



Department  
for Education

# Free school application form

Mainstream

Insert the name of your free school(s) below using BLOCK CAPITALS

**NEWARK – TOOT HILL FREE SCHOOL**

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	X	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X	<input type="checkbox"/>
<b>Section C:</b> Education vision	X	<input type="checkbox"/>
<b>Section D:</b> Education plan	X	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	N/A	<input type="checkbox"/>
<b>Section H:</b> Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	N/A	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	N/A	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	N/A	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	X	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	N/A	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X	<input type="checkbox"/>

\* 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	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	X	<input type="checkbox"/>

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

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

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

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

**Signed:** [REDACTED]

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 29/02/2016

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

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



## Section C – vision

### Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Newark Toot Hill Free School is needed in order to secure educational achievement for the children of Newark. Raising achievement matters, for individuals and for society as a whole. At present there is significant underperformance across secondary provision within Newark. This is not acceptable. The community deserves an outstanding school and we are proposing this school in order to meet this need. The TAG Trust believes it has a moral and professional responsibility to work with young people of all ages to ensure their life choices are maximised.

Demographic data clearly demonstrates a growing shortfall of secondary school places in the town of Newark based upon current capacity and student numbers coming through the primary schools. Over past years Newark families have chosen to educate their children outside of Newark and placed their children in a range of schools in Nottinghamshire and Lincolnshire. However, these areas will also experience a demographic growth which will significantly reduce the chances of Newark parents gaining places at these schools for their children. Equally it is of great concern to the families we have met, local businesses and local politicians that Newark is being 'drained' of its talented youngsters and that there will be restricted choice.

Consequently, the TAG Trust seeks to open a Free School in Newark on the grounds of:

- parental choice
- the need for pupil places
- as a means of driving up educational achievement in Newark

Opening in September 2017, Newark Toot Hill Free School will be a 4 form entry school sited on the eastern side of Newark. The Newark Toot Hill Free School will provide pupils with an outstanding and distinctive secondary school experience. The school will be led by a proven school leader; will secure outstanding achievement through outstanding teaching and learning and ensure that students thrive due to the pervading ethos of the school which will be purposeful and caring. Our plans for the school are based upon our successful experiences at Toot Hill School which shares a similar demographic intake to that expected at the proposed school. However, whilst based on the successful models in operation at Toot Hill School, and the Nottingham Free School which TAG opened in 2014, the Newark Toot Hill Free School will be highly distinctive and innovative.

The distinctive offer will ensure that the Newark Toot Hill Free School's outcomes will not be limited in the same manner as other schools in the town of Newark. The features of this offer are:

- Strong leadership at all levels: School leaders will be highly visible; lead by example; set high expectations and hold everyone in the school accountable for outcomes.
- Curriculum design: Our pupils will follow a curriculum designed to lead to successful GCSE outcomes, securing English Baccalaureate thresholds. This includes a longer learning week (30 hours), an extended learning day and a

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

flexible timetable that allows a balance of longer and shorter lessons, dependent on need. In addition, there will be a different holiday pattern, reducing the long summer holiday, to ensure better continuity for learning.

- Tracking and intervention: Every pupil will understand their current learning position and their expected short, medium and long term goals. If a pupil is not on track appropriate and swift support and intervention is provided.
- Teaching and learning: Exciting, inspiring and challenging lessons that stretch and engage all pupils will be the standard. A high level of quality assurance is provided through our central team and through a cross-Trust initiative to develop common schemes of work that are designed by outstanding teachers. Progress is further enhanced through the provision of English and mathematics lessons every day to ensure continuity of learning.
- We are committed to developing the highest quality teachers. Staff are expected to follow professional pathways, including Masters qualifications.
- Learning organisation: Students will follow a three-year Key Stage 4, allowing a more 'in depth' study of GCSE options and learning. The organisation of teaching groups in to 'tiers', ensuring that teaching is pitched to appropriately stretch and challenge pupils
- Personal mentoring programmes for every pupil, where pupils meet to discuss goals regularly with their mentor and termly with parents and mentor.
- Our extended day will allow pupils to participate in an extensive 'additionality' programme. This will allow pupils to develop skills of leadership; self-esteem and confidence. It will be supported by e.g. LAMDA qualifications to recognise pupils' development in terms of public speaking.
- Rigorous accountability and quality assurance within the school and external checks provided by experienced TAG Trust Senior staff.

Drawn from current employees of the TAG Trust, staff at the Newark Toot Hill Free School will bring proven professional capability to the new school. Learning will be a highly planned and focused and pupils will be challenged to meet ambitious and challenging learning targets. The schemes of work for EBacc subjects will arise from the work of the TAG's Progress Boards, designed to ensure consistency of provision across Torch Academy Gateway Trust Schools. These common schemes of work will be studied across all schools in the group with regular examinations sat at the same time by children across the schools. This will allow us to ensure that each student is progressing at the appropriate rate and that we intervene where necessary to close the gap in standards across schools. The schemes of work are designed to accelerate pupil learning to 1 Level of Progress per academic year (Years 7-10) in all subjects. The ethos of the Newark Toot Hill Free School will be highly academic embedded in a strongly disciplined learning environment. We believe that all children can succeed regardless of background or prior learning. The benefits of a relatively 'small' school will permeate pupil experiences. Pupils will be treated as individuals and their needs understood and catered for in each and every lesson. Pupils will feel safe and



## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

supported at all stages in their intellectual, physical and social development. Strong support will be provided to guide pupils to make the right decisions. This will include developing an ethos where older pupils act as positive role models and are supported to be active citizens. Social and economic disadvantage will not be viewed as a barrier to high academic achievement. Indeed, it will be used as a motivating factor.

The learning environment will support this ethos as it will be calm and settled where pupils can learn with a sense of peace and purpose. The school will adopt a 'zero tolerance' approach to bullying and disruption to learning through firm and consistently applied behaviour policies and procedures. The Newark Toot Hill Free School will undertake a range of activities to ensure the 'Prevent Strategy' is embedded in the everyday experiences of its young citizens.

The TAG Trust has a proven record of securing and delivering high quality learning outcomes for all pupils regardless of social context. The strategic model we have developed over several years has successfully improved outcomes in different contexts and ensured that all pupils can achieve success. The TAG Trust has a record of delivering high standards in several contexts. It is led by an experienced National Leader of Education (NLE) and our flagship school, Toot Hill School, that was judged as 'outstanding' by Ofsted in December 2011. In September 2014 TAGT successfully opened Nottingham Free School, a 3-form entry, non-selective school in Sherwood, Nottingham. The subsequent DfE monitoring visits have been very positive and indicate that if current progress is maintained the school is on track to secure an 'outstanding' judgement from Ofsted when it is visited next academic year.

For efficiency and effectiveness, the TAG Trust works within a relatively tight geographical area. The growth of the Trust is correlated to capacity. At present there are 4 schools within our Trust and we work closely with a further 4 as educational partner. We are currently in talks to effect a merger with the other Trusts with which we work. This will enlarge the size of our Trust to 11 schools. We have all necessary capacity and infrastructure to not only effect this merger but to draw upon these enhanced assets to allow us to further expand. This is supported by the email from the RSC (see Annex B) which was received in the context of having shared all of our plans for further expansion and development alongside this bid with Jenny Bexon-Smith. Central to this is our plan to work with the RSC and the local authorities within which we operate to secure successful free schools in areas of need. We have the capacity to open one free school per year on a rolling programme. In addition to this, we have a moral responsibility to work with schools that have failed. We have assured the RSC of our commitment to work with her to improve the fortunes of such schools. To us it is a matter of balance. We would seek to operate a 1:1 ratio of good/outstanding schools: RI/Inadequate schools, in order to ensure that our capacity to support is not compromised. We believe we will secure the optimum operating number of school by 2020 (20-25 schools). This number allows for sufficient economies of scale in terms of central services without encountering diseconomies of scale in relation to decision making, bureaucracy and costs.

## Section D – education plan: part 1

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								110
Totals		120	240	360	480	600	720	830

## Section D – education plan: part 2

### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

**As the Newark Toot Hill Free School will have 3 keys stages, each with different time allocations to subjects 3 separate tables are included in section D1.**

#### D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

##### Tables 1 and 2: Toot Hill School Cohort Information

##### All Pupils

	KS2 APS on Entry	% PP	% SEN	% GT	% LAC	% EAL	%BME
Whole School	29.97	13%	2%	11%	0%	2%	4%
Year 7	30.04	13%	3%	9%	0%	2%	6%
Year 8	29.91	15%	1%	10%	0%	2%	4%
Year 9	30.03	15%	2%	10%	1%	1%	4%
Year 10	30.23	15%	2%	10%	0%	1%	5%
Year 11	28.57	16%	3%	15%	0%	2%	3%
Year 12	30.91	4%	1%	12%	0%	1%	4%
Year 13	30.81	0%	0%	14%	0%	3%	2%

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**Pupils from Newark Primary Schools**

	KS2 APS on Entry	% PP	% SEN	% GT	% LAC	% EAL	%BME
Newark Cohort	29.29	18%	3%	6%	1%	3%	7%
Year 7	28.78	15%	1%	4%	0%	4%	7%
Year 8	29.34	21%	2%	6%	1%	3%	11%
Year 9	29.94	18%	2%	9%	1%	2%	7%
Year 10	29.63	15%	3%	7%	0%	0%	3%
Year 11	27.79	24%	8%	3%	0%	3%	8%
Year 12	30.31	0%	0%	0%	0%	0%	0%
Year 13	31.82	0%	0%	0%	0%	0%	0%

**Table 3 and 4: Break down of Newark Children at Toot Hill School by Primary Feeder School**

Intake Year	Number of Pupils				Average KS2 APS				High Attainers				Middle Attainers				Low Attainers			
	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total
Barnby Road Academy Primary	15	15	11	41	32.9	30.3	29.6	30.9	87%	47%	64%	66%	13%	53%	27%	32%	0%	0%	9%	2%
Bishop Alexander Primary	1	1	3	5	26.3	26.1	26.4	26.3	0%	0%	0%	0%	100%	100%	67%	80%	0%	0%	33%	20%
Chuter Ede Primary	20	14	13	47	30.8	30.3	29.3	30.1	60%	64%	31%	53%	40%	29%	69%	45%	0%	7%	0%	2%
Claypole Primary School	0	4	0	4		29.9		29.9		25%		25%		75%		75%		0%		0%
Coddington C of E Primary & Nursery School	6	10	6	22	29.2	28.3	28.8	28.8	33%	20%	50%	32%	67%	70%	33%	59%	0%	0%	17%	5%
Holy Trinity RC Primary School	9	13	13	35	29.3	29.2	28.5	29.0	44%	31%	23%	31%	56%	69%	54%	60%	0%	0%	8%	3%
John Blow	0	1	0	1		23.3		23.3		0%		0%		0%		0%		100%		100%
John Hunt Primary School	4	1	4	9	27.9	30.5	30.3	29.6	50%	100%	50%	56%	25%	0%	25%	22%	25%	0%	0%	11%
Long Bennington C of E	0	0	1	1			30.0	30.0				100%		100%		0%	0%			0%
Lovers Lane Primary School	8	4	2	14	27.3	32.9	31.5	30.6	13%	75%	100%	43%	75%	25%	0%	50%	13%	0%	0%	7%
Manners Sutton Primary School	4	1	2	7	25.4	29.8	23.9	26.4	0%	0%	0%	50%	50%	100%	50%	57%	50%	0%	50%	43%
Muskham Primary School	0	1	0	1		32.3		32.3		100%		100%		0%		0%		0%		0%
St Peters School (Farndon)	18	17	14	49	30.2	28.5	30.5	29.7	61%	41%	50%	51%	33%	47%	50%	43%	6%	6%	0%	4%
The Mount C of E	0	1	1	2		26.9	30.2	28.5		0%	100%	50%		100%	0%	50%		0%	0%	0%
The Sir Donald Bailey Academy	4	7	9	20	30.0	30.1	29.5	29.9	50%	57%	56%	55%	50%	43%	44%	45%	0%	0%	0%	0%
William Gladstone C of E Primary School	3	3	1	7	27.3	27.8	28.3	27.8	0%	0%	0%	0%	100%	100%	100%	100%	0%	0%	0%	0%
All Pupils from Newark Schools	92	93	80	265	28.8	29.1	29.0	28.9	36%	37%	48%	41%	55%	54%	40%	45%	8%	8%	9%	12%
Non Newark Pupils	253	256	269	778	30.0	29.9	30.2	30.1	53%	50%	54%	52%	39%	43%	41%	40%	5%	4%	2%	4%

Intake Year	SEN				Pupil Premium				BME				EAL				LAC			
	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total	2013	2014	2015	Total
Barnby Road Academy Primary	1	1	1	3	4	2	2	8	2	0	2	4	1	0	0	1	0	0	0	0
Bishop Alexander Primary	0	1	0	1	1	0	2	3	0	0	1	1	0	0	0	0	0	0	0	0
Chuter Ede Primary	1	1	0	2	1	1	0	2	2	0	0	2	0	0	0	0	0	0	0	0
Claypole Primary School	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Coddington C of E Primary & Nursery School	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Holy Trinity RC Primary School	1	2	3	6	0	3	1	4	0	1	2	3	0	2	1	3	0	0	0	0
John Blow	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
John Hunt Primary School	2	0	0	2	2	1	3	6	0	0	0	0	0	0	0	0	0	0	0	0
Long Bennington C of E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lovers Lane Primary School	2	0	0	2	4	1	1	6	0	1	0	1	0	0	0	0	0	0	0	0
Manners Sutton Primary School	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Muskham Primary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St Peters School (Farndon)	2	2	0	4	3	6	2	11	0	0	1	1	0	0	1	1	1	0	0	1
The Mount C of E	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	1	0	0	0	0
The Sir Donald Bailey Academy	0	0	0	0	0	4	4	8	0	0	0	0	0	0	0	0	0	0	0	0
William Gladstone C of E Primary School	1	0	0	1	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0
All Pupils from Newark Schools	13	12	4	29	17	20	15	52	4	3	6	13	1	3	2	6	1	0	0	1
Non Newark Pupils	30	20	25	75	38	34	31	103	10	11	14	35	4	3	5	12	1	1	0	2

Given the data in tables 1-4 we are confident that the best model for Newark Toot Hill Free School is one based upon Toot Hill School. This is a consequence of the following pupil profile:

- Based upon achievement levels linked to their primary schools and experience of students attending Toot Hill School from the Newark area we anticipated ability levels to be above national averages (28 APS) on prior attainment (estimated 29 APS over 2-year average of Newark students entering Toot Hill



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

School.)

- Equal balance on gender profile.
- Ethnic profile will be below the national norm est. 5% BME
- Pupils with English as a second language will be below national averages ( $\leq 11\%$ ) 2.9%
- Pupils with SEN 9.25%
- Pupils likely to be looked after (LAC)  $\leq 0.6\%$

The proposed locality of the school straddles the southern and eastern Newark conurbation and the surrounding villages.

**Transition arrangements**

In common with all of our secondary schools, the Newark Toot Hill Free School will arrange a series of events to ensure to ensure that students settle quickly when they join the school in September 2017. A lot of thought has been given to the best ways in which we can engage with students and their parents in the run up to opening. This is important in enabling students to thrive and parents to feel confident in their choice of school.

