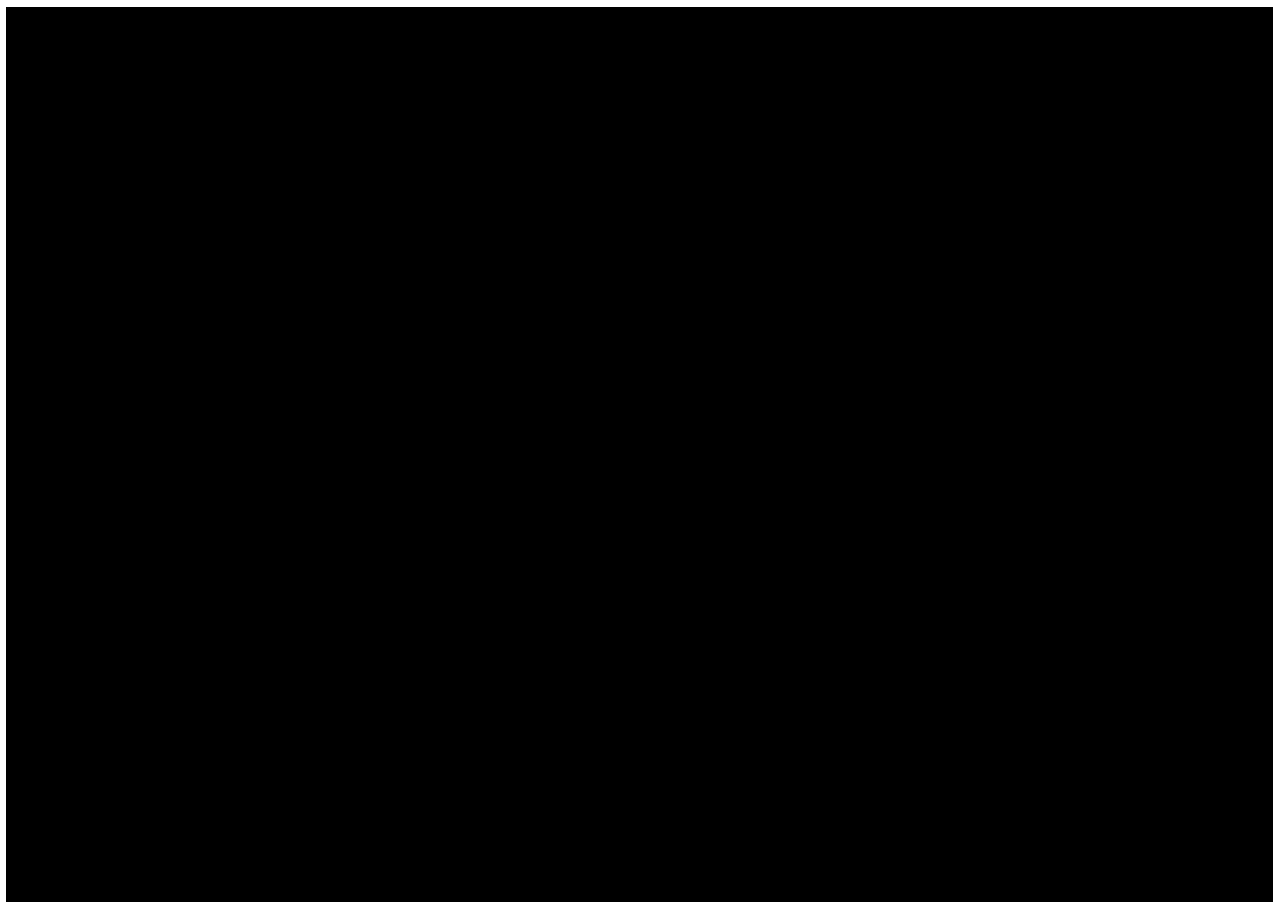


# THE SARACENS



HIGHSCHOOL





Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

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

**The Saracens High School**

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'There is a need for high school places in the area and this school will be supported by an organisation with good values'. Prospective Parent.

