



Department
for Education

**Free school application form 2015
Mainstream and 16 to 19 (updated February 2015)**

Shireland High Tech Primary

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:	X	
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	X	
4. Have you fully completed the budget plans?	X	
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk ? (See guidance for dates and deadlines).	X	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	

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

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

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

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

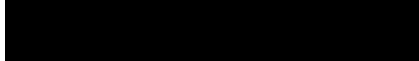


Position:  (please delete as appropriate)

Print name:



Date:



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

Please tick to confirm that you have included all the items in the checklist.	X
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Section C: Education vision

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

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

Section C1

Shireland High Tech Primary Free School – Vision

- 1. Rationale**
- 2. Track Record of Improvement**
- 3. Vision Statement**
- 4. The Ethos of the Free School**
- 5. Key Features of the Free School**
- 6. Why this School?**

Rationale – The Need for the Academy in the Local Area

This application to open a Two Form entry Primary Free School is based on two key areas; need for primary places in the proposed area and need to improve the quality of the education in the area, especially the percentage of students obtaining Level 4 in English and Mathematics. The proposal has support from the Local Authority (Sandwell) who will steer students to the school from the local admissions arrangements.

The Academy has a national reputation for using Technology to support School Improvement, Curriculum Development, supporting Pupil Premium students and for evidence based research.

This opportunity to provide an Outstanding Free School allows an Outstanding Sponsoring Academy to bring its expertise, its innovative curriculum and its exceptional work with deprived youngsters (the Academy was the 2015 National Pupil Premium Champion for the West Midlands) to the primary sector where it can make a difference to students earlier in the process and ensure that they do not reach KS3 with low starting points.

There is a significant need based on a projected shortage of places. There is a significant increase in the local population, both through birth rate and immigration. The increase in demographic projections have been backed by the Local Authority who are predicting an additional 1890 primary places need to be created by 2018. The authority have backed the creation of the free school as a contribution to solving this issue and have provided a letter of support, as well as holding talks with the Academy as to how the free school will be an essential part of the plan to meet this increased demand. The ONS predicts a 13% growth in Sandwell over the next 20 years with a 17% growth for the under 16s.¹ The scale of the issue is best shown through the Local Authority's own Education Improvement Strategy which states:

¹ http://www.sandwelltrends.info/lisv2/briefingnotes/Fact_Sheet_4.pdf

Sandwell is a rapidly growing borough due to a recent increase in the birth rate and additional pressures through inward migration. The annual pupil cohort has risen from 3500 to 5000 in the last eight years. As a result, many primary schools are now full and action is being taken to increase the capacity of schools to keep pace with demand. Between 2010 and 2014, 3465 primary school places have been created which equates to 16.5 forms of entry as well as 4 temporary bulge expansions. We know that in the next 3 years we will still have to deliver a further 1890 places (or 9 forms of entry and 5 bulge expansions). However, as land is at a premium in the borough this means in most instances existing school sites are expanded. Current pupil place projections run at 99.85% accurate.

The local authority has a policy of expanding 'Good' and 'Outstanding' schools where possible. In the last few years 97% of our new or additional school places have been provided in good or outstanding settings. The challenge for Sandwell now is to continue to develop primary settings to meet growing need whilst also delivering significant expansion in our secondary sector. By 2023 the council will need to have provided at least 30 new forms of entry i.e. 4500 new secondary school places. This will involve creating completely new schools as well as expanding those that have the physical space and the leadership capacity to manage the process effectively.

Local provision is extremely variable with several local schools providing very poor outcomes for students. For example, Cape Primary School currently provides 25% of students to the Academy and is in the bottom 20% of all schools nationally in 2014 for all elements of assessment at KS1. Additionally, in 2014 locally, disadvantaged pupils achieved less than other pupils in every category at KS1. A statistical analysis of the weakness and variability of local provision can be found in Section E of this application. The rapid need for more primary places and the poor outcomes locally provide the perfect rational for the Free School project.

The Academy has already secured expressions of interest for a 2017 start from 141 students (as we would relocate one of the Academy's existing nurseries to the free school, we are looking at 167 of 206 places already filled). These are from local parents who have submitted expressions of interest directly to the founder Academy. In addition, the Authority will fill reception places using the current admissions arrangements. A geographical distribution is provided in section E.

In 2015 Shireland Collegiate Academy had 495 applications for 195 places, is vastly oversubscribed and has a waiting list of 100 students. The community has a strong level of trust in the Academy and both the rational and vision below are driven by these strong community ties and a passion for delivering an outstanding, non-selective education for all.

This has prompted the Proposed Free School to seek an opening of three year groups as well as the nursery, to pull as many students as possible out of a cycle of poor results. By bringing students into the vision and curriculum outlined in this document we believe we will see the accelerated progress seen from the outstanding founder Academy for students who are currently stuck in this cycle. By beginning the Academy in years R, 1 and 3, within 4 years the free school will have had the opportunity to see and develop the life chances of hundreds more students than a traditional Reception only opening. The 141 expressions of interest include 50 for year 3.

There is overwhelming support in our local area for the Free School. We have had a very successful parental and community engagement campaign to date which has seen us talk to our families both at Shireland and in the local community. We held a Community event on the 10th July where we hosted 600 Primary school children and their families and we canvassed opinion and we have spoken to all of our Extended Services group about this wonderful opportunity. Our headline parental demand statistics clearly show that even at this early stage we will be full.

The following track record, ethos and key characteristics of the proposed school should give confidence that this is the solution to the identified gap in provision.

Track Record of Improvement

We believe we can make this difference as the Academy is a strong sponsor with a track record of school improvement. In 2005 the Academy took the lead role in supporting Ryders Green Primary School in West Bromwich, moving the school from the brink of Special Measures and placing it on a trajectory to Good. During the Academy's involvement, the KS2 L4+ results increased by 25% and absence rates were halved. This was due to improvements in leadership and management, developing the pedagogy and delivery and strengthening Governance.

The Academy has further experience in working supporting the primary sector. Shireland Collegiate helped Victoria Park Primary Academy in rolling out 1-1 access to devices in years 5 and 6 through the Shape the Future Project and supported the staff, pupils and their families to use them effectively in the classroom and at home through the use of a Learning Gateway. The Founder Academy also trained key staff on developing and embedding a flipped learning methodology in maths through both a pan European Project, the Living Schools Lab project, and the EEF Mathsflip project. During this time Victoria Park Primary Academy has seen the percentage of pupils achieving a level 4 in mathematics rise from 89% to 100% and the percentage of pupils achieving a level 5 rise from 21% to 67% over the last 3 years since adopting a technology for learning approach. The percentage of pupils achieving level 6 reached 18% in 2015.

VPPA is one of our partner Primary schools and is very much the exception in Smethwick if not Sandwell as it is a genuinely Outstanding school. We have a very close working relationship with the academy and particularly with Andrew Morrish, the CEO of the Trust. Andrew has agreed that the Trust will support us with the Free School and we are particularly keen to further examine VPPA's curriculum which is very similar to our Literacy for Life curriculum in KS3.

St John Bosco Primary has also seen the percentage of pupils achieving a level 5 rise from 57% to 77% since embedding a flipped learning methodology used in maths as part of the Academy run Education Endowment Fund project and the remaining schools in the project overall saw the % achieving Level 4 increase from 88% to 93% and the % achieving Level 5 increase from 38% to 43% putting them above national average in maths in both of these key indicators. Further details of this project are given later in this submission.

The Academy runs two successful Good OfSTED rated nurseries, one of which would relocate onto the proposed site and provide an immediate nucleus of students in the nursery with a strong incentive to graduate to the free school's reception classes. From 2015 the inspection framework for nurseries will mirror the school inspection framework. In the nurseries the employment of EYFS teachers, as opposed to nursery practitioners, will help move the nurseries to outstanding. Bringing the nursery under the free school structure will allow the policies, procedures, assessment of progress and management to be further improved.

In the last decade Shireland has evolved from Specialist School to Trust School to Sponsor and Multi-Academy Trust School and is now a Teaching School (one of only two Teaching Schools in the country in the bottom quartile of deprivation) and a National Support School. In these years we have continually been used by the Department and other agencies to explain how to use technology to unlock achievement and improvement, how to design a competency based curriculum and how to live in a world without levels. We have managed a Primary School and two secondary academies in our MAT and now support three secondary schools and one Primary school as part of our National Support School status. Our work with both the Secondary and Primary Schools focusses on using technology as the catalyst for school improvement and to raise standards.

Track Record of Improvement:

Supported School	Original Status	Outcome
George Salter Academy	Special Measures 2004)	Outstanding (2010)
Ryder Green Primary	Satisfactory (2005)	Good (20
Willenhall E-Act	Special Measures (2014)	Requires Improvement (2015)
Ace Academy	Special Measures (2014)	Project just started.
Park View	Special Measures (2014)	Project just started.
Brindley Heath	Requires Improvement (20	Good (2015)

This is in addition to the consecutive outstanding Ofsted inspections for the founder Academy, who have been given a grade 1 in every category. Working with these schools in this way has honed our clarity as to what causes a step change in performance and what is required to build capacity in schools. We have also developed a "Back Office" support service where we currently support over 30 schools with their Human Resources requirements, 8 and soon to be 15 schools with Financial Management and Governance related issues, more than 10 schools with Safeguarding and as previously eluded to over 20 schools with e-learning including our Technology supported MathsFlip project.

In the last ten years we have continually supported Primary Schools with their core business. We have learnt that in transferring and embedding our model into a primary setting we have needed to adapt terminology and timescales but the core principles and pedagogies are instantly transferable. In embedding Flipped Learning in the Primary context we have had challenges around technology and confidence of use and there has been a considerable amount of work to be done on new styles of teaching

and learning. We have succeeded in this transformation in part because we understand the principles of Flipped delivery and in part because through our Teaching School role we are accustomed to supporting Primary schools but more importantly training Primary teachers.

We see the opening of the Free School as a natural extension of a project 10 years in the making. The following section identifies the ethos, key features and outcomes of the new school and outlines the competence of the Parent Academy in delivery of this vision. The Academy seeks the resources not to turn round another existing school (though we expect other schools to join the multi academy trust) but to create an educational establishment on its own terms, creating a beacon of excellence.

Vision Statement

Shireland High Tech Primary will be based around twenty years of harnessing technology to cause radical improvement. Technology levels the playing field between advantaged and disadvantaged and discriminates against none. The world is rapidly changing and the old models struggle to provide the skills that the world will need in ten years time.

- We believe that every student should receive a rigorous grounding in academic fundamentals.
- We believe that every student should be equipped for the future through teaching them relevant and cutting edge skills for the era in which they live.
- We believe that every student should be safe, happy, ambitious for themselves and respectful of all.

Our Free School will enable pupils to excel by providing them with one to one devices (Microsoft Surface), an on-line learning environment (Office 365) and the resources to work in a Flipped Learning based pedagogy to realise their potential and to support their needs.

We will wrap their learning in a technological envelope which accelerates and deepens their learning and allows them to learn in depth both in school and at home. Students should be interested in their progress, be enthused by their experiences and learn in context.

As a school we seek to create memorable experiences which show students success, motivate them to improve and will stay with them throughout their lives. This has been successfully implemented over the past seven years in Years 7, 8 and 9 with great success academically and pastorally.

The Ethos of the Academy

As the Free School will spring from an existing, outstanding Academy, we would continue with our key statements of ethos. These will be our statements of belief:

For the Pupils

Aim Higher – The Free School believes that success is possible for every child, that high expectations are in place for every student and that every student will make significant progress during their time at the school and that the Free School supports a strong, rigorous academic curriculum. Allied to this the Free School seeks a range of high quality technological and design experiences for pupils, ensuring they are skilled learners equipped with 21st century skills and giving pupils a choice and ownership of their learning.

Changing Attitudes – The Free School believes every learner should aspire to a successful, fulfilling future and that they should have a strong careers awareness programme, filled with experiences which open their eyes to opportunity. The Free School seeks to promote the values of healthy lifestyles, good life choices and confident community participation. Pupils should be independent learners, curious about the world and seek to continually improve themselves.

Be Concerned for Everyone – The Free School believes that pupils should not just have an academic development, but a development which also looks at their personal characteristics, that they should have a strong sense of social responsibility, pride in their school and an outlook respectful of others regardless of race, faith, gender or background. The Free School will have an ethos of support which goes beyond the classroom, mitigating the effect of the high levels of deprivation within the community.

For the Staff and Leaders

Promoting Cohesion – The Free School believes in promoting a shared vision and sense of belonging by all of the communities that it serves reflecting the diversity and multi-dimensions of all cultures, religions, beliefs, ethnicities and social backgrounds. It believes in the equality of opportunity and good relations between different groups of people creating a sense of belonging by all communities and life opportunities available to all. By developing a strong sense of rights, responsibilities and trust within the school community, across the wider local community and reaching out to the global community, the Free School will help contribute towards building a more understanding, tolerant and fair society.

Leading Learning – The Free School believes in developing an ethos of learning for all across all stakeholders of the school community and creating a culture of innovation, challenge and drive to create the very best learning experiences that drive forward school improvement and raise standards. It will encourage reflection across its staff and pupils that allow for pedagogical improvement. It will provide opportunities for classroom based research which informs innovative programmes and a culture of developing the next generation of outstanding teachers of the future through close links to initial teacher training.

See Further – The Free School recognises the importance of developing learners for life who will be able to build upon their primary education as they move through their secondary phase and beyond. It will incorporate an innovative approach to careers awareness from the earliest of ages and develop in all, not only a love for learning, but a digitally supported toolkit that will support them through their learning lives. The Free School aims to support not only the academic skills needed to succeed but also to start to develop life-skills that prepare them for life outside of learning and a desire to expand horizons and raise aspirations.

Key Features of the Proposed Free School

Technology Rich

The free school will be a technologically rich environment delivering world class 21st century skills. The Academy will run an online Learning Gateway and class site structure, supporting students learning with the latest pedagogy.

Evidence of Previous Delivery

- The Academy has been engaged by the Education Endowment Fund to conduct a randomised control trial on Flipped Learning in Mathematics using one to one devices and a Learning Gateway. This is the largest UK Education Endowment Foundation funded research into the impact of Flipped Learning (MathsFlip) the academy worked with 24 primary schools and were independently audited by the University of York. This has enabled staff to better understand the importance of Technology within a primary setting, its importance and how to embed it.
- Online GL assessments show a huge increase in performance following the project at the top, middle and bottom of academic abilities. Nationally 15% of students achieve above expected progress and 15% below. The study saw 28% above expected progress and only 9% below. In contrast the control schools in the independently evaluated project that did not implement a Learning Gateway and Flipped Learning methodology, remain broadly in line with national averages at level 4 and 6% below at level 5. Looking at Level 6, MathsFlip schools went from below national average (-1%) to 3% above the national average whereas control schools remained below national average at -2%. This shows that this approach had an impact across all abilities, including the less able, where we saw 59% of pupils who were a Level 1 at Key Stage 1 in the MathsFlip schools making 9 sub-levels plus progress as compared to 38% in the control schools. We know that this approach works and are keen to bring it as part of an ethos of a new school.
- This approach has seen the following improvement in students' results after a single year of the Maths Flip Project:

School	SATs Percentage achieving Level 4 or above in maths 2014	SATs Percentage achieving Level 4 or above in maths 2015	SATs Percentage achieving Level 5 or above in maths 2014	SATs Percentage achieving Level 5 or above in maths 2015
Bleakhouse Junior (Sandwell)	78%	85%	22%	33%
Corngreaves Academy (Sandwell)	100%	97%	63%	52%
Cradley CE Primary (Dudley)	96%	100%	32%	42%
Galton Valley Primary School (Sandwell)	85%	90%	25%	36%
Halesowen CE Primary (Dudley)	80%	90%	25%	29%
Peters Hill (Dudley)	88%	85%	31%	34%
St John Bosco Primary (Sandwell)	100%	93% (2 SEN disapplied)	57%	77%
St Margaret's at Hasbury (Dudley)	80%	93%	33%	33%
Tenterfields Primary School (Dudley)	83%	93%	45%	37%
Victoria Park (Sandwell)	91%	100%	51%	67%

- In supporting the Primary MathsFlip schools we have run over 10 training days at Shireland on how to adopt a Flipped Learning methodology in Maths (and the wider curriculum) for Year5/6 teachers and senior leaders including how to extend the more able. These days covered the methodology itself and then how to translate this to everyday class room practice. We monitored the online sites for usage and were therefore able to intervene with schools or teachers if needed.

Alongside the more traditional training aspects we also provided in class support with our trained staff going out into schools and supporting the teachers, pupils and families in the implementation of the approach. We also provided time for teachers to plan alongside our team and also to reflect on progress so far and identify where they and their class needed to move to next to enable the quality of the delivery to improve further. All of this good practice we would take in to the Free School.

- A Long term relationship with Microsoft where new technologies are tested by the Academy before they are officially launched e.g. the new Microsoft Surface device and Minecraft Band and being part of pilot programmes such as Shape the Future and Kodu Cup. Shireland is also a Showcase school and we would hope to extend that to the primary free school. There are few schools who have the expertise of embedding technology for success. Over the past few years in the primary context, as well as the EEF project mentioned above, the Academy has been involved in Primary Study Support, Summer School Programmes, Digital Dragons Den programmes and the largest worldwide deployment of Microsoft Surface technology. The Academy has provided training to 50 teachers as part of the Curriculum Readiness Project in computing emphasising the importance of secondary expertise in supporting the primary sector.
- Our use of a Learning Platform has long been regarded as one of the best examples of how an online environment can not only affect standards in teaching and learning, but also help whole school improvement through underpinning school processes and touching every stakeholder. It provides a class site for every group where students can collaborate, share, submit, discuss and learn and families gain a window into their child's learning, making it easier for them to engage and support. Children are increasingly exposed to technology at an early age and creation of these sites for KS2 classes over the past few years has emphasised their effectiveness.
- The Shireland e-learning team would create a bespoke learning platform for the free school and help embed its use with pupils, staff and families. The Director of e-learning, who would be the principal designate, and her team have a long term record of supporting up to 135 primary and secondary schools to implement an online learning platform to help deliver their school development plan. Their experience will be invaluable in helping harness technology for learning in the new Primary School. The team will work across both the Academy and the new free school providing capacity and expertise to staff. This will provide opportunities in the primary sector such as increased parental engagement, online distribution of homework, a shared area for student voice, class debate

and online storage. It is the backbone of what makes one to one devices work in schools.

Evidence Based and Research Led

Cutting edge research will be a part of the free school, providing a beacon for other institutions and working with national organisations to provide evidential proof of key learning strategies. It also supports schools to use school and class based research to inform practice and raise standards.

Evidence of Previous Delivery

- The Academy has been formally requested by the DFE to help three secondary schools in the area who are in special measures, all with high numbers of disadvantaged pupils. We have built additional capacity into our Trust through the appointment of a tier of Senior Teachers, to enable us to successfully provide this.
- In partnership with Warwick University the Academy leads a Teaching School Alliance with 8 SLEs and 40 School Direct places (both Primary and Secondary trainees) and is training the teachers of the future to work with disadvantaged pupils. As part of the research and evidence strand of the Teaching School the Academy has already trained six Specialist Leaders in Education who will be available for support.
- The Academy is a Whole Education Pathfinder school and staff frequently speak at national events to disseminate good practice.
- The Academy has entered a partnership with the exam board OCR to produce 5 toolkits which can aid pupil progress. This is in its final stages and will produce toolkits for all schools using OCR in the areas of family learning, i-families (parental engagement with technology), audio feedback, visual feedback and flipped learning. These pioneering techniques, especially in areas such as audio and visual feedback are perfect for KS1 delivery where sound is often as important as symbolic marking. In most Primary schools there is not the devices or expertise to make this happen.

Shireland has created a culture of innovation and classroom based action research over the last 10 years which has been formalised more recently through its involvement with the National College's Closing the Gap Test and Learn Project. This has helped staff take a more scientific approach to trying new ideas with the understanding of measuring the impact.

Thematically Delivered

An engaging, thematic curriculum containing strong core standards. Key competencies delivered through thematic content. A focus on project based, audenced and blended learning will give students experiences they will remember throughout their education. This is further expanded later in this section.

Evidence of Previous Delivery

- In 2015 after one year of students entering this process, the Academy had brought 100% of students up to at least a level 3 in English and Mathematics (43 students were below this level on entry) and had increased the number of level 6 and above students from 5 to 41).
- We have just franchised our Thematic, Competency based curriculum Literacy for Life to two secondary schools and we are supporting its introduction.
- The Academy has a strong competency based framework which has an online assessment tracker and has been working in a life without levels context for the past five years.

Outstanding Teaching and the Teachers of the Future

A focus on advanced pedagogy and the latest learning techniques to seek to make every teacher an outstanding teacher and create the teachers of the future. We believe that utilising School Direct trainees rather than teaching assistants will create a step change in how students can be supported across the free school.

Evidence of Previous Delivery

In 2013 Shireland became a Teaching School and a National Support School and we embarked upon constructing a partnership with the University of Warwick and our group of schools both primary and secondary. We would see the Free School as an integral part of our School Direct provision and key partner in our Teaching School Alliance. The Academy has trained 20 Primary School Direct Trainers so far, all of whom were rated good or outstanding and have found employment. In 2015-16 there will be 17 Primary trainees and this figure is set to increase next year. School direct trainees would supplement the free school staffing as **supernumerary** teachers and would be trained in how to harness technology for learning. The Academy has a number of primary advisors working with it to develop the KS1 and KS2 pedagogy and they have helped to develop the project team's Primary knowledge.

It would be our intention to build Salaried School Direct trainees into our structure to add depth and to ensure that interventions take place at an individual pupil level. It will also help with future recruitment in the first years and succession planning.

Strong and Compassionate Behaviour and Pastoral Care

The Free School actively promotes that all pupils have a right to learn and allow others to learn as well. It encourages positive attitudes to learning and endeavours to create the right atmosphere for effective learning and enables and supports pupils to work both independently and cooperatively.

Evidence of Previous Delivery

There is a simple and effective system of rewards and sanctions with intervention strategies that are clear and easy to adopt and embed. Behaviour at the founder academy was described as “impeccable” at the last inspection.

A culture of mutual respect, regular attendance and commitment to school is understood and shared across the school community. We have further developed our Behaviour Management Services team to enable them to offer support and training to the Free School. We have also worked with external consultants to upskill the team with the requirements of the Primary context.

The Academy runs a safeguarding service for a large number of local primary schools and this would also support the Free School. This service provides training up to level 3, advice on becoming the named person. Training to all teachers, brokerage with community and local authority groups and advice on individual cases.

Why this School?

In the previous section we discussed the key features of the proposed Free School. That it is technology rich, evidence based and research led, with a strong integrated curriculum and outstanding teaching.

There are two key planks we believe best serve this community, one is opportunity, the opportunity for students to access technologies they would never see until Year 7, the opportunity to have input and experiences from qualified experts in the field, the opportunity to experience the latest, tested pedagogy.