The table below shows key events that are planned for the Newark Toot Hill Free School

<b>Date</b>	<b>Event</b>	<b>Notes</b>
March 2017	Welcome event	Students will attend a drama and MFL workshop whilst parents are invited to attend a carousel of Q&A sessions focused on the curriculum, the building and general questions
April 2017	Pips test	All students will sit a PIPs test to enable the school to gain some prior knowledge around their level of cognitive ability. Parents will be able to stay and speak to the SENDCo and HOS
April-May 2017	SATs booster session	All students will be invited to attend SATs booster sessions with small ability based groups working on English and Maths. Parents will be able to stay and speak to the SENDCo and HOS
June 2017	N-THFS Uniform Shop	A 'pop-up' uniform shop will be held within the catchment.
June 2017	Creative Arts	A workshop for students focused on drama,



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	Workshop	dance and art & design run by N-THFS staff.
July 2017	Year 5 Parent Evening	An information evening held for prospective Year 5 students.
July 2017	Science Workshop	A carousel of exciting Science activities run by N-THFS staff
July 2017	Transition day at Toot Hill School	A day of transition activities including tasting school meals, lessons and music tuition tasters. Hosted at Toot Hill but run by N-THFS staff
July 2017	N-THFS Uniform Shop	A 'pop-up' uniform shop will be held within the catchment.
July 2017	Celebration Event	For students
Late August	Pre-opening meeting	An information evening for parents
Early-Mid September 2017	Year 6 open evening	
Early October 2017	Year 6 open evening	

**Further information**

- From March 2017 onwards a fortnightly newsletter will go out to parents giving key updates and general information.
- All students will receive an induction pack after the Spring 2017 half term.
- All primaries will be contacted and transition visits arranged during June 2017 for the HOS and/or SENDCo to visit.
- Primaries will complete pupil profile forms to gather prior information.
- Parents have been encouraged to visit Toot Hill and/or the Nottingham Free School to see a TAG school in action
- Primaries will be offered the chance to meet the HoS and Chair of the LGB for a Q&A session at various points from May 2017 onwards

**Curriculum rationale:**

- To offer a broad and balanced academic curriculum
- To deliver a core academic curriculum provision centred upon the English Baccalaureate Diploma subjects
- To meet our statutory obligations with regards to religious education and physical education
- To supplement the core offer with a diverse range of learning experiences to enhance personal development and well-being
- To enable pupils to gain an appreciation of the importance of participation in a wide variety of physical and aesthetic activities (Sport & The Arts)

### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- To offer an enhanced provision in the areas of science and the arts through additional curriculum time (science) and extended learning (the arts)
- To develop explicit opportunities for pupil leadership development
- To engineer opportunities for active citizenship in local and national communities
- To prepare pupils for further and higher education and ensure access to the very best courses.

Following consultations with our anticipated community and parent advocates we have a strong endorsement for the rationale and proposed curriculum offer. Over 95% of completed public meeting questionnaires indicated that they strongly approved of the proposed curriculum offer.

A strong core of this taught curriculum will be centred on the prevailing educational direction, which relates to the proposed English Baccalaureate Diploma for at least 90% of all 16-year-olds. The subjects of English (Language & Literature), Mathematics, Physics, Chemistry, Biology, French, Spanish/Mandarin, History and Geography provide a portfolio of knowledge, understanding and skills that enable learners to move forward into further and higher education whilst understanding and appreciating the world around them. RE/Philosophy & Ethics, PE and PSHCE will enhance this core provision by enriching their physical, social, spiritual and moral well-being. These subjects allow pupils to explore and develop their own sense of position and well-being and to become healthy, active and tolerant members of a multi-racial and multi-faith society. In addition, the key themes of Social, Moral, Spiritual and Cultural development will be integrated into our taught curriculum, including our active tutorial programme with due regard being taken with the Prevent agenda.

**Wider learning provision:** Supporting the above there will be a range of learning experiences that will help shape each pupil's view of themselves and of the wider world in which they live. At Key Stage 3 pupils will study Art, Music and Drama along with Design & Enterprise as preparation for options at Key Stage 4.

The rationale behind studying these subjects at Key Stage 3:

- The subjects provide learning pathways into our academic options at Key Stage 4 and hence pupils will have a stronger understanding of the subject portfolio they wish to construct around their core entitlement.
- In a culturally rich and diverse society it is essential that all pupils have an appreciation of the Arts and how they shape and reflect the society in which they live.
- Design & Enterprise sits at the very core of a modern post-industrial society in terms of wealth creation. All pupils should understand how wealth is created in a market economy and the associated production processes involved. Linked to this is an understanding of labour markets and the value placed upon skills, creativity and enterprise.

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Options at KS4 will include: Art, a range of national recognised awards (Duke of Edinburgh / LAMDA) Computing, Drama, Economics, Geography/History, Mandarin, Spanish, Music, Product Development (design), RE, Sport Studies (PE) and Statistics.

The rationale behind this Key Stage 4 options pattern is as follows:

- It builds upon and enhances the foundation subjects delivered at Key Stage 3. Pupils will have a strong foundation in subjects they will be choosing and therefore are more likely to achieve well and make strong progress.
- All of these GCSE subjects are well recognised by Further and Higher Education establishments as being rigorous in the academic skills required to secure success.
- The range of subjects provides a good breadth of choice whilst maintaining a balanced total curriculum portfolio.
- Following community consultation, we consider that this range of subjects will meet the needs and expectations of our anticipated pupils. If required, we will consider dual rolling pupils for both GCSE and Vocational courses e.g. Art GCSE and BTEC.

Helping students to make the right choices at post-16 is a critical responsibility. We will follow the model we use at Toot Hill School to ensure that the students receive high quality information, advice and guidance, and that parents are fully informed about the options open to their children. We want to ensure that students are able to follow their interests and passions and that the pathways they follow are suitable. At post-16 we expect a majority of our students to stay on for 6<sup>th</sup> form. Where this is not the most suitable or desired option we will work with students, parents, local colleges, local businesses, and where appropriate local schools, to ensure that each student is on the best possible pathway.

At Post 16 the curriculum offer will be shaped by a number of factors:

- The recognition by the Russell Group of universities as to the enabling qualities and academic challenge of individual subjects.
- The general popularity, demand and cost effectiveness of supporting a subject at AS/A Level.
- Continuity of learning pathways from Key Stage 4.
- The A-Levels we intend to deliver include English Literature, Mathematics and Further Mathematics, Physics, Chemistry, Biology, French, Spanish, History, Geography, R.E., Economics, Computing, Art, and P.E.

A key distinctness of our school is to develop a strong ethos of independent study and learning. The rationale behind this is to enable our pupils to compete with the very best



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and extend learning beyond the core curriculum. This inquisitiveness is fostered through opportunities to engage in personal research and enquiry. The ability to learn independently will prepare pupils for the demands of further and higher education.

- Too often pupils do not acquire the skills and self discipline in a home environment to study effectively. At the Newark Toot Hill Free School careful nurturing of independent study will take place through after school study periods so pupils can invest in their own success.
- A range of technology aids will enable pupils to develop research skills and staff will be on hand to guide and direct their work as required.
- The VLE will be accessible to pupils at all times and will contain a wide-range of additional learning materials

**Leadership training:** A key part of our vision is to shape and develop future leaders. Confident leadership is a trait all young learners need to acquire if they are to compete with the best. A wide range of opportunities for leadership development will be presented to all pupils so that they can develop their leadership abilities.

**LAMDA:** (London Academy of Music and Dramatic Art) Communication examinations:

- This qualification helps young people develop the critical communication and presentational skills that all leaders require. If our pupils are to compete with the best they should feel confident in their ability to communicate to any audience without inhibition.
- The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills. This will make a significant contribution to developing pupils' self-esteem and contribute to their well-being.
- The LAMDA courses:
  - Develop self-confidence
  - Encourage independence in learning
  - Develop communication and general conversation skills
  - Present opportunities for learners to improve concentration skills
  - Improve technical skills over time;
  - Helping learners to develop a sense of appropriateness and occasion.
  - Provide a channel for enthusiastic response
  - Provide mechanism to encourage the development of practical communication skills

### **Sports teams and coaching:**

As a result of our commitment to sport we will promote the 'Award in Sports Leadership.' This course will enable pupils to:

- Develop and apply leadership skills
- Engage in healthy life-styles

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- Enhance their organisational skills in delivering sports events and competitions
- Explore new pathways in sport and recreation
- Develop personal well-being and self-esteem through leading and coaching others
- Act as positive role models

Our enrichment provision will enable pupils to participate in a wide range of team and individual sports. There are many benefits from this enhanced provision, including:

- Pursuit of individual excellence
- Leadership and coaching
- Team working skills
- Competition
- Dedication, resilience and time management

**Creative and Performing Arts:** Many pupils develop self-esteem and team skills through participation in a creative artistic challenge.

- From orchestras, ensemble, 'theatre productions', bands, and developing individual art forms in both 2D and 3D, pupils find a positive outlet for their inner artistic interests.
- In the early years of the school we anticipate linking with other schools in our trust group in order to provide a more diverse age range of experience.

### **Duke of Edinburgh Award Scheme:**

- This scheme is a nationally renowned and recognised programme that allows pupils from the age of 14 to set a range of challenges and experiences for themselves that will develop positive attitudes to all aspects of life.
- The programme covers 5 critical elements that provide skill and personal enrichment (volunteering; physical development; skills; expedition and residential)
- Pupils are able to progress through the three award stages, Bronze, Silver and Gold. Each stage provides a higher level of challenge. This scheme is highly valued by universities and employers as evidence of a student's commitment beyond the normal curriculum boundaries.

### **Cadets:**

- A popular and complementary/alternative to the Duke of Edinburgh scheme is the army cadets. This develops young people positive attitudes to self and public service as well as providing leadership opportunities.
- The army cadet programme allows young cadets to meet other cadets from across the country through adventure camps, sports days.

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- A range of activities develops other important skills such as first aid, field craft, as well as participating in expeditions.
- The Army Proficiency Certificate is designed to teach leadership skills.
- Toot Hill already has its own cadet group and the two will be linked for joint activities

### **National Citizen Service**

TAG is an accredited provider for the NCS award scheme. We actively promote NCS across our group of schools for all Year 11 & 12 students. The scheme is a 4-week event covering 'adventure', 'skills' and 'Making your mark'. Upon successful completion participating pupils will 'graduate'. It is an inclusive programme for all pupils and our aim is to engage all pupils in the scheme by the time they leave their academy. It provides a wonderful range of opportunities to connect pupils with communities and for them to meet a wider diversity of pupils from different areas and cultural backgrounds.

This broad range of experiences will help nurture a set of personal and academic skills and attributes that will equip our pupils to 'be the best' and 'compete with the best' to secure places in the best universities, employment, or in the fields of sport and artistic expression.

**Curriculum Support:** The Newark Toot Hill Free School will support all pupils, regardless of context and background. We will pro-actively overcome barriers to learning. All staff in the school will provide mentorship and guidance to all pupils according to need.

Our curriculum support provision will include:

- Literacy and numeracy recovery
- Support for SEN/D, EAL, SEBD, etc.
- Developing acceptable social skills and protocols
- Family mentoring

A dedicated team led by the school's SENDCO will deliver this agenda.

**Pastoral Support:** a mentor, overseen by a Head of Year, will support all pupils. We will adopt a Year based system, as we strongly believe this is best way to build a strong school culture and to focus on achievement. Heads of Year have responsibility for both the academic and personal progress of all pupils in their year group. Mentors will meet with pupils twice daily and with parents at least twice yearly, at pupil-parent review days.



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**Accreditation routes:**

The curriculum package will appropriately challenge all pupils. This in turn will help shape and develop a positive school ethos and engage pupils in learning. We will primarily use the GCSE accreditation pathway although we may occasionally follow BTEC/Vocational routes, where it is in a pupil's best interests. Our enrichment programme will be linked to nationally recognised awarding bodies – LAMDA; Duke of Edinburgh; Sports Leaders Awards system and BTEC.

The subject leader (Performance Director) will be free to decide which examination board's specification to follow, within a set range of criteria:

- Compatibility with A-Level specifications
- Supporting University entry admissions
- Availability of resource and support material.

For those pupils who are at risk of not securing a Grade C/Grade 5 at GCSE in some option subjects (Art, Computing Drama, Economics and Product Design) a supplementary BTEC accredited course will be considered.

In Post 16 students will be encouraged to study a range of additional qualifications (EPQ, Critical Thinking and Advanced Sports Leaders Award) as well as engage in activities that broaden their horizons e.g. World Challenge.

**CURRICULUM ORGANISATION: Curriculum Plan Key Stage 3:**

<b>KEY STAGE 3</b>		<b>YEAR 7</b>	<b>%</b>	<b>YEAR 8</b>	<b>%</b>	<b>TIME (hrs)</b>
<i>SUBJECT / PERIOD (45minutes) ALLOCATION</i>						
ENGLISH		5	13	5	13	3h 45m
MATHEMATICS		6	16	6	16	4h 30m
SCIENCE	PHYSICS	2	15	2	15	1h 30m
	CHEMISTRY	2		2		1h 30m
	BIOLOGY	2		2		1h 30m
HISTORY		2	5	2	5	1h 30m
GEOGRAPHY		2	5	2	5	1h

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					30m
FRENCH	3	8	3	8	2h 15m
SPANISH/MANDARIN	2	5	2	5	1h 30m
R.E. / PHILOSOPHY & ETHICS	1	2.5	1	2.5	45m
P.E.	3	8	3	8	2h 15m
PSHE	Drop down days				6 days per year
ART	2	5	2	5	1h 30m
MUSIC	2	5	2	5	1h 30m
DRAMA/DANCE	1	2.5	1	2.5	45m
DESIGN & ENTERPRISE (DE)	3	8	3	8	2h 15m
COMPUTING/ICT	1	2.5	1	2.5	45m
TOTAL	39	100%	39	100%	

**Rationale:**

The school's curriculum provides extensive opportunities for high-quality learning and wider personal development and well-being. The school will be at the forefront of successful, innovative curriculum design in many areas. Our curriculum has overall breadth and balance and provides pupils with their full entitlement. It is customised to meet the changing needs of individuals and groups through the provision of options and extended learning opportunities. Cross-curricular provision, including literacy, numeracy, social, moral, spiritual and cultural and ICT, enhances the core curriculum provision. As a result, all groups of pupils benefit from a highly coherent and relevant curriculum, which promotes outstanding outcomes.