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## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	✓	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	✓	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	✓	<input type="checkbox"/>
<b>Section H:</b> Premises	✓	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	<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?	✓	<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?	✓	<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	✓	<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)	✓	<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 (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:



Position:



Print name:



Date:

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

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



## Section A – applicant details (use Excel spread sheet)



Department  
for Education

### SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

#### Basic information

Have you pre-registered your application?	Yes
Name of proposed school:	The Saracens High School
Are you providing a full application or a simplified version in accordance with the information set out in the criteria document?	Full application
Name of lead applicant:  All lead applicants must submit Section I forms to the Department. Please see the 'Background Information and Glossary' document for further details.	[REDACTED]
Address of lead applicant:	[REDACTED]
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]
How you would describe your group?	A single academy trust but not a sponsor
If you have selected 'Something else' to describe your group, please provide further details:	
Have you applied before to open this school, whether under the current name or another name?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? NB The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
---	-----

Company name:	Saracens High School Trust Limited
---------------	------------------------------------

Company address:	[Redacted]
------------------	------------

Company registration number:	
------------------------------	--

Date when company was incorporated:	24th February 2016
-------------------------------------	--------------------

Please provide the total number of company members (must be a minimum of 3):	5
--	---

Please give the names of all company members:	[Redacted]

Please provide the total number of trustees:	7
--	---

Please list all company trustees, providing their name and the position they will hold when the school is open:	[Redacted]

Please provide the name of the proposed chair of the governing body, if known:	[Redacted]
--	------------



**Further details about the applicant**

Is anyone connected with this application related in any way, including by marriage, to any other person within your group? This includes company members or trustees, and anyone who may work on the project if it is approved.	No
Are you an approved academy sponsor?	No
Do you already run any free schools or academies?	No
How many existing free schools or academies are part of your MAT/umbrella trust?	0
If you run open free schools or have planned free schools in the pre-opening phase, please provide name(s) of school(s):	NA
If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide your six digit reference number and a link to your most recent inspection report.	NA
If you are an existing single school/academy seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
How many free schools are you seeking to open in this application round?	1

**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (eg financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:          • their full name;          • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and          • the role that it is envisaged they will play in relation to the free school.</p>	<p>Saracens Sport Foundation, 03909677. Providing enrichment activities and supporting the ethos of the school. Saracens Limited 03110665. Providing enrichment activities and supporting the ethos of the school. Ashmole Academy Trust - 07375627. Ashmole Academy Trust will be a corporate Member within the Saracens Trust reflecting its partnership with Saracens. The Head Teacher of Ashmole Academy will be a Trustee/Director for the Trust ensuring that the educational lead of the Academy remains focussed on ensuring that Saracens High School will be an outstanding school through its work at Board level. There will be a legal letter of agreement between Saracens and Ashmole Academy Trust confirming the partnership and the expectations on both parties.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This includes attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p>	<p>NA</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>[REDACTED]</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme (wave 9)</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>Herts Free School Company - support with report bid development and writing.</p>

## Section B – outline of the school



Department  
for Education

### SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

#### Jump to use of freedoms

What type of school are you applying for? If your school will offer alternative provision or special needs education, please use the alternative applications forms for these types of school.	Mainstream
In which local authority is your preferred location?	Barnet
What is the earliest year in which you think you can be ready to open the school?	2017
Age range:	11-19
If 'other' please specify	
Will the school have a sixth form?	Yes
Will your school be co-educational or single sex?	Co-educational
Will your school be a hybrid? For example, if you intend to provide both mainstream and alternative provision education, then your school will be a hybrid.	Not a hybrid
If 'other' please specify:	
Do you intend that your proposed school will be designated as having a religious character? Please refer to the glossary of terms in the 'Background Information and Glossary' document for more information about religious character/designation:	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No
Do you intend your proposed school to have a nursery? (Please state capacity and age)	No
What will be the maximum capacity of this free school?	1,300
Please say which year groups the school will have in the year of opening and the PAN for each.	Year 7 only, 180
Date proposed school will reach expected capacity in all year groups:	2023
Will your proposed school include residential/boarded provision?	No

If 'Yes', please give further details.	NA
--	----

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal designate?	No
--	----

If yes please say when you propose the principal designate would start.	
---	--

**Use of freedoms**

Will you operate a non-standard school day?	No
---	----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	No
--	----

Do you plan to make employ teachers without qualified teacher status (QTS)?	No
---	----

Please list any other freedoms you intend to use:	
---	--

## 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

#### Introduction

Saracens is one of the most successful rugby clubs in England with a history of outstanding competitive achievement such as winning the Aviva Premiership in both 2011 and 2015. The home of Saracens, Allianz Park, is well established in Barnet being located in the Hendon area of the borough.