Secondly, outstanding practice, professionally delivered, through the structures and experience of the project team and trust, the structures in place throughout this bid will lead to students receiving outstanding teaching, high expectations, quality feedback and world class governance. This should mitigate some of the identified problems that Ofsted has highlighted in existing provision.

Having established general need for places, expanded upon in section E. The proposed free school is the most appropriate solution for the following reasons:

An established community already trusted by the founder Academy

The community the Free School will serve is multi ethnic, deprived but has a strong sense of pride and deep loyalties. Partnerships with families have always been at the core of strategies which the Trust has developed, Highlighted by having the Leading Parent Partnership accreditation. The ethos above will provide strong and supported education to the local community. The commitment to a fully comprehensive intake of students of all faiths and backgrounds and expertise in having developed this by educating that community for more than 100 years in the founder Academy shows this project is an extension of current community goodwill rather than something which will be thrust upon them.

In section E we look at a breakdown of the ethnicity of the community. It would be a fair assumption that the students drawn from the existing Academy would be a fair reflection of the students who will attend the Free School as they draw population from exactly the same wards.

The Free School would therefore have the following characteristics:

Ethnic Groups	Value	Notes
BME	92%	Sig BCRB, APKN, BAFR, AIND populations.
EAL	60%	51 Different Languages Spoken
SEN	26%	
FSM	36%	

With the incredible diversity of intake, the Academy is well placed to bring its expertise in the fast development of students with English as an Additional Language and its ability to integrate diverse communities with respect to the Primary Sector. Ofsted state (2013):

"The achievement of all groups of students, including those from the wide range of different heritages and those whose circumstances make them vulnerable, is similarly strong. This reflects the success of the academy's determination that all students should have an equal opportunity to succeed."

Furthermore we know about the difficulties facing the community and have at the heart the expertise to intervene with students with safeguarding issues. Ofsted state (2013):

The academy works very well with families and with other agencies to make sure that any obstacles placed in the way of students attaining what they are capable of, particularly those whose circumstances make them vulnerable, are dealt with and removed. One student told inspectors that the way the academy had worked with her to help her resolve her problems had '...changed my life ... I am so grateful to everyone at Shireland.'

A school without the intimate knowledge of the families and circumstances of the area would not be as well placed as this Free School. The Academy frequently acts in the role of surrogate parents to these students, providing for them through a hardship fund, being their place of safety into the evening and weekends and providing them with aspiration in homes where there can be a third generation of non-working adults. The Free School allied with the structures in the Academy could reach these students at an even earlier age providing that bedrock of aspiration and a will to succeed from day one.

Pedagogical Techniques with Proven Success

Both the integrated curriculum, the one to one devices and the flipped learning methodology have all proved successful at raising standards as is shown below. The high technology, flipped learning approach has been trialled in 24 primary schools and has shown increases in KS2 SAT results which suggest the new Free School could meet its

ambitious targets. The two year journey of the Flipped Learning project has taught the Academy a huge amount about how to transfer its success to a primary setting.

Key lessons are the consistency required in resourcing. The increased guidance needed for students in following a set programme. The adaptation of language for those with developing skills and the increased importance of parental involvement. In providing this support to primaries we have adapted our own curriculum in response especially to those students undertaking rapid language acquisition. Ofsted state (2013):

"The range of subjects and courses available to students is innovative and imaginative and is extremely carefully planned to meet their precise needs and interests."

We learned that the presence of technological devices in homes was almost ubiquitous but there was a paucity of the same devices in primary schools due to budgetary pressures. We know, thanks to the results of the EEF funded research that devices do make a difference.

The Ability to Draw on Resources from the Founder Academy

The founder Academy will be able to provide a series of resources in three key categories to the Free School which would not be available to an institution not developed by the Founder Academy. These categories are:

- Access to Finance, HR, ICT support, Safeguarding and E-learning services. These services already deliver to a large number of Primary schools and bring the professionalism of larger structures to create a strong backbone of support.
- Access to Accommodation. With a 400 seat Theatre, immersive room, DT and Science facilities and PE facilities, the Founder Academy is well placed to let the Free School partake of these facilities giving the students opportunities to participate with equipment unavailable to most Primaries in curriculum time.

Having delivered five years of Primary Study support to over 1000 primary pupils. The Academy has built up a base of knowledge of the profound effect that creating these memorable experiences can have on younger students. Access to resources such as 3D printing have produced exceptional results and convinced the Academy that it is often resource opportunity not student ability which can hold students back. The Founder Academy would be able to provide a solution to this issue which a generic primary could not.

Access to Specialist Staffing.

Languages, ICT, PE and Design Technology staffing can all be utilised from the Founder Academy as the Free School has a high technology focus. These staff can be

brought in for expert lessons and to provide bespoke training for staff at the Free School to close any skills gap. This is important as our experience shows that implementing a one to one device programme is as much about the knowledge and expertise of the Primary teacher as the Primary student.

Outstanding Teaching

Later in the Section we examine the results of some of the Local Primary schools and the inconsistency around their results. In many cases the gap can be explained by the lack of outstanding provision. As an outstanding provider who's latest Ofsted stated:

"Teaching is outstanding. Lessons are planned extremely well to make sure they are demanding, exciting and get the most out of all groups of students. This is underpinned by innovative use of information and computer technology (ICT)."

We have seen that our outstanding teaching can be brought to the Primary sector as we have three years of experience in producing outstanding Primary teachers in partnership with the University of Warwick. The ambitious nature of our target setting and focus on aspects of the whole child are central tenants which will work well in the younger Key Stages. Ofsted state:

Students join the academy in Year 7 with exceptionally low standards of attainment. As a result of outstanding teaching, all groups of students make rapid progress and their achievement is excellent.

It is the Outstanding teaching of an innovative curriculum combined with a high technology presence which is making the difference at year 7 and can be made to make the difference at KS1 and KS2.

Effectiveness of existing provision in the area has been affected by Governance Issues (described in some cases as dysfunctional) and a lack of challenge to pupils. The Academy prides itself on its strong governance structures and high expectations of pupils. These are universal principles which can be brought by the school into the primary setting. Harmonisation of Management Information Systems, assessment cycles and governance reviews can help the Free School to meet its ambitious targets.

Governors keep their skills up to date through regular training and are very well informed about how well the academy is doing with the governance portal on the Learning Gateway enabling this. They receive regular and comprehensive information from the headteacher and visit regularly to monitor the academy's work. They know where the best teaching is in the academy and, as a result, are in a strong position to contribute to academy development and improvement planning. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have kept a careful check on the impact of the extra support and guidance provided for eligible students. They set ambitious performance management targets for the headteacher and hold the headteacher to account for the way in which increases in pay are used to reward teachers. They know how any underperformance is being tackled. Governors meet all their responsibilities very well, including national requirements for safeguarding students.

Outcomes for the Free School

Success for the Free School consists of the following objectives:

- That 90% of the students attending the Free School will have a Level 4 in Reading, Writing and Mathematics and that 30% of students will have a level 5 in these strands. That 95% of students will make expected progress.
- That students graduating from the free school will be high achievers in the field of technology and that 75% of students will be at an advanced level in our competency framework.
- That there will be no greater than a 5% gap between Free School Meals students and their peers, compared to the national average of 18%. Building on the work done by the parent Academy who cut the gap to 3% and who were honoured as the top school in the West Midlands for working with Pupil Premium students.
- The free school will have an attendance greater than the national average (95%) and a number of exclusions lower than the national average.
- That the free school will have a reputation for outstanding teaching as part of the teaching school alliance. That no members of staff in the free school will be rated as lower than good and that at least 50% of staff will be judged to be outstanding.

Further Detailed Analysis of proposed outcomes can be found in section D. In reaching these targets, the Academy benchmarked itself against a number of existing providers.

Section D: Education plan – part 1

Numbers Growth Over Time

It would be our intention to open the Free School with three full classes: reception, Years 1 and 3 and the nursery. We feel that this approach, of being full to capacity within three years matches with the rational of the increasing population and need for primary places within the area as outlined in section C1.

	Current number of pupils (if applicable FTE)	2016	2017	2018	2019	2020	2021	2022
Nursery			26	26	26	26	26	26
Reception			60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3			60	60	60	60	60	60
Year 4				60	60	60	60	60
Year 5					60	60	60	60
Year 6						60	60	60
Totals			180	300	360	420	420	420

Section D: Education plan – part 2

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

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

Please add additional lines as required.

This section must be completed by route 2 applicants.

KS1 Table

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	5	Y	Thematic Delivery with focussed skill booster sessions.
Mathematics	5	Y	Thematic Delivery with focussed skill booster sessions.
Science	2.5	Y	Thematic
History	1	Y	Thematic
Geography	1	Y	Thematic
Religious Education	1	Y	Thematic
Design & Technology	1.5	Y	Co-Delivery with SCA
Drama	1	Y	Thematic
Dance	0.5	Y	Co-Delivery with SCA
Art	1	Y	Thematic
Music	1	Y	Thematic
ICT/Computing	1.5	Y	Thematic
Physical Education	2	Y	Co-Delivery with SCA
Citizenship	0.5	Y	Thematic
PSHE	0.5	Y	Thematic

KS2 Table

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	5	Y	This will be integrated into the thematic curriculum at KS2. However there will also be discrete elements of English taught separately where appropriate e.g. phonics.
Mathematics	5	Y	This will be taught discreetly with meaningful links into the thematic curriculum where appropriate.
Science	2	Y	This will be integrated into the thematic curriculum at KS2. This subject will have the opportunity to use some facilities in the founder academy.
History	1	Y	This will be integrated into the thematic curriculum at KS2.
Geography	1	Y	This will be integrated into the thematic curriculum at KS2.
Religious Education	1	Y	This will be integrated into the thematic curriculum.
Modern Languages	1	Y	Co-Delivery with SCA
Design & Technology	1	Y	Co-Delivery with SCA
Drama	1	Y	This will be integrated into the thematic curriculum.
Dance	0.5	Y	Co-Delivery with SCA
Art	1	Y	This will be integrated into the thematic curriculum.
Music	1	Y	Co-Delivery with SCA
ICT/Computing	1.5	Y	This will be integrated into the thematic curriculum.

Physical Education	2	Y	Co-Delivery with SCA
Citizenship	0.5	Y	This will be integrated into the thematic curriculum.
PSHE	0.5	Y	This will be integrated into the thematic curriculum.
Theatre School	1	N	
Coding Club	1	N	
Design Club	1	N	
PE Clubs	1	N	

Section D1:

The Curriculum

- i) KS1 and EYFS, the Curriculum**
- ii) KS2, the Curriculum**
- iii) Students with Additional Needs (SEN, EAL, G&T, LAC, PP/FSM, Catch up)**
- iv) Use of Specialist Facilities in Partnership with the Founder Academy.**
- v) The Case for 1 to 1 Devices**

Early Years - Ethos and Curriculum

Our school fully supports the principle that young children learn through play and by engaging in well-structured activities. Teaching in this stage builds upon the experiences of the children in their nursery settings and the positive relationships that exist between the school and the nursery providers.

For the last nine years the founder Academy has operated a pair of nurseries and has built up considerable expertise and experience. It would be our intention to move and expand one of these nurseries to the new site, providing an instant intake for the new free school. At the last Ofsted this Nursery was classed as good and would follow its existing curriculum. It would be our intention to both offer places which are flexible to support working families and to consider including provision for disadvantaged 2 year olds. We are now looking at building these nurseries into outstanding provision through higher level safeguarding training, improved tracking systems and employing EYFS teachers.

Teachers facilitate learning through carefully planned, play-based learning experiences that are based upon the Early Years Foundation Stage and prepare pupils to become ready for more formal learning opportunities that will be phased in through Key Stage 1. Planning will also ensure and allow for a sense of ownership by both teacher and child, child initiated learning tasks and activities, progressive skills and learning that meet expectations and mastery of skills. The application of skills are then transferrable across themes as they move through the school.

Preparation for KS1 begins in the EYFS through 'Introductory Themes' while they will not have the curriculum depth of the themes in KS1 and KS2 they introduce students to the key concept of learning in context and give them some very basic access to technology. Our themes, whilst structured as they are in KS1 and KS2 will be based on the everyday experiences that our pupils understand such as: Houses and Homes, A Trip to the Shops, A Rainy Day and Our Pets. In the EYFS we will model the flipped methodology to prepare our pupils for future steps, we are currently working on our phonics flip for use with our younger pupils.

Key aspects such as Synthetic Phonics / Reading / Writing and Numeracy skills will be taught daily with other areas of the EYFS wrapping round these core elements through carefully crafted audience and skills based themes. The use of technology will enable

learners to reach a wider audience for these purposeful outcomes and help them learn early core ICT and Computing skills. This is in conjunction with family learning workshops which are based upon our successful i-families programme.

The Free school is best placed to provide a distinctive and exceptional technological experience for students at a primary level. It already has an e-safety service which provides advice to several schools, expertise in the use of Kodu, Scratch and Minecraft. The Free school will be able to give special opportunities such as simple introduction to robotics. This will more than fulfil the requirements of the KS1 national curriculum in computing.

The Free School believes that basic skills must be at the heart of what we teach and would ensure that we deliver an Early Years curriculum that focuses on the three prime areas of learning which are most essential for children's readiness for future learning and healthy development, as well as delivering the four specific areas of learning which build on the prime areas. These are 'playing and exploring' (engagement), 'active learning' (motivation) and 'creating and thinking critically' (thinking) and are alongside the main themes.

Whilst we are committed to the delivery of our curriculum through themes, we will embed specific skills based programmes from EYFS through into the Key Stages to ensure we build an outstanding skills foundation to complement the thematic delivery.

During the Reception Year the Early Years Team will make a number of assessments on the Foundation Stage Profile. This assessment is an important part of the future curriculum planning for each child. National baseline testing will be utilised as required and initially we believe we will look to use the NFER solution accredited nationally.

Key Stage 1– Ethos and Curriculum

In Key Stage 1 a Thematic / Skills based Curriculum based on planned activities and basic skills will enable our children to explore and pursue their own interests, promote learning, personal growth and development. The curriculum is taught according to National Curriculum requirements which set out the most important knowledge and skills that every child has a right to learn, but is delivered thematically and is responsive to the children's needs. It is the framework provided by the government so that all children are taught in a way that is balanced and manageable; skills and attitudes will be developed throughout. Children will discover that learning needs to be an active process that leads somewhere and in turn allows the child to see physical tangible evidence of the skills they have learnt. Giving pupils opportunities for real-purpose of learning tasks and activities, with real audiences will be built into the themes.

Pre-learning opportunities will be built into themes regularly through a Flipped Learning approach; using technology to engage and extend learning opportunities and assess prior learning and therefore move learning on in a more targeted manner. In Key Stage One joint online class sites for students will be slowly introduced, providing opportunities for parents to engage with reading and comprehension activities in

conjunction with their children. Simple notes can then be typed on online forums which allow students to feel part of a wider learning community.

Allowing the children to develop skills to be able to be reflective, and evaluative of their experiences and learning opportunities, is central to the whole process. This will focus a sense of not only pride in their work but a focus for areas to improve. The school will also develop a sense of ownership for pupils in their own learning, so that they can make appropriate choices and become independent learners, but also know how to work with others and collaborate effectively when needed.

Our curriculum also includes what the children learn from, the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing their knowledge and skills, so that they achieve their full potential. Our vision statement reflects this view.

The free school is passionate in our belief that every child can learn to read and this is at the heart of the EYFS and KS1 curriculum. Rigorous, intensive and systematic phonics teaching will underpin reading, spelling and writing. We would put in place a high-quality structured programme for the systematic teaching of phonics such as Read, Write Inc. Phonics teaching will be characterised by a planned structure, fast pace, praise and reinforcement, active participation by all children and clear monitoring of progress.

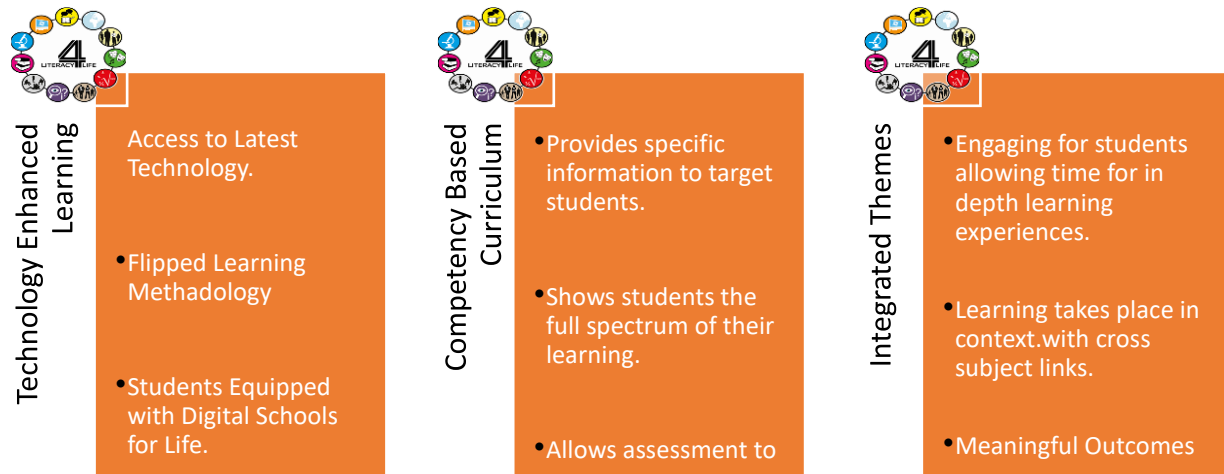
The assessment of individual pupils' progress will quickly identify any pupils who are failing, or in danger of failing, to keep up with their peers. Effective intervention for them to catch up will be put in place early and there are high expectations of what all pupils should achieve.

We also believe that developing comprehension and understanding when reading is key and will aim to foster a life-long love and enjoyment of reading in children with a strong emphasis on developing reading for pleasure.

We very much understand the importance of ensuring that children develop both speaking and listening skills to a competent level, enabling them to have a sound base upon which to build their reading and writing skills. These skills underpin a pupil's success in accessing the curriculum, making progress in their learning and their ability to develop good communication and social skills. This would be a core part of our EYFS, but also transferred to both Key Stage 1 and 2 as these skills are further developed to take account of turn taking, taking account of other people's points of view and early debating skills.

KS2 – The Curriculum

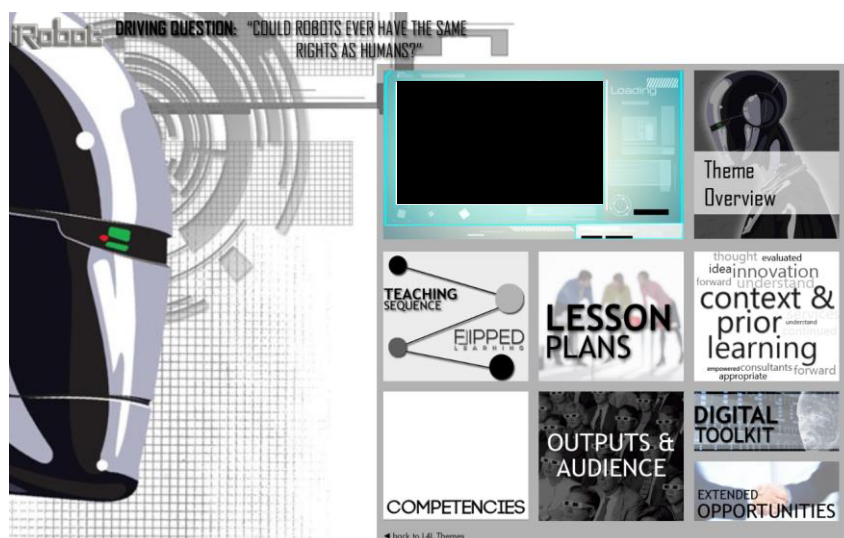
An integrated curriculum will be the cornerstone of the offer to students at KS2 with the three key pillars:



This curriculum integrates, English, Mathematics, Science, Religious Education, Geography, Drama, History, ICT, Personal Social Education, Computing and Citizenship into Themes.

What is a Theme?

A theme is a topic usually between two and three weeks long which the students use as a hook to base their learning on. The underpinning philosophy is that students learn better in context than in isolation.



Themes have within them certain key characteristics. A large piece of extended writing, time set aside for developing reading, and a number of competencies that the students

will develop. A student can perform a piece of diary writing in a great fire of London Based theme or an instructional manual in a theme based on robotics.

Themes in totality cover all of the areas of the national curriculum, but not every theme contains a full balance of every subject. Some might be more Geography based, while another may contain more drama. By writing the curriculum in this way it allows for stronger experiences and more time to produce high quality outcomes. This way there is an opportunity for in depth learning but with the full curriculum balance across the year.

Each theme will have a series of well-structured outcomes, often for a real life audience. Parents and peers often coming in to add extra motivation to students to produce work of real quality.

We aim to offer a lively, authentic creative curriculum which excites and engages pupils and allows all children to develop, flourish and achieve to their maximum potential. Developing the thematic approach in KS2 will offer pupils a wealth of 'irresistible' learning opportunities where key concepts and skills are delivered through exciting and dynamic themes in a hands-on and practical nature.

Examples of themes will include; Extreme Earth, Scrumdiddlyumptious Chocolate, Under the Sea and Superheroes. All learning is immersive and experiential, working with a range of learning partners from businesses, the arts and wider local community, bringing expertise into the school learning environment.

We believe this model is the most appropriate for the students who are likely to come to the Academy as it offers a real boost to literacy, is a developmental strategy which deals with low parental aspiration / qualifications and, being technologically rich allows students to explore virtual environments and online tools they may not explore with their families. Alongside the thematic nature of the curriculum, it is supported by a series of competencies broken into ten areas. In addition to the thematically delivered key aspects of English and Mathematics there are a number of discreet elements which are delivered in a parallel and supporting structure using the themes as the context.

These comprise six areas of academic progress: Communication, Numeric, Scientific, Technological, Reading and Social Environmental. There are four further areas which deal with the development of the students' personal characteristics: Personal Learning, Personal Social, Professional Development and Creative. These areas have their roots in EYFS and transfer into KS2 and KS3 ensuring a smooth transition.

These competencies go to the heart of the curriculum. Students use them to develop the key skills they need to be successful; they use them to see the full continuum of their learning and they use them to identify their strengths and weaknesses. Truly skilled staff use the competencies to directly personalise the curriculum. If students in the same class are working in the 'Water' theme, one student may be working on their word choice in communication, while another is seeking to improve their research skills. When, as our ethos states, we refer to 21st Century Skills, this is a fundamental part of what we are looking to deliver throughout the Free School curriculum and are currently delivering in our Literacy for Life curriculum in Key Stage 3. The process of grading

students within a competency based curriculum is further expanded upon in the assessment section. Within the competency framework and theme based projects as well as a solid grounding in academia, students will get the opportunity to explore and develop in the following areas:

Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Environmental Literacy Learning and Innovation Skills, Creativity and Innovation, Critical Thinking and Problem Solving, Information Literacy, Communication and Collaboration, Media Literacy, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership, Digital Literacy and Responsibility.