The breadth of the curriculum ensures a wide range of learning opportunities and subjects are given sufficient time to develop depth of learning due to the longer learning week. The curriculum at Key Stage 3 will build upon the foundations delivered at Key Stage 2 and includes all national curriculum subjects. The Key Stage 3 curriculum will be delivered in two years as a strategy to secure:

- Rapid learning and sustained learning progress at KS 3

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- It removes traditional repetition of KS 2 learning.
- It facilitates more time to develop deeper learning at KS 4.
- It provides the opportunity for pupils to control, through choice, aspects of their curriculum that increases motivation and achievement.
- The provision allows for acceleration at the end of KS 4 and additionality in the core subjects e.g. Additional Mathematics.
- Allows additional time for pupils to consolidate progress at KS 4. This facilitates a more personalised curriculum provision.
- The success of this approach has been demonstrated at Toot Hill School over the last 3 years with a higher percentage of pupils securing 8 or more A\*/A grades whilst still increasing our Average Point Score and Levels of Progress for all pupils.
- The national curriculum subjects supplemented by R.E. and Drama provide a broad and balanced curriculum that allows pupils to make informed GCSE option choices at the end of Year 8.
- In order to build upon primary provision every pupil will receive a daily lesson in English and Mathematics. Strong provision in these subjects is the foundation of high achievement across the curriculum. Experience at the TAG group's existing schools strongly indicate that pupils of all abilities have made stronger than anticipated progress in English and Mathematics by the end of Year 11 because of the lesson frequency in these subjects.
- Where required we will provide additional catch-up opportunities in Year 7 on entry for those pupils who haven't reached the required standard on entry in English and Mathematics.
- The distinctiveness of the separate sciences will be recognised at the start of Key Stage 3. The aim by year two is that specialist teachers of the sciences will bring their knowledge and passion to their scientific discipline. This also allows for more focused tracking of pupil progress and staff performance.
- History and Geography will have two teaching periods per week given their importance as core English Baccalaureate subjects.
- In Modern Foreign Languages all pupils will learn French in order to consolidate their language experience from primary school. In addition to this all pupils will learn Spanish and Latin up to the end of Key Stage 3. This ensures a diversity of experience.
- The reasons for selecting Mandarin are as follows:
  - MFL provides a deeper grammatical understanding of the English Language and will help support whole school literacy.
  - The mental discipline Mandarin instils in pupils makes it an ideal foreign language to study. Mandarin will increasingly be useful in a global economy where China will be a key player
  - The links the TAG group has established with Chinese schools through



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the University of Nottingham will be strengthened in terms of student experiences

- TAG has developed a strong link with Ningbo City education leaders through its partnership work with the University of Nottingham. The group has signed a partnership agreement with Wanli Education Group in order to foster closer curriculum ties and student exchanges in addition to supporting their provision of Post 16 education. Evidently to nurture these links it is helpful if students have a competency in Mandarin.
- Nottingham Free School has experienced difficulties in securing a Latin teacher whereas teachers of Mandarin are in relatively greater supply
- The arguments for teaching Spanish are very similar, but in addition:
  - Spanish is the second most natively spoken language in the world.
  - Currently there are between 470 and 500 million Spanish speakers worldwide.
  - Spanish has many linguistic parallels to French and Latin.
- Although the requirement for R.E. is a statutory one, pupils need to acquire a deeper understanding of the spiritual and moral diversities that exist in the modern world along with supporting the Prevent agenda. Nottingham is a diverse, multi-cultural city and pupils require an understanding of their locality.
- P.E. should be taught for a minimum of 2 hours per week. Our provision is 2 hours and 15 minutes, which will be further supplemented with extensive after school provision through team and individual sports.
- The provision of PSHCE reflects the need to provide young people with a range of information on issues that affect them as individuals and citizens. Pupils need to be able to make informed decisions about a range of personal and social issues including the Prevent agenda linked to SMSC.
- Art is allocated two periods a week, as it is a practical subject and requires a significant amount of preparation time before a high quality output can be created.
- Music will provide pupils with a national curriculum determined lesson and an additional instrumental/theory lesson. This will enable all pupils to develop skills in the area of performance.
- There will be a lesson of Drama per week at Key Stage 3. This develops key skills of communication, oracy and performance. Equally it enables pupils to develop key skills ready for GCSE options.
- Product Design & Enterprise is a national curriculum foundation subject and an essential learning ground for understanding the process of design, realisation and exploiting market potential. Consequently, key life skills are acquired alongside subject specific skills. The 'product' will encompass hard materials as well as food. The 'enterprise' element will be a stepping-stone to studying economics at GCSE.

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- Computing / ICT is an essential cross-curricular activity and provides a pathway to GCSE courses in computing. The course will focus on the applications for use, e.g. spreadsheets, databases, etc. and programming and control systems.
- The school will offer all Year 7/8 pupils the opportunities for a 3-day outdoor residential experience in Derbyshire. The focus of the experience will to develop social and team building skills.

**Curriculum Plan Key Stage 4:**

KEY STAGE 4	YEAR 9	%	YEAR 10	%	YEAR 11	%	TIME
<i>SUBJECT / PERIOD (45 minutes) ALLOCATION</i>							
ENGLISH (LANGUAGE & LITERATURE)	5	13	5	13	5	13	3h 15m
MATHEMATICS	6	16	6	16	6	16	4h 30m
PHYSICS	3	8	3	8	3	8	2h 15m
CHEMISTRY	3	8	3	8	3	8	2h 15m
BIOLOGY	3	8	3	8	3	8	2h 15m
HISTORY or GEOGRAPHY	3	8	3	8	3	8	2h 15m
FRENCH	3	8	3	8	3	8	2h 15m
R.E. / PHILOSOPHY & ETHICS	1	2.5	1	2.5	1	2.5	45m
P.E.	3	8	3	8	3	8	2h 15m
PSHE	Drop down days						6 per year
OPTION 1 (Art, Drama, Geography, PE/Sport, Spanish)	3	8	3	8	3	8	2h 15m
OPTION 2 (Award, Economics, Latin, Music, R.E.)	3	8	3	8	3	8	2h 15m

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OPTION 3 (Award, Computing, Design, Drama, Statistics)	3	8	3	8	3	8	2h 15m
	39	100*	39	100*	39	100*	

\*approx. after rounding

**Rationale:**

- As indicated above all programmes of study at KS 4 will be for three years. This will, through schemes of work that are explicitly designed to escalate learning over the time allocated, enable departments to secure learning at the higher levels.
- The additional time (over 3 years) allows staff to plan for greater depth in learning experiences that deepens subject understanding and critical academic skills. This in turn raises pupil progress, achievement and motivation.
- This greater depth and academic rigour enables pupils to prepare for the challenges of A-Level courses of study. This in turn enables the vision of increasing the proportion of pupils accessing the Russell Group of universities to be realized.
- The three-year course of study will enable more structured support through intervention to be put into place in order to secure achievement and levels of progress.
- The mapped curriculum provision will deliver higher outcomes for our pupils compared to other local schools because:
  - The package is focused upon developing high order academic skills that are transferable to all EBacc. subjects.
  - Our emphasis on independent learning in additional extended time will support the underlying philosophy of pupils becoming active learners rather than passive recipients of knowledge.
  - Inspirational teaching, delivered by outstanding teachers, will facilitate high levels of engagement and achievement. This in turn will inspire pupils to pursue learning at higher levels in line with our stated vision.
  - The provision of significant amounts of lesson time for the core subjects will enable stronger continuity of learning and subsequent achievement.
  - Our extended learning day/week allows us to provide a higher absolute and percentage provision of curriculum time in EBacc subjects compared to local schools. This increased focus of time on learning in EBacc subjects will help secure higher progress and achievement.
  - The ability to provide single and double lessons means that individual subject needs can be met which in turn supports learning and



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achievement.

- There are clear learning pathways from KS 3 to KS 4 so that pupils are building upon prior learning.
- To support our academic aspirations extended provisions are made through the option pattern to allow for additional breadth to areas of direct relevance, e.g. Statistics, Economics, Sport Studies. These are complemented through our additionality extended provision.

### **Provision:**

- The Key Stage 4 curriculum is heavily centered on the English Baccalaureate Diploma subjects. Consequently, all pupils will study English (Language & Literature), Mathematics, Biology, Chemistry, Physics, History or Geography and French to GCSE termination.
- In addition to this academic core, pupils will continue to study R.E. and PSHE in order to continue to reflect and develop their views on key personal and social issues, equally issues linked to the prevent agenda can be explored and addressed.
- The PSHE programme will include a focus on ensuring pupils make appropriate choices for Post 16 courses and prepare them for the world of work.
- All pupils will continue to have 3 periods of PE in order to ensure they develop fit and healthy lifestyles through physical participation in sport.
- The range of options reflects a continuation of learning pathways from Key Stage 3, which are of sufficient academic 'weight'. There are substantial opportunities for pupils to pursue courses that support our aspirations in mathematics (Statistics) or Sports (Sports Leaders Award) and active lifestyles (Duke of Edinburgh Award Scheme). Equally pupils can opt for formal assessments through the LAMDA scheme.
- In addition to the above there will be an extended study provision between 3.30pm – 4.45pm. In this 1.25-hour provision pupils will be able to undertake:
  - Independent Study using the school's ICT facilities.
  - Personalised subject support
  - Extra curricular activities in Sport and the Arts
  - Award Schemes: DoE, LAMDA,
  - Leadership Training

The engagement with these provisions after core lessons have been completed is compulsory unless parents have made explicit arrangements for alternative enrichment experiences, e.g. music lessons, club sports, individual training, private tutoring etc. Parents availing themselves of this provision must do so with the explicit agreement of the Head of School. In consultation with parents this facility and expectation was very

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much valued and supported overwhelmingly.

**Key Stage 5 (Post 16)**

**Rationale:**

- The main provision is based upon a curriculum offer that is primarily focused upon ‘enabling’ and ‘hard’ A-Level subjects on the basis that these subjects provide the best opportunity for pupils to compete with the best, at the most prestigious universities.
- The curriculum offer provides for clear pathways from Key Stage 4.
- We expect all pupils to follow 4 AS Levels in Year 12 and that the majority of pupils will continue to study for 3 A Levels in Year 13.
- It is important that Post 16 pupils continue to explore a wide range of personal, social, moral, spiritual and cultural issues through PSHCE (Se) and RE lessons.
- Through mentoring and PSHE lessons pupils will prepare for university and employment entrance.
- In Year 12 pupils will be expected to widen their studies through EPQ, Critical Thinking, Sports Leadership Award and National Citizen Service.
- All pupils will experience an afternoon of physical exercise through team or individual sport. This supports our healthy lifestyle and well-being agenda.
- Additional subjects and options will be available for pupils to access through Toot Hill College. This will allow pupils to access a wider range of additional subjects. Distances between the schools are relatively short and transport links extensive.

Lesson allocation/ Subject	CORE	OPTION BLOCKS				
		A	B	C	D	E
Mathematics		5		5		
Further Maths			5			
English Lit.					5	
Physics				5		5
Chemistry			5			
Biology		5				5
History				5		
Geography			5			
R.E.	1	5				
French						5
Spanish				5		

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<b>Economics</b>			<b>5</b>			
<b>Computing</b>		<b>5</b>				
<b>Art</b>						<b>5</b>
<b>P.E.</b>					<b>5</b>	
<b>EPQ</b>					<b>2</b>	
<b>Critical Thinking</b>				<b>2</b>		
<b>Sports Leaders</b>			<b>2</b>			
<b>PE</b>	<b>3</b>					
<b>Tutorial/PSHCE</b>	<b>1</b>					

**How the proposed curriculum reflects the needs of our anticipated pupil intake.**

We anticipate a cohort profile that will match those Newark based pupils who currently attend Toot Hill School:

	No of pupils	KS 2 APS	Attainment Profile On entry			Characteristics				
			H	M	L	SEN	PP	BME	EAL	LAC
			%	%	%	Number of pupils				
2015 entry	104	29.0	48	40	9	4	15	6	3	0
2014 entry	93	29.1	37	54	8	12	20	3	3	0

Evidently if the profile reflects that which currently attends Toot Hill School the pupils will be of above average ability, mainly white with average levels of economic & social deprivation.

The largely enabled profile of our pupil intake is suited to a rigorous and challenging academic curriculum given their APS on entry and parental aspirations gathered through public consultation. Our gifted and talented provision through tiering and the extended school day allied to the enrichment programme will enabled pupils to make higher than expected progress between Key Stage 2 and 4. Our experience is that we can secure very high achievement for all learners. Toot Hill has consistently secured above national levels for learning progress and this has also been demonstrated through internal data (externally validated) at Nottingham Free School. Raise-on-line indicates that all groups make better than expected progress demonstrating our expertise to make similar provisions for the pupils at the Newark Toot Hill Free School. The explicit expectation that all pupils will participate in sporting activities and

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leadership development, through our extended additionality programme, will enable all pupils to develop their self-esteem and self-confidence to meet and succeed with the challenges of our curriculum.

### **Tiering**

Tiering has operated within the TAG Trust for over eight years and is a tried and tested method to organise students into appropriate learning groups. On entry students are profiled into 'tiers' based upon their Key Stage 2 scores/levels, cognitive testing and school attitudinal profile. In Year 7 there are potentially 5 tiers in which a student can be placed in on entry. The number of classes allocated to each tier is determined by the year group's profile on entry. Tier 5 is the highest tier and normally these students would correlate to those that appear as 'High' ability on DfE data tracking. Within each tier there is 'fine-tuning' e.g. class 5a has a stronger academic profile than 5b. Every 6 months (Dec/June) students sit formal tests and are then reassigned new tiers e.g. students in 5a will move to 6b if their learning progress is at that level.

The aim of this system is to ensure pupils understand the high expectations we have and that they cannot be complacent. It also incentivises students to work and study hard in order to move up tiers. If pupils do not make the expected learning progress they will be interviewed by achievement leaders and their mentor in order to identify what support they require to get back on track. Parents are also involved in this conversation.

### **Special Educational Needs**

When we identify that a student has special educational needs and support additional to that of normal classroom provision is required, we will set targets at Student Review day and/or Parents Evening in collaboration with tutors and the Learning Support team. Parents and students are encouraged to be involved in setting these targets and in reviewing them regularly, at least once a year.

Students who have a special educational need which can be supported by the class teacher are described as being at **Class Action**. Students who receive additional provision will be known to be at **School Action**. They may be supported by one or more of the means described above. Students who need a more sustained level of support and where appropriate, there are other services or agencies involved in supporting the child and the school e.g. an Educational Psychologist or specialist teacher are known to be at **School Action Plus**. The external support agencies will advise the school on appropriate targets for the ILP and provide specialist help when required.

School may request a statutory assessment from the LA when, despite an individual programme being provided for a student for a period of time, school is still concerned



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about the student's lack of progress. This will always be discussed with the student's parents. This may lead to an **Educational Health Care Plan (EHC)**. The EHC planning pathway will involve gathering evidence from across services at the point of referral. The family will be involved at every stage of the process and a plan is produced which is outcome focused and family centred. Formal regular reviews of their plan will take place with the SENDCo, family and appropriate multi-agency personnel. Year 8 and Year 11 Reviews are significant in preparing the student for the student's transition to employment, options further education and the adult life. A Transition Plan will be prepared by the SENDCo and involve appropriate external agency staff.

### **Impact Statement**

Compared with the existing schools in the catchment area, we will expect to improve achievement as follows:

	Newark Toot Hill Free School	Average of 2 local Schools (2015 unvalidated)
5+ A*-C (EM)	80%	35%
EBacc.	80%	13.5%
Progress 8	0.5+	Not known
		Schools: Newark Academy & Magnus (COE) School

Our proposed curriculum offer reflects the needs and aspirations of our anticipated pupil intake by providing a highly academic core curriculum provision that will secure pathways to further and higher education as reflected by our prospective parent survey. Parents also indicate that the 'EBacc.' curriculum will ensure their children are not disadvantaged in education and employment markets. There was a strong parental desire for a balanced range of academic option subjects that would allow their child to demonstrate their talents and interests. Parents were fully supportive of the rationale behind the focus on science and the Arts because of the skills they naturally foster. There was little expressed support from parents for a vocational curriculum. This curriculum model, when combined with high expectations and a strong extra-curricular provision gives us the means to deliver our stated aims. Evidence of our success across schools within our groups gives us, and the parents expressing interest, confidence in this regard.

### **Progress Boards**

An innovation at the Torch Academy Gateway Trust over recent years has been the development of a core curriculum based upon the EBacc. curriculum. By 2017, all teachers delivering EBacc. subjects in TAG academies will be expected to deliver a common specification for both Key Stage 3 & 4. The TAG Trust has developed an extensive resource bank of lesson plans and resources to support the designed

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specifications. Critically all TAG Trust schools sit common assessments for every EBacc. subject twice a year. The outcome of these test results will be analysed to provide key data on student learning progress and attainment and staff performance data. The designed schemes of work are intended to secure one level/grade of progress for each student per year. Where appropriate progress is not secured appropriate intervention support will be put into place. The cost of the investment in the Progress Boards is shared equitably across all Trust academies and currently costs in the region of ██████████

#### **Staff Training**

In order to secure an outstanding free school it is essential that staff experience a first class professional development package. Through in-school provision and through the Torch Teaching School Alliance, all staff (teaching and support) will have access to a wide range of courses and mentorship to enhance their professional effectiveness. For teaching staff there will be a twin track approach. The main 'track' will be through in-house INSET and courses run by the Torch TSA will be focused upon developing professional knowledge, understanding and expertise on all aspects related to classroom teaching and learning. This will be structured dependent upon the individual teacher's post, capacity, ambition and experience (NQT, RQT, Middle Leader, Senior Leader, etc.). Each teacher's professional profile will be tracked and directed by the leadership team. The second 'track' will be through pursuing a Masters in Education course run by the University of Nottingham. Within two years of joining a TAG academy teaching staff will be expected to enroll on the course which is fully funded by their academy. For support staff a more on a bespoke model will operate. Critically support staff will have the opportunity to link with other staff undertaking similar roles across the Trust.