Saracens is more than just a rugby club - it is a highly successful and well run business. Its core values - discipline, hard work, honesty and humility, are clear in the commitment to excellence in its business activities and sporting success. Honesty and humility are reflected not only in the Saracen approach to team work but also in the commitment to benefitting the local community through their charitable Sport Foundation which strives to bring positive change to the community, working with some 70,000 children and adults a year to improve their health and education.

Saracens Sport Foundation has four pillars: participation; health and wellbeing; inclusion (disability and social inclusion) and education and employability. It has demonstrated a strong commitment to benefit the local community for more than fifteen years and to further this commitment Saracens has decided to form the Saracens High School Trust to sponsor a much needed, high performing secondary school in the Colindale area of Barnet. This school will be called The Saracens High School and will provide an outstanding education, underpinned by the core values of Saracens, for local children, families and the community.

Saracens have a unique identity and a special way of going about their work. They believe strongly in the efficacy of good leadership and team work and the school will reflect this in every aspect of its work. Students and staff will be nurtured as leaders, treated with great respect and all will work incredibly hard as part of the school community. Teaching styles will reflect a commitment to character development, resilience and coaching and mentoring in life skills as well as academic excellence. The work of school staff and community will be characterised by exemplary preparation and always going 'the extra mile'. As a result the school and students will excel and will achieve well beyond local expectations and much better than the Barnet average - changing the local educational landscape and improving the life chances of future generations of children and young people.

Although Saracens has a strong track record of community engagement and sports education it has no experience in running schools and so has formed a partnership with the Ashmole Academy Trust and its flagship school, Ashmole Academy. Ashmole is a National Support School and its head teacher a National Leader of Education. This partnership means that the Saracens High School Trust will govern the school and be responsible, through the principal, for the developing the unique Saracens ethos and for leading the school. Ashmole Academy Trust will be the educational partner ensuring that the focus at school and board level remains on the school becoming outstanding. There will be a legal letter of agreement between Saracens and Ashmole

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

Academy Trust confirming the partnership and the expectations on both parties. This means that the Saracens High School Trust with its strong values, drive, business acumen, track record of success and the support of an outstanding school is more than a credible sponsor for this new and very different school.

Saracens commitment to community engagement is evident in its work with the members of the local community to develop the vision for its new secondary school. Key participants include the Orion and Goldbeaters Primary Schools, St James’s Catholic School, Middlesex University, Oak Lodge Special School, the London Borough of Barnet and local residents and business people. Saracens are also committed to taking the main responsibility for planning, co-ordinating, resourcing and delivering an exciting programme of enrichment activities for the new school and its community.

**Rationale for The Saracens High School - shortage of places**

Following the recent expansions in the primary sector, there is now a significant shortage of secondary places in many areas of the country. This shortage is particularly acute in the London Borough of Barnet, mainly to the west of the authority in and around the Colindale ward (local authority predictions suggest by 2025 the population of children here will be the highest of any ward in Barnet). Based on demographic data the local authority estimates that, by 2019, they will need twenty three additional forms of entry or 690 extra school places in the secondary sector (see table below).

	Secondary deficit in forms of entry (FE)  (assumes no additional new schools or expansions)  Low (+3%)	Places secured towards meeting secondary deficit
2016-17	-1.7	Ark 6FE (subject to planning) potentially either September 2017 or September 2018
2017-18	-4.9	
2018-19	-10.9	St Mary’s and St Johns expansion 2FE (subject to planning) potentially September 2017
2019-20	-23.0	
2020-21	-21.5	

February 2016

**London Borough Barnet School Place Planning**

The Saracens High School Trust will help meet the demand for secondary school

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

places in Barnet by creating its mainstream secondary school centred in the west of the borough where the local authority is already experiencing secondary pressure and where four of the local primary schools will each have an additional class in year 6 transferring to secondary school in summer 2017. The new school will be a six-form entry free school for students aged 11 to 18 opening in September 2017 with 180 places for year 7 children and then 180 places for year 7 in each subsequent year. The school will most likely be [REDACTED].