The sponsoring Academy has 7 years of successfully delivering this curriculum model and will be available to provide intensive support in the development of the thematic based curriculum in the Free School. Note that this curriculum covers all elements of the National Curriculum but is taught in context, with technology at its heart where Digital Literacy is a key skill for all pupils. Pupils will advance in the skills above because they are integrated, not add-ons. We know that in the real world people are never without technology it is only their knowledge and training which holds them back from making the most of it. These areas will be assessed through competencies tied to individual activities and projects spread throughout the Key stage. A simple online tracker which has been developed at the secondary level is available and can be used to mark a class group in just a couple of minutes, or with a tablet when assessing walking round the classroom. This is easily adapted for the Free School.

Learning is driven through a stimulating and relevant curriculum which combines tradition and academic rigour with innovation, allowing all pupils to achieve at their highest personal level and ensuring that no child is left behind. All pupils will have the opportunity to use technology such as green screening, sound editing, animation and coding creatively to enhance their learning throughout their education with us.

Within the curriculum students will be provided with opportunities to apply core Literacy, Maths and Science skills for a real purpose. In particular, there will be a range of inspirational writing opportunities interwoven in our themes. An example of this is allowing the children themselves to reflect on their own learning and write their own end of year reports for their parents; teachers will respond to these rather than the teacher dictating this process. The new leadership team, Key stage co-ordinators and specialists from the founding Academy will work together to ensure that there is full coverage of the National Curriculum.

Flipped Learning

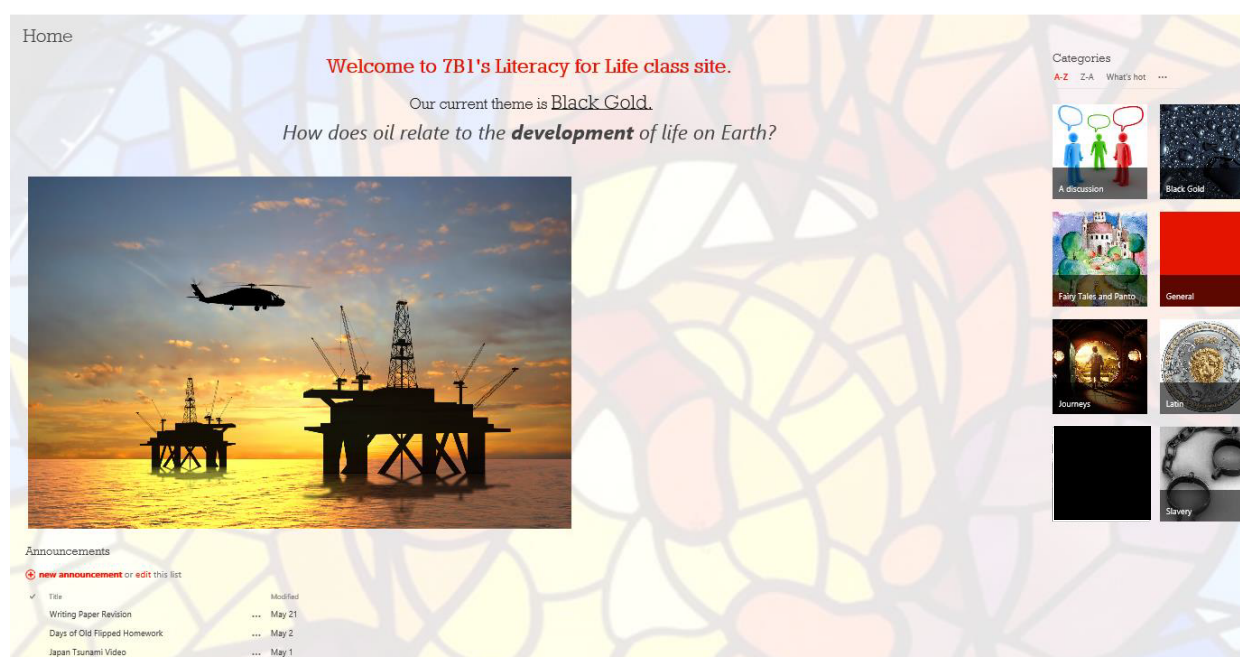
At the core of our curriculum is an innovative and authentic learning experience, rich in the use of new technologies and one which is personalised and responsive to the needs of our pupils. We seek to build on children's prior learning to accelerate progress for all and assessment for learning is key.

Learning and teaching is underpinned by 'Flipped Learning'- a simple idea where teachers present pupils with knowledge before they arrive in lessons (e.g. sharing a

video the night before that explains a new mathematical concept such as ordering fractions). This frees up the teacher's time to focus on classroom activities with more impact, such as giving more personalised support to pupils who are struggling, answering questions, holding discussions, challenging misconceptions or allowing pupils to apply their knowledge and delve deeper into the material. Class sites allow students to respond to the flipped tasks which have been set through online forum, questionnaires, uploading work or voting systems. This gives staff an overview of student's prior knowledge before the lesson begins.

The Flipped Learning Methodology is underpinned by Bloom's Taxonomy (the classification system named after Benjamin Bloom used to define and distinguish different levels of human cognition, and whose cognitive model includes six different classification levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation). By linking the Flipped Learning model to Blooms, this means that knowledge and comprehension levels of Bloom's Taxonomy are done at home meaning that teachers are freed to concentrate on facilitating deeper learning and moving through more content than without using this approach. This enables teachers to spend less time on low order thinking and move much more quickly onto those higher order thinking aspects which are scaffolded and facilitated much more effectively by the teacher in the class. The Academy is running a TES sponsored conference involving the founders of Flipped Learning in 2016.

Our online learning platform will allow an 'open window to our classrooms' allowing parents and families to engage with their child's learning on a day to day basis and for pupils to continue learning beyond the classroom. For example, we will share video tutorials of our Maths calculation policy on our class sites allowing parents to learn alongside the pupils and to feel better equipped to support their children. Lesson Objectives are calendared and available along with lesson resources for students to look back on. Practically the interface is web based and accessible from any device.



We believe feedback from peers and the wider learning community is extremely powerful to motivate and engage pupils so a global audience is important to us to share our proud achievements and connect with the wider learning community through blogging platforms and class sites. After all, why leave work (from writing to art and design) in a closed book where no one can see it when technology allows us to share successes and receive feedback and encouragement from experts and the educational community across the globe.

A variety of technologies will be used to increase pupil engagement and achievement with innovative, cutting edge resources and practices. The Flipped Learning approach that has been designed by Shireland Collegiate Academy will underpin classroom pedagogy and the integrated curriculum. It is an approach which caters for all abilities, supporting the learning process and helps involve families in their children's learning at a greater level. This is evident in the Academy's ambition to provide 1 to 1 devices at KS2 and access to a range of technology in EYFS and KS1 to support learning.

It is the technology which allows the flipped learning approach to flourish.

Outside of the Themes

The curriculum will promote and encourage opportunities to work both independently and collaboratively to achieve learning goals. We will equip pupils with 'metacognition' and reflection skills so that they understand and take ownership of the learning process. The Learning Power tools (Resilience, Resourcefulness, Reflectiveness and Reciprocity) and the related Learning Muscles such as Collaboration, Perseverance, Reasoning and Meta-learning (knowing yourself as a learner and how you learn best) will support teachers to guide and facilitate pupils to take ownership of learning. TASC wheels will support pupils to plan their learning journey to achieve challenging and ambitious outcomes.

Music, Languages, Physical Education, Dance and Design Technology are taught outside of the integrated curriculum though will occasionally have a presence in themes. Arts are a huge part of what the Free School will offer. Alongside a strong Arts curriculum, students will have the opportunity to be part of the Hippodrome sponsored Theatre School at the founder Academy, with professionals from the world of theatre working with students on a weekly basis.

The Free School understands the importance of digital technology as a tool to engage, enhance learning and underpin school processes. It believes that every child should have access to the latest technologies and become digital citizens who are capable of extending their learning through 21st Century Digital skills.

Case for 1 to 1 devices

In the last ten years Shireland has built a National reputation for the use of technology to support school improvement and most specifically to support pupil achievement. We have built learning resources and learning environments which have radically changed

the way that staff can support students but the introduction of 1 to 1 devices into Shireland has caused the greatest change. We have watched the whole learning relationship evolve and the marriage of 1 to 1 devices with a Bloom's based Flipped Learning methodology has become pivotal in our developing pedagogy.

Having seen the effect that 1 to 1 has had not only at Shireland, but also one of the local Primaries that we support who have also adopted 1 to 1 across Key Stage 2 and also Years 1 and 2, we know that having access to a device allows for a pupil to develop a whole raft of key skills deemed to be so important for 21st Century learning and life outside education. For example independent and collaborative learning on themes that can be extended outside of the classroom.

We know from using technology effectively at Shireland that it absolutely makes a difference to the learning of our students. It doesn't judge and supports all abilities. Given the socio-economic area of Smethwick, which is economically deprived but culturally rich, a proportion of our families don't have quality access to a device for learning and the internet at home, especially for younger siblings (parents and older siblings tend to have priority over any devices that are at home). Therefore, equity of access at school is crucial if we want all pupils to take advantage of the possibilities and opportunities that having access to a device brings.

The Free School sees 1 to 1 device access as vital as driving personalised and independent learning and levels the playing field in terms of equity and access and it would be our intention to equip Years 3 through 6 with Microsoft Surface devices with pupils in Early Years and Key Stage 1 also having access to a range of technologies to support their learning. While a high technology approach is unusual at primary level, it supports rather than replaces the strong core elements which are required.

Foundations in Mathematics are supported, not replaced, by a peer reviewed approach which have identified the best resources available in the EEF project. Students will still have a mixed economy to ensure that basics around handwriting, spelling, reading and speaking and listening receive equal focus. Having said this, students are increasingly exposed to technology at a younger and younger age and are increasingly competent in this medium. Recent changes to the national curriculum have sought to push more and more computing and ICT into KS1 and KS2. The proposed free school has the opportunity to create students who will truly gain the digital fluency they need to compete in 2030 when they might begin to enter the workforce.

i) Students with Additional Needs (SEN, EAL, G&T, LAC, Catch up)

SEN

The Free School will have a SENCo in place to oversee the needs of students who have additional needs (G&T, LAC, EAL, SEN and catch up). In the first instance this will be the Deputy Headteacher. Students will be assessed to support the identification of additional needs. We will look to assess students in the four broad areas of:

*** Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

*** Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

*** Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

*** Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

This will be done through continuous assessment of student progress against the recognised expected progress of all students.

In the Early Years and Foundation Stages (EYFS) the SENCO will have arrangements in place to ensure that children are supported throughout the Free School. This will include a clear approach to identifying and responding to SEN. We will then have effective provision that improves the long term outcomes for children. We will use our resources and expertise to:

- * use their best endeavours to make sure that a pupil with SEN gets the support they need
- * ensure that pupils with SEN engage in the activities of school alongside pupils who do not have SEN
- * inform parents when the school are making special educational provision for a pupil

The SENCo will also prepare a report on:

- * the implementation of their SEN policy
- * their arrangements for the admission of disabled children
- * the steps being taken to prevent disabled children from being treated less favourably than others
- * the facilities provided to enable access to the school for disabled children
- * their accessibility plan showing how they plan to improve access over time

The SENCO will also work with staff to ensure that all pupils are assessed against the seven areas of learning. These are:

- * communication and language
- * physical development
- * personal, social and emotional development
- * literacy
- * mathematics
- * understanding of the world
- * expressive arts and design

It will also be the SENCo's responsibility to support pupils at key stages of transition, particularly those students who have EHC plans.

We will work with professionals from other organisations to ensure that key milestones are met and that the plans are reviewed every 12 months.

In KS1 and KS2 the SENCO will ensure that the broad areas of need are assessed regularly. These are:

- * Communication and interaction
- * Cognition and learning
- * Social, emotional and mental health difficulties
- * Sensory and/or physical needs

EAL

The Free School will make specialist provision using technology and Little Bridge software for pupils with English as an Additional Language (EAL). This is due to the high number of families in the area who are EAL as identified in the census data.

Gifted and Talented

The Free School will adopt nationally recommended methods for identification of Gifted and Talented students including quantitative internal assessments, qualitative information from staff, peers, parents and carers and will also look at the rate of progress and reference to prior attainment and achievement.

In the last year we have honed our delivery models to focus on Gifted and Talented students. We have identified aptitudes from across the curriculum and designed pathways for specific students to unlock their potential, we will mirror this methodology in the Free School. We have developed a Theatre School with the Hippodrome, brought in HE lecturers to speak across the Key Stages and collapsed the timetable to create Focus Days where we can deliver a whole project in a day. We have supported Victoria Park Academy in their VPUniversity where our staff teach Years 2-6 across a wide variety of subjects, operated Primary Study Support for our family of Primary schools and established a local Primary choir and Rockband. All of these strategies have equipped us to move forward in supporting the Free School to unlock the potential of gifted pupils.

This will be a continuous approach that will ensure that this is embedded in school life and not a testing issue that only happens at certain points of the year. This will help to avoid us missing the hidden talents of pupils and ensure that there is continuous open dialogue between staff, parents and students.

LAC

The Free School will have a LAC Co-ordinator who will also be the SENCO. This person will ensure that all Personal Education Plans are completed at appropriate times and ensure that mile-stones are met. The Free School will adhere to the provision for LAC students that is made in the School Admissions Code and the document "Promoting the education of looked after children" DfE July 2012.

Pupil Premium

Last year our academy was named as the leading Secondary school in the West Midlands in relation to the support offered to Pupil Premium students.

We believe that closing the gap happens through the following strategies:

Dealing with student's complex needs, through safeguarding, through the Prevent strategy, through a strong programme of PSHE and citizenship. Through the engagement of outside agencies including the Local Authority where necessary.

Equality of opportunity, which we would seek to do through equality of access to the enrichment programme, through equality of access to technology, through equality of access to experiences and by providing safe and secure areas where students can study.

Finally through raising aspiration. By getting students involved in national competitions, by letting them have a strong careers awareness and by giving them opportunities for success amongst their peers and the local community.

Use of Specialist Facilities in Conjunction with Founder Academy

Collaboration with the founder Academy will also be a feature of the free school. The ability to access specialist facilities will provide strong experiences for the students. Students will have access to:

- A 400 seat professional Theatre and support from SCA and Hippodrome staff.
- World class design facilities including 3D printing and modelling, laser cutting, CAD/CAM and support from our Outstanding Design team.
- Scientific Laboratories incorporating presentation technologies.
- A full suite of PE facilities
- Immersive Space to launch themes and topics.
- Recording Studio and TV Channel

Access to these facilities will be possible as the free school will timetable in conjunction with the founder academy. This will also be a strategy to ensure that appropriate PPA time is available. This will give far superior opportunities to students than are currently offered at local primary schools and help to accelerate progress. An adjoining campus would facilitate the ability to use these facilities. Joint Curriculum provision in subject areas and access to specialists will bring further benefits and will raise standards.

Transition

Transition has been a real strength of the Founder Academy and over the last 5 years as well as providing a 11 day Transition Programme over the course of July and August of each year, the Academy provides Curriculum Days across the year where Primary pupils from local schools come and experience a day in a particular subject and primary staff get training, Primary Study Support is offered every Wednesday after school. 150 Year 5 or Year 6 pupils from feeder primaries come to weekly activity sessions across the three terms.

We also provide Year 5 Activity Days in the Summer, where we see 120 pupils attending the sessions we provide. In addition we also offer a bespoke Gifted and Talented Literacy programme that focuses on the medium of radio; Radio-in-a-day. Identified pupils from 6 local primary schools work with experts to script, devise and produce a radio programme in a day and then share it with the school online when they return.

This experience will allow us to build on the work we already do and make the transition between Key Stage 2 and 3 even more seamless with Primary teachers in the free school and L4L Secondary teachers in Key Stage 3 able to move in a planned system between the two schools over the year to ensure continuity. We also aim to devise themes that cross between Key Stage 2 and 3 to help with the move and tracking of progress, thereby making sure that there is no dip in Year 7.

This approach of sharing expertise across phases and carefully crafted transition themes will also be adopted as pupils move from Early Years to Key Stage 1 and from

Key Stage 1 into 2. The tracker will also be a key tool to make sure that teachers in all phases know exactly where all pupils are as they move through phases.

Ensuring that there is a well-established, triangulated relationship between the student, family and school will be at the heart of our ethos. These efforts will ensure that there is a strong base to support standards and progress.

We will aim to support family learning and the digital skills of families that will enable them to support their child's learning. The Founder Academy's well attended Family Literacy Project has 25 hard to reach families, often newly arrived to the country, attending weekly literacy sessions alongside their child, and this is a programme we would like to extend to the free school. This and i-Families, a programme where pupils and parents together work on producing a digital resource for the themes, will become part of our family engagement provision.

Establishing a forum where families can become actively involved in the everyday life of the school will play an important role in the development of family voice. Regular meetings complemented by an online forum on the Learning Gateway will mean that families are kept up to date, have their say and be involved in fund raising opportunities as well as day to day school and class life.

Student Voice

A School Council will be responsible for making decisions, raising money and helping out in the local community. The School Councillors will be ambassadors for the school and this will give them the opportunity to learn about responsibility, leadership, team working, and decision making as well as many other skills. Giving our pupils a 'voice' and a means to share thoughts and ideas that influence learning, policies, programmes and principles will be vital to the structure of the school. Its organisation will mirror the successful Student Voice and Council Structure and be complemented by online forum on the Learning Gateway that will not only facilitate the operational running of such a group, but also disseminate the work that it does to the wider school community.

Admissions

The Academy will provide places to students from the Free School as a priority in Year 6. Students entering the Academy Nursery will do so according to the current application procedures of the two nurseries currently under Academy Management. Students entering the Academy in Reception will do so under the Local Authority admissions service which the Founder Academy currently uses. Students entering the Academy in Years 1 or 3 (and subsequently 2 and 4) will do so through the following procedure:

- places will be allocated following a standard application to the local authority, through the co-ordinated admissions process.

- if oversubscribed then the judgement will be distance from the Free School and siblings currently at the founder Academy. Transition has always been a hallmark of the founder Academy and runs with the following characteristics:

Enrichment

The Free School will run the following enrichment programmes:

- Theatre School – KS2
- STEM Club – KS2
- DT Challenge – KS2
- Music clubs (moving to a wind band in year 6) – KS2
- Literacy and Numeracy booster classes – KS1 and KS2
- Coding Club – KS1 and KS2
- Languages Club – KS1 and KS2
- School Council/Student Voice – KS1 and KS2
- Art and Craft Club – KS1
- Elite Sports – KS2

Many of these will be run in conjunction with the Founder Academy, there is no intention that students will be charged for these activities.

The Theatre school is run in partnership with the Birmingham Hippodrome and is free to pupils with a Shireland affiliation and this would be extended. Students are required to undergo an audition to demonstrate aptitude and this takes place on a Thursday Evening. A commitment to extend this to the Primary School has been secured.

Coding, Art and Craft Club, Languages, Elite Sports, STEM and DT challenge would be run in conjunction with the founder school at the founder school site using time that was initially earmarked for Primary Study Support. These would take place throughout the week after 3:30 and students would be expected to commit to at least one of the programmes to complement their curriculum work.

Music Tuition would be one to one, subsidised for pupil premium students and supported by the main school and theatre school.

Student voice is an embedded part of the curriculum, with students also having the opportunity to be part of the Sandwell and Smethwick youth forum as representatives of the school.

Section D2

Key Performance Indicators

The Free School will seek to achieve the following targets:

Measure	Free School	Sandwell	National
Level 4 in English and Mathematics (KS2 SAT)	90%	78%	78%
KS1 TA Reading (L2)	93%	88%	90%
KS1 TA Writing (L2)	93%	82%	86%
KS1 TA Mathematics (L2)	93%	90%	92%
KS1 Science (L2)	93%	87%	91%
KS1 Speaking (L2)	93%	87%	89%
Attendance	96.5%	95.9%	96.1%
Permanent Exclusions % Student Population.	0.02	0.03	0.02
Fixed Term Exclusions % of Population	0.5	0.81	0.88
Pupil Premium Gap	<5% L4 E&M		
% Outstanding Teachers	75%		
% Home Online Engagement			
EYFS	60%		
KS1	70%		
KS2	85%		
Ofsted Judgement 2	Outstanding		

Assessment and Data Tracking

Competency Based Assessment

Imagine that you are the driving instructor, and your standard is having students earn a driver's license. You would probably set smaller benchmarks for students to reach along the way, including things like successfully turning in traffic, maintaining a safe distance between cars, and parallel parking. Students learn to read and understand traffic signs and demonstrate their ability to signal, check mirrors, and manoeuvre. You might use varying teaching techniques to build skills depending on the level of mastery a student has.

Students would take the final driving test only when they have achieved all of the benchmarks, including a theory test, and are ready for the driving test. If they don't pass the first time, they continue practicing until they have mastered the skills. Mastery is certified through both a theory test and a performance-based assessment (the driving test). Apply this approach across a Key Stage or entire school, and you have the basic idea for competency education. You can learn in different ways, but the expectations are the same for all learners, and you must be able to demonstrate mastery through a performance task to earn a license.

Competency education sets a bar for what every student should know and be able to do. It is important to have clear targets for learning based on standards, and to use time more flexibly to achieve mastery of high standards. This is different from traditional schooling because rather than the amount of time per day, per subject, being fixed and the amount of learning being variable, competency education requires consistently high expectations from all learners regardless of ability.

The five-part working definition of competency-based education is:

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Inclusion

Issues of inclusion are at the heart of competency education. When fully implemented, competency education provides a structure in which proficiency is calibrated to maintain consistency in expectations and students receive adequate instructional supports to progress. Competency education strengthens personalised learning with a transparent structure that enables greater systemic and personal accountability, as well as continuous improvement.

Competencies in the Free School

The Competency structure is a dynamic framework that can adapt to demands, pressures and requirements of the pupils, community, and wider society's needs. It is made up of 11 strands that act to broaden and reinforce the skills and knowledge necessary to be an exceptional life-long learner. The competency framework provides the signposts for development from the inception of a skill through to mastery.

The Competency Strands

Communication Literacy
 Numeric Literacy
 Personal Learning Literacy
 Reading Literacy
 Social and Environmental Literacy
 Creative Literacy
 Technological Literacy
 Scientific Literacy
 Professional Development Literacy
 Personal, Social and Emotional Literacy
 Leadership Literacy


How they work?