### **D2 – measuring pupil performance effectively and setting challenging targets**

#### **D2 – measuring pupil performance effectively and setting challenging targets**

##### **Tracking & Monitoring Learning Progress**

Since our original submission for the Nottingham Free School our systems for tracking and monitoring learning standards (progress and achievement) have substantially developed. The key features are as follows:

- The TAG trust use a common progress and attainment spreadsheet for all year groups
- The spreadsheet provides a clear profile of year group, class and student performance so that teachers, middle leaders and senior leaders can track, and where necessary intervene, pupil progress and attainment.
- Pupils undertake common tests in all EBacc subjects every 6 months. This data is then analysed and intervention support directed where necessary. This data is used in all staff appraisal systems.



## D2 – measuring pupil performance effectively and setting challenging targets

- The TAG trust monitors all academies for standards set against Ofsted criteria twice per year. Linked to this the TAG VCEO regularly (minimum, twice termly) monitors outcome data with each Head of School in order to determine next steps and to report to the LGB and Board of Directors.
- Pupil learning progress and attainment is reported to parents every term and is linked to parent meetings.
- Our TAG trust used a data dashboard which enables SIMS data to be linked to pupils, classes and year groups. This allows for a clear academic strategy link with pastoral monitoring and support around attendance, behaviour data and wider support systems.

### KS3 and KS4 Target Setting Policy – Pupil Attainment

Target grades will be generated for all pupils within the group using the following method;

Pupils who achieved a sub-level of 5a or 5b for their KS2 tests will be given a 5 levels of progress target grade.

All other pupils will be given a target grade that is 4 levels of progress from KS2. Target grades are shown in the table below.

KS2 Level	Target Grades	Levels of Progress
5a	A*	5
5b	A*	5
5c	A	4
4a	B	4
4b	B	4
4c	B	4
3a	C	4
3b	C	4
3c	C	4
2a	D	4
2b	D	4
2c	D	4
B	E	4
N	E	4

Prior attainment method used

- The target grade for GCSE English will be generated from the prior attainment on the KS2 English test.
- The target grade for GCSE Maths will be generated from the prior attainment on the KS2 Maths test.
- The target grade for all other subjects will be generated from the average prior attainment on the KS2 English and Maths tests.

Target grades for subjects that will be awarded grades on the U – 9 scale will also be generated using the same levels of progress model but pupil targets will use a 0 – 90 point scale to allow staff to show small increases in progress between data points.

### New Point Score system and work back to KS3

Current KS4 Grades	Current NC Levels (Based on 4LP)	New KS4 Point scores (2016)	New KS4 Grades (2017)	Suggested new point score
			9	90

## D2 – measuring pupil performance effectively and setting challenging targets

A*	10c	8	8	80
A	9c	7	7	70
B	8c	6	6	60
			5	50
			4	40
C	7c	5	3	30
D	6c	4	2	20
E	5c	3	1	10
F	4c	2	0.5	5
G	3c	1	0	0
U	2c	0	U	0

### Awarding a target grade 9

It is suggested that grade 9 will be awarded to roughly the top 2% of pupils in each subject (based on an Ofqual consultation for which the findings are yet to be published). Pupils who achieve a mark within the top 2% for English and/or Maths will be given a target grade 9 for the end of year 11. Any pupils who are not in this group but achieved a level 6 will also be given a grade 9 target.

### Using 4LP to generate a target in points

We will use the KS2 sub-level to define whether a pupil is a high, middle or low achiever for their target grade e.g. KS2 Average Level 4a would equate to a target grade of Ba. Using the table below this would be 65 points.

GCSE Grade (and KS2 sub-level)	Point Boundary	NC Level
U	0	2
G(c)	5	3c
G(b)	6	3b
G(a)	8	3a
F(c)	10	4c
F(b)	13	4b
F(a)	16	4a
E(c)	20	5c
E(b)	23	5b
E(a)	26	5a
D(c)	30	6c
D(b)	33	6b
D(a)	36	6a
C(c)	40	7c
C(b)	45	7b
C(a)	50	7a
B(c)	55	8c
B(b)	60	8b
B(a)	65	8a
A(c)	70	9c
A(b)	73	9b
A(a)	76	9a
A*(b)	80	10c
A*(a)	85	10b
Max (Grade 9)	90	10a

## D2 – measuring pupil performance effectively and setting challenging targets

### KS3 Point Score target

Each pupil will have been assigned a KS4 target in points and grades (table above). Using the GCSE Grades we will work back 4 levels to find the pupils points on entry. The difference between the points on entry and KS4 target will be divided by 4.5 (years at secondary school taking in to account the finish time of year 11) to provide end of year targets for year 7 and 8. These target grades will be on a linear scale from KS2 to 4 (same progress made each year) and would result in 4LP.

### Example

	KS2 Sub-level	KS4 Target		4 levels back from target grade	
		Grade	Points	Grade	Points
Pupil A	5c	A(c)	70	E(c)	20
Pupil B	4b	B(b)	60	F(b)	13

**Pupil A**                       $70 - 20 = 50$                        $50/4.5 = 11.1$                       11.1 Points progress per year  
(capped at 70 in year 11)

**Pupil B**                       $60 - 13 = 47$                        $47/4.5 = 10.4$                       10.4 Points progress per year  
(capped at 47 in year 11)

		EOY 7	EOY 8	EOY 9	EOY 10	EOY 11
Pupil A	NC Levels	6c	7c	7a	8b	9c
	Points	31	42	53	64	70
Pupil B	NC Levels	5b	6b	7c	8c	8b
	Points	23	34	44	55	60

### THS: End of Year Targets from KS2 level:

At Toot Hill School the end of year targets for a pupil are calculated using three major steps.

Firstly, the students KS2 sub-level (generated from their prior attainment KS2 English and Maths tests) is increased by four levels of progress, or five for the very highest achievers. This equates to a KS2 level of 4a/b/c being giving a target of B, or 3a/b/c giving a target of C, for example.

This target is compared to a points boundary table, using their original KS2 sub-level of a, b or c to increase accuracy (so a student with a 3a KS2 level would be predicted a C(a) which equates to 50 on the new points scale).

The final step involves working four levels back from this end of KS4 grade, again finding the points equivalent, and subtracting this from the end of KS4 points scale. Being as there are 4.5 years of education for secondary school students (taking into account the early finishing time for year 11s) we divide our final points total by 4.5, giving us the levels of progress (in points) that the student should be achieving each year from year 7 to year 10, with the final end of year 11 target being capped at the original target grade.



## D2 – measuring pupil performance effectively and setting challenging targets

### Tracking Pupil Progress

Student behaviour will be monitored and managed using the 'P' system. This is the system used at Toot Hill School and it will be adopted because the profile of students at Newark Toot Hill Free school is expected to be broadly similar to that of Toot Hill School. The Table below explains how the 'P' system operates in practice.

Poor work rate and progress will be highlighted to pupils as it is occurring, through the P system.

Pupil Actions		Staff Actions	
	↓		↓
<b>P1</b>	<b>Work rate/progress issue 1:</b> <ul style="list-style-type: none"> <li>Slow pace / poor quality work during lesson</li> </ul>	→	<b>Warning 1:</b> <ul style="list-style-type: none"> <li>Discuss with student</li> <li>Name on board</li> </ul>
<b>P2</b>	<b>Work rate/progress issue 2:</b> <ul style="list-style-type: none"> <li>Work incomplete / sub standard at end of lesson</li> </ul>	→	<b>Warning 2:</b> <ul style="list-style-type: none"> <li>Opportunity given to complete / redo at home and hand in next lesson.</li> <li>Record P2 on PARS</li> </ul>
<b>P3</b>	<b>Progress issue 3:</b> <ul style="list-style-type: none"> <li>Work not redone by next lesson</li> <li>Minimal progress shown / work incomplete again.</li> </ul>	→	<b>Warning 3:</b> <ul style="list-style-type: none"> <li>Discuss with student</li> <li>Additional materials issued to help at home.</li> <li>Work to be re-done</li> <li>Record P3 on PARS</li> <li>Phone call home by class teacher</li> </ul>
		If a student finds it difficult to complete work, due to extra support being required, teachers should contact PD and LSU for advice on differentiation and provision.	
		Repeated P2, P3 and P4s across subject areas, over time, will result in a curriculum review for the student and a personal package of report/	

## D2 – measuring pupil performance effectively and setting challenging targets

<b>P4</b>	<p><b>Progress issue 4:</b></p> <ul style="list-style-type: none"> <li>• Repeated lack of quality work over a series of lessons.</li> <li>•</li> </ul>	→	<ul style="list-style-type: none"> <li>• PD phones parents</li> <li>• Unit Support Pack supplied</li> <li>• Departmental / whole school study support offered</li> <li>• Departmental report</li> <li>• P4 recorded on PARS</li> </ul>	<p>sunrise/sunset and half term recovery sessions will be created, by Achievement Co – coordinators.</p>
<b>P5</b>	<p><b>Progress issue 5:</b></p> <ul style="list-style-type: none"> <li>• Very slow progress (against targets) being made over time</li> </ul>	→	<ul style="list-style-type: none"> <li>• Curriculum and intervention review</li> <li>• Achievement Co meets with student &amp; parents</li> <li>• Recovery strategy (sunrise, sunset, one to one, weekly study support etc.)</li> <li>• Progress / quality of work report</li> </ul>	
<b>P6</b>	<p><b>Progress issue 6:</b></p> <ul style="list-style-type: none"> <li>• Continued lack of progress being made over time, against targets.</li> </ul>	→	<ul style="list-style-type: none"> <li>• SLT /Parent/HOY meeting</li> <li>• Saturday / Half Term recovery</li> <li>• Pink Progress report</li> <li>• P6s over time and over different subjects can lead to a student repeating the year</li> </ul>	

### Managing student behaviour

Student behaviour will be challenged and sanctioned using the 'C' system. This is the system used at Toot Hill School and it will be adopted because the profile of students at Newark Toot Hill Free school is expected to be broadly similar to that of Toot Hill School. The Table below explains how the 'c' system operates in practice.

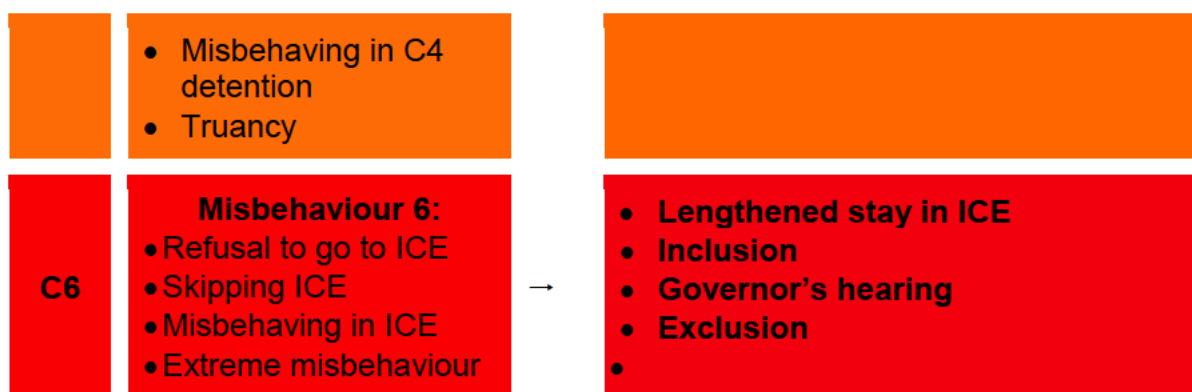
<p><b>Poor behaviour will be highlighted to pupils as it is occurring, through the C system.</b></p>	
<p><b>Pupil Actions</b></p>	<p><b>Staff Actions</b></p>

**D2 – measuring pupil performance effectively and setting challenging targets**

	↓		↓	
<b>C1</b>	<p><b>Misbehaviour 1:</b></p> <ul style="list-style-type: none"> <li>• Choosing not to follow expectations</li> </ul>	→	<p><b>Warning 1:</b></p> <ul style="list-style-type: none"> <li>• Name on board</li> </ul>	Repeated C1, C2, C3 and C4's across subject areas, over time, will result in Saturday detention.
<b>C2</b>	<p><b>Misbehaviour 2:</b></p> <ul style="list-style-type: none"> <li>• Still choosing not to follow expectations</li> <li>•</li> </ul>	→	<p><b>Warning 2:</b></p> <ul style="list-style-type: none"> <li>• Name on board</li> <li>• Informal detention (break / lunch time)</li> <li>• Record C2 on PARS</li> <li>•</li> </ul>	
<b>C3</b>	<p><b>Misbehaviour 3:</b></p> <ul style="list-style-type: none"> <li>• Continually choosing not to follow expectations</li> </ul>	→	<p><b>Warning 3:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Name on board</li> <li>• 1-hour formal Dept. detention</li> <li>• Phone call home by class teacher</li> <li>• Record C3 on PARS</li> </ul>	
<b>C4</b>	<p><b>Misbehaviour 4:</b></p> <ul style="list-style-type: none"> <li>• Wilful disregard of expectations</li> </ul>	→	<ul style="list-style-type: none"> <li>• Send to Department ICE</li> <li>• Put on departmental report</li> <li>• PD phone's / meets with parent</li> <li>• PD issues Head's detention</li> <li>• Record C4 on PARS</li> </ul>	
<b>C5</b>	<p><b>Misbehaviour 5:</b></p> <ul style="list-style-type: none"> <li>• Misbehaving / refusal after C4</li> </ul>	→	<ul style="list-style-type: none"> <li>• 1 day in ICE*</li> <li>• HoY meets with parents</li> <li>• Behaviour report</li> <li>• Restorative work in TIME</li> </ul>	



## D2 – measuring pupil performance effectively and setting challenging targets



\* ICE = Internal isolation

## D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The Staff Curriculum Description (SCD) is constructed upon a number of working assumptions:

- A Head of School will be appointed to post preceding the school opening.
- Once the school is open, the SENDCo will deputise in the absence of the Head of School
- The SCD 100% model assumes an annual intake of 120 pupils
- Staffing costs are based upon current market values. Each teacher employed is assumed to be on MPS 6 (a scale average).
- The leadership structure will be 'flat' with middle leaders taking the lead role in developing Programmes of Learning (PoL) and Schemes of Work (SoW). (Middle Leaders will be referred to as Performance Directors (PDs)).

### Teaching Curriculum Description:

#### Year 1 (2017-18)

- The key curriculum goal for Year 1 will be to establish the long-term PoL and SoW for the two-year Key Stage 3 (KS 3) curriculum.
- In order to secure experienced subject leaders and teachers in Year 1, most teaching staff will be PDs with the resultant additional TLR cost.
- The PDs will be expected to work with the TAG Trust through 'Progress Boards' in order to provide the benefits of division of labour and quality assurance.
- All appointed PDs would be proven outstanding teachers, from within the Trust (with their roles back filled through national adverts), they will have demonstrated the leadership capacity to grow with the school.
- The TLR allowance allocated reflects the expected market rate and the associated level of responsibility, linked to the number of curriculum periods taught.
- In Year 1 the total FTE for 120 pupils will be 7.4FTE based upon a full time (1

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

FTE) Head of School. There will be three dedicated PDs. In English, Mathematics and Science the PDs will attract a TLR 2b. In Humanities and MFL (0.6 FTE) the subject leaders will attract a TLR 2a. The SENCO will act as a pastoral leader on TLR 2c. The SENCO will also act as a substitute Head of School in the absence of the Head of School.

- Where subject leadership is not provided that will be done under the aegis of the TAG Trust.

