounts returns with the EFA, again with no issues.

We have balanced the budget for XP for 2014-15 successfully, without any need for borrowing or contact with the EFA for any shortfall.

We have planned a balanced 7 year budget for XP, and will be passing the proposed budget for 2015-16 in June at our Finance Committee meeting.

██████████ is our ██████████, having overseen the original XP school project successfully, again with no overspend.

Wates have made their finance department available to support the application and setup of the school, and Wates financial department has helped develop the financial model for XP EAST.

██████████ and ██████████ have extensive expertise in managing the financial aspects and experience of running companies, such as budgeting, accounting and auditing, reporting, payroll and human resources (HR).

Our ██████████ has full working knowledge and experience of financially managing a school within the UK state education sector.

As well as the internal capacity provided by Wates Group for application and pre-opening, we will employ ██████████ to provide independent financial and legal guidance and support when the school is up and running, particularly with:

- Payroll and HR - processing our payroll, meeting statutory requirements, HR policy and contracts etc.
- Accounts and Auditing - setting up, training and maintaining our accounting system, preparing statutory returns and audits, management accounts, financial reporting and support and advice for governance.

██████████ will be responsible for the day-to-day financial administration of our school (please see previous role description). She will liaise with ██████████ to ensure the running of the school is financially sound. The costing of ██████████ to deliver this is in our financial model, although we do recognise we may have to put this out to tender.

We will also ensure financial and legal expertise on our governing body when we fully appoint our governors.

### **Growth of the Trust**

Our Board, although small, is extremely strong with no skill gaps. As our timeline for expansion is sure-footed and at the moment, only includes XP EAST as our plan for a new school, support for other schools will only be offered as and when we see fit. When, and if, these opportunities arise, we will ensure capacity is in place before taking on extra challenge.

### **Economies of scale**

As we grow, we will ensure best value for money by utilising our expertise, systems and resources across our schools, gaining considerable economies of scale. We have already identified using our [REDACTED] [REDACTED] across both schools. Our [REDACTED] will also work across both schools.

More efficiencies will come by being able to provide opportunities for our teaching staff members to mix across sites for specific learning expeditions, or for leadership development.

As systems and policies are already in place for XP, these can simply be replicated, then iterated in XP EAST to provide ownership and an appropriate level of autonomy.

### **Financial performance**

Our existing school is managed successfully through pre-opening in 2013 to present day without any adverse issues, and has been carefully monitored by the EFA throughout.

## F6(a) Shared services

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 £
██████████	████████████████████	Project Management, Educational Vision, Marketing, HR, Business management	20	██████████
██████████	████████████████████		40	██████████
██████████	██████████		40	██████████
Site manager(tbc)	Manage physical site and logistics		40	██████████



## F6 (b) Shared services

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
XP EAST	██████	██████
XP WEST	██████	██████
	██████	██████

## Section G: Budget planning and affordability

### Sections G1

We have created the financial plans for our school with the help of Wates financial department.

We have ensured our staffing structure and student numbers in our financial plans are consistent with our application plans.

Our staffing structure has been worked through with [REDACTED], our [REDACTED] who works for [REDACTED] and has set up a significant number of successful charter schools in the US, and cross-referenced with [REDACTED]

The staffing costs are an average based on the significant experience our Principal has of staffing his own school in the same context. We will follow the national rates for teachers and their pension scheme.

The IT costs are based on [REDACTED] significant experience of costing ICT in a school, and is based on the use of cloud computing, and a strategy to devolve ownership of ICT to students.

Consistent with the information given to us by Doncaster LA, we have assumed:

- the %age eligible for Free School Meals is 16%
- the %age contribution paid to DMBC pension is 19.6%

### Benchmarking

Where the financial template created sensible figures, we have kept these in.

For figures where they were obviously inaccurate, such as 'Learning Resources' and 'Administrative Supplies', we used the SFB/CFR with the following details to benchmark our model:

- FTE students: 300-600
- School: Secondary
- Gender: Mixed
- Urban/Rural: "town & fringe – less sparse"
- 6th Form: Yes
- 6th Form Number: 50-150
- London Borough: Neither
- London Weighting: Neither

We have also cross-referenced these costs with our Year 1 expenditure for our existing school, to check they are reasonable assumptions.

Pay progression is factored in as an average of 3.5% on total salaries cost, compounded.

With catering, we assumed we would make no income as we would employ an outside caterer (DMBC catering services) and pass all FSM and other income over to the caterer where they would manage the service. We would not want to make any profit on catering.

Contingency is factored in at approximately 1% of running costs.

We will not use any outside help for cover as we, like HTH, will cover absent teaching staff internally with teachers and TLAs that know students well, doubling up the classes if needed.

When our students transition to sixth form, we expect a higher than normal percentage to stay with us from Year 11 to Year 12, but any shortfall would be covered by recruiting outside our existing Year 11.