Each of the above Competency Strands is further broken down into individual competencies. Each group (i.e. Personal Learning) consist of between 5 – 15 individual skills, spanning 4 tiers of ability

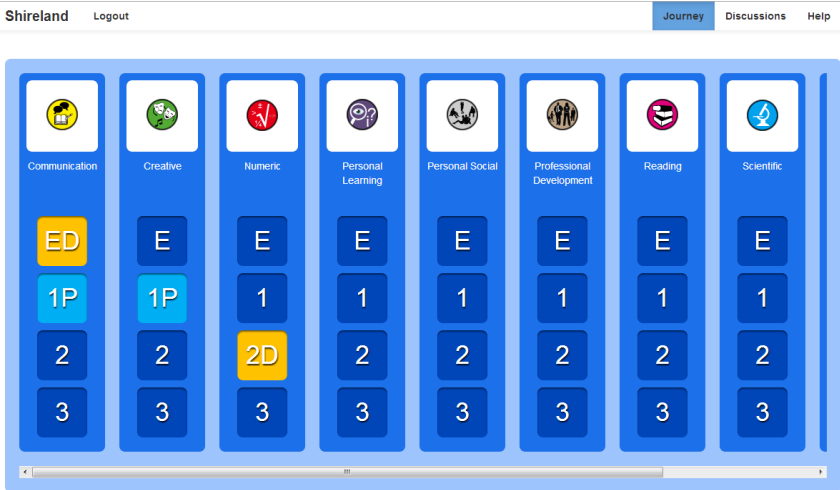


A pupil with no prior experience of a particular skill is able to work from the starting point of the Competency Framework (i.e. ENTRY LEVEL 'Emerging') through to a level of mastery (i.e. LEVEL 3 'Advanced'). The complexity of the skill and the fortitude of the pupil determine the length of time it takes to accomplish each skill.

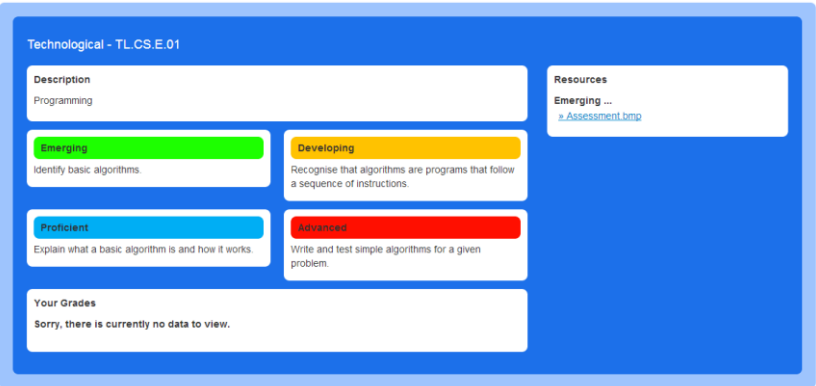
Within the curriculum pupils are able progress towards attaining competencies at any point. The role of the teacher and department is to map, plan for and deliver opportunities for pupils to develop the various skills. However, responsibilities for learning also falls to the pupils, who are encouraged to collect, collate and coordinate their work towards becoming Proficient.

Personal Learning Literacy ENTRY LEVEL		Emerging	Developing	Proficient	Advanced
Competency Code	Description				
PL.IE.E.01 	Students can undertake a research project using a given set of resources.	Students cannot use the resources to research adequately.	Students use the texts to research but may miss key elements.	Students can analyse the text and identify and reiterate key facts and evidence.	Students research the project and seek to bring in other sources and prior knowledge.

The free school will use the bespoke competency tracker for recording student progress at KS2 and KS1. As can be seen from the following screenshots, this allows students to be rated on each of the competency areas described in section D1Parents will have access to their child’s data via e-portal and access to the competency tracker. Students will have access to the tracker and can continually track their progress.



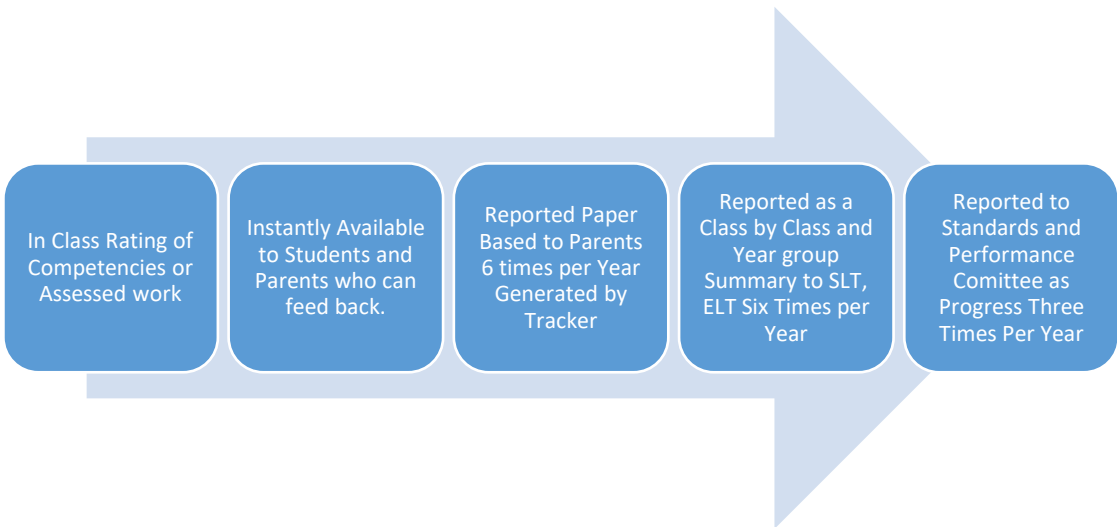
This helps drive progress by each student having a particular competency they are working on during a lesson.



Students can see the full spectrum of their learning and communicate with staff on each competency. Though assessment intensive this allows deep personalisation according to student needs.

Individual Competency Description Example

The academy has already moved to a system of life without levels. This will allow for a smooth transition for the Free School as they will be able to use the same system. The free school will comply with all nationally required testing at the end of key stages. Teachers will continue to be trained to level work as a comparative exercise and quality control.



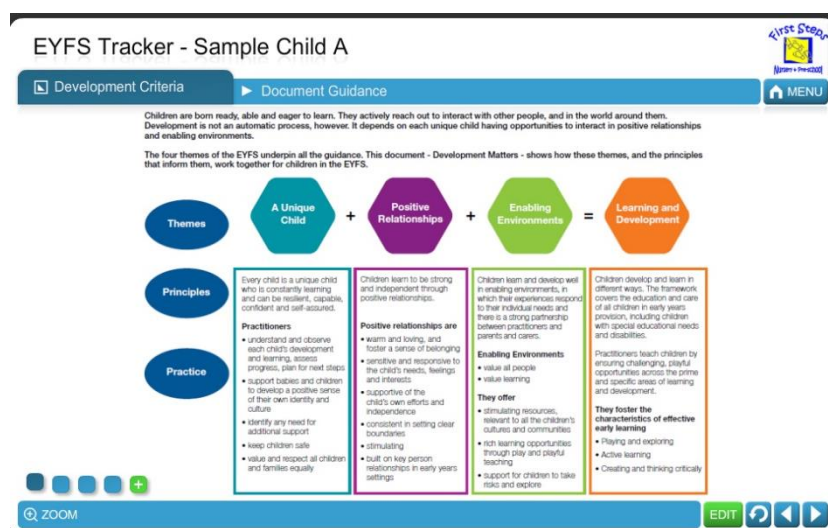
Similarly in the Early Years Foundation Stage we have a bespoke assessment tracker already completed and available.

EFYS Tracker - Sample Child A

Development Criteria PSED

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Self-confidence and self-awareness	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
A Unique Child: observing what a child is learning <ul style="list-style-type: none"> Laughs and giggles, e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gestures, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> Show your pleasure in being with the baby. Be close by and available, to ensure that babies feel safe and loved even when they are not the centre of adult attention. Say or sing made-up rhymes or songs while stroking or pointing to the babies' hands, feet or cheeks. Respond to and build on babies' expressions, actions, and gestures. Babies will repeat actions that get a positive response from you. Find out what babies like and dislike through talking to their parents. 	<ul style="list-style-type: none"> Provide a safe or caring place for the baby, parents, practitioners and young babies can all together. Use babies toys to hold while you are preparing their food, or gathering materials for a messy change. Plan to have three when babies and older siblings or friends can be together. Devote uninterrupted time to babies when you can play with them when they are ready to engage, be attentive and fully focused. Plan time to share and reflect with parents on babies' progress and development, ensuring appropriate support is available where parents do not speak or understand English.
<ul style="list-style-type: none"> Engage finding own nose, spine or tummy as part of naming games. Learn that own voice and actions have effects on others. Use pointing with eye gaze to make requests, and to share an interest. Engage other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> Playfully help babies to recognise that they are separate and different from others, e.g. pointing to own and baby's nose, eyes, fingers. Give opportunities for babies to have choice, where possible. Follow young babies' lead as they explore their surroundings, people and resources. Talk to babies about positive encounters such as how to get their sock back from where it has fallen, asking whether they can do it or if they might need help. 	<ul style="list-style-type: none"> Place mirrors where babies can see their own reflection. Talk with them about what they see. Offer choices, e.g. different vegetables and fruit at snack time or different toys. Allow enough space for babies to move, roll, stretch and explore. Respond to what babies show you they are interested in and want to do, by providing a variety of activities, stories and games.
<ul style="list-style-type: none"> Explore new toys and environments, but 'check in' regularly with tender adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand that own thinking may be different from others). Demonstrate sense of self as an individual, e.g. wants to do things independently, says 'No!' to adult. 	<ul style="list-style-type: none"> Make sure the child can explore from the secure, close by presence of their key person. Model pretend play. Show children's pleasure when they do something for themselves. 	<ul style="list-style-type: none"> Making choices is important for all children. Consider ways in which you provide for children with disabilities to make choices, and express preference about their games and activities. Display photographs of cars, so that when young children arrive, their parents can show them who will be there to take care of them. Share with children photographs of their activities, talking with them about what they did and how they felt.



EFYS Tracker Example

The tracker will be the in-year support to ensure students are progressing in relation to their baseline assessment. We are currently developing a Family Portal to allow us to share this degree of detail with all families.

Intervention

Early intervention will be an important area of focus for the free school. It is clear that many students in the local area do poorly at the end of both Key Stage One and Two. The free school will look to provide the following intervention strategies:

- EAL Support
- Tute Online one to one lessons
- Little Bridge Language support software.
- Primary study support from Founder school.
- Family Literacy Sessions
- Small group intervention work.

Target Suitability

The outcomes section of our vision, sets forth challenging targets for attainment, behaviour and punctuality. We believe these targets are suitable as they are above the levels currently being achieved in the area but the founder school has a long track record of beating these predictions, often being in the top 10 for value added. We believe our skills based curriculum and focus on innovative teaching practice as set forth in D1 will allow us to reach the stretching targets that have been set.

MIS

The Academy will use the Facility CMIS system for its management information system. This is the same MIS as used by the founder Academy and will ensure that the Free School is fully compliant in terms of its statutory duties. For example this will ensure tracking of attendance and punctuality, the ability to provide census data and CTF files. The cycle for data tracking will be 6 times a year with an interim report sent back to parents as well as a full report. Staff will have progress targets built into their appraisal targets. External moderation of targets will be provided through the board of trustees of the Multi Academy trust and the Independent School improvement [REDACTED] partner who will work across both schools. Staff will have a basket of key competencies which they will be required to show student progress across.

RAP, Appraisal, Departmental Cycle

The founder Academy operates a Raising Attainment Plan (RAP) which has four key strands.

- Progress for All
- Enhancing Levels of Engagement
- Improving the Quality of Delivery
- Partners in Learning

This plan will set out school development priorities at the beginning of the year on a SMART and costed basis a cycle will be set up to regularly monitor their progress on a RAG rated basis. To provide further insight the School Improvement Partner attached to the founder Academy will regularly review the progress of the plan with the senior management.

There will be an established programme of lesson observations, learning walks, virtual learning walks and book scrutiny which will be used to constantly review and monitor performance and identify strengths and areas for improvement.

Appraisal

The school will implement a Teacher Appraisal Policy as the driver to monitor and improve performance. The objectives set for each teacher will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience, taking account of the relevant Teacher Standards.

The objectives will be driven by the school Raising Attainment Plan for improving educational provision and performance. Teachers will be set an objective against each strand of the plan.

The Head Teacher will have overall responsibility for monitoring and improving the quality of teaching with the support of the Executive Principal and the Human Resources Director. As the school grows, setting of appraisal objectives will be delegated to members of SLT; however, the Head Teacher will retain overall responsibility for agreeing targets.

Objectives will be set in September with a mid-year review; the Head Teacher will reserve the right to modify targets at any point should the performance of the teacher cause concern.

Objectives will be held by the teacher, appraiser and the Human Resources Director who will support the Head Teacher in ensuring that objectives set reflect the needs of the school and the role and level of experience of the teacher.

Observations and Monitoring

The Head teacher and Deputy will undertake formal lesson observations twice per year, one for the purpose of appraisal as set out above, and one for the purpose of improving specific need.

The Head teacher will undertake regular marking and moderation processes to ensure the quality of student work and the application of marking and feedback by staff including AFL.

The Individual staff will be expected to maintain data within the trackers which can be accessed in real time by the Headteacher with regular reports to parents six times per year. These reports will include student's attendance, lates, number of behaviour events and the progression in competencies assessed in the previous year.

The quality of staff planning will be monitored through a staff planning bank with a sample of planning expected to be uploaded weekly.

Regular termly reviews will take place with each year on their progress to the Academy Raising Attainment Plan.

Parental access will be maintained through the online portals, parents' evenings, settling in evenings for each year and the statutory reports. In addition parents will receive interim reports six times per year based on the competencies they have undertaken. Generated by the tracker.

External Review

External review will be undertaken by the Executive Principal and the Board of Trustees. The trustees will be given key link areas to monitor:

- Literacy
- Numeracy
- Pupil Premium
- Finance
- KS1
- KS2
- Standards

In addition the School Improvement Partner, used by the founder Academy, will also join in a regular termly review with the Head teacher and Executive Principal. Further details of the expertise present across these staff can be found in Section F.

Section D3

The phasing plan for staffing will allow the Free School to deliver a suitable interim curriculum plan as we have built in a part-time teaching Deputy Head for the first two years, who is then supplemented by an Assistant Principal in the third year. We are intending to deploy Salaried School Direct trainees across the year groups to support staff and students. These will act as additional staff in these lessons and will support targeted interventions at an individual student level.

Our partnership to deliver School Direct with the University of Warwick has produced a significant number of exceptional young teachers and Warwick judged our provision to be Outstanding last in 2013-14. In the last two years we have grown our trainee number up to twenty per annum this year and from September the founder academy will act as the Primary Hub for the University serving the Black Country and Birmingham.

The EEF toolkit and national press have repeatedly queried the use of Teaching Assistants as being expensive with little impact. Technology has the opportunity to be a more effective use of resources especially when combined with the expertise and infrastructure.

It will be our long term intention to locate our Primary School Direct Hub at the Free School and to deliver much of the training and support from the Free School for the schools in the Teaching School Alliance that is centred around the founder academy. Deployment of School Direct students as supernumerary teachers will add further capacity.

Our links through our Shireland Teaching School Alliance to outstanding primary schools and their leaders allows us access to a breadth of expertise in assessment moderation across the three age phases.

The founder academy has identified both a potential Principal Designate and is clear as to the required attributes of a Vice Principal. Our staff now have considerable experience in mainstream Primary Schools and are leading the academy's EEF funded Project MathsFlip which is investigating the benefits of technology supported Flipped Learning in Key Stage Two Mathematics. This project has seen staff supporting 24 Primary Schools across the region and delivering Senior Leadership Team support, training Teachers and pupils, developing resources and training families. This programme is receiving exceptional praise from the evaluators, the University of York, and indicative results are extremely promising with Year 6 completing last year's SAT paper and achieving a significant uplift in both Level 4 and Level 5 achievement and progress levels.

It is our intention to limit the deployment of Teaching Assistants in the Free School and using this resource to provide tablet devices for Years 3 to 6. We feel that this will provide a far greater level of intervention and much greater value for money than more traditional models and we have seen the benefits ourselves over the past few years.

The Executive Principal is employed by the trust and will have significant input but like other trust service members be paid by the top slice contribution and hence is not counted as a proportion FTE body as below.

	Sept 17/18	Sept 18/19	Sept 19/20	Sept 20/21	Sept 21/22	Sept 22/23	Sept 23/24	Sept 24/25
Executive Principal								
Head Teacher	1	1	1	1	1	1	1	1
Deputy (Takes SENCO Role from 17/18)	1	1	1	1	1	1	1	1
Early Years								
Nursery Teacher	1	1	1	1	1	1	1	1
Reception	2	2	2	2	2	2	2	2
Key Stage 1								
Yr 1	2	2	2	2	2	2	2	2
Yr2	0	2	2	2	2	2	2	2
Key Stage 2								
YR3 – Deputy takes Second Class.	1	2	2	2	2	2	2	2
Yr4	0	2	2	2	2	2	2	2
YR5	0	0	2	2	2	2	2	2
Yr6	0	0	0	2	2	2	2	2
Release time	0.5	0	0	0	0	0	0	0
Release time - Early Years	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Release time - Key Stage 1	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Release time - Key Stage 2	0.2	0.4	0.6	0.8	0.8	0.8	0.8	0.8
Total Teachers direct	9.2	14.1	16.3	18.5	18.5	18.5	18.5	18.5
School Direct - Paid - KS1	1	1	1	1	1	1	1	1
School Direct - Paid - KS2	1	1	2	2	2	2	2	2
Supply - Cover/ Release	0	0	0.2	1	1	1	1	1
Total Teaching Staff	11.2	16.1	19.5	22.5	22.5	22.5	22.5	22.5

Teaching Assistants/School Direct								
Teaching Assistant – nursery	1	1	1	1	1	1	1	1
Teaching Assistant – Reception	2	2	2	2	2	2	2	2
School Direct - Trainee - KS1	1	1	1	1	1	1	1	1
School Direct - Trainee - KS2	1	1	1	2	2	2	2	2
Learning Support/ intervention - HTLA	1	2	2	2	2	2	2	2
Teaching Assistants	6	7	7	8	8	8	8	8
Caretaker	1	1	1	1	1	1	1	1
Cleaners	0.8	1.5	2.2	2.5	2.5	2.5	2.5	2.5
	1.8	2.5	3.2	3.5	3.5	3.5	3.5	3.5
Office Manager	1	1	1	1	1	1	1	1
Receptionist	0	0.3	0.4	0.5	0.5	0.5	0.5	0.5
Cash Handler	0	0.3	0.4	0.5	0.5	0.5	0.5	0.5
	1	1.6	1.8	2	2	2	2	2
Kitchen Cook	0.4	0.6	0.7	0.8	0.8	0.8	0.8	0.8
Kitchen Servers	0.6	0.9	1.0	1.4	1.4	1.4	1.4	1.4
	1.0	1.5	1.7	2.2	2.2	2.2	2.2	2.2
Lunchtime Supervisors	0.8	1.6	2.4	3	3	3	3	3
ICT Technician	0	0	0	1	1	1	1	1
Other	0.8	1.6	2.4	4	4	4	4	4

Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you. This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

- * The Local authority have given letters of support that the free school will meet the needs of additional places. These will come through the local authority admissions process and fill the reception classes.
The free school will link its admissions arrangements with the founder secondary Academy. As this is oversubscribed we expect a significant pull into the Year 3 class.
- **The site will also accommodate an existing nursery whose places will transfer across This profile of course does not include any further recruitment in the next 2 years. We have not yet asked about an additional Year 3 recruitment in 2018.

	2017 ²				2018			
	A	B	C	D	A	B	C	D
Nursery	26	24**		92%	26	26		100%
Reception	60	60*		100%	60	60		100%
Year 1	60	25		42%	60	60		100%
Year 2	0	0		0	60	25		42%
Year 3	60	50		83%	60	0		0%
Year 4	0	0		0	60	50		83%
Year 5	0	0		0	0	0		0
Year 6	0	0		0	0	0		0
Totals	206	159		77%	326	221		68%

² Change dates to 2017 and 2018 if appropriate.

Section E: Evidence of need – part 2

Section E1

The Basic Need in the Area

Students in the proposed catchment face many challenges. Poverty is endemic in the key wards in which the Sponsoring Academy draws the majority of the student population, Smethwick and St Pauls. Most evident in the RAISE online IDACI index of 0.49 for the founder Academy, the most deprived quintile. Studies have rated the area poorly for:

Unemployment – 34.9% of Smethwick residents are economically inactive.

Health – 18.6% Smethwick long term sick or disabled or Limited Day to day, 16.4% (Soho)

Levels of parental education – 37.9% Smethwick, 35% of Soho residents have no qualifications.

The Free School, assuming that it would be on the same site, would draw from the same population. Outcomes for the catchment show KS2 APS on entry of (24.9) significantly below the national average of 27.9. The area is multicultural with significant populations of White, Indian, Pakistani, Black Caribbean, Black African and increasingly Eastern European populations. Low outcomes at primary school leads to low outcomes in the area at GCSE. It is only the exceptional progress levels made by Shireland Collegiate Academy that brings students results up to the national average.

The majority of students in the local area are drawn from the Soho and Victoria and Smethwick Wards. In Soho and Victoria only 3 in 5 residents were born in the UK. Students come with above average numbers of SEN and very high numbers of safeguarding issues. In the area, other than the Outstanding Sponsoring Secondary Academy there are few areas of outstanding practice.

In the two wards highlighted below the under 20 population rose by 31% and 10% respectively between 2001-2011.

Population by Ethnic Group 2011: White & Asian Groups

	White				Asian or Asian British							
	British		Other		Indian		Pakistani		Bangladeshi		Chinese & Asian Other	
	No.	%			No.	%	No.	%	No.	%	No.	%
Abbey	8,038	68.4	1,040	8.8	669	5.7	286	2.4	27	0.2	289	2.5
St. Pauls	3,598	25.3	654	4.6	3,224	22.7	2,181	15.3	1,716	12.1	701	4.9
Smethwick	6,487	45.9	641	4.5	2,385	16.9	1,318	9.3	224	1.6	595	4.2
Soho & Victoria	2,798	18.6	1,056	7.0	2,381	15.8	3,154	21.0	314	2.1	1,032	6.9
TOWN	20,921	37.9	3,391	6.1	8,659	15.7	6,939	12.6	2,281	4.1	2,617	4.7
SANDWELL	202,822	65.8	12,649	4.1	31,400	10.2	13,952	4.5	6,588	2.1	7,318	2.4

Source: 2011 Census, Key Statistics.

Population by Ethnic Group 2011: Other Ethnic Groups

	Mixed		Black or Black British						Arab		Other Ethnic Group	
			Black Caribbean		Black African		Black Other					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Abbey	589	5.0	428	3.6	195	1.7	71	0.6	26	0.2	94	0.8
St. Pauls	490	3.4	792	5.6	203	1.4	153	1.1	37	0.3	477	3.4
Smethwick	731	5.2	788	5.6	314	2.2	199	1.4	41	0.3	423	3.0
Soho & Victoria	770	5.1	1,354	9.0	1,008	6.7	535	3.6	138	0.9	502	3.3
TOWN	2,580	4.7	3,362	6.1	1,720	3.1	958	1.7	242	0.4	1,496	2.7
SANDWELL	10,199	3.3	11,382	3.7	4,396	1.4	2,579	0.8	901	0.3	3,877	1.3

Source: 2011 Census, Key Statistics.