#### **Year 2 (2018-19)**

- The curriculum plan for Year 2 (Year 8 pupils) will be to complete the PoL for KS 3 and to prepare pupils for Key Stage 4, including option choices.
- A 'Senior School Leader' will be appointed (L12-16) to act as a deputy to the Head of School and lead strategic planning and pastoral care. This person will have a reduced timetabling commitment.
- Additional middle leadership capacity will be provided in Science (TLR 2a post). Two dedicated year pastoral leaders will be appointed (TLR 2a)
- Staffing will increase to 14.8 FTE. This represents an increase of 7.4 FTE on 2017-18.

#### **Year 3 (2019-20)**

- The curriculum plan for Year 3 (Year 9 pupils) will be to establish a strong foundation for GCSE matriculation. Where appropriate acceleration will be encouraged for those who can secure a GCSE A\* in English, Mathematics or Science at the end of Year 10 (2018). For those pupils who can successfully achieve this grade advanced level courses will be taken in Year 11. Personalised learning support will be provided for pupils who are not securing the expected level of progress in their E. Bac. Subjects.
- The PDs in English, Mathematics and Science will move to a TLR 1a to reflect their KS 4 responsibilities.
- Additional subject leadership will be provided in P.E. (TLR 2b), Design & Enterprise (TLR 2a), Humanities (TLR 2a) and MFL (TLR 2a). An additional year leader will be appointed (TLR 2a)
- Staffing will increase to 20.2 FTE an increase of 5.4 FTE on 2018-19.

#### **Year 4 (2020-21)**

- The curriculum plan for Year 4 (Year 10 pupils) will be to secure future realisation of subject pupil targets, especially those linked to the EBacc Subjects. As in Year 9 additional support will be provided to pupils who are not expected to secure their learning targets.
- Staffing levels will increase to 27.4 FTE an increase of 7 FTE on 2019-20.
- Middle leadership will be extended and deepened in a number of areas to reflect the greater levels of responsibility and accountability. In English, Mathematics and Science a Subject Leader will be appointed on a TLR 2b. The PD for MFL will move to a TLR 2b (from TLR 2a). An additional year pastoral leader will be appointed on a TLR 2a. Additional responsibilities will be given in Science, RE and English (Literacy) (TLR 2a)

#### **Year 5 (2021-22)**

- The curriculum plan for Year 5 (Year 11 pupils) will be to successfully secure the

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

stated school examination targets for the end of KS 4. In addition to this overriding priority we will need to ensure Year 11 pupils have secured appropriate pathways into Post 16 education, employment or training.

- Staffing will increase to 35.6 FTE an increase of 8.2 FTE on 2020-21.
- A School Leader (Curriculum) will be appointed to the leadership team.
- An additional leadership responsibility will be given in Economics (anticipated Head of Post 16) (TLR 2a) and a year pastoral leader will be appointed (TLR 2a). Additional subject responsibilities in PE, Humanities, Music and MFL will be allocated (TLR 2a).

#### Year 6 (2022-23)

- The first year of AS-Levels will be focused on a core range of enabling A-Level subjects with additionality provided by 'hard' A-Level subjects e.g. Economics and a limited number of 'soft' A-Level subjects, e.g. Art.
- The subject specialism of Mathematics and P.E. will be given appropriate curriculum weight.
- Staff will increase to 40.2 FTE an increase of 4.6 FTE.
- A responsibility for leadership of the Post 16 provision TLR 1a will be allocated.

#### Year 7 (2023-24)

- The second year of Post 16 studies will consolidate course delivery from the previous year.
- Staffing will increase to 45.6 FTE an increase of 5.4 FTE.
- An additional TLR 2a post will be allocated to support the Head of Post 16 who will move to a TLR 2c to reflect their increased responsibilities. Additional responsibilities will be allocated in Mathematics (TLR 2a).

#### Teaching Staffing Structure:

STAFFING LEVELS	YEAR 1 2017-18	YEAR 2 2018-19	YEAR 3 2019-20	YEAR 4 2020-21	YEAR 5 2021-22	YEAR 6 2022-23	YEAR 7 2023-24
Head of School	1	1	1	1	1	1	1
Senior Leader	0	1	1	1	2	2	2
SENCO	1	1	1	1	1	1	1
English (Head of School)	0	1	2	3	4	5	5
Mathematics	1	2	2	3	4	4.4	5
Sc – Biology	0	0	1	1	2	2	3
Sc - Chemistry	0	1	1	1	2	2	3
Sc - Physics	1	1	1	2	3	3	3
History	1	1	1	2	2	2	3
Geography	0	1	1	1	2	2	2
French	0.6	1	1	1.6	2	2	2
Spanish/Mandarin	0	0.4	1	1	1	1	1.6
RE	0	0	1	1	0.6	1	1
PSHE	0	0	0	0	0	0	0
PE	0.5	1	2	3	4	4	4
Art (SENCO)	0	1	1	1	1	1.4	1.4
Music	0.3	0.4	0.8	0.8	1	1	1
Drama/Dance	0	0	0	0	0	1	1



**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Design-Enterprise	0	1	1	1	1	2	2
Economics	0	0	0.4	1	1	1	1.6
Computing - IT	0	0	0	1	1	1	1
Sociology	0	0	0	0	0	0.4	1
FTE	7.4	14.8	20.2	27.4	35.6	40.2	45.6

**Teaching Responsibility Structure:**

CURRICULUM AREA	YEAR 1 2017-18	YEAR 2 2018-19	YEAR 3 2019-20	YEAR 4 2020-21	YEAR 5 2021-22	YEAR 6 2022-23	YEAR 7 2023-24
Head of School	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE
Senior Leader 'Deputy'		L12-L16 1 FTE	L12-L16 1 FTE	L12-L16 1 FTE	L12-L16 2 FTE	L12-L16 2 FTE	L12-L16 2 FTE
SENCO	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE
English	PD: TLR 2b	PD: TLR 2b	PD: TLR 1a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a
Mathematics	PD: TLR 2b	PD: TLR 2b	PD: TLR 1a G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T & KS 3 TLR 2a x 2
Sc. – Biology	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 1a Subject Leader: TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a
Sc. - Chemistry							
Sc. - Physics							
History	PD: TLR 2a	PD: TLR 2a	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a (RE)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog.)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog.)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog.)
Geography							
RE							
PSHE							
French	PD: TLR 2a	PD: TLR 2a	PD: TLR 2b	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a
Spanish/Latin							
PE			PD: TLR 2b	PD: TLR 2b	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a
Performing Arts					Subject Leader: TLR 2a (Music)	Subject Leader: TLR 2a (Music)	Subject Leader: TLR 2a (Music)
Computing						PD: TLR 2a	PD: TLR 2a
Economics					Subject Leader: TLR 2a		
Design			Subject Leader: TLR 2a	Subject Leader: TLR 2a	Subject Leader: TLR 2a	PD: TLR 2a	PD: TLR 2a

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Pastoral	Head of Year (x1): TLR 2c SENCO	Head of Year (x2): TLR 2a	Head of Year (x3): TLR 2a	Head of Year (x4): TLR 2a	Head of Year (x5): TLR 2a	Head of Year (x5): TLR 2a Head of Post 16: TLR 2a	Head of Year (x5): TLR 2a Head of Post 16: TLR 1a Assistant TLR 2a
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#### SUPPORT STAFF (Curriculum & Non Curriculum)

The level of support staff will be determined by:

- Cost effectiveness of employing staff as against buying in services from the TAG Trust or other providers, e.g. Local Authority.
- Services bought in will be Payroll, Data, H.R. & Accounting.
- All posts will be 'Job Evaluated' in line with the TAG Trust policy.
- In order to ensure operational feasibility and cost effectiveness in the first few years appointed personnel will be required to demonstrate work place flexibility.

AREA	SALARY SCALE	YEAR 1 2017-18	YEAR 2 2018-19	YEAR 3 2019-20	YEAR 4 2020-21	YEAR 5 2021-22	YEAR 6 2022-23	YEAR 7 2023-24
CLASSROOM LEARNING & COVER ASSISTANTS	Scale 4-5	1 FTE term time only	2 FTE term time only	3 FTE term time only	4 FTE term time only	6 FTE term time only	6 FTE term time only	6 FTE term time only
SUBJECT TECHNICIAN (I.T./Sc/Design)	Scale 4	.5 FTE term time only	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only
HoS Personal Assistant / Personnel	Scale SO 1-2	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Finance - Data	Scale 6	0.4 FTE	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Receptionist	Scale 3	0.4 FTE term time only	.9 FTE term time only	.9 FTE term time only	1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only
Administration General	Scale 3		.9 FTE term time only	.9 FTE term time only	.9 FTE term time only	.9 FTE term time only	.9 FTE term time only	.9 FTE term time only
Student Welfare	Scale 3		1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only	1.8 FTE term time only
Caretaking	Scale 5	0.5 FTE	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
Catering		Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service
Mid-Day Supervision	Scale 2	2 @ (2hrs per day) term time only	3 @ (2hrs per day) term time only	4 @ (2hrs per day) term time only	5 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only
Print Technician LRC Manager	Scale 3-4		0.5 FTE term time only	0.8 FTE term time only	1 FTE term time only	1 FTE term time only	1 FTE term time only	1 FTE term time only

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

Newark Toot Hill Free School although non-denominational will demonstrate its belief in a pluralistic/multi-cultural society through its teaching of all subjects and its promotion of values, knowledge and understanding related to all religions and faiths.

The religious education curriculum will allow student throughout the academy to explore all major world religions and the central tenets of each faith. This instruction will be supplemented by the wider SMSC offer and related programme of PSHE and citizenship themes via drop down days (please see below). Examples of this would be days where representatives of the major religions would explain their faith and experiences.

**SMSC**

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At the Newark Toot Hill Free School, we will seek to teach and promote these qualities across the curriculum and throughout academy life. It is linked closely to our academy values and ethos.

The Newark Toot Hill Free School will use the following definitions of Spiritual, Moral, Social and Cultural:

**Spiritual:**

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in student's learning and willingness to reflect on their experiences.

**Moral:**

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

##### Social:

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of British values when addressing social issues.

##### Cultural:

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. An understanding of British cultural values and the value of British democracy in promoting a harmonious, secure and peaceful society, free from extremist influences.

The Newark Toot Hill Free School will strive to achieve the stated Ofsted 2012 student aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their academy life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the academy and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the academy, including for example developing an appreciation of literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within the academy and further afield as an essential element of their preparation for life.

SMSC provision, and the wider prevent agenda will be delivered through a blended approach including: drop down days; assemblies, delivery through the curriculum; inspirational talks from visitors to the school and through religious education lessons.



#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

As with other areas of the curriculum CPD will be used to ensure that staff are fully appraised of the latest guidelines and practices and the methodologies which have been proven to work best for our students.

A key theme running throughout the taught curriculum would be British Values and 'prevent actions' especially the emphasis on tolerance, understanding, empathy and integration. The importance of this approach is linked to the anticipated profile of our student population which will be predominantly from a white, middle or working class, secular community. Our students will have had little experience of more multi-cultural aspects of British society. In our efforts to encourage tolerance and understanding we will, of course, take due regard of parental wishes and operate within government recommended best practice.

Tolerance and openness will be key touchstones throughout the Newark Toot Hill Free School and will be an important element of the feel of the institution. This 'feel' has been successfully secured at the Nottingham Free School through careful induction of the students in terms of expectations and the staff in terms of actions to support the values underpinning the academy.

#### **Prevent:**

In response to the increased threat of terrorism, as part of the government's Prevent strategy schools must show a commitment to make changes to strengthen the SMSC standard. In summary, Newark Toot Hill Free School will ensure that:

- We encourage students to respect specified core British values;
- We do not promote extremist views, or partisan political views, through their curriculum and/or teaching, and
- We offer students a balanced presentation of views when political issues are brought to their attention.

All of our staff will be fully aware and vigilant about potential radicalisation and we will work as a team along with relevant outside agencies to ensure our students are safe from harm.

We will ensure that:

- All governors, teaching and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teaching and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views. We help them to build resilience against these and know what to do if they experience them.
- All parents/carers and students will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

The following national guidelines will be followed:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2015
- Working Together to Safeguard Children HM Government 2015.

#### **Our working definitions:**

Extremism is more than simply stubbornness in one's views or general intolerance to others. It involves holding views which are considered by equals, peers and society as being at odds with the core beliefs of the whole;

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion, a violent extremist ideology, or move to violent action in support of their beliefs;

Resilience is 'the ability to bounce back from adversity and describes a process in which people can overcome or resist negative influences that block emotional wellbeing and/or achievement.

The role of school staff and governors at the Newark Toot Hill Free School:

- All staff and governors will have a responsibility to promote British values and challenge any views which are contrary to this. Any concerns, no matter how small will be dealt with as a safeguarding concern/referral.
- It will be everyone's responsibility to protect students from extremist materials (including online and social media) and provide a balanced viewpoint when relevant issues are discussed.
- It will be the responsibility of the Head of School and leadership team to ensure that all staff are fully aware of the possible behaviours that may be displayed by children vulnerable to radicalisation. This will be through the yearly statutory safeguarding training and CPD throughout the course of the academic year.

Teaching staff, through the delivery of the curriculum will consider the following advice taken from a DfE research brief:

*The key ingredients of teaching approaches and interventions can be clustered under three main headings:*

1. Making a connection through good design and a young-person centred approach;
2. Facilitating a safe space for dialogue and positive interaction;
3. Equipping young people with appropriate capabilities - skills, knowledge, understanding and awareness.

#### **DfE – RB119: Building resilience to extremism**

The Head of School, Leadership team and teaching staff will aim to build positive relationships with organisations in the local community e.g. faith groups. Nottinghamshire ECAS. In doing so we will provide opportunities for promoting positive

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

integration.

##### **Indicators**

Training will ensure that staff look out for behaviours which may indicate the radicalisation of a child including:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

##### **Increase in prejudice-related incidents committed by that person – these may include:**

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

##### **Referrals**

All incidents of prejudicial behaviour or concerns of potential radicalisation will be reported directly to the Designated Safeguarding Leads or the Head of School.

- All incidents will be fully investigated and recorded in line with the Safeguarding Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The DSL follow-up any referrals after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be



#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

held if there is not a significant positive change in behaviour.

- If deemed necessary, serious incidents will be referred to Children's Services in the relevant local authority.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the police.
- As with all safeguarding incidents, if a referral is not made and staff still have concerns, they can make a referral themselves using the phone number displayed in staff areas around school.

#### **The curriculum**

It is the responsibility of all decision makers (policy makers, school leaders, teachers and practitioners) to help build resilience to extremism among young people. We can do this through our curriculum (PSHCE and all subjects) by building in opportunities to discuss relevant issues. An audit will be completed on a yearly basis by all subject areas to highlight where this topic is already delivered and any missed opportunities to ensure it is fully integrated into the curriculum. Opportunities will be taken in assemblies and tutor time activities to discuss any topical issues which are covered in the news.

#### **Visitors**

If any member of staff wishes to invite a visitor into the school, they will be asked to first request permission from their Head of department and HR (whoever maintains the single central register). All visitors and contractors in contact with students will be subject to Safeguarding Checks including DBS checks and photo identification. Any visitors or contractors without a DBS check will need a risk assessment form completing by HR and must be fully supervised by an employee at all times.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance (this may be available on visitor badges) and be made aware of who the DSLs are and how to report any concerns which they may experience.

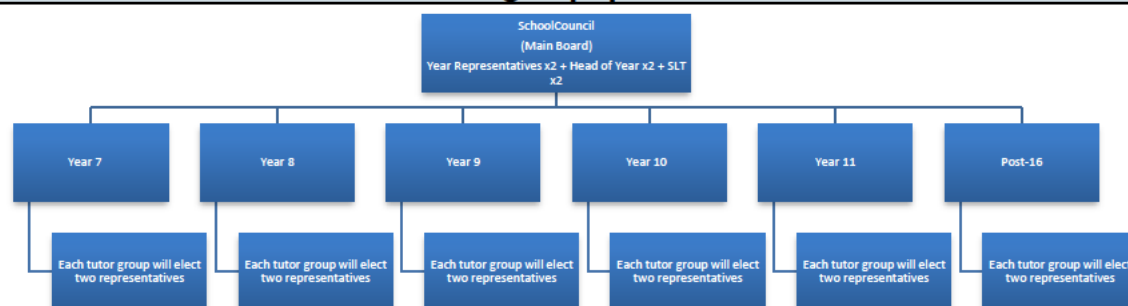
If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Preventing and Tackling Extremism Policy, the school will contact the police and terminate the contract.