In the first year, our students will be located within our existing school, while XP EAST is built. In 2017, XP will have 200 students with a capacity for 350, so there will be enough room to do this, which will save the EFA money as they will not need to find temporary premises for the new Year 7. A contribution of [REDACTED] will be made instead from XP EAST to XP WEST.

### **Unforeseen contingencies**

We are aware that because we are a small school, we have less capacity to soak up fluctuations in the budget.

As such, we have budgeted 1% of running costs as a contingency.

In the event of unforeseen circumstances, we would be able to find extra income, or reduce our costs to ensure we do not fall into deficit.

We will make extra income by:

- raising money through the Parents and Friends Association
- raising money through our connections with local businesses and organisations
- renting our facilities to the local community and local businesses and organisations
- holding conferences, opening days and training events which showcase our project-based learning approach
- our students raising money for our school by organising events connected to their projects

Although this would be a last resort, we could reduce our costs by looking at our staffing in line with the plans in the section below.

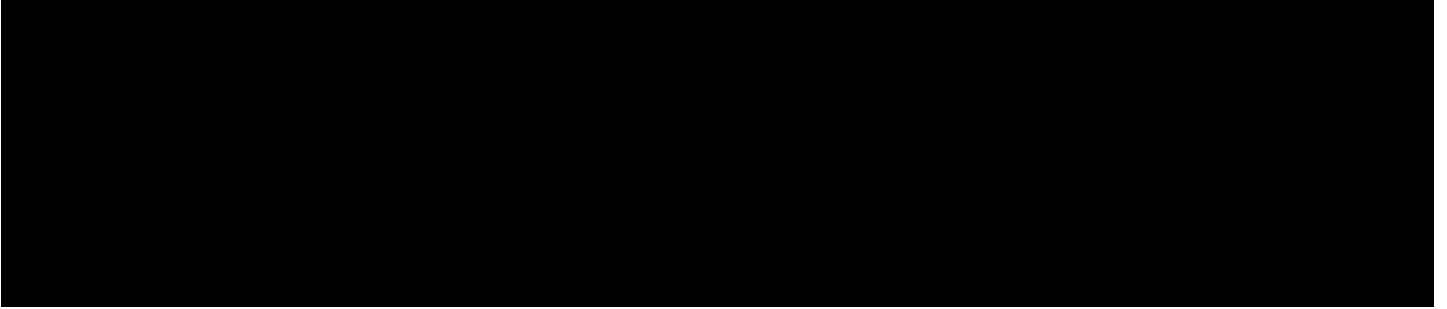
## **Section G2**

### **Our school is financially viable**

In our financial model, we show that including the post opening grant, our income exceeds expenditure from our opening year 2017 to when we are at full capacity and steady in 2024.

We do not show a cumulative deficit in any year, and we are not dependent on borrowing or third-party income.

Our yearly projected surpluses of income over expenditure are acceptable, being just over 2% each year.



In our capacity year of 2024, our cumulative surplus is [REDACTED] As the income that year is [REDACTED] this represents a cumulative surplus of just over 12% of total income. This represents good value for money and financial viability.

### G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff salaries	<p>Reduce salaries of SLT as less responsibility of smaller school</p> <p>Small reduction in number of teaching staff, because full capacity affords spare teaching capacity, and reduce average of Teacher salaries by recruiting less senior teachers.</p> <p>Reduce Teaching Assistants to one per Year and hours pro rata</p>	2017-25	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Other staff Costs	<p>Per student cost reductions</p> <p>Reduce Staff Induction costs</p>		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Premises	Per student cost reductions		<div></div> <div></div> <div></div> <div></div> <div></div>

			<div></div> <div></div> <div></div>
Educational resources	Per student cost reductions		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Professional Services	Reduce legal fees		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Other	Use contingency and reduce depreciation (as less assets)		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
TOTAL			<div></div>


### How our school is financially resilient

Should our admissions drop to 70%, we would adjust the staffing roll out and salaries to compensate us having to teach a smaller number of students, as shown in the following table:

We need a minimum of 2.5 teachers to cover instruction for each year. For this worse case scenario, we would employ one less teacher in 2018, one less in 2022 and one less in 2024.

This would leave us with a surplus teaching staff of 0.25 of one teacher per Year group, instead of 0.5 as shown in section D3. This cuts down on preparation time, but will be gained back by having one less Crew to staff, that is, three Crew per Year instead of four.

Teaching Assistant numbers would decrease to one per Year group because of the reduced student numbers.

Staff induction costs and legal fees would be reduced because of smaller staff numbers.

Depreciation costs would be reduced because there would be less assets, and finally, we would use the contingency built into the finance model, as this is the worse-case scenario for us.

We have not adjusted any other figures apart from the student pro-rata elements.

Our existing demand indicates very strongly that we would have full capacity, and our team is fully committed to ensure full capacity as our priority. We will work tirelessly to guarantee oversubscription.

## Annexes





Department  
for Education

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