How Population Growth and In Year Admissions Contribute to Need

The ONS predicts a 13% growth in Sandwell over the next 20 years with a 17% growth for the under 16s.³ The local Authority projects the following:

Sandwell is a rapidly growing borough due to a recent increase in the birth rate and additional pressures through inward migration. The annual pupil cohort has risen from 3500 to 5000 in the last eight years. As a result, many primary schools are now full and action is being taken to increase the capacity of schools to keep pace with demand. Between 2010 and 2014, 3465 primary school places have been created which equates to 16.5 forms of entry as well as 4 temporary bulge expansions. We know that in the next 3 years we will still have to deliver a further 1890 places (or 9 forms of entry and 5 bulge expansions). However, as land is at a premium in the borough this means in most instances existing school sites are expanded. Current pupil place projections run at 99.85% accurate.

The local authority has a policy of expanding 'Good' and 'Outstanding' schools where possible. In the last few years 97% of our new or additional school places have been provided in good or outstanding settings. The challenge for Sandwell now is to continue to develop primary settings to meet growing need whilst also delivering significant expansion in our secondary sector. By 2023 the council will need to have provided at least 30 new forms of entry i.e. 4500 new secondary school places. This will involve creating completely new schools as well as expanding those that have the physical space and the leadership capacity to manage the process effectively.

We believe the above would prove the need for the provision on its own. However, we also believe there is the absolute necessity for the free school based on the local standards of existing provision.

The authority have also provided statistics on the number of in year admissions from abroad:

New to UK- living in Smethwick

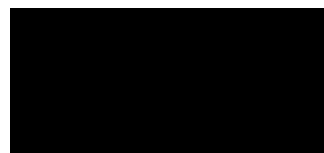
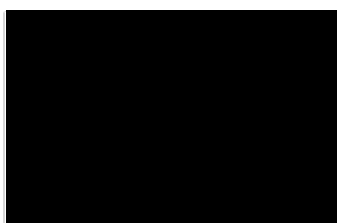
Applications received for children who are new to the UK and living in Smethwick (1/09/14-30/06/15).

Year Group	No. Applications
Reception	22
1	24
2	44
3	24
4	35
5	23
6	27
7	21

³ http://www.sandwelltrends.info/lisv2/briefingnotes/Fact_Sheet_4.pdf

8	27
9	37
10	26
11	21
Grand Total	331

Please see letter of support from the leader of the council and the local authority demonstrating need.



22nd May 2015

Dear [REDACTED]

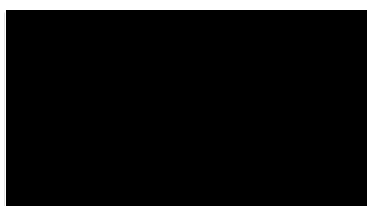
Proposal to establish a Free School in Smethwick

Thank you for contacting the Local Authority concerning your proposal to establish a primary age range Free School in Smethwick. I understand that you have had productive discussions with our place planning team and it has been reported to me that this project would dovetail appropriately with our other building and expansion plans in Smethwick.

Further, I have had the opportunity to discuss this proposal with the Cabinet Member for Children's Services and the Leader of the Council. Both feel that your outline proposal would be one they could support given your background of working successfully in the borough to drive the improvements seen at Shireland Collegiate Academy.

For these reasons I can offer the Local Authority's support for the project and would look forward to working with you to deliver it should your application be successful.

Yours sincerely



[REDACTED]
Sandwell Metropolitan Borough Council, The Council House, Oldbury, West Midlands, B69 3DE

[REDACTED]
Web: www.sandwell.gov.uk

The Pupil Profile

It would be a fair assumption that the students drawn from the existing Academy would be a fair reflection of the students who will attend the Free School as they draw population from exactly the same wards.

The Free School would therefore have the following characteristics:

Ethnic Groups	Value	Notes
ABAN	3%	
AIND	10%	Significant Population
AOTH	5%	
APKN	38%	Significant Population
BAFR	11%	Significant Population
BCRB	8%	Significant Population
BOTH	2%	
MOTH	2%	
MWAS	1%	
MWBA	1%	
MWBC	3%	
OOTH	2%	
WBRI	8%	92% are not WBRI
WIRI	0.2%	
WOTH	5%	
WROM	0.5%	
EAL	60%	51 Different Languages Spoken
SEN	26%	
FSM	36%	

As detailed in Section C, the expertise of the Academy, the strong community links and knowledge of family groups, the opportunities granted through the curriculum, provision of technology and outstanding teaching make the Free School the perfect solution to this community.

Evidence of Poor Local Standards

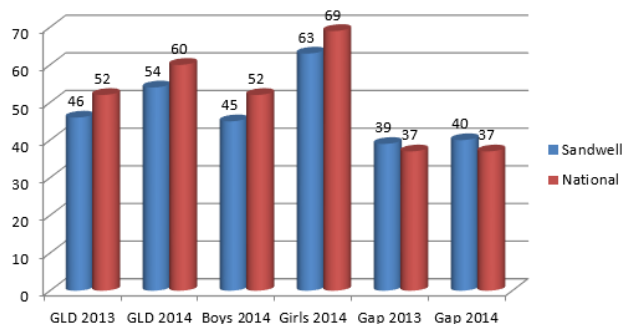
Large numbers of students are not attaining well in the current catchment as can be seen from the figure below. Not one of the schools listed is meeting the free schools challenging and ambitious targets set out below. The Free School will provide a strong alternative to local schools where in some cases more than half of students are failing to meet core standards.

From Early Years through to KS2 the following outlines the current deficiencies:

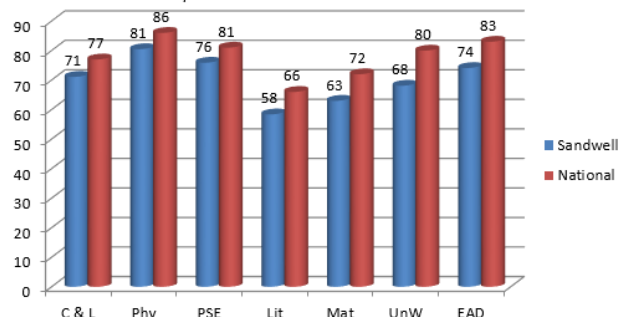
What we know - The Early Years

- Pupils enter the formal education system in Sandwell with attainment well below national expectations.
- At the end of Early Years, Sandwell pupils are 6% behind the national attainment of a Good Level of Development and there is a larger gap in attainment between the average and the lowest 20% of pupils.
- Girls outperform boys and, at 18%, the gap in this performance is 2% larger than the national gap.
- Pupil outcomes have improved in all areas of learning compared to 2013
- The biggest percentage increase is in mathematics, rising from 57% to 63%
- Communication and language continues to improve
- The lowest scoring subject areas are reading (51%), writing (50%) and numbers (56%)
- The highest scoring subject area is technology (76%)

Graph to show the percentage of pupils achieving a good level of development in 2013 and 2014.



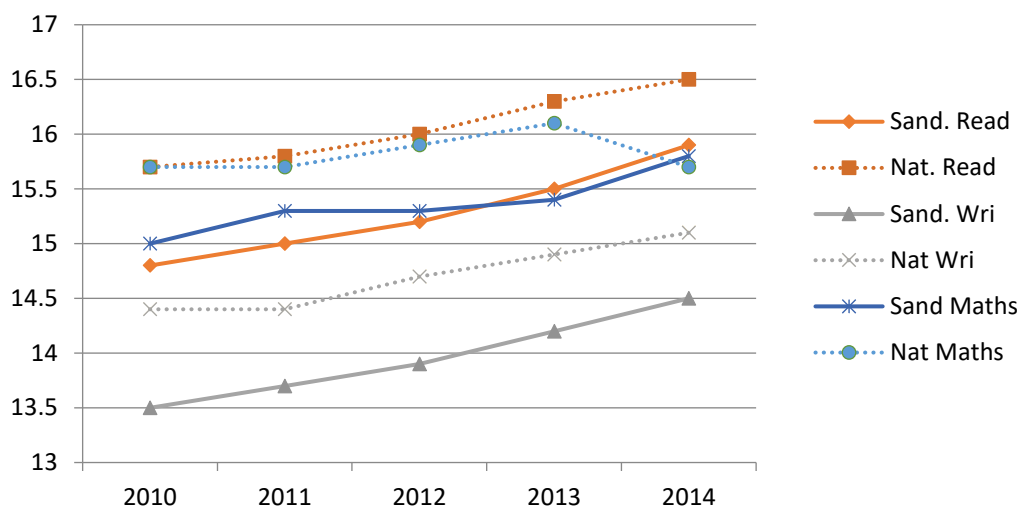
Graph to show the percentage of pupils achieving the expected level in each area - 2014



Sand well MBC - Developing and Sustaining Excellence

14

At KS1 the borough continues to perform at a level below the national average and it is this stubborn level of underachievement that we believe we can change though the use of Technology and a Flipped pedagogy.



There are wide variations in local provision - for example, Cape Primary School currently provides 25% of students to the Academy and is in the bottom 20% of all schools nationally in 2014 for all elements of assessment at KS1; furthermore, in 2014 disadvantaged pupils achieved less than other pupils in every category at KS1.

The founder Academy receives an average of 50 students each year from Cape Primary who come in with an average of a level three but with significant numbers having a B (below the level of the test). While this school may have decent progress levels, this is merely a reflection of their inadequate performance at Key Stage 1.

At KS2 there continues to be wide variations in performance. Specifically since 2012, between 3 & 4 of the ten local primary schools for which Key Stage 2 data exists have fallen below the National Average of pupils achieving level 4 or above in reading, writing and maths. In 2014, 6 of the 10 primary schools have fallen below the National Average of pupils achieving level 4b or above in reading and maths tests.

School name	School type	% achieving level 4 or above in reading, writing and maths			% achieving level 4b or above in reading and maths tests and level 4 or above in writing TA	% making expected progress		
		2014	2013	2012		Reading	Writing	Maths
England - all schools		78%	75%	75%	67%	91%	93%	89%
England - state funded schools only		78%	75%	74%	67%	91%	93%	90%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)								
<input type="checkbox"/> Shireland Hall Primary Academy	Academy - Converter Mainstream	83%	71%	69%	62%	98%	100%	95%
<input type="checkbox"/> Victoria Park Primary	Academy - Converter Mainstream	84%	84%	79%	74%	98%	98%	98%
<input type="checkbox"/> Cape Primary School	Community School	48%	52%	60%	35%	80%	94%	83%
<input type="checkbox"/> Bearwood Primary School	Community School	80%	76%	75%	69%	92%	98%	92%
<input type="checkbox"/> Uplands Manor Primary School	Community School	75%	90%	87%	59%	98%	98%	89%
<input type="checkbox"/> St Matthew's CofE Primary School	Voluntary Aided School	80%	67%	81%	57%	83%	97%	100%
<input type="checkbox"/> Crocketts Community Primary School	Community School	80%	77%	79%	70%	100%	100%	97%
<input type="checkbox"/> George Dixon Primary School	Community School	67%	41%	67%	61%	91%	77%	86%
<input type="checkbox"/> St Gregory's Catholic Primary School ⓘ	Academy - Converter Mainstream	No KS2 data available for this school						
<input type="checkbox"/> St Gregory's Catholic Primary School ⓘ	Voluntary Aided School	93%	76%	97%	87%	97%	100%	90%
<input type="checkbox"/> St Philip's Catholic Primary School ⓘ	Academy - Converter Mainstream	No KS2 data available for this school						
<input type="checkbox"/> St Philip's Catholic Primary School ⓘ	Voluntary Aided School	87%	77%	79%	67%	96%	93%	96%
<input type="checkbox"/> Abbey Infant School	Community School	No KS2 data available for this school						
<input type="checkbox"/> Abbey Junior School	Community School	71%	72%	80%	54%	93%	88%	86%

As a three year rolling average, the 'in school' gap between the performance of disadvantaged pupils to those who are not, at KS2 can be seen. The range is vast but stretches to -19.

▲ School name	% achieving level 4 or above in reading, writing and maths												Gaps	
	Disadvantaged pupils						Other pupils						2014	
	2014		2013		2012		2014		2013		2012		Gap between disadvantaged pupils and others	Gap between school and national % for disadvantaged pupils
	Number in cohort	% achieving	Number in cohort	% achieving	Number in cohort	% achieving	Number in cohort	% achieving	Number in cohort	% achieving	Number in cohort	% achieving		
England - all schools	171874	67%	164453	63%	157715	61%	389155	83%	375716	81%	386371	80%	-16	NA
England - state funded schools only	171551	67%	164224	63%	157458	61%	382897	83%	369743	81%	380185	80%	-16	NA
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)														
<input type="checkbox"/> Bearwood Primary School	25	72%	26	65%	30	67%	30	87%	25	88%	29	83%	-15	5
<input type="checkbox"/> Cape Primary School	46	46%	39	46%	26	62%	37	51%	28	61%	19	58%	-5	-21
<input type="checkbox"/> Galton Valley Primary School	32	66%	33	55%	37	65%	27	85%	25	76%	21	76%	-19	-1
<input type="checkbox"/> George Betts Primary Academy	29	86%	NA	NA	NA	NA	23	91%	NA	NA	NA	NA	-5	19
<input type="checkbox"/> St Matthew's CofE Primary School	16	81%	13	69%	14	79%	14	79%	11	64%	7	86%	2	14
<input type="checkbox"/> St Philip's Catholic Primary School ⓘ	20	85%	17	76%	18	72%	10	90%	13	77%	10	90%	-5	18

Poor absence rates, above the national average, are a feature of many of the current competing primary schools with several having persistent absence also above the national average as can be seen in the below figure:

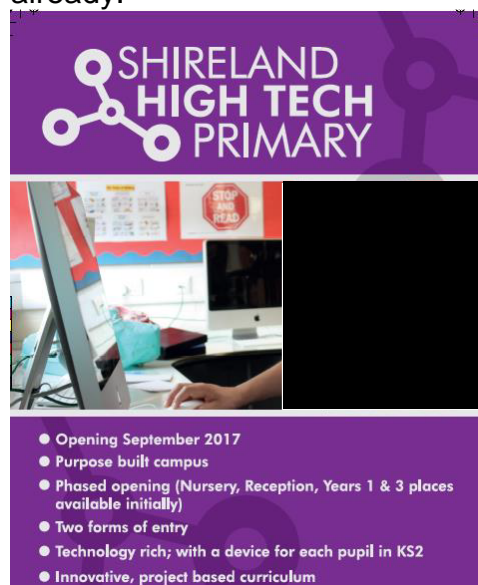
School name	School type	▼ Overall absence	Persistent absence: 15% +
England - national (primary state-funded)		3.9%	1.9%
Schools (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: Compare)			
<input type="checkbox"/> Annie Lennard Infant School	Community School	5.8%	5.1%
<input type="checkbox"/> City Road Primary School	Academy Sponsor Led	5.2%	3.6%
<input type="checkbox"/> Devonshire Infant School ⓘ	Community School	5.0%	2.7%
<input type="checkbox"/> George Dixon Primary School	Community School	4.8%	4.8%
<input type="checkbox"/> Cape Primary School	Community School	4.7%	0.9%
<input type="checkbox"/> Bearwood Primary School	Community School	4.2%	SUPP
<input type="checkbox"/> Victoria Park Primary	Academy - Converter Mainstream	4.2%	4.1%
<input type="checkbox"/> Shireland Hall Primary Academy	Academy - Converter Mainstream	4.1%	1.3%
<input type="checkbox"/> Uplands Manor Primary School	Community School	4.0%	1.6%
<input type="checkbox"/> Devonshire Junior School ⓘ	Community School	3.8%	1.6%
<input type="checkbox"/> St Matthew's CofE Primary School	Voluntary Aided School	3.7%	2.2%
<input type="checkbox"/> Crocketts Community Primary School	Community School	3.6%	SUPP
<input type="checkbox"/> St Philip's Catholic Primary School ⓘ	Voluntary Aided School	3.6%	1.6%
<input type="checkbox"/> Abbey Infant School	Community School	3.2%	SUPP
<input type="checkbox"/> St Gregory's Catholic Primary School ⓘ	Voluntary Aided School	3.2%	0.0%
<input type="checkbox"/> Abbey Junior School	Community School	3.0%	0.8%

Section E2

141 students have expressed an interest in securing a place in the proposed Free School. Expressions of interest were received from parents at the existing Founding Academy's Open Day and Parents' Evening. Further advertising is likely to substantially increase the number of applications.

Specific

The available literature given to parents was as follows, but each parent was also spoken to individually by a member of Academy staff to explain the ethos of the Academy further. Most of the parents who have expressed interest have students at the existing founder Academy and hence are informed of the ethos and engaged already.



Committed

The form that parents were asked to complete was as follows:



Shireland High Tech Primary Free School 2017

Expression of Interest form

We are hoping to open a Primary Free School in September 2017.

Would you be interested in sending your children to this school?

Yes:	<input type="checkbox"/>	Which year group would you be interested in:	Nursery	Reception	Y1	Y3
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		What is the Date of Birth of your child?	Date	Month	Year	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	
		If the application is successful will you placing the School as first choice in 2017? (Tick if yes)			<input type="checkbox"/>	

Name:

Address:

Postcode:

Contact Number:

Contact email:



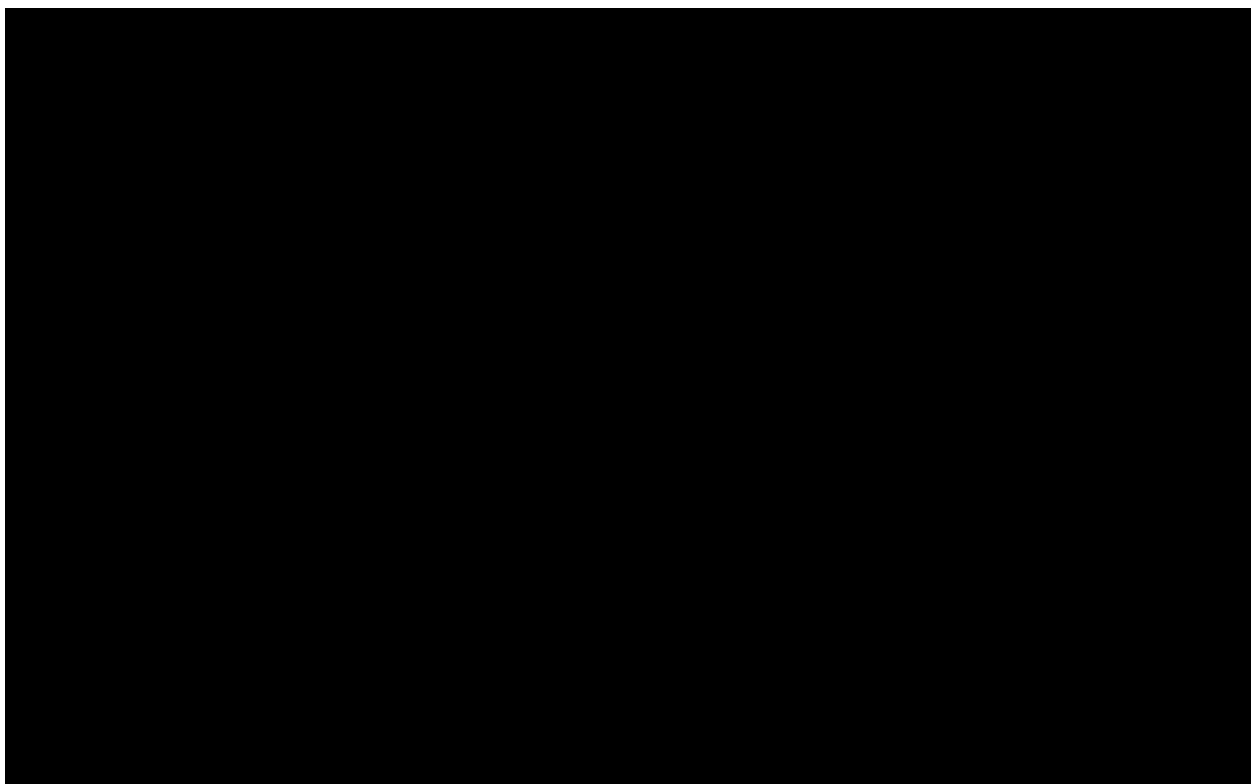
SHIRELAND
COLLEGIATE ACADEMY
An altogether better place to learn



While initially Date of Birth was left off and the commitment section of the form not fully in line with the guidance, this has now been changed and all those originally surveyed contacted to gather this information.

Viable

The plot of expressions of interest are as follows. There should prove to be few transport issues with this small geographical spread.



Community Engagement

As mentioned above, the Free School has the complete support of the Local Authority the Cabinet Members, the Director of Education and the Leader of the Council.

It has the support of the founder Academy and parents and the Academy has been in contact with the parents of the 1156 students attending the Academy to inform them of the plans and the response has been universally supported.

The Academy has been in contact with Sandwell Leisure Trust who partially own some of the land on the preferred site. They have been engaged through the process and now see the Free School as an opportunity to work in harmony with their existing redevelopment plans.

The Academy has published an overview of the Free School proposal in the local paper to inform local residents and give them a chance to ask questions and provide us with feedback.

In July we ran a Community Learning event where Primary school pupils and their families spent the day on our campus engaged in a number of learning based activities.

During the day we ran a surgery for the local community and families where we answered questions. There were representatives from the local faith centres, the Police and other community partners such as Brushstrokes present on the day.

As we have spoken to members of the community we have adapted our proposal where relevant to reflect their concerns or suggestions. The families from ten local Primary School attended the July event as did staff from each of the local Primary Schools.

We hold a weekly clinic with a number of our most “hard to reach” families and we have taken the opportunity to spend time explaining the Free School proposal to these families.

We have used our Academy website, Twitter and our School TV channel to communicate with local families about the Free School.

Section F: Capacity and capability

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.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors. In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's Sponsor Approval team.