#### **The Promotion of British Values**

In order to promote democratic values all students will be involved in developing the student voice of the Newark Toot Hill Free School through a clear democratic representation structure:



## D4 – the school will be welcoming to pupils of all faiths/world views and none



At all levels representation will occur through:

- Production of a manifesto
- Hustings
- Student vote
- Declaration of the result
- Feedback channels – newsletters etc.

Teachers will work with their tutees to ensure that they are engaged in the democratic process and that representatives are fulfilling their responsibilities to communicate with their constituents.

The remit of the student council will be to represent the concerns of their constituents and seek to find solutions. Members of staff will work with the council to ensure that the school's values and policies are supported. As students progress through year groups they will be exposed to external agencies who work to support the rule of law in the local community and wider society. The key themes of justice and liberty will be explored through debates, historical examples (revolutions and civil liberties movements etc.), speakers and direct action (lobbying, letter writing etc.)

Given the community profile of learners – mainly white, working/middle-class, secular and insular – the free school will ensure that students are exposed to a variety of faiths and belief systems through PSHE drop-down days.

In order that the Newark Toot Hill Free School has a balanced intake we anticipate following the county's admission code that is common to all schools. The school will not be selective and most pupils will enter on the basis of distance from the school gate. Looked after children and those diagnosed with a special educational need will be given priority entry. The academy will promote its use of pupil premium monies to reduce inequality through targeted support.

Information evenings for Year 6, KS4 and KS5 entry will be undertaken so that parents/carers understand how their child will be supported throughout their learning journey.

Other learning activities will encourage students to mix on a common framework of provision. This will include plays, concerts and sporting activities. All students will have guided opportunities to mix with students in their own year group and with other year groups both internally and externally. Given the mix of academies in the TAG Trust this will be readily facilitated.

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

##### **Safeguarding**

A prime responsibility for the Newark – Toot Hill Free School is to ensure that all pupils are safe and secure at school and in their homes as well as the wider environments in which they live.

There will be 5 main strands to our safeguarding work:

- Establishing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection and equipping children with the skills needed to keep them safe.

Newark Toot Hill Free School will be subject to the Safer Recruiting policy of our multi academy trust which ensures that at all stages of the recruitment process national legislation and guidelines are followed and that every possible step is taken to ensure the safety of the children in our care. All staff will be subject to the rigorous checks upon appointment as set out in national legislation and guidelines. This vetting will take place at interview and every 3 years a new DBS check will be undertaken. All staff involved in recruitment will receive the appropriate training and testing to ensure they are a fit and proper person to undertake appointments. This will apply to teaching staff, support staff and governors/directors.

In terms of safeguarding the academy will have three designated safeguarding officers. These will be the Head of School, the designated pastoral leader and SENCO. All staff will receive annual training in this area to keep their professional knowledge updated and more if required. The school will promote active safeguarding through the PSHE and tutor period programme, mentorship and displays. We want every pupil to feel secure and safe in their lives.

## Section E – evidence of need

### E1 – provide valid evidence that there is a need for this school in the areas

#### E1 – provide valid evidence that there is a need for this school in the area

##### Demographic Data

The data below clearly demonstrates a growing shortfall of secondary school places in the town of Newark based upon current capacity and student numbers coming through the primary schools. Over past years Newark families have moved out of Newark and placed their children in a range of schools in Nottinghamshire and Lincolnshire. However, these areas will also experience a demographic growth which will reduce choice. Equally it is of great concern to the families we have met, local businesses and local politicians that Newark is being 'drained' of its talented youngsters and that there will be restricted choice.

Nottinghamshire CC Data	Capacity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Primary Population 11+ (*)		453	475	515	518	562	544	553	607	551	591
Newark Academy Projected intake	210	117	127	141	147	158	153	155	169	155	166
Magnus CoE Academy	210	135	144	160	164	177	171	174	190	173	186
Shortfall on PP-Capacity		33	55	95	98	142	124	133	187	131	171
PP-Projected intake		201	204	214	207	227	220	224	248	223	239
% 'Taking Flight'		44.4	42.9	41.6	40.0	40.4	40.4	40.5	40.9	40.5	40.4
(*) These figures are excluding the impact of new houses being built in the Newark area											

##### Quality of Current Provision

The Newark community is currently served by two schools: Newark Academy (formerly called The Grove School) which is sponsored by Lincolnshire College and The Magnus Church of England Academy. Academic standards at best are 'Requiring Improvement'.

Significant numbers of parents have stated to us that they currently have to consider moving their child out of the Newark area in order to secure the standard of education they want for their child. Many of these parents currently decided either to:

- a) Send their child to Toot Hill School:

The data below, supplied by Nottinghamshire County Council, shows that 347 students currently attend Toot Hill School from the Newark area. The intake of students into Toot Hill in future years will be restricted because of housing growth in its own catchment and in communities that are closer to Toot Hill. Indications from Nottinghamshire County Council indicates that the natural catchment of Toot Hill will account for 92% of its intake would the building programme is completed. This 'squeeze' will mean Newark parents will not be able to be very confident in securing a place at Toot Hill School even based upon sibling criteria.



## E1 – provide valid evidence that there is a need for this school in the area

		CATCHMENT SCHOOL													
		4013 NE	4017 NE	4008 AS	4014 NE	4404 RU	4408 NE	4452 BA	4669 NE						
SCHOOL ATTENDED		Newark Academy	Magnus Church of England Academy	Kirby College	Dukeries Academy	Toot Hill School	Joseph Whitaker School	Tuxford Academy	Minster CoFE School	Lincolnshire County	Unaffiliated/Unrecognised Postcodes	Total Out of County	Grand Total		
4013 NE	Newark Academy	492	139	1	1			7		1			641		
4017 NE	Magnus Church of England Academy	356	356										723		
4005 GE	Carlton Academy														
4014 NE	Dukeries Academy														
4018 MA	Vision Studio School														
4404 RU	Toot Hill School		243			104									
4452 BA	Tuxford Academy					42		39							
4454 RU	South Wolds Academy and Sixth Form					1									
4669 NE	Minster CoFE School					18		26							
4756 MA	All Saints Catholic Voluntary Academy					26		15							
6905 MA	Samworth Church Academy							1							
7019 GE	Carlton Digby Special					2									
7023 RU	Colgrave Ash Lea School							1							
7041 NE	Orchard Special					21		7							
	<b>Grand Total</b>	<b>1202</b>	<b>690</b>												

or

- b) Send their child across the county border into Lincolnshire or Leicestershire

The demographic growth in the Toot Hill School catchment area will mean that Newark parents will find it increasingly difficult to secure a school place at the school on the criteria of distance from the school gate.

The demographic in the area indicates that the current shortage of good school places will worsen by 2017 and that there is a clear need for additional strong educational provision. Nottinghamshire Local Authority, who supplied this data, agrees with this analysis.

**The need for the Newark Free School arises from the following:**

***To imperative offer parental choice to a community where access to a good, local school does not exist.***

Places at the highest performing, accessible schools will be very difficult to secure for parents living in our proposed catchment area. Toot Hill School had 658 applications for 350 places last summer and Lincolnshire Grammar Schools are also oversubscribed. Pupils disperse to a wide range of other secondary schools and many travel significant distances out of Newark, as many parents have little confidence in the quality of the current provision (see above).

As the tables below indicate the performance of the academies most local to our proposed catchment area are significantly below national averages. The tables illustrate that pupil progress levels are consistently low; that only a minority of pupils achieve five good GCSE grades including English and Maths; and that the English Baccalaureate Achievement levels are significantly below national averages.

**Table shows current performance of Toot Hill School and that of Newark Schools**

The Newark Free School will deliver outcomes for pupils that will far exceed the performance levels of all of these schools. Our targets are high: for the English



**E1 – provide valid evidence that there is a need for this school in the area**

Baccalaureate we are targeting 75%; for 5+ A\*-C (EM+1 GCSE) we are targeting 80%;

Toot Hill School	Outstanding (January, 2012)	83	67	46	86	82	1009	71*	29
Newark Academy	Requires Improvement (May, 2014)	47	35	11	52	55	981.2	35	8
Magnus C of E School (From 2015: Magnus Church of England Academy)	Requires Improvement (Nov. 2012)	28	22	3	45	48	926.6	33	3

Attainment 8 Grade B+ and Progress 8 0.5. As such the Newark Free School will significantly improve outcomes for pupils.

According to the new Ofsted Framework (September 2015) all of the Newark schools would continue to be 'Require Improvement' and they may still be at risk of entering an Ofsted category. Consequently, there is a compelling case for an additional school, led by an organisation with an outstanding track record, with experience in opening a successful, oversubscribed, free school and headed by a NLE. It is stated government policy that 'every child deserves a good school'; we see the establishment of the Newark Free School as providing the Newark community with that choice.

**Rationale summary:**

The statistical evidence clearly demonstrates an overwhelming lack of high quality secondary school places for pupils in the Newark area. The lack of local school provision, combined with the low standards of schools where pupils are offered places, demonstrates the need for a new, high achieving school.

Parents are currently unsuccessful in securing places at higher achieving schools outside Newark and many are now seeking additional parental choice and have offered strong support for our proposal.

Whilst based on the successful models in operation at Toot Hill School and Nottingham Free School, the Newark Free School will be highly distinctive and innovative; it will focus on the English Baccalaureate subjects and deliver high outcomes. The data indicates a demonstrable gap in the local market for this type of provision. In addition, our focus on expressive arts will raise levels of aspiration by encouraging pupils to engage in team activities and promote excellence and competition. This will help support our curriculum offer in raising aspirations.

**6th form provision**

Newark College is a strong vocational provider in the town. What the town lacks is a strong academic provider, so in terms of viability we would anticipate significant interest from our own students as well as those who will have been educated up to the age of 16 in one of Newark's other academies. In addition, an academic sixth form within Newark will provide those who chose to seek secondary education outside of the town with a viable alternative to travelling into Lincolnshire/other parts of Nottinghamshire to be educated at 6<sup>th</sup> form level.

Our offer will be highly academic and consequently we envisage high retention rates from within our student body. However, we recognise that students will have a range of

### **E1 – provide valid evidence that there is a need for this school in the area**

talents and ambitions and for those who would prefer to follow a vocational pathway we will ensure strong links with Newark College, which offers appropriate courses. We foresee our growing links to local business as being essential if we are to facilitate opportunities for students to enter apprenticeship schemes at post-16 level. The school will be very clear that vocational and academic pathways are held in equally high regard.

Please tick to confirm that you have provided evidence as annexes:

X

### **E2 – successful engagement with parents and the local community**

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **E2 – successful engagement with parents and the local community**

In order to construct a strong community base of support for the Newark – Toot Hill Free School we have focused on five main groups:

1. Parents of Year 5 & 4 pupils;
2. Local Primary Head teachers and their governing bodies;
3. Local business associations and individual businesses
4. Elected local representatives at Town, County and National level, and
5. The local press and other media outlets.

Below is a brief description of our approach and feedback.

1. Parents of Year 5 & 4 pupils

To garner as much parental awareness, interest and support we produced a 'mini' prospectus which was delivered to every household in Newark and key surrounding villages. This was linked to an advertising campaign in local newspapers informing parents/carers of our meeting agenda alongside our website that provided a booking system for the meetings. The website also provided details of the proposals for parents/carers to consider at their leisure. This was supported by press and media stories, primary Headteacher meetings and active promotion by parent advocates.

Parental response has been very strong and wholly positive. At no meeting has there been any negative comments. We conducted a parental questionnaire at all of the sessions. For all the parents/carers who booked places at our events take up was around 95%. Within 4 weeks we had reached 100 sign-ups and our scheduled meetings will carry on through the Spring Term.

2. Local Primary Head teachers and their governing bodies;

## **E2 – successful engagement with parents and the local community**

Before launching the free school, we contacted the key local primary head teacher leaders to explain our intentions. They valued this sensitive approach and also welcomed that it was being undertaken by the Torch Trust which, through Toot Hill School, was a respected and understood education entity. They provided access to the local primary heads network and several primaries allowed us a direct line of communication to their parents. Evidently a 'new' free school is a sensitive development because of their existing links to the two local secondary schools. Nevertheless, they recognised the issues locally at secondary level and were 'quietly' supportive of our offer.

### **3. Local business associations and individual businesses**

Local businesses and groups have been strongly supportive both of the concept of creating an outstanding secondary school in Newark and of the desperate need to prevent the level of 'flight' of the young talent that live in or near Newark. There is a deep concern that the lack of a high quality secondary school forces parents out of the area and deprives local businesses of the skills and talent pool that they need in order to expand their businesses. A common refrain from local businesses is that Newark could be a significant economic growth hotspot given its communications links, affordable housing and its cultural identity. It is a relatively low wage area and has an immediate range of local markets in Nottingham, Lincoln and beyond. The most significant brake on growth is the levels of education delivered locally.

### **4. Elected local representatives at Town, County and National level**

The local Member of Parliament, Robert Jenrick, is a very strong advocate for the free school. His concern with current secondary education provision sits around standards and the 'enforced' flight of talent from Newark. He wishes to see a beacon of outstanding education at secondary level in Newark that will encourage parents not to take flight. He doesn't believe that existing secondary providers will quickly gain the trust of parents in the short term. The reputation of Toot Hill will work to attract parents from taking flight.

We met a combined group of Town and County elected officials in November 2015. We presented an outline of our proposals to the group and they were very positive in terms of the offer we were making to parents. Equally they were very concerned with current provision and the impact that 'flight' out of Newark was having on the local economy.

### **5. The local press and other media outlets.**

The proposal for a Free School in Newark was a major local news event. We had an initial in-depth interview with the 'Newark Advertiser' alongside the views of Robert Jenrick M.P. After this launch date they have sent journalists to the parent meetings and we have fed them regular updates. We have also used our links with the Nottingham Evening Post to promote the free school alongside Notts. TV. The impact of this coverage has meant that there is widespread knowledge of the proposal across our potential market of parents. In all instances we have promoted the message of improving the quality of provision and working with the other secondary schools to ensure education in Newark is valued and respected at secondary level as it is at primary level.



**Section F – capacity and capability**

**F1 (a) Skills and experience of your team**



Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
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## F1 (a) Skills and experience of your team

[Insert a short commentary on your plans to manage the pre-opening project here. Table expands]

- Summer Term 2016 we will secure the appointment of the Principal and link with the EFA team over site determination
- From September 2016 we will hold a weekly briefing meeting in order to determine actions needed to secure a successful opening
- [REDACTED]
- [REDACTED]
- [REDACTED]
- Principal designate will take up their post during the Spring Term 2017 in order to provide all the necessary documentation for the DfE. This work will be supported by [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- We will provide study support for anticipated intake group of pupils in order to develop a year ethos and '*esprit de corps*'
- Summer Term 2017 - liaise with outside agencies on the requirements regarding opening a new school (e.g. Fire Service, etc.)