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	Cradley Heath	As ██████████ ██████████ I will lead on the strategic management of the school	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	5.5 hours per week in year one. Thereafter 3 hours per week - ELT
██████████	Y	Worcester	As ██████████ ██████████ I will lead on issues relating to the curriculum delivery, admissions and safeguarding	██████████ ██████████ ██████████ Lead on school improvement and pastoral support.	5.5 hours per week in year one, Thereafter 3 hours per week - ELT
██████████	Y	Birmingham	As ██████████ ██████████ my role will be to support development of	██████████ ██████████.	5.5 hours per week in year

			the curriculum and data management	<p>██████████</p> <p>██████████████████.</p> <p>Operated as an</p> <p>████████████████████</p> <p>████████████████████</p> <p>██████████.</p>	Thereafter 3 hours per week - ELT
██████████	Y	Brighton	As ██████████ ██████████ I will be focussing on the integration of the Free School within our Trust	<p>██████████████████</p> <p>██████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p>	15 days per year in Year One. Thereafter 10 days per year
██████████████ ██████████	Y	Cradley Heath	██████████████████	<p>██████████████████</p> <p>██████████████</p> <p>██████████████████</p> <p>██████████████████.</p> <p>Key figure in the local community</p>	10 days per year
██████████	Y	Smethwick	As ██████████ ██████████████████ ██████████ my focus will be on the operational aspects of the school. ██████████████████ ██████████████████ ██████████████████ ██████████████████	<p>██████████████████</p> <p>██████████████</p> <p>██████████ for 15 years.</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████████████</p> <p>██████████. Provides e-</p>	Principal Designate

				learning support for 20 Primary Schools.	
██████████	Y	Birmingham	As ██████████ ██████t I will support all HR processes including recruitment	██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████	5.5 hours per week in year one, Thereafter 3 hours per week - ELT
██████████	Y	Sutton Coldfield	As ██████████ ██████, I will work to include the Free School within our financial structures	██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████ ██████████████████	5.5 hours per week in year one, Thereafter 3 hours per week - ELT

F1 (b) Skills gap in pre-opening

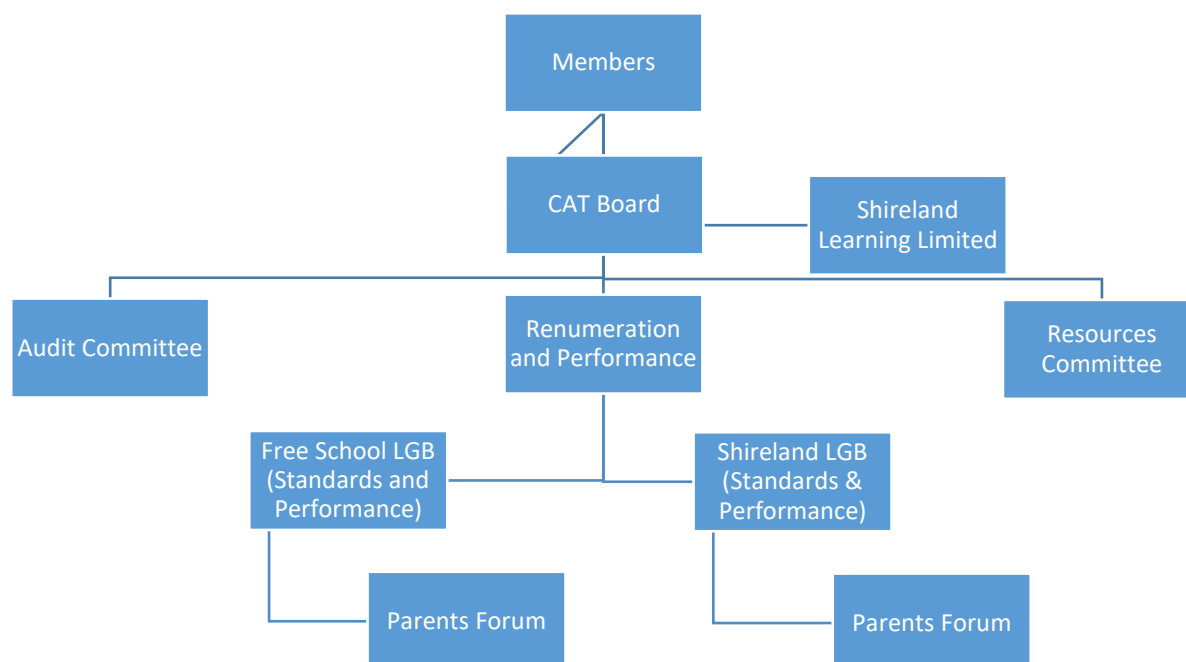
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing								How you plan to fill the gap
<p>The skills and experience that I can contribute to the Academy Trust, the Board and its Committees.</p> <p>S= a strength E= I have some experience T= a training need</p>								<p>We have a comprehensive skills analysis in place that we have used over number of years to agree the skill set of the board of Trustees. We feel that over the past 18 months we have strengthened the Board of Trustees. This will form the board of the multi-academy trust, of which the free school will be a component part.</p>
Community relations	s-1 e-1	Legal services	e-3	ICT	s-2 e-5	Education	s-3 e-2	
Financial services	e-4	Commissioning and Purchasing	s-2 e-1	Marketing / PR/publicity	s-1 e-5	Quality Assurance	s-3 e-1	
Project management	s-5 e-1	Charity and voluntary work	e-3			Risk management	s-2 e-1	
Performance management	s-1 e1	Human resources	s-2 e-5	Health & safety	e-2	Equality & Diversity	e-5 s-1	
Strategic planning	s-1 e2	Training & development	s-2 e1	Governance	s-2 e-2	Consultancy	s-2 e-2	
Business Management	s-2 e-2	Property and Estates Management	e-4	Public Service	s-1 e-2	Safeguarding	s-1 e-1	
<p>Our Board of Trustees is extremely strong and has a wealth of experience including Trustees with experience in corporate project management (IBM), Adult Education College leadership, Corporate banking/accountancy, Facility Management (Interserve), DfE and private business.</p>								

Skills/experience missing	How you plan to fill the gap
We did identify a gap in our skill profile in terms of a “critical friend” for financial management with the person having a corporate accountancy background.	We have recently identified a most suitable person via SGOSS and we are in the process of appointing the person to our Board.

Section F2

The following chart outlines the key elements of our governance structure



The Free School will be a school within the CAT and as such will comply with the governance and management structure of the Trust.

The CAT is the legal entity which currently governs Shireland Collegiate Academy (SCA) and a subsidiary company Shireland Learning Ltd (SLL) and, if successful in this application, will also govern the free school.

The Articles of Association enable the CAT to operate on a federal basis. The Articles allow the Trust to establish Local Governing Bodies for each academy/school within its control and as such the free school will slot into this model of governance. Membership of the Local Governing Body will be determined by this model and has already been approved as compliant with EFA recommendations.

The Collegiate Academy Trust is a company limited by guarantee with no share capital. It was incorporated on 7 August 2007 and was registered as a charity on 6 February 2008. The CAT is an exempt charity whose Principal Regulator is the Secretary of State for Education. The CAT commenced operations on 1 September 2007. The charitable company's Memorandum and Articles of Association are its primary governing documents. Members of the charitable company are a nominee of the Secretary of State for Education (should s/he choose to appoint), the Chair of the Board of Trustees, Shireland Learning limited (an original signatory of the Memorandum of Association), a community partner and in addition any persons appointed unanimously by the Members.

The Trust, as is normal practice for a company, has Members and Trustees.

The Trust currently has 3 Members, who have an overview of the governance arrangements, have the power to appoint and remove Trustees and make changes to the Articles to provide stronger governance arrangements. Members can also attend and vote at company meetings.

The Board of Directors of the Trust is made up of 9 Trustees, of which one position is held by the Executive Principal of the Trust and Shireland Collegiate Academy (SCA). However the maximum size of the board as stated in the CAT Articles of Association is 13 Trustees. However, to ensure effective challenge and to comply with recent guidance from the DfE it is envisaged the number of Trustees will remain at 9.

The Trustees are directors of the charitable company for the purposes of the Companies Act 2006 and Trustees for the purposes of charity legislation. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees.

The Board and its Committees

The Trustees are responsible for the strategic direction and management of the Trust and therefore for this school.

In completing this role they will address for the school, such matters as:

- policy development and strategic planning, including target-setting;
- ensuring there is sound management and administration;
- ensuring all staff are equipped with relevant skills and guidance;
- ensuring compliance with legal requirements;
- establishing and monitoring a transparent system of prudent and effective internal control e.g. management of the Academy's financial, human and other resources;
- monitoring the performance and the achievement of the development and delivery plans;
- helping the school be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- setting the standards of conduct and values;
- assessing and managing risk.

For the school the Trustees will:

set a 5 year strategy, determine the staffing establishment, set a budget, set teaching and learning targets, set delivery targets, provide all policy direction, provide processes, support and training from within the "core team" based at SCA and provide a monitoring and reporting framework

Trustees will achieve the above objectives by establishing;

- a Remuneration and Performance Management Committee, that will set targets for all senior managers within the school and monitor performance against these targets on a termly basis;
- an Audit Committee at Trust level, to oversee the internal controls and risk management of all organisations within the Trust and to meet the requirements for regularity and propriety in the use of public funds
- a Resources Committee at Trust level that will ensure the financial sustainability of the organisations within the Trust and monitor the use of all resources including Human Resources and other assets to achieve best value and value for money.
- a Standards and Performance Committee for the school, to take responsibility for the day to day running of the school, including monitoring and reporting on student and staff progress and performance and the financial position of the school. This is therefore the Local Governing Body of the school.

The governance structure will operate at only two levels. Reporting will be lateral and vertical insofar as in practice, all Committees report upwards to the Board, though any one Committee may report laterally to another Committee on a matter of mutual interest or as determined by the terms of reference of each Committee.

Reporting between Committees will precede reporting to the Board which is the final decision-making body. The minutes of all committees and any decisions or recommendations that they make will be reported to the next meeting of the Board.

To enable the Trustees to discharge their duties and responsibilities, the board, will have a number of sub committees with identified responsibilities that will report back termly to the main board. This process will ensure business is dealt with effectively by Trustees/Governors who have been identified as having the correct skill set to discharge their duties.

The Governance Structure and its associated Scheme of Delegation will be approved annually at the first meeting of the Board of Trustees in the autumn term.

These documents will state the responsibilities of the Board and the powers delegated to its committees. It will comprise a detailed summary of the purpose of the Board, the powers reserved to it, the purpose and constitution of each committee and their terms of reference. It will also describe the Executive Principal's financial responsibilities and the powers he can delegate to senior staff within the school.

Matters reserved exclusively for the Collegiate Academy Trust Board's approval or decision:

In exercising its **strategic** role the Collegiate Academy Trust Board will retain exclusive responsibility for the following:

- ensuring compliance with the Trust's duties under Company Law and Charity Law and agreements made with the DfE, including the Funding Agreement and the Deed of Gift;
- the determination of the educational character and mission of the school ;

- ensuring the solvency of the school and the safeguarding of its assets and delivering its charitable outcomes;
- the appointment or dismissal of the Executive Principal of the Trust, the Principal of each school and Finance Director of the Trust;
- ensuring the continued charitable status of the Company;
- setting key strategic objectives and targets and reviewing performance against these for each school;
- the determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the Board and its committees and their annual review and revision;
- the approval of policies, not otherwise delegated;
- the approval of annual estimates of income and expenditure for each school at the beginning of the academic year;
- to approve the appointment/resignation of the auditors for the Trust;
- the approval of the Trust year's end accounts;
- entering into all contracts on behalf of the Trust and therefore each school ;
- to authorise expenditure or income over the value of [REDACTED];
- to authorise the opening of bank accounts;
- to approve the pay structure for the Trust and therefore each school ;

Matters reserved for the Standards and Performance Committee

The Standards and Performance Committee will have the responsibility to ensure that the direction set by the Collegiate Academy Trust is implemented and relevant monitoring systems are in place to ensure adherence.

- the management and organisation of the school;
- the implementation of the decisions of the Board and the Executive Principal;
- the appointment of staff below Senior Leadership team level;
- performance in relation to targets and standards approved by the Board;
- the implementation of policies approved by the Board;
- overview of the financial position of the school, including preparing of the annual budget and reporting on out turn

The Standards and Performance Committee will report to the Board, and/or relevant committees, its position in relation to the targets set and provide advice and recommendations to such committees.

Over and above this structure the Standards and Performance Committee will establish a "Parent Forum". This forum will complement the family portal (an on-line area for families), where families will have instant access to what is going on within the school and have an opportunity to voice their views and comments.

Matters reserved for other Committees

The Standards and Performance Committee will be supported by six Committees that report directly to the Academy Trust. These are the **Resources, Admissions, Discipline, Appeals, Remuneration and Performance Management, and Audit Committees.**

- The Resources committee will be responsible for all finance and personnel related matters, including reviewing and recommending to the Trust board the annual budget for the school, and agreeing the staffing establishment for the school.
- The Audit Committee will be responsible for reviewing and addressing the risks to internal control, informing the statement of internal control, and agreeing a programme of internal audit work to provide assurance to the external audit process.
- The Admissions committee will be responsible for all admissions issues that are referred to it by the Standards and Performance Committee or the Board.
- The Discipline committee will deal with all student behaviour issues and any staff discipline issues in relation to the Executive Principal, Principal of the school and the Finance Director.
- The Appeals committee will deal with any appeals from staff/students or the public.
- The Remuneration and Performance Management committee will deal with the salaries and performance of the Executive Leadership Team, including the Principal of the school.

The Terms of Reference for each committee will be presented to the board for approval at its first meeting in the new academic year.

Each committee will have a Chair and must have a minimum of 3 members to be quorate.

The membership of each Committee must always include a majority of Trustees except in the case of the Standards and Performance Committee and Family Forum.

Financial responsibilities

The scheme of delegation will set out full responsibilities. The Trust will retain overall responsibility for any major items of expenditure and income/funding over the value of [REDACTED] for individual items and the appointment of the Principal of the School.

The Resources Committee will approve any major items of expenditure and income/funding over the value of [REDACTED] for individual items.

The Resources Committee

This committee will receive financial information from the Standards and Performance Committee and will report to the Trust Board regarding the financial position of the Free School.

The Resources Committee will receive termly reports in the format of a dashboard detailing spend to the agreed budget, the cash position of the school, current balance sheet and key performance indicators showing FTE staff numbers compared to the agreed establishment.

The Standards and Performance Committee

The Principal of the Free School is accountable directly to the Executive leadership team and line managed by the Deputy CEO of the Trust (Founder Academy Senior Vice Price Principal) and thereby to the Trust Board for the implementation of the Trust's vision, aims, objectives and targets. The Principal is therefore accountable to the Board for all aspects of the overall performance of the school. The Standards and Performance Committee has the delegated power to approve the recommendations of the Executive Principal and the Head Teacher in respect of the operational day to day running of the school

This committee will receive reports from the Senior Leadership Team of the school, and ensure that any necessary action is taken. This committee will receive reports on the Schools Evaluation Form (SEF), and RAP and related progress. This committee will also be responsible for the accuracy of the detailed data with regard to the daily operation of the schools.

The Principal of the school will report directly to this committee with support from ELT as necessary.

The Family Forum will also report directly to this Committee.

This committee's minutes will be available on the Governance portal for Trustees to review.

The agenda for this committee will allow a direct reporting line into the Board or relevant committee.

This committee will also be expected to take on board advice from any other committee and the ELT. To ensure that this is reflected within the minutes, the committee clerk, under the guidance of the company secretary, will ensure the actions from all committee and management meetings are fed through to this committee.

Responsibilities and decision-making powers delegated to the Executive Principal

The [REDACTED] is appointed by the board, as the accounting officer for the Trust and through the governance structure and scheme of delegation will be delegated the day to day running of the Trust and as such will ultimately be responsible for the Free School.

The [REDACTED], as the [REDACTED] is personally responsible to the Parliament and the EFA Accounting Officer for the probity of the management of public funds.

Membership

The membership of the Standards and Performance committee will consist of 9 Governors. The Trustees of the Board will appoint the Governors of this school.

The Chair of the committee must be a Trustee of the main board whose period of office as a Trustee is 4 years. The chairman for this committee will be re-appointed annually by the full board.

The 8 other positions will be allotted as follows;

2 parent (family) governors, 1 staff governor, 2 community governors, The Executive Principal and or his representative, The Principal of the school and 1 co –opted trustee/governor.

The term of office for all governors will be a maximum of 4 years and may be followed by re-appointment for a further term of office.

This membership allows a cross sector of views to be represented. Parent positions will be appointed via an election process, as will the staff position. It is anticipated that this selection process will ensure the committee has the breadth of support and challenge to discharge its duties effectively. The skill set we will cover, will include primary leadership, finance, HR, property, law, facility management, governance and commercial knowledge.

Reporting

To ensure that the Trustees are fully informed, the following schedule of meetings is proposed on an annual basis.

Committee	Number of Meetings per Annum	Frequency
Collegiate Academy Trust Board	4 meetings	2 x Autumn, 1 x Spring, 1 x Summer
Standards and Performance Committee	3 meetings	Termly before the Trust 1x Autumn, 1 x Spring 1x Summer
Audit Committee	3 meetings	Termly 1 x Autumn, 1 x Spring 1 x Summer
Resources Committee	3 meetings	Termly

		1 x Autumn, 1 x Spring 1 x Summer
Remuneration and Performance Management	1 meeting	Autumn

The Board at its first meeting will review the previous year's performance and agree targets for the coming academic year. The Board will also approve the new governance structure and scheme of delegation at this meeting. The following 3 meetings will be focussed on monitoring of performance.

The Trustees will use four key strategies to gain information about the school:

Governance structure of planned meetings, Governance portal, Link Governors and Reports from Independent advisors

Independent advice to the Board and its Committees will be provided by a Responsible Officer, a School Improvement Partner (SIP), and external auditors.

Trustee and governor skills, resources and training

The Trust understands and is committed to outstanding governance, and already has in place an effective method of recruiting Trustees/Governors with the necessary skill set, though our work with SGOSS, (the DfE approved partner organisation that supports the governor recruitment needs of schools). This has proved to be a very effective means of recruitment. All governors will complete a CV and will be interviewed by the Executive Principal, Principal of the School and the company secretary before recruiting to the position on the Standards and Performance committee.

Once appointed, the Trust has a clear induction process with supporting guidance for all trustees and governors, which is supported by a fully qualified company secretary and an on- line governance portal area designed for the Trust. This area is the main method of communication and allows for instant access to all documents, up to date calendar, training information, and a debate area.

Training is an important feature of the support provided to the Board and its Committees, therefore each Governor of the Free School will be asked to take part in a minimum of 2 training sessions per year by attending a course or completing on-line training.

Each committee meeting will be preceded by 30 minutes of training on an area identified from the termly training review survey

All Trustees of the CAT have completed a skills analysis on appointment, and this information is used to ensure the breadth and depth of skills and expertise at Trustee

level is balanced and appropriate. All Governors of the Free School will be asked to complete this skill survey to ensure the membership profile is sufficiently broad

Effective challenge

The Trust Board has received at least two training sessions on effective challenge and holding the Executive Principal and the leadership team to account. The board has a skill set of Trustees that brings both commercial and educational expertise.

However, if there was a requirement to intervene quickly, the Trust Board through its powers allows the Executive Principal and ELT to take the necessary remedial action and intervention to ensure that support is given to the SLT of the school if it is found to be not meeting the agreed targets. Where necessary extra meetings will be arranged to give support.

Intervention will be provided by Shireland Collegiate Academy or by one of its outstanding partner primary schools.

Shireland Collegiate Academy operates via its teaching school and trading company, Shireland Learning Ltd, support to other schools at a local level, in the following areas:

Human Resources, Governance and Financial Management, School Improvement, Safeguarding, ICT and E-learning.

These teams have the capacity to respond to a school's individual requirements, where a need is identified and would if necessary be deployed into the free school with a clearly defined action plan.

Conflicts of interest

The Trust has in place a clear policy and procedure for managing conflicts of interest and related party transactions. All Members Trustees, Governors and senior staff are responsible for declaring any potential conflict as soon as it becomes apparent, in line with this policy and procedure. This existing policy will be replicated within the Free School.

The Principal designate of the Free School has a personal relationship with the Executive Principal of the Trust. This will be fully declared in the manner described above. The Principal designate of the school will be a member of the Standards and Performance Committee (the Local Governing Body) but not a Trustee. The Trust will maintain full control over the key decisions relating to the school. If a situation should arise in which there is a real or perceived conflict of interest relating to the Executive Principal and the Principal of the school then the Chair of the Board will seek the advice of the company secretary and trustees and if necessary will ask the Executive Principal to withdraw from the Board's deliberations on this matter. The Board may, at its discretion wish to hear the Executive Principal's views on any such issue. In the event of the need to implement any policy of the Trust which may involve a similar conflict of

interest then the Chair will seek the advice of the company secretary and/or appoint an alternative to the Executive Principal to deal with the issue.

In management meetings—the ELT—the Principal of the school is one member of a larger team. The Senior Vice-Principal SCA has responsibility to ensure that any conflicts of interest are resolved satisfactorily in this forum or are reported. The Senior Vice Principal will retain appraisal and line management responsibility in the areas of performance and remuneration for the Free School Principal. For the last 3 years the Senior Vice Principal has undertaken this role to ensure that there is no conflict of interest.

In this respect the Trust's Whistleblowing Policy refers persons concerned about an issue to the company secretary.

To avoid any doubt over this matter the Trust will comply fully with company and charity law.

Self- evaluation

The Trust recognises the importance of self- evaluation and endorses the recommendation in the Academies Financial Handbook that it should review its own effectiveness and impact.

Board members and trustees are asked annually to complete a self-assessment of their own perceptions of governance in the Trust—its effectiveness and impact.

The Board agrees on an annual basis a review process of internal and external assurance and utilises this information to revise working practices

Finance

The Board of Trustees have an appointed Responsible Officer (RO) and a firm of auditors that report directly to the audit committee. The Responsible Officer will review compliance three times per year for the school, in addition to this, the Board asks the external audit company to complete a "half yearly assurance audit". This will take place in April of each year for the school.

The Finance Director of the Trust will also provide an annual self-evaluation of the school to complement the work of the RO and external audit.

School Improvement

The Board of Trustees in addition to the monitoring by the Executive Principal and the Director of schools improvement data, will receive a summary of the School Evaluation Form (SEF) with action points To further support this work, the Executive Principal will appoint an external school improvement partner, who will visit the school 3 times per year and report directly to the board on progress

F3 (a) Proposed trustees

F3 (a) Proposed trustees You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Smethwick	[REDACTED]	[REDACTED]	[REDACTED]	2.5 hours per week in year one, diminishing thereafter.
[REDACTED]	Birmingham	[REDACTED]		[REDACTED]	
[REDACTED]	Birmingham	Trustee		[REDACTED]	
[REDACTED]	Birmingham	Trustee		[REDACTED]	
[REDACTED]	Bearwood	Trustee		[REDACTED]	
[REDACTED]	Birmingham	Trustee		[REDACTED]	

	Smethwick				

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
We have identified our skills matrix in section F1	We have used SGOSS to identify and appoint a number of Trustees and now have the strongest Board of Trustees in the school's history.

Section F4

Principal Designate – Experience and Qualifications Required

The proposed free school is at heart a non-selective Primary School with variations around the use of technology, the curriculum and pedagogy. Therefore the criteria for selection was as follows:

	Criteria	Essential (E) Desirable (D)
Education & Qualifications	Qualified Teacher Status	E
	Degree or equivalent	E
	Evidence of continuing professional development including preparation for a senior management role	E
Work related experience	Experience as a Head / Deputy Head/Assistant Head	E
	Experience of responsibility in more than one school.	D
	Experience of teaching across all the primary phases	D
	Experience of successful strategies for raising pupils' achievement with innovative pedagogy.	E
	Experience of promoting pupils spiritual, moral, social and cultural development and their good behaviour.	E
	Experience of implementing and overseeing successful school improvement initiatives	E
	Experience of the strategies for improving the quality of teaching and learning including promoting excellence and challenging poor performance	E
	Experience of monitoring and evaluating the effectiveness of teaching and learning including its outcomes in terms of	E

	<p>standards, achievement, personal development and well being</p> <p>Experience of strategies for curriculum enrichment that have shown successful impact for all age groups. Knowledge of integrated curricula preferred.</p> <p>Experience of and strategies for effectively managing a wide range of staff both teaching and non-teaching.</p> <p>Experience of thinking and planning strategically for the future.</p> <p>Experience of leading innovation, creativity and change in school.</p> <p>Experience of the impact of equality of opportunity and inclusion policies on pupils and staff.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Skills & Abilities	<p>Able to nurture, inspire, challenge and motivate pupils and staff</p> <p>Able to be an exemplary role model to pupils and staff</p> <p>Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding</p> <p>Have an in depth knowledge of how technology can transform learning. Have experience of 1 to 1 device use with groups of students.</p> <p>Able to consult and negotiate to achieve the best possible outcomes for children and their families</p> <p>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils. Including those with a national profile.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

	Able to work in partnership and accept appropriate support from all stakeholders including the local community.	E
		E
Knowledge	Knowledge of the principles and practice of Quality Assurance systems including school review, self-evaluation and appraisal	E
	Knowledge of the schools local area, its communities and the issues within those communities.	E
Work Circumstances	Requirement to work flexibly to meet the demands of the post including some evening and weekend work	E
	An enhanced DBS disclosure is required	E

Principal Designate – Experience and Qualifications

After seeking an appropriate candidate following the above requirements the Academy has found an appropriate [REDACTED]. [REDACTED] has been a member of the [REDACTED] for the last four years and currently holds the title of [REDACTED].

She previously acted as [REDACTED] based company, [REDACTED], a company which provided Learning Platforms to over 130 schools and in her role [REDACTED] developed a school improvement plan with the supported Headteachers. She developed an excellent grasp as to how to utilise technology for school improvement. The 13 years that [REDACTED] had spent in Primary schools laid the perfect foundation for her to support so many senior leadership teams with their different needs. [REDACTED] is a [REDACTED] and has taught across the Key Stages. [REDACTED] was named [REDACTED].

In the last four years [REDACTED] has led on the [REDACTED] in [REDACTED] and has achieved a number of key milestones in school. All of our staff and students use an online collaborative workspace called a Class Site and all staff use Flipped Learning as one of their key strategies. It is this experience which will fit with the ethos and unique characteristics of the free school and makes [REDACTED] the outstanding candidate for the role. Her experience at the founder school and with the local community will stand her in good stead with engaging with the same community in a primary setting.

The founder Academy is considered to be one of the leading schools for Flipped Learning in the country and two of the world leaders in this, [REDACTED] [REDACTED] are currently planning the first UK conference based at Shireland which will be supported by TES on-line and [REDACTED]. The work that we undertake on Flipped Learning and Class Sites has changed our classroom practice dramatically and last year 100% of our staff were judged to be Good or Outstanding in their lesson observations. [REDACTED] has frequent experience of sharing and developing pedagogy at a national level and these contacts ensure a high profile and world class assistance for the Free School.

In 2012 [REDACTED] helped to write the submission to the EEF to allow her and two colleagues to [REDACTED] Maths Flip. Maths Flip is a Flipped Learning solution to raise standards in Key Stage Two Mathematics and the initial results are highly encouraging as we have seen a dramatic improvement in results, well beyond expected grades and in a number of cases exceeding previous Primary School records. The University of York have evaluated this programme and will report later this year.

Last academic year [REDACTED] helped design our OCR e-learning projects and supported staff in the development of six school improvement toolkits which have now been completed. The projects covered areas such as Flipped Learning, Video and Audio Feedback, Family Literacy, Digital Family learning and using digital badges in the classroom. She has taken these projects to our partner Primary and Secondary schools and is supporting schools in the integration of these.

The other key areas of [REDACTED] work in [REDACTED] and our partner schools has focussed on Transition and our Teaching School role. In relation to transition, [REDACTED] has developed an Outstanding transition format which acts to induct our new Year 6 students into school in the most comprehensive of ways. We run an eleven day programme which introduces the curriculum, the skills and the staff to all of the students. Our model has drawn considerable attention from other schools and we are now sharing some of our practice with these schools. This gives us confidence in her ability to develop engaging curriculum and her relationships with primary age students.

Finally, our [REDACTED] is the other major strand of [REDACTED] work and once again this has had a profound effect in Shireland and our partner Primary schools. This September we have a cohort of 27 School Direct students based in Shireland and [REDACTED] has [REDACTED] the Primary recruitment, appointment and subsequent training. This gives us confidence in her ability to monitor, train and develop key staff. Our partner the University of Warwick have complimented her on the quality of the cohort and we expect this group to match our previous cohorts where the vast majority of students not only achieved an Outstanding grade but succeeded in gaining a post in a local school.

The benefit of operating the School Direct programme not only in the academy but with our partners has been profound. The scope of the Teaching School remit extends much further than just School Direct and the work that [REDACTED] has undertaken on Research and Development led to the school submitting to DfE/EEF to become a

Research Hub, to us supporting three other schools in the challenge to move from Requires Improvement or Special Measures and to the hugely successful Primary Computing training that she developed.

██████ has demonstrated to our staff and local staff that she absolutely understands the key levers for change and improvement and we therefore know that she is the perfect person to lead our Free School.

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

The Academy has been outstanding in its last two Ofsted Judgments the last published on the 18th April 2013, the latest report can be found here:

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135170>

Key findings of the report showed.

- This is an exceptional academy, which has maintained and built upon the very high standards seen at the last inspection.
- Students, staff and parents are, quite rightly, proud to be associated with this academy. As one student said, 'I feel privileged to be a student here.'
- The driving force behind the academy's success is undoubtedly the gifted and dedicated Headteacher. His clear, purposeful and ambitious leadership, together with unflagging support from his senior colleagues, has led to ever-improving student achievement and increasingly effective teaching.
- All groups of students make rapid progress, irrespective of their background or ability level.
- Student attainment, although below average over the last two years, is rising rapidly and most students are currently working at the levels expected of them.
- Staff are highly ambitious for students and fervent in their aim to get the best from each one, academically and personally. As a result, students grow tremendously in confidence and are encouraged to see their potential, work hard and aim high.
- Teaching is outstanding. Lessons are planned extremely well to make sure they are demanding, exciting and get the most out of all groups of students. This is underpinned by innovative use of information and computer technology (ICT).
- The behaviour of students in lessons and around the academy is impeccable. They are keen, lively, questioning and enthusiastic learners who greatly enjoy and appreciate all the academy has to offer.
- The range of subjects and courses available to students is innovative and imaginative and is extremely carefully planned to meet their precise needs and interests.
- The governing body gives a high level of challenge as well as support and successfully helps to plan and drive improvement in the academy.
- The sixth form is outstanding and displays similar high qualities to the rest of the academy.

Our most recent Key Stage 4 results as published by the Secretary of State:

- % achieving 5+ A*-C GCSEs (or equivalent) including English and Maths GCSEs 51%
- % achieving the English Baccalaureate 6%
- % of pupils making expected progress in English 86%
- % of pupils making expected progress in Mathematics 72%

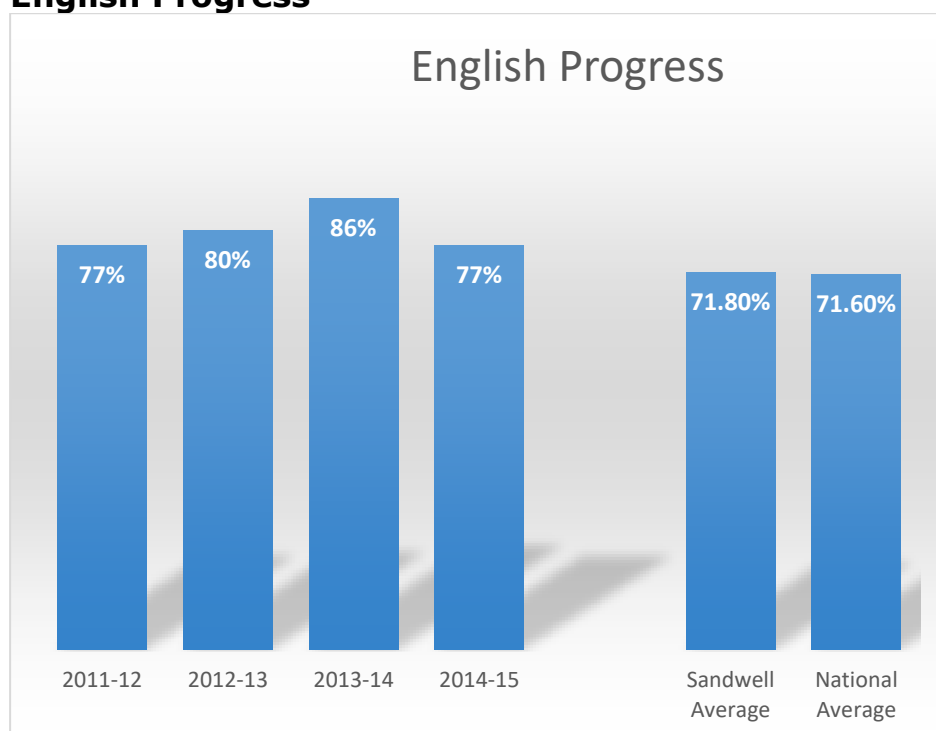
More information is available on the Department for Education Website and can be viewed by [Clicking Here](#) or compare us with other Sandwell Secondary Schools [HERE](#)

Performance table information for 2014-15 will be released in January 2016. Information from the Academy on last year's results can be found in the tables below. Please note that from 2016 the methods in which schools are assessed is changing and they will move from 5A*-C including English and Mathematics as the Key Measure to Progress 8.

Key Stage 4

Progress – Progress measures student's performance relative to their starting point and is a true measure of schools performance relative to its intake. From 2015-16 schools will be judged on the progress they make in each subject not just English and Mathematics.

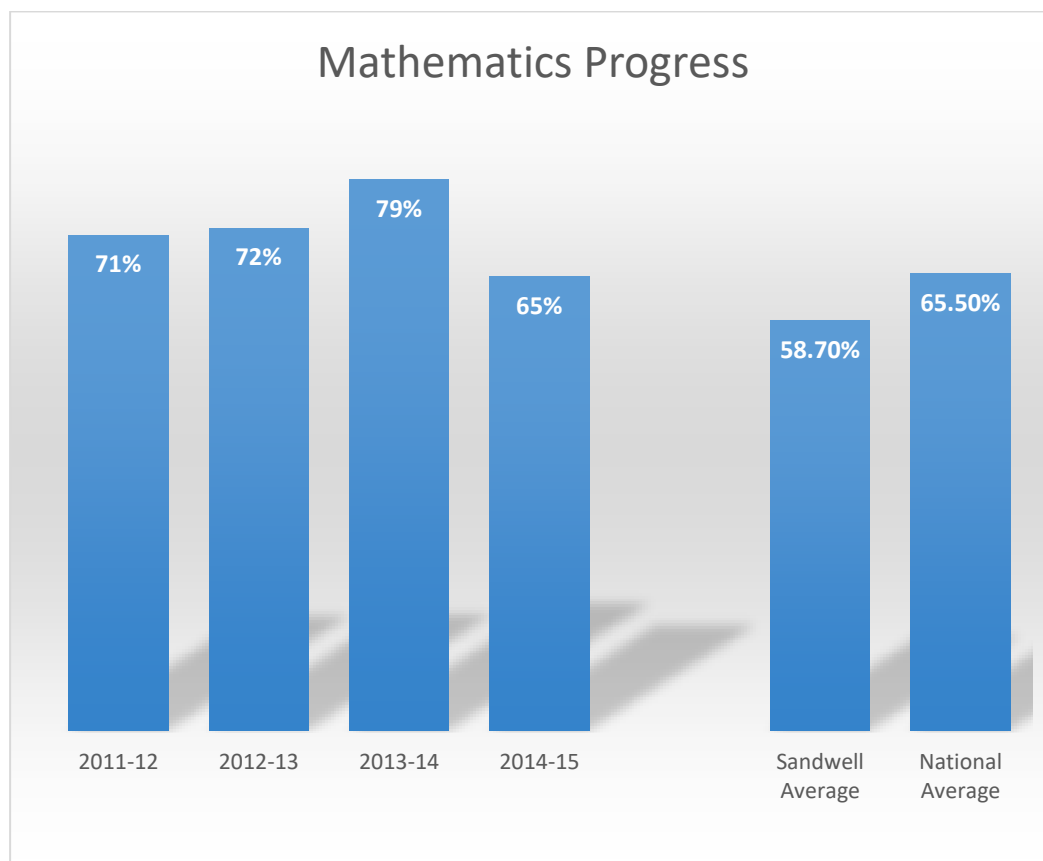
English Progress



The Academy has excellent progress results in English, having beaten the national average and the Sandwell average every year for the past 4. Students make better progress at Shireland and get better results than would be expected.

Mathematics Progress

Again over the past four years the Academy has beaten the Local Authority and National Averages regularly.

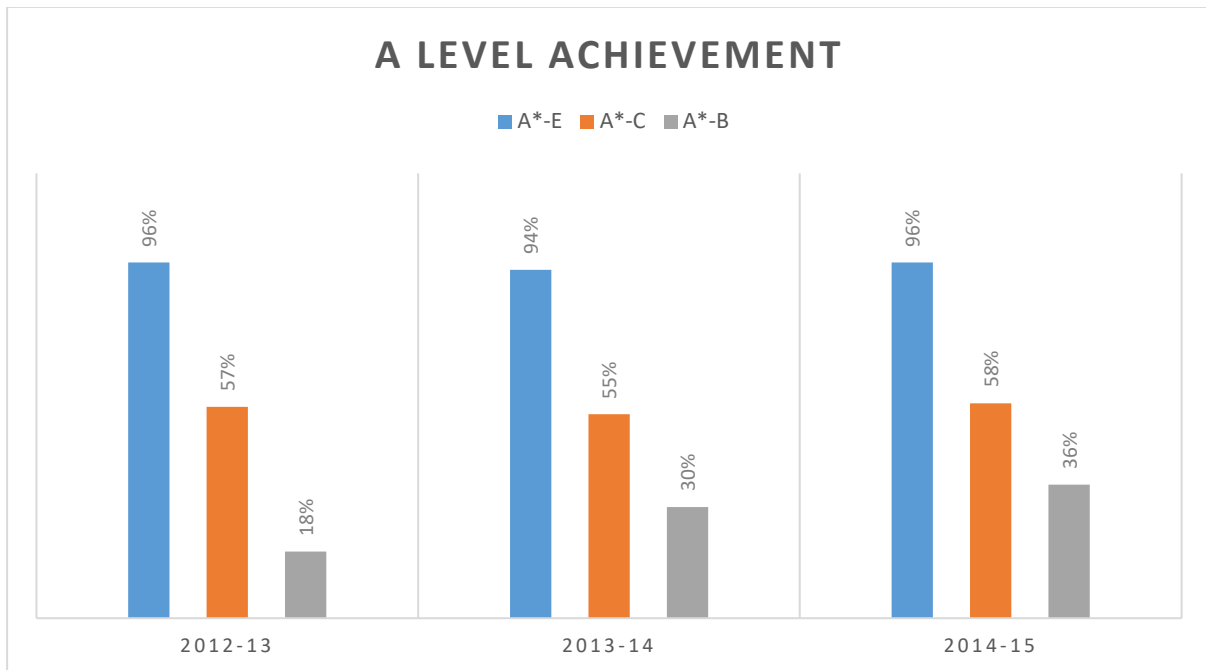


Gifted and Talented

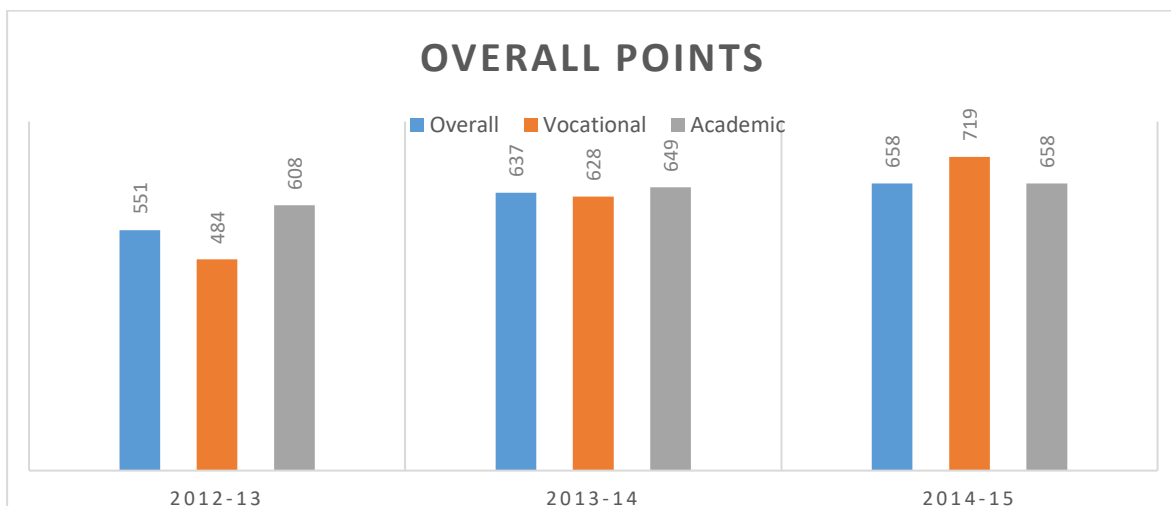
The Academy has a purely comprehensive intake, but students at the top end are achieving well with 15% of all students gaining at least 3 A* or A grades at GCSE last year. 11 students gained 8 or more A* or A Grades.

Key Stage 5 Results

The Academy results have consistently improved over the last three years.



Results have improved overall in terms of the number of points students are scoring. Overall, for Academic and vocational qualifications.



F6

Capacity Growth, Support and Challenge

Over the last two years, the competencies of the board and skill set have been evaluated and the membership has changed and grown to ensure the Trust has the breadth of expertise and skills to run a Multi academy Trust.

We have ensured by this approach that at all levels of governance and management we have the competence and capacity to have managed growth.

Growth will be strictly managed within the skill set and capacity of Trustees and managers within the Trust and the objectives of Shireland Learning Limited (SLL) - the Trust's trading company.

Our governance model as detailed in section F allows the Trust to grow the number of schools under its control, through the direction of the designated LGB – Standards and Performance Committee. This Committee will ensure that each school has dedicated support and challenge, with a clear reporting line back to the board.

The work of the board and its committees will be supported by ELT.

The 5 members of ELT have a cross section of skills that allows all areas of a schools management and delivery to be supported and challenged in a constructive manner. The areas that are covered are: School improvement, e-learning, Finance, Human Resources including CPD and data management.

ELT will not be involved in the day to day management of the schools within the Trust, but is a resource within the governance structure that enables all the schools to be consistently held to account and monitored in a standardised format on a weekly and termly cycle as detailed in section F2. This will enable effective benchmarking of performance and data collection for each school. In order to do this, it will be necessary to have rigid and transparent reporting method from each Principal of the school. This is set out under reporting in section F2 and will be supported by the use of technology via use of a virtual platform for staff with a specific area for leadership and management.

ELT has derived its expertise from the successful management of Shireland Collegiate Academy and George Salter Collegiate Academy, and by supporting up to 20+ local primary schools with school improvement, governance and financial management and HR. 2 members of ELT have been trained within a primary school setting. Going forward ELT will broaden the scope of its work to incorporate each school within the Trust and if necessary broaden its membership and skill set.

The ELT has, within SCA and other establishments, a proven track record of outstanding performance. It secured an outstanding judgement for George Salter Academy, supported a local primary school to an outstanding judgement and has secured 3 outstanding judgements from OFSTED for Shireland Collegiate Academy.

The [REDACTED] has a national reputation for E-Learning and the support of school improvement within secondary and primary sector. He has a management structure within Shireland Collegiate Academy at SLT and at middle management level that has the capacity to provide specialist support to other schools and within the Academy itself. This provides team sharing opportunities and professional development opportunities to ensure that the best staff are retained but have the scope to develop their skill set and share expertise across the body of schools that the Trust is responsible for or provides services to.

To further support ELT in their delivery SCA has a teaching school with the objectives of providing initial teacher training, school to school support, school improvement, and research and development opportunities. This gives the Trust additional capacity to support growth and provide innovative solutions to help delivery within all of the schools the Trust is responsible for.

The Research and Development strand gives the Trust the opportunity to secure external funding from external bodies such as the Education Endowment Fund and OCR. This gives the capacity to develop new teaching and learning techniques and provides support and capacity for partner schools and schools within the Trust.

The Trust has a number of commercial partnerships that generate funding and as a result, has the flexibility to work collaboratively with its local primary schools.

SCA has a 6 year collaborative agreement with 6 of its feeder primary schools to provide curriculum days, study support, transition, family support, and citizenship work for students and workshops, CPD for teaching and non-teaching staff. This agreement is supplemented by the ability to procure goods and services as a group, which in turn makes better use of resources and secures value for money. This method of working ensures that the expertise of staff and resources are shared across our community and the free school will be able to access and take part in all of this work and the benefits. This leads to more effective use of staff and resources which enables schools to achieve better value for money and help each other in delivering high standards of education for the pupils they serve. The relationships with our local primary schools and hub schools within the teaching school alliance will ensure that the primary school within the Trust will be fully supported and has immediate access to the level of support it may require.

Each school within the Trust will be a hub partner within the teaching school alliance and as such the SLT within each school must have the expertise and skill set to be able to support other partner schools and provide reciprocal benefits.

The Trust has established a structure that has the capacity, flexibility and skill set to support all schools within the Trust. To further add to its ability to grow and support its schools the Trust has SLL. SLL is the wholly –owned subsidiary of the Trust and is the vehicle for the provision of services (other than the core function of the Trust – that will be provided from the MAT contribution of 5%).

The SLT of each school will be monitored and challenged by ELT. This will be provided as part of the core functions and will be funded by the 5% MAT contribution. However, the Trust, via SLL, will provide specialist support that each school can

purchase to remedy any issues that have been identified by ELT and or SLT or support their work on a day to day basis. The LGB and Principal will comply with financial regulations test the market and ensure if the services are provided by SLL, they are the most appropriate, effective and cost efficient. All services provided by SLL to schools within the Trust will be provided at cost, if they are chosen by the school.