### Plan to appoint a Principal for the Newark Toot Hill Free School

1. National advert in the TES once the free school receives preliminary DfE approval to open (May 2016)
2. Details of the free school issued to prospective candidates, with role expectations and anticipated TAG support during pre-opening and post-opening phases
3. Short list with directors (mid June 2016). Call for references. Invite candidates. Send out information packs to candidates and directors involved in the interviews
4. Interviews conducted (mid-late June 2016). Candidates notified.
5. Interview (2 day):
  - a. Day 1 (at Nottingham Free School):
    - i. Introduction to the TAG Trust & proposed free school by ([REDACTED])
    - ii. Explanation around the bid to date and future requirements ([REDACTED])
    - iii. Marketing & communications and locality ([REDACTED])
    - iv. Experience of leading a free school ([REDACTED])
    - v. Tour of Nottingham Free School
    - vi. Skills profiling of the candidates:
      - Curriculum planning
      - Quality Assurance
      - Financial Planning



## **F1 (a) Skills and experience of your team**

- Teaching & Learning / CPD
- Personnel leadership

The 5 panels will be a mixture of directors/governors and executive leaders of the Trust.

6. The candidates will be subject to safeguarding / CRB checks through the day
7. Directors will short list for Day 2 interviews and offer feedback to all candidates
  
8. Day 2 (at Toot Hill School)
9. Tour of the school
10. Pupil panel consisting of Newark based students
11. Presentation to Directors on the actions and challenges in establishing an outstanding free school within 3 years.
12. Formal Interview
13. Decision & feedback
14. Negotiate start date with successful candidate.

If the applications are not strong enough the process will start in September 2016.

### **Appointment of other staff**

It is our stated intention to staff the Newark Toot Hill Free School with good and outstanding staff from across our existing group of academies. This will ensure excellence as standard, to those students joining the school. The TAG Trust is in a fortunate position having its own Teaching School Alliance (TSA) and SCITT. Through the TSA we nurture local talent and train the next generation of leaders; through the SCITT we have homegrown talent in terms of providing a pipeline of outstanding NQTs who can be readily deployed into our schools to replace those staff who are selected to work at the Newark Toot Hill Free School.

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
None at this stage		

[Add more lines as appropriate]

## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

### F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

We are an established sponsor with more than one school. Our governance procedures; roles and responsibilities are as follows:

#### Structure, Governance and Management

##### Constitution

The Torch Academy Gateway Trust (the “academy trust”) is a company limited by guarantee and an exempt charity. The Charitable Company’s memorandum and articles of association are the primary governing documents of the academy trust. The trustees for the charitable activities of The Torch Academy Gateway Trust are also the directors of the Charitable Company for the purposes of company law.

##### Trustees’ Indemnities

In accordance with normal commercial practice the academy trust has purchased insurance underwritten by Zurich Municipal to protect trustees from claims arising from negligent acts, errors or omissions occurring whilst on academy trust business. The insurance provides cover up to [REDACTED] on any one claim.

##### Method of Recruitment and Appointment or Election of Trustees (Directors)

In accordance with the articles of association the directors were appointed as follows:

Type	Name	Number/ proportion	Appointed/ elected by	Article
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>		
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
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New trustees are recruited from a variety of backgrounds and have the necessary skills to support, enhance and develop the Academy Trust.

Policies and Procedures Adopted for the Induction and Training of Trustees

New trustees are allocated a mentor from the existing governing body and provided with information in accordance with the Trustees’ Induction Policy & Skills Audit.

Organisational Structure

The Members comprise three members of the governing body of Toot Hill School as at the time the decision to convert to an academy was taken and the Chair of the trustees. With the exception of the Chair of the trustees, the Members are not directors of the trust and are members of the Toot Hill School Local Governing Body.

[REDACTED]

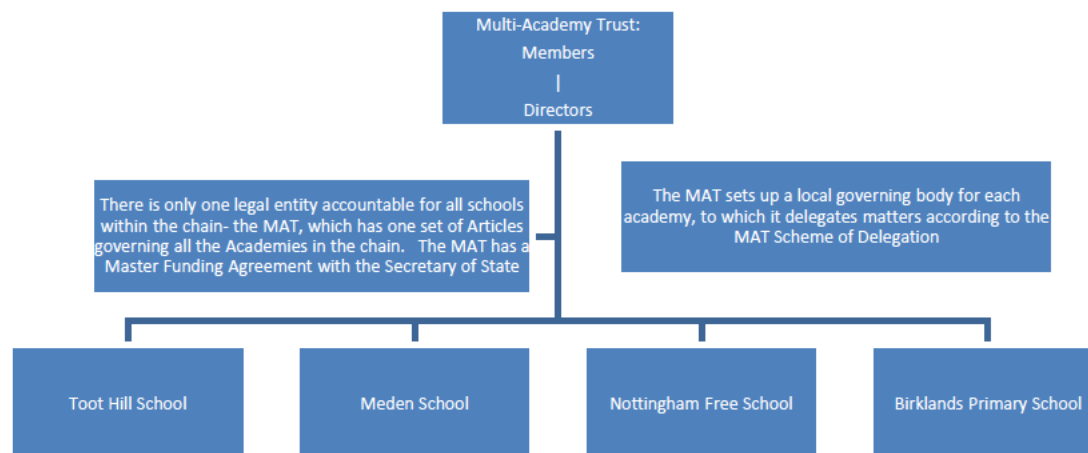
[REDACTED]

[REDACTED]

The Torch Academy Gateway Trust is established as a standard multi-academy trust according to DfE models, with standard MAT Master Funding Agreement and Objects/Articles of Association and the following governance structure:



## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school



The Trust Board would resolve to constitute a separate local governing body for the Newark Toot Hill Free School. Members of an interim governing body would be drawn from parents who had applied for a school place in the year of opening, plus members of the local community, and staff volunteers in the first instance. The local governing body will be clerked by the TAG Company Secretary who is a member of the Core Team. Training and induction sessions would commence as soon as a body of suitable volunteers is assembled, working towards a shadow formal meeting in the summer term prior to opening and the first formal termly meeting, when policies delegations and remits are adopted, at an early date post-opening. A Register of Business/Pecuniary interest will be established at the Summer Term shadow meeting and published following confirmation in September of the opening term. Potential business interests from firms interested in tendering for building or supply contracts will need to be closely scrutinised from parties that volunteer for membership as a Community Governor. The TAG Trust always requires DBS checks from members of local governing bodies.

### Governance Structure: Roles & Responsibilities

The academy trust is a charitable company limited by guarantee (the liability of the members is set at ■■■ in the model Articles of Association). The trust has the following layers of governance:

#### **The Members:**

The functions of the members of the academy trust include:

- Overseeing the achievement of the objectives of the company.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing some of the directors.
- Power to amend the Articles of the company and, ultimately, to remove the directors.

#### **The Trustees (The directors):**

- Ensure the quality of educational provision.

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

- Challenge and monitor the performance of the trust academies.
- Oversee the trust's finances and property.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the trust complies with charity and company law.
- Operate the trust academies in accordance with the funding agreement that has been signed with the Secretary of State.

### **The Executive Committee:**

The Executive Committee is a sub-committee of the main governing body with delegated powers and responsibilities that are reconfirmed at the first Trust Board meeting of each school year. Most day-to-day management decisions will be made collectively through the Executive Committee. All strategic and financial decisions delegated to the Executive Committee are ratified by the trustees. Decisions and actions are cascaded downwards from the Trust Board via the Executive Committee to Heads of School.

The remits of the Executive Committee are:

- In consultation with the CEO and the school's finance manager, approve and monitor the annual budget and establish a three-year financial plan, ensuring that the academies operate in accordance with the appropriate Financial Regulations. Review budget situation termly and report in detail to the Board. To consider, and make decisions, on expenditure following recommendations from Heads of School ensuring best value and reporting to the full trust board.
- To monitor the achievement and student progress in each academy and drive improvement via Heads of School and Progress Boards.
- To advise the trust board on priorities, including Health and Safety for the maintenance and development of the school's premises and to receive and consider the proposed annual capital spending programme.
- To consider or delegate as required any issues in respect of asset ownership e.g. asset management, asbestos surveys etc.
- To keep under review and ensure the presence in each academy of key documents related to Buildings and Site i.e. Building Development Plan, Health & Safety Audit and action plan, an Annual Fire Risk Assessment and an Emergency Plan and to ensure as far as is practical that Health and Safety issues and policies are appropriately addressed prioritised.
- To determine or delegate the construction of funding applications to the EFA to address building development and maintenance needs in each academy.
- To determine the suitability of schools for sponsorship or school improvement partnership; to conduct appropriate due diligence and make recommendations for strategic growth to the Board.
- To determine need for Free Schools, to make recommendations to the Board and to oversee production of the resulting bid(s).
- To monitor the staffing structures of each academy and the centralised service and to make appointments or delegate as necessary. To oversee HR policies and ensure legal compliance.
- To direct the development of Progress Boards, Teaching School, SCITT and all matters related to the development of teaching and teachers in the academies of the



## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Trust and Partnership.

### **Local Governing Bodies:**

It is the Trust's belief that each academy should retain its individual 'personality' based on the context of its own community so that academies are best placed to address the needs and aspirations of its local stakeholders.

A local governing body is constituted for each academy under the Trust Scheme of Delegation of Powers which is reaffirmed annually by the Trust Board and agreed by the local governing bodies at their first meeting of the school year. The LGB membership includes at least 2 parents of children registered at the academy and at least 2 members of the staff, in addition to the head of school. Powers are delegated according to the Ofsted judgement of the academy, with more autonomy granted where a school is evaluated as 'Good'. Actual remits are detailed in a specific 'Decision Planner' which is adopted by the LGB annually.

The chair of governors or attending Head or Executive Head will as a regular agenda item report on Trust developments giving the LGB members the opportunity to feed back on local issues and relate TAG Trust developments to their own academy context. This affords a two-way dialogue and gives the governors the opportunity to act as the 'expert witness' for their own academy to the Trust. Governors also take this role with Ofsted and take decisions over admissions arrangements as a delegated power from the Trust Board (the admissions authority) as a recognition of their local expertise and understanding of community and context.

The local governing body of a TAG academy holds a formal termly meeting once in each of the Autumn, Spring and Summer terms. Two further (half-termly) meetings are held by the local governing body in each term, known as 'training/monitoring themed meetings' and addressing a prescribed series of items as follows:

Governor self-evaluation is an annual agenda item for local governing bodies in the spring term and the self-evaluation exercise is conducted by local governing bodies at their Spring Term meeting. Governor self-audits are conducted by the Governor Training Co-ordinator. Skills and competency self-evaluation sheets are completed and submitted by each governor. Training needs are extrapolated by the Training Co-ordinator and addressed via a rolling programme of governor training conducted for all members across the Trust and partnership. The resulting report from the Training Co-ordinator are available for inspection on request.

The TAG Trust also organises multi-academy governor training across the Trust and partnership to facilitate networking amongst local governing bodies and to convey the sense of working for one large collective across the City and County for social and community benefit. All governor training is recorded centrally at each academy and the record is available for inspection on request.

The members of the local governing bodies take on Link roles within their academy and conduct visits to their linked departments forming a close and supportive relationship with the staff. Each governor makes a report on their Link visit which is circulated to the other members of the local governing body. All link visits are recorded for inspection as

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

appropriate.

### **Company Secretary**

The TAG's Company Secretary (C.S) is clerk to all newly established local governing bodies. In this way the C.S. can provide clear advice and guidance to the LGB and Head of School alongside direction to appropriate training provided by the trust. The C.S. provides a monitoring service on all LGBs. The experience of the C.S. ensures that LGB's stay within delegated remits. The C.S. reports to the CEO and Board of Directors on the conduct of all LGBs. This enables us to mitigate the risk inherent in a new governing body.

### **Objectives and Activities**

#### Objects and Aims

The objects of the multi-academy trust, as set out in its articles of association, are specifically restricted to:

(a) to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools ("the mainstream Academies") offering a broad and balanced curriculum or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them ("the alternative provision Academies") or 16 to 19 Academies offering a curriculum appropriate to the need of its students ("the 16 to 19 Academies") or schools specially organised to make special educational provision for pupils with Special Educational Needs ("the Special Academies"); and

(b) to promote for the benefit of the public in the United Kingdom the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

Given the stated object of the trust, the trustees have made clear their strategic intent to develop the educational effectiveness of the trust so as to extend the opportunities for young people to receive an outstanding education. This strategy takes due cognisance of the capacity that the trust holds and the impact of such work on the academy.

#### Principal Activities

The principal activity of the Charitable Company in the year ended 31 August 2015 was the operation of Toot Hill School, Meden School, Nottingham Free School and Birklands School to provide education for students of different abilities between the ages of 3 and 18, with an emphasis on high academic achievement and a maximum retention rate at 16. The multi-academy trust has an excellent academic and pastoral reputation for preparing students for their transition to university and adult life.

The multi-academy trust has an excellent transition programme and holds termly



## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

meetings with feeder primary schools. The multi-academy trust offers in-house training and CPD programmes to Local Authority schools and has an established Teaching School Alliance in collaboration with local Universities. The multi-academy trust acquired SCITT status in August 2014 with the Nottinghamshire Torch SCITT. 42 graduates joined the SCITT in September 2015 and train with the Teaching School Alliance.

### Objectives, Strategies and Activities

The key objectives for the TAG Trust in the previous year have been successfully achieved as follows:

- Continue to secure higher achievement for all groups of learners in our Trust academies;
- Secure a wider range of schools to provide school-to-school support;
- Open and operate the SCITT, recruiting successfully;
- Secure additional teaching room capacity;
- Ensure the successful operation of the Nottingham Free School;
- Secure a positive Ofsted outcome (Good) for Meden School
- Raise partner schools (Djanogly City Academy and Nottingham University Samworth Academy) out of special measures.

The Nottingham Free School, which opened on 1<sup>st</sup> September 2014 in Sherwood, Nottingham, has received positive feedback at all DfE inspections and visits. In 2015 the Trust continued to provide extensive support to enable its partner academies, Nottingham University Samworth Academy (NUSA); Dangly City Academy (DCA); and Nottingham University Academy of Science & Technology (NUAST), to secure positive learning outcomes. The Trust works extensively alongside leadership teams and governing bodies/trustees in an open and collaborative manner to improve standards of education in the target institution. Over the last twelve months the Trust has worked with Derbyshire County Council, the IEB of Alfreton Grange Arts College and the newly constituted academy sponsor-delegate to support the academy conversion of the school under the sponsorship of the David Nieper Education Trust. Support from the TAG Trust in the part-time secondment of an Executive Headteacher has raised achievement at KS 4.

Partnership with the City academies above has effected a deepening in our partnership working with the University of Nottingham. This has enabled us to strengthen our school to school support work as well as supporting our Teaching School agenda.

### **Scope of Responsibility**

The Directors acknowledge their overall responsibility for ensuring that Torch Academy Gateway Trust has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The board of directors has delegated the day-to-day responsibility to the Chief Executive Officer, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

the requirements and responsibilities assigned to it in the funding agreement between Torch Academy Gateway Trust and the Secretary of State for Education. The Accounting Officer is also responsible for reporting to the board of directors any material weaknesses or breakdowns in internal control.

### **The Purpose of the System of Internal Control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Torch Academy Gateway Trust for the period ended 31 August 2014 and up to the date of approval of the annual report and financial statements.

### **Capacity to Handle Risk**

The board of directors have reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. A Risk Register has been formulated and approved by the trustees. The trustees are of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the year ended 31 August 2014 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

### **The Risk and Control Framework**

The multi-academy trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees;
- regular reviews by the Finance, Resources & HR Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of directors has considered the need for a specific internal audit function and in June 2014 appointed a separate division of their Auditors to provide assurance on the effectiveness of internal control and on the discharge of the Trust's financial responsibilities. The internal auditor has not been required to report any material failings

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

or weaknesses in the internal control systems

**Review of Effectiveness**

As Accounting Officer, the CEO has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of the internal auditor;
- the work of the external auditor;
- the financial management and governance self-assessment process;
- the work of the managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance, Site and Buildings Committees and a plan to address weaknesses and ensure continuous improvement of the system is in place.

## **Section H – premises (use Excel spread sheet)**

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.