SLL has a clear business plan with a strategy for growth and the capacity to meet varying demands. This approach effectively manages the risk of service provision for the Trust but also creates a “built in contingency” element within the service to allow it to be responsive and meet any increase in demand.

A key strategy for ensuring the trust has the finances to grow will be the use of SLL and the growth of service provision to schools, (other than schools in the trust) at a small profit. However it should be noted that in addition to this, the board has already created the capacity within its management structure by having the ELT and then a SLT within each of its schools. ELT gives the capacity for the Trust to manage more than one school and as the costs are shared across a number of schools will make the cost of this structure much more efficient to the Trust, as it grows.

In summary, the capacity and expertise throughout all levels of the Trust provides the basis for the Trust to grow with confidence. The management structure will provide effective challenge and the trading services will provide support as and when necessary.

Economies, Efficiencies and Shared Services

The Trust is committed to collaboration with local schools to improve teaching and learning standards, but also to secure procurement advantages to ensure public funds are used to best effect. The Trust has a best value policy and procedures that enable all staff to understand the importance of achieving value for money and putting all resources, staff and assets to the most effective use. The application of best value has been reviewed by the Responsible Officer and auditors and found to be effectively implemented.

SLL is important to the Trust in achieving economies.

The vision of SLL is to contribute to the vision of the Trust by leading change, promoting partnership, sustaining growth, and improving services.

The trading services operate locally with the following aims:

- 1) to provide an income stream for the CAT
- 2) to be a catalyst for the development of the Shireland Teaching School Alliance
- 3) to support the growth of collaborative working in the local and wider community
- 4) to be a key partner for the CAT to lead change, promote partnership work and sustain growth
- 5) to be the preferred supplier for local schools

- 6) to add capacity within the Trust
- 7) to ensure a high quality responsive service
- 8) to ensure financial sustainability for the company

This is complemented by the teaching school alliance that leads on school improvement.

Both SLL and the teaching school alliance help to provide the bond that supports collaborative working and are key drivers in achieving economies of scale.

One of SLL key targets is to create a local purchasing consortium by 2018.

Shireland Collegiate Academy operates via its teaching school and trading company to support other schools at a local level, in the following areas:

Human Resources, Governance and Financial Management, School Improvement, Safeguarding, ICT and E-learning, curriculum support.

These teams have the capacity to respond to a school's individual requirements and as such individual schools benefit from a high level of expertise and detailed knowledge at a cost that would not be affordable by individual schools. In effect this is the benefit of collective purchasing power.

The growth of traded services is, and will continue to be, strictly controlled. A full risk assessment for each trading service is in place and is reviewed termly by management and annually by the company board. Impact assessments for each service area must include positive outcomes for profitability, value-added, reputation, and end user satisfaction.

The shared services delivered by SLL will be monitored by ELT and performance will be reported to the Board of SLL. The Board of the CAT will receive the report of the Chief Executive of SLL at its termly meetings.

Finances

The Trust has been through seven years of successful audits, with the accounts receiving unqualified status. Recommendations from management letters have been minor and Trustees have always taken actions on board and directed managers to take appropriate action. This work is monitored by the auditors at the mid-year review and by the Responsible Officer. The last 4 years accounts are available on www.shirelandcollegiateacademy.org.uk under "About Us/Policies/Accounts".

The Finance Director of the Trust has a proven record in challenging and supporting schools, not only Shireland Collegiate Academy. The Finance team provides financial management support to 6 local primary schools that have all had successful audits over the last 3 years. This support not only includes budget and monitoring support, but over the last 3 years under our collaboration agreement with our primary schools, we have been able to take advantage of purchasing centrally to obtain economies of scale - for example, purchasing management systems, services and utilities.

The Trust has a process of budget forecasting for 3 years ahead that is reported termly to the Resources Committee to ensure financial decisions are sustainable, linked into the development planning and reflected within the risk register if necessary. This approach allows issues to be identified early so appropriate action can be taken in a structured manner. Risk management is taken seriously by the Trust and is on the agenda of ELT and SLT on a termly basis with a progress report to the board on an annual basis.

The Trust has a clear reserve policy limit that is reviewed annually by Trustees. This ensures funding is available for any unforeseen circumstances. With the Trust growth, we will look at the opportunities that may arise to ensure the cash position of each school is secure by the pooling of reserves in a central account and take advantage of the benefit of having larger cash balances to invest.

F6 (a)

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 £
██████████	████████████████████	Business planning and Governance Support	3 (ELT)	██████████
██████████	██████████		3 (ELT)	██████████
██████████	████████████████████ ██████████	Project Management	2	██████████
██████████	████████████████████ ████████████████████		3 (ELT)	██████████
██████████	████████████████████ ██████████		3 (ELT)	██████████
██████████	████████████████████ ██████████	██████████ ████████████████ ██████████	3 (ELT)	██████████
				██████████

The MAT contribution will have 2 elements; leadership and management and the provision of defined core services. This will include setting of policies, procedures, HR, including appraisals, Finance, including the preparation of statutory accounts and audit requirement, safeguarding, and school improvement and data management.

This will be funded from the 5% MAT contribution that has been included within the schools budget.

Leadership and management is detailed above in F6 (a).

The core services are detailed in section F6 (b) below

In addition to the core services the school will have the opportunity to purchase additional services via SLL. These services will include, ICT, E-learning, and Specialist Curriculum Support such as PE, Design and Technology, Music, Performing Arts. All services will be provided “at cost” to all our schools. However, as stated earlier, the Principal of the school must go out to market to evidence best value for these services.

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
HR Provision and support – All advice and admin in relation to Staff including performance (Traded – SLL)	■■■■■	Costs to increase by 1% or agreed pay award
Finance – All financial support and advice regarding the budget and monitoring (Traded – SLL)	■■■■■	Costs to increase by 1% or agreed pay award
Safeguarding – Provision of all support, advice and training (Traded – SLL)	■■■■■	Costs to increase by 1% or agreed pay award
Statutory work in relation to all policies and procedures, preparation of statutory accounts, all governance and clerk support, Board level assurance, external and internal audit, audit of statutory annual returns, data tracking, provision of central systems for finance and HR and general school management system, asset	■■■■■	Costs to increase by 1% or agreed pay award

management system etc.. This area includes an estimate for expenses, training and support for the Trustees and Governors and development support for core staff		
	■■■■■	

The total cost to the primary school of the 2 elements of the MAT contribution will be

Leadership and Management - ■■■■■

Strategic functions ■■■■■

Total cost to school ■■■■■ (when the school is at full capacity)

The cost of this is shown within the provisional budget under MAT contribution to central services.

It is accepted that until the school is full, the Trust will gift in kind the difference between the value of 5% of the School budget and the true cost of core functions.

The work of the core team will be monitored by the Trust board and the LGB of each school who will receive a report at the beginning of each year outlining the work and cost and then at the end of the year a summary of the work with an indication of actual times and costs. The Finance Director of the Trust will provide a report at the first and last meeting of the year to the board and LGB. The LGB will need to be able to satisfy themselves that the functions have been completed on their behalf and are good value for money. If they are not satisfied then the Chair of the LGB must take this to the Board of Trustees.

Section G: Budget planning and affordability

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

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

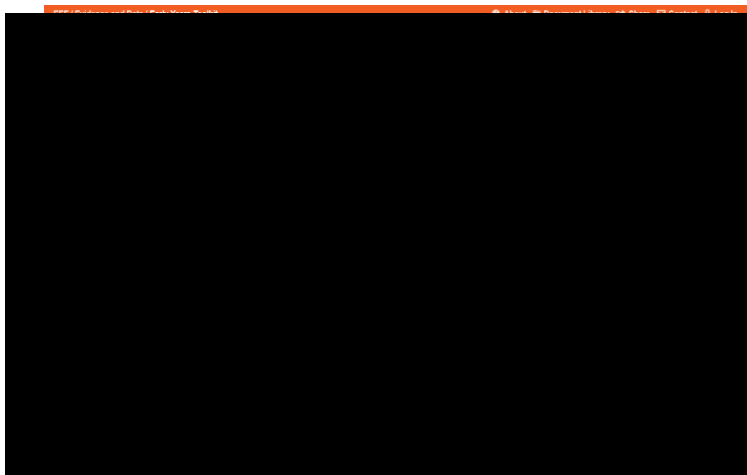
You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan. In addition you should complete the Excel budget templates.

Section G1

In establishing our initial development plan for the Free School we were very clear that this school would have a unique identity which resolved around this "High Tech" persona. The school would unusually have a one-to-one device strategy built into Key Stage Two with device access for Key Stage One and Reception/Nursery provision. This environment would have the infrastructure of a secondary school but the curriculum of a Primary school and by infrastructure we mean both physical and virtual.

The staffing of the school will also differ from the norm in that we are replacing the necessity to provide Teaching Assistants with devices as we feel that this individualised support is vastly more effective than the provision of Teaching Assistants. In the planning process we have used the Education Endowment Foundation (EEF) Pupil Premium Toolkit to help evaluate appropriate strategies for the new school. EEF are very clear in their trawl of research as to the key strategies for accelerating progress and we have looked to integrate a number of the identified strategies into our plan. This has helped guide us towards decisions which will give value for money.

In attempting to benchmark budgets for the new school we have looked at the



available data via the EFA, compared to a local average 2 form entry school, but our Finance Director and her team have considerable experience in advising schools on their budget construction and monitoring. Our Finance Director has produced a

monitoring tool to support Financial and Governance health and we intend to use this tool in the Free School as we do in our academy.

We have used the West Midlands data sets from the Benchmarking tools on the EFA website to project our budget and have then adapted accordingly.

We are very clear that our vision of building a school and curriculum which has technology at its heart will make the same dramatic difference in the Free School as it has in Shireland. We have seen that by enabling audio and video based feedback students have understood far more quickly the next step and have then used staff to support much more efficiently. Technology has a hugely positive effect in raising standards when it is contextualised and fully integrated and our delivery model is based on an assumption that this will be the case.

We built into our plan a very different utilisation of staff where we have removed the typical reliance on Teaching Assistants as we believe that the value of such a strategy is questionable as per the EEF report. We have replaced this support with a combination of devices and School Direct. It is our intention to have a number of Salaried and Non-Salaried School Direct trainees in class supporting pupils. The non-School Direct trainees will not impact the primary schools budget. We have seen the benefit of School Direct students in the classroom in the last few years as we are the University of Warwick's Hub school for the Black Country Local Authorities.

We have presumed that during the capital programme a number of essential elements relating to our delivery model will be addressed. The school will require a Lecture Theatre, Immersive Space, Computing and Design and Technology labs which are not normally included in many Primary capital programmes but we intend to use our Thematic Competency based delivery model in Key Stage Two and so these elements are essential.

The devices that we intend to supply to **all** of our Key Stage Two pupils and to make available to the younger years will be the new Microsoft Surface Pro, which we have been evaluating for Microsoft. This device will fully support our pedagogy and enable our students to make accelerate progress. We have considerable expertise in the integration of such devices into an Office 365 environment through which we will be able to deliver our curriculum.

In establishing our staffing structure we have utilised the expertise of our HR Director and her team.

Our staff in the Free School will have our standard conditions of service but will need to be digitally literate and capable of using the technological solutions that we use. All staff will be expected to work with a Flipped Learning methodology. We have built into our financial plans to support the CPD of staff to be able to work in this way.

We have established a budget which will allow us to resource appropriately our thematic and skills focussed curriculum. The e-learning team in Shireland will support the curriculum delivery in the Free School using a number of the e-learning

based solutions that we already use in the academy. We intend to use Little Bridge, Accelerated Reader, Mathletics and Manga Maths in the Free School.

At this point in time it is our intention to offer a fairly standard school day with Study Support extensions but we will use the academy staff to deliver specialist subject inputs to our pupils. We will utilise the NIMBLE on-line homework solution which the academy uses to provide both Flipped Learning activities and core home extension work for a number of our year groups.

The academy e-learning team have extensive experience of developing SCORM based auto-markable learning units and they will be producing units for the Free School. The NIMBLE solution allows staff to allocate learning units to pupils and monitor the completion of the units. Staff then receive from the system a matrix of strengths and weakness of the pupils in relation to each unit which can inform future delivery. The data from the units is shared with pupils in a real-time way and can be shared with families. These services will be paid for from the specialist services provision within the budget.

This year, for the first time, we have licensed our Key Stage 3 Competency based Thematic Curriculum to a small number of Secondary Schools and we have built the Learning Environment to host this and are currently training their staff to deliver and subsequently customise the programme to suit the needs of their students. We have over the past eight years developed this curriculum model which we currently operate in Years 7, 8 and 9. As the students move through the Key Stage the number of hours reduces from 17 to 13 to 9 hours per week. There a number of competencies that cover core skills and the personal learning skills and students are regularly assessed against these. This model has worked extremely well for our students and is at the heart of our plan for the Free School. We have seen the waste of time commonly associated with the atomised Key Stage 3 curriculum delivery reduce dramatically and our use of our staffing has been optimised.

We have throughout our planning returned to EFA benchmark information to balance our budget lines and our Finance Director has advised us as to how similar schools have profiled their expenditure. The benefit of the core team in the MAT will have a significant benefit for the Free School as the level of technical expertise and experience of the team is unique for school based services. Our HR team supports 35 schools, our Finance Team supports 6 individual schools and an academy chain, our e-learning team has supported up to 130 schools and our Safeguarding team supports 7 schools and is in the process of expanding.

Section G2

The School will be at capacity pupil numbers by the 2021/22 year and at this stage will have an in year surplus of [REDACTED], which equates to 1.5% of the total income. However, with the anticipated in year surplus's years up to when the school is at full capacity (2021/22), the school will have an overall cumulative surplus of [REDACTED] – 5.7% of overall income. Currently the Trustee of the Trust have a reserve policy of 5% of the annual income for a school when at its capacity and as such the budget meets this expectation.

The school on the basis of the proposed spending plan in within its income levels from the first year of operation (2017/2018)

Funding

Funding has been calculated as per Sandwell LA formula and the education services grant on pupil numbers. Rates income has been included to match off the expenditure line.

Income for a FTE 26 place nursery has been included. However this line has been matched off within expenditure. A Teacher and a Teaching assistant have been included in staffing at an estimated cost of [REDACTED] and then a balancing line of [REDACTED] has been included under "other". This line will cover all none staffing costs for the Nursery including maintenance of the environment and supplies and services.

Staffing costs have been calculated based on the staffing structure shown above. Both teaching posts and none teaching post have been included in line with the anticipated pupil number growth, so will be at full capacity in 2021/22.

Supply costs and an additional expenditure line to cover maternity and paternity costs are also included over and above this.

All other employee expenses increase in line with pupil numbers with the exception of fixed costs such as Insurance and the other expenses line that are in full from the first year of operation.

Performance Management (threshold movement) has been included when at capacity for about 10 staff, as the budget assumes a number of staff are already at UPS. This again is lower in the first 3 years to reflect the lower levels of staffing.

All other costs in the plan have been benchmarked against local 2 form entry schools and against the national data held on the EFA website for 2 form entry schools. Costs have been estimated based on known costs for fixed services and then increased in line with pupil numbers until the school reaches capacity.

Premise costs have been prepared on the basis that the building will be energy efficient and environmentally friendly. Most of the premise costs are in full from year one, with the exception of building maintenance and cleaning materials where it has been anticipated not all rooms will be in use. Premise costs does include a budget line for replacement of items. This is needed to ensure a rolling programme of replacement is in place for the environment as a whole.

Educational resources are pupil led. Education and ICT services have been included and are services that will be required to support the infrastructure of the school, such as software and broadband connections.

Professional services have been included, incorporating the anticipated 5% MAT contribution, of which the details of delivery can be found in section F6

Other services includes a figure for depreciation that has been calculated on the basis that the school will be technology rich and in most areas pupils will have a one to one device. This area includes a line for specialist delivery, where teams of people will be brought in to deliver elements of the curriculum to pupils. Catering - It has been assumed that all paid meals will balance out costs. It is envisaged that catering

will be a brought in service, therefore the cost of the service and the income will go to the provider and the school will on need to pay the cost of free meals, the management charge and the cost of maintaining the equipment in the kitchen. As such the catering line only reflects the cost of 35% of pupils in key stage 2 having a free meal. It has been assumed all key stage 1 will be grant funded and as the grant is not included neither as the expenditure.

Overall we have based the budget on current known factors and can evidence via the excel template that the school is viable within the expected levels of funding.

G3

In the event that the 70% scenario is enforced we are very clear that we would reduce our staffing accordingly and obviously associated activities but we are aware that there is a high need and desire for quality provision in our area.

It is anticipated that any potential reduction in funding will be due to pupil numbers. The reductions we have proposed are in line with the anticipated reduced number of pupils, so it is therefore hoped that the overall aims and objective of the free school will not be impacted and the free school deliver the vision outlined previously. Any shortfall in numbers will be managed through a strong marketing strategy to fill the places as soon as possible, so minimising the impact.

It is anticipated that the capital build for the school will equip the school to a standard that will not need replacing for at least the first two years. However, the budget has a line for replacement in all years, which gives an element of flexibility to the plans.

If we have to, we will reduce our classroom based staff to match the number of pupils that we attract and if we need to, we will move our Deputy Headteacher to be class based. This would be difficult for us as the Headteacher and her Deputy would be training the staff to work using our Flipped methodology and would be in class most of the time nurturing our staff and students. However, the support provided by the MAT and the Core Team will help ease some of the management responsibilities and make this viable.

In the last year we have supported 12 Primary schools within our EEF funded evaluation of Flipped Learning and we have seen the huge difference that this style of delivery and support can have. Therefore in the event of the reduced funding we would need to maintain the work to support this even if it meant that we had to delay the introduction of other activities.

We would also reduce the number of Salaried School Direct trainees in parallel with the appointment of the classroom teachers. Once again this would have significant effects in that we are training our University of Warwick trainees in our Flipped methodology and they are excellent advocates of this strategy. The trainees have the potential to enhance levels of achievement significantly.

One of the key areas that we have been developing for some time is our marketing strategy and this year we have an intern from university who is working on our Social Media strategy. This undergraduate is currently working on our communication plan which will hopefully incorporate the Free School and we are building a structure which we hope will

be secure for the next few years. We are building websites and Office 365 environments which we can utilise. In the event of financial cuts we will already have these sites built and will just maintain the staffing required to utilise these.

We have also incorporated a Replacement Fund to ensure a clear rolling programme of development within our initial budget which we will modify if the 70% scenario is applied.

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)
		(e.g. 2017 to 2021)	[e.g. £k (2016) £k (2017) £k (2018)]
Staffing	The costs saving required based on approximately [REDACTED] per pupil will mean pupil numbers would be down by about 85 pupils in the first year, this equates to [REDACTED] rising to 154	2018 -2021	2018- [REDACTED]

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)
	<p>pupils, equating to [REDACTED] in the 4th year. This would equate to 3 classes less in year one and by 2020/21 would increase to 5 classes less.</p> <p>Staffing would be reduced down to accommodate the reduction in funding. It has been anticipated that the school will have a Principal (non-teaching post) and a Deputy who is classed based for 0.5 for the first year then from year 2 will be none classed based. If it became necessary the deputy would become fully classed based. Saving 0.5 of a post in the first year and thereafter 1 whole post.</p> <p>To cope in the first year, we would reduce by 2 teachers, plus we would class base the Deputy. We would not employ salaried school direct trainees, however, we will replace the salaried posts with non-salaried trainees. The reduction in staffing would reduce the cost of PPA cover hence a further saving.</p> <p>The teaching staffing structure, in addition to the salaried trainee posts, will be supported by a number of non-salaried, school direct trainees. These numbers will be increased to give the capacity to manage mixed classes and ensure the support for the teacher is in place to manage the differentiation that will be required.</p>		<p>2019 [REDACTED]</p> <p>2020 - [REDACTED]</p> <p>2021 - [REDACTED]</p> <p>Total over 4 Yrs = [REDACTED]</p>

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)
	<p>The budget as it stands has a mixture of experience with costing's at the higher end of the teaching scale for over 9 members of staff. It is hoped that natural turnover of staffing will save costs in year 2-4. In year 3 onwards a floating supply post has been built into the budget and this would be removed. If we got to the position in years 3 and 4 of having to save over [REDACTED] plus, then the deputy would have to become classed based for at least 0.4 of the week if we did not have the movement of staff or were not able to recruit at NQT level. This should be possible as the Principal of the school will be supported by the MAT Core team and he/she will then have to pick up some of the responsibilities of the deputy post.</p> <p>Support staff would also be reduced, especially in year 3 and 4 depending on numbers and ability of pupils. The budget currently includes higher level teaching assistants and this would be reviewed to look at practitioners and term time contracts. Contracts for support staff would be fixed term if necessary. This would not only be support staff within the classroom, but would also translate into less cleaners, catering, lunchtime supervisors and support staff within the back office.</p> <p>It is recognised that the numbers may not translate into whole classes and it will be necessary to mix classes. We envisage the support of specialised services and the use of school direct trainees will help maintain the attainment and progress of</p>		

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)
	pupils.		
Specialist Services	The school will be supported by a number of specialist providers to ensure the highest quality of delivery. As these are normally pupil led services, it is anticipated the costs will reduced	2018 -2021	2018- ██████ 2019- ██████ 2020- ██████ 2021- ██████ Total - ██████
General Equipment and Supplies	The budget for these area will be reduced in line with the reduction in income, as it is anticipated lower pupil numbers will not necessitate the need for the higher level of spend, for example catering, non-learning resources, general maintenance and supplies. Therefore, the savings reflect the overall percentage reduction in pupil numbers of approximately 40%	2018 -2021	2018- ██████ 2019- ██████ 2020- Nil 2021- Nil Total – ██████
Building Replacement Fund	Will be reduced if necessary, as a new build. SLT will need to managed to ensure the environment is adequate for the curricular needs	2018 -2021	2018- ██████ 2019- ██████

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)
			2020- ■ ■■■■ 2021- NIL Total – ■■■■
Learning Resources	Will be reduced to ■■■■ per pupil instead of ■■■■	2018 -2021	2018- ■■■■ 2019- ■■■■ 2020- ■■■■ 2021- ■■■■ Total – ■■■■
Services from the Trust	The recharge for services from the Trust will be reduced to reflect the lower numbers and final funding figures as stated in the section F “ support will be gifted in kind” until the school is in a position to be recharged.	2018 -2021	2018- ■■■■ 2019- ■■■■ 2020- ■■■■ 2021- ■■■■

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)
			Total – [REDACTED]
TOTAL			2018- [REDACTED] 2019- [REDACTED] 2020- [REDACTED] 2021- [REDACTED] Total – [REDACTED]
Over and above this the yearly excess of income over expenditure will be utilised			2018 - [REDACTED] 2019 - [REDACTED] 2020 - [REDACTED] 2021 - [REDACTED] Giving an overall

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)
			<p>saving as follows:</p> <p>2018 - </p> <p>2019 - </p> <p>2020 - </p> <p>2021 - </p> <p>Total </p>



Department
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