## Annexes

Annex A – CVs for key project team

Annex C – Letter from the DfE explaining reporting anomaly around Toot Hill School results in Summer 2015

Annex D – Appendix to Section E2: Marketing Strategy Summary

Annex E – Expressions of Interest

[Redacted]

[Redacted]

**Sent:** 25 January 2016 16:22  
**To:** [Redacted]  
**Subject:** Meeting 19 January 2016

Dear [Redacted],

Thank you for travelling to Sheffield on 19 January, it was good to meet with you again.

We discussed a possible Newark-Toothill Free School bid and I believe your trust has capacity to apply for one free school at the present time. Please could you let me know when you have submitted your application, and if you have any further questions please do not hesitate to contact my office.

Kind regards  
Jenny

[Redacted]

[Redacted]

[Redacted]  
Web: [www.gov.uk/dfes](http://www.gov.uk/dfes)

## Annex C – Letter from the DfE explaining reporting anomaly around Toot Hill School results in Summer 2015

Dear [REDACTED]

### Early/first entry and English discounting in performance tables

Thank you for your email of 29 September regarding the GCSE results for Toot Hill School and the discussions we have had yesterday and today. I did promise that I would send you a formal response in anticipation of speaking to you next week.

In autumn 2013 the Department for Education announced that with effect from 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables. The Department also confirmed in autumn 2013 that results for English measures in performance tables would continue to be subject to 'exception' discounting.

As we discussed Toot Hill School is one of a very small number of schools that entered pupils for English literature but not English language in May 2015 and a combined English GCSE in June 2015. This entry pattern has impacted on the calculation of the English component of the school's performance measures, such as the 5 A\* to C and the progress measure. This is because early entry rules mean that by taking English literature first, the pathway must be completed with an English language qualification and the subsequent entry in combined English has been discounted. The pathway rules were put in place in 2012 to recognise that the combined qualification is designed for students not studying English literature separately and students capable of studying English literature would also be capable of studying English language.

Students are not affected and have already received their grades for both combined English and English literature GCSE. We appreciate, however, that the impact on the school's performance measures may have been unexpected and you have concerns about this. While we sympathise with the school for the consequences of an action that was taken in the best interests of individual pupils, I am sure you will understand that these rules should be applied consistently and we should not make retrospective changes or exceptions that could introduce new unfairness in other ways.

Whilst we appreciate that you sought advice from the awarding organisation, we would advise schools where they are unsure about a Departmental policy position or wish to seek clarity over guidance that advice should be sought from the Department for Education directly. We will of course be speaking to the awarding organisations about this issue.

Schools and Ofsted will continue to be able to access data via RAISEonline on all results. As usual, Ofsted will look at the full range of data available.

The school may wish to use the information in this letter in combination with the school's own data to explain the extent of the impact of the rules on Toot Hill's performance measures. Your [REDACTED], may also wish to ensure this letter is shared with your chair of governors.

Please do let me know the most convenient time for [REDACTED] to speak to you on Monday,

regards, [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[www.education.gov.uk](http://www.education.gov.uk)



## Annex D – Appendix to Section E2: Marketing Strategy Summary

To ensure that we have marketed the school to the widest cross section of the target population we have undertaken a comprehensive range of marketing activities.

### Marketing to stakeholders

To ensure that Newark Free School presented its message in as inclusive manner as possible to following stakeholder engagements were conducted:

1. Meeting with Newark MP Robert Jenrick (Dec 15 and Jan 16)
2. Meeting with local secondary head teachers (Nov 15)
3. Meeting with local primary head teachers (Nov 15 and Feb 16)
4. Meeting with local councilors (Nov 15)
5. Meeting with local business leaders (Jan 16)

### Marketing to potential parents

Newark Toot Hill Free School will be a community school with access determined by catchment area. To ensure that all parents in the Newark community were made aware of the potential opportunity the school offered we launched the school with the following community wide engagement activities:

#### Stage 1: Autumn 2015

1. Newspaper interview with Trust CEO and local MP Robert Jenrick discussing poor current education outcomes in Newark and future need for additional school places (Nov 15)
2. Website launch (Nov 15) [www.newarkfreeschool.co.uk](http://www.newarkfreeschool.co.uk)
3. 21700 letterbox 'solus' leaflet drop including all postcodes covering Newark town and outer villages (Nov 15)
4. Weekly newspaper update with local journalist (Nov 15 – ongoing)

#### Stage 2: Spring 2016

1. Article in Local paper using a visit to Nottingham Free School as example of a successful Free School (Jan 16)
2. 3 Public Consultation Meetings (Spring 16) Attendance 146+ (ongoing)
3. Weekly newspaper update with local journalist (Nov 15 – ongoing)

### Impact assessment

Through marketing activity and consultation events we have engaged successfully with a high proportion of the relevant members of the local community. This is evidenced through the following information.

Website activity: 2746 hits (by 3 Feb 2016), 2030 unique users. 27% return rate

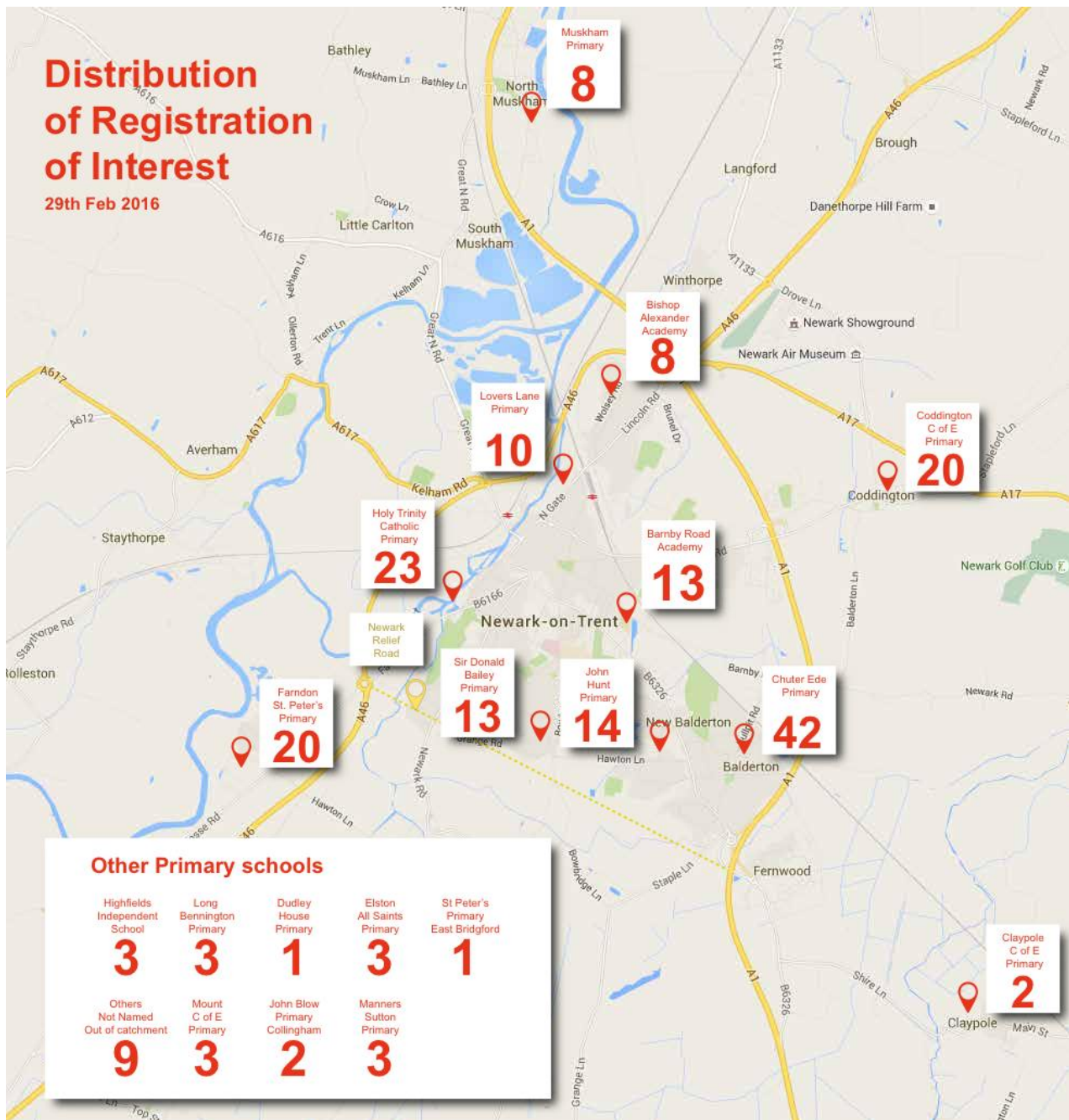
Mailing list sign ups: 134

Attendance at public events: 240+ (ongoing)

Registrations of interest: 145 (Year 4 and 5 Parents registering a single child)

## Distribution of parental interest

This distribution of parental interest is based on the parents of Year 4 and 5 children who have signed to indicate on the 'Register of Interest' that Newark Toot Hill Free School would be their first choice primary school. The distribution of interest clearly indicates the balanced delivery of the marketing campaign and consistent engagement in the school from all areas of the community.



Appendix to Section E2: Evidence of marketing text describing the particular characteristics of the school

The Free School website was launched in November 2015 at [www.newarkfreeschool.co.uk](http://www.newarkfreeschool.co.uk). Since launch it has experienced 2746 hits (by 3 Feb 2016), 2030 unique users and 27% return rate.

## The text on the site is as follows:

### WELCOME TO NEWARK TOOT HILL FREE SCHOOL

Newark Toot Hill Free School is a new 11-18 secondary school being proposed by Toot Hill School and the Torch Academy Gateway Trust for the Newark area.

Newark Toot Hill Free School is a response to the increasing student numbers in local primary schools and the choice many Newark parents make to send their children to Toot Hill School in Bingham for their secondary education. With this clear demand for a new, high achieving secondary school in Newark, the Free School will offer the same achievement focused approach to education that has made Toot Hill an OFSTED 'Outstanding' school.

UPDATE: 27 JANUARY 2016

Since we launched the Newark Toot Hill Free School in the Autumn, parental interest in the proposed new academy has been unprecedented. We now have over 120 'Registrations of Interest' and our first Consultation Evening of 2016 is fully booked.

Our target is to have 180 Registrations of Interest by the end of February from parents of children in Years 4 and 5. These 'Registrations of Interest' are an important part of the bid, showing the DfE that there is parental demand for the school.

We will submit the bid to the DfE at the end of February and should hear whether we have been successful in the spring. In the meantime we would be grateful if you could support us by continuing to spread the word about the Newark Toot Hill Free School.

Could we take this opportunity to thank everyone who has taken the time to find out more about our proposed school. Working together we can create a better educational future for the children of Newark.

### ACADEMIC CULTURE AND ETHOS FAQ

Will you be focused on academic excellence?

Yes. Our academic priority is to deliver excellent GCSE results in the English Baccalaureate subjects, providing a secure foundation for A level success. This will enable students to secure places at the Russell Group Universities.

My child has special needs? How will you cater for them?

We will follow the Special Educational Needs Code of Practice to ensure that students are appropriately supported. We have access to experienced, specialist support teachers, for example to support students who are dyslexic.

Will there be a school uniform?

Yes. School uniform is an important factor that helps promote school identity and set high standards. Uniform will include blazers and school ties.

Will there be after schools clubs for those with working parents/carers?

Newark Toot Hill Free School will run an extended school day, ending at 4.45pm. This means that working parents/carers won't have to find child care for their children.

What sports will be offered?

Sport will form an important part of our school. We will offer a wide range of sporting opportunities and high quality sports coaching. Sports will include team games (Football, Rugby, Cricket, Netball) and individual pursuits (Athletics, personal fitness). A big difference between us and other schools will be our use of specialist coaches during enrichment time, ensuring sporting excellence can be developed and nurtured.

Will you encourage arts education and music and drama?

Yes, this is a key part of our offer. Our afternoon enrichment sessions will allow access to music, drama and artistic opportunities beyond those offered in the curriculum. We will use the skills of professional actors, musicians and artists to enhance the quality and variety of our overall provision and provide students with experience of professional working practices.

What other activities will you offer?

We will offer opportunities for leadership development, public speaking, debating, enterprise activities, language exchanges, the Duke of Edinburgh Award Scheme, community development, social responsibility and residential trips and visits.

Do you intend to open a Post-16 school?

Yes, Newark Toot Hill Free School will be an 11-18 school.

### ETHOS

Newark Toot Hill Free School will have a very clear and distinctive ethos modelled on our successful Free School in Nottingham. With the motto Work Hard, Be Kind, the school will promote traditional values; values that allow our pupils to become successful, confident and articulate young people.

We will encourage staff to be creative, independent and ambitious. We will expect them to challenge and inspire our students, providing high quality learning experiences that motivate students to be the very best they can. High standards and academic rigour will underpin our daily work.

We will develop commitment, independence and courtesy in all of our students. We will expect the very highest standards and in return we will value and respect student ideas and opinions.

We will explicitly promote leadership skills and offer a range of opportunities for students to take an active role in developing their school.

Our extended school day will enable us to offer a wide-ranging enrichment programme providing opportunities to promote independent learning. Students will be expected to learn beyond the classroom and to develop the skills and attributes they need to compete with the very best in the country.

### CURRICULUM

The Newark Toot Hill Free School curriculum will be based on the innovative curriculum model developed at Nottingham Free School. The curriculum will follow National Curriculum guidelines and will provide a broad and balanced learning experience for all students.

At Key Stage 3 students will study a two-year programme that covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects, ensuring that every child is taught at a level that matches their ability.

During our three year Key Stage 4 programme, all students will study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign Language and a Humanities subject.

A wide range of option subjects including Drama, Art, Computer Science, Technology and Sport will supplement the core curriculum. We expect all our students to achieve at least 8 passes at grades A\*-C (or future equivalents) including the English Baccalaureate subjects.

Newark Toot Hill Free School will deliver educational provision at Key Stage 5 that is primarily focusing on A Level courses (or future equivalents).

### ENRICHMENT

Extra curricular activities are an essential part of a balanced and exciting education. Newark Toot Hill Free School will develop the programme introduced at Nottingham Free School and offer students an extensive range of opportunities built into the extended school day. From 3.40pm until 4.45pm an extended curriculum will be provided for all students.

Each student will have the freedom to develop his or her interests and skills through the highest quality provision, provided without additional cost. We will offer an extensive programme which provides creative, sporting, social and academic opportunities throughout the school year.

We will provide a rich and varied range of creative activities above and beyond the curriculum provision. Drama, Dance, Music, Art and Creative Writing are complimented with the opportunity to study formal LAMDA qualifications.

We will offer both team and individual sports coaching and competition and provide the opportunity to compete against other schools in regular sporting fixtures.

We will ensure that students have a wider range of social experiences through links with other Torch Academy Schools and the wider community, both locally and nationally.

We will deliver a comprehensive range of additional educational activities, which supports classroom learning and provides wider intellectual and academic growth. This will include links with universities, external providers and educational trips.

The Newark Toot Hill Free School also undertook a 21,730 home solus leaflet distribution in November 2015 and had engaged in press advertising on 10 occasions across 4 different publications Nov 2015 - Feb 2016.



### Marketing text from leaflet drop

Newark Toot Hill Free School explained

The Newark Toot Hill Free School will be part of the Torch Academy Gateway Trust and supported by Toot Hill School in Bingham.

The Trust currently operates three secondary schools and one primary school. Amongst the schools in the Trust is the Nottingham Free School, which opened in September 2014 for Year 7 students. This school is now oversubscribed in all years.

Provisionally the Newark Toot Hill Free School would open in September 2017 with 90 students in Year 7. The school would then grow with an additional Year 7 intake every year until full. Initially we are registering interest from parents/carers with children currently in Year 4 and 5 of primary school.

# Annex E – Expressions of Interest

Sent as a separate document





Department  
for Education

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