### **Rationale for The Saracens High School - the need to improve outcomes**

The school will be responding to the needs of a community in and around the Grahame Park estate in the Colindale ward where educational achievement is well below the local and national averages (lowest average GCSE scores for in Barnet), educational expectations are low and young people often enter adult life into unemployment. The estate was built by the Greater London Council in 1970 originally as 100% council housing (20% now privately owned but mainly rented out). Although the estate has undergone significant regeneration it still houses a high proportion of vulnerable families and is one of the most disadvantaged parts of Barnet: its three super-output areas are amongst the 13% most deprived in the country and crime rates are high.

Although the proportion of children with English as an additional language in Barnet is below the London average, Colindale has a population of children and young people where more than 50% are of Black, Asian or other ethnic minority heritage. Children in local primary schools often achieve good levels of educational attainment against national averages but the gap in attainment for disadvantaged groups against their peers has widened compared to the London gap and the gap for black boys is particularly wide. More specific information on the characteristics of the expected student cohort for the school has been derived from the DfE performance tables and can be found in section D.

### **Vision**

Saracens is strongly values-driven and has a proven track record of excellence in all that it does. The Saracens and Ashmole partnership brings together a joint pursuit of excellence in the Saracens High School including a commitment to provide students with an education that will build character and resilience as well offering academic rigour. The school will bring this commitment and drive to the Grahame Park area improving outcomes and exciting and awakening the aspirations and ambitions of young people and their families.

The Saracens High School will have the following features:

- a school underpinned by the strong core values of Saracens;
- an ethos based on hard work, determination, discipline and motivation;
- a unique partnership between Saracens as the lead sponsor and the Ashmole Academy Trust ensuring outstanding educational provision in the school;
- educational success where ambitions are awakened through a values based

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

curriculum designed both to develop character and promote academic excellence

- a strong emphasis on subject mastery and the English Baccalaureate;
- a strong focus on science and mathematics throughout;
- a high performing school which also excels in sport;
- leadership development programmes for students and staff based on the ‘Saracen’s way’;
- impeccable behaviour (modelled on sports teams) where there are captains promoting leadership, rewards for good citizenship and consistently high standards of behaviour, sanctions based on yellow and red cards and a house system linked to Saracen heroes that underpins the behaviour management approach;
- an innovative approach to technology that enhances personal organisation, supports structured team projects and accelerates subject mastery;
- an innovative approach to primary secondary transfer through continuity of a values based approach and also a feeder primary school system of admission with the largest primary school providers;
- a well-established gifted and talented programme in partnership with the Saracens Sport Foundation and Ashmole Academy;
- Saracens/Ashmole joint pathways to GCSE, A level and vocational courses (potential joint 6th form of 600 students);
- a hub for the local community with extended care for students before and after school and extensive community use of school facilities.

The Saracens High School Trust will build on the success and experience of its Sport Foundation and of the Ashmole Academy Trust to ensure that community use of the school brings real benefit to improving educational achievement in the local area. The school motto will be ‘**Fortitudo e Communitate**’ - strength from community.



‘Brilliant, thoughtful concept from an excellent club and foundation. It will really help the community and children growing up in Barnet.’ Local resident.



## 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		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							120	120
Year 13								110
Totals		180	360	540	720	900	1020	1130

## Section D – education plan: part 2

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

#### D.1: A curriculum matched to the community

The Saracens High School will provide a high performing education where students are: signed up to the Saracen values; excited about learning; achieve success; enjoy coming to school; feel safe; and find the quality of teaching stimulating and engaging. It will not only provide an education that meets the needs of the community it serves, namely the area in and around the Grahame Park estate in the Colindale ward, but underpinned by the success of Saracens it will bring inspiration to raise the aspirations and increase the ambitions of the young people living there.

In Colindale educational achievement at secondary level is well below the local and national averages (lowest average GCSE scores for all wards in Barnet). The area houses a high proportion of vulnerable families and is one of the most disadvantaged parts of Barnet. The local population of children and young people comprises more than fifty percent of Black, Asian and other minority ethnic backgrounds and the proportions of children with special educational needs is higher than for Barnet overall. In the likely catchment for the Saracens High School over 2.5% of the cohort have statements of special educational needs.

The Saracens High School will be a mixed, high performing, non-denominational school with an ethos that: promotes leadership based on the ‘Saracen’s way’ amongst students and staff; creates character development, resilience and the determination to succeed; promotes high levels of attendance and impeccable behaviour. It will develop outstanding practice supported by the Trust’s academic partner, the Ashmole Academy, which has a proven track record of high performance.

Evidence from the community served by the Saracens High School suggests that the majority of the students are likely to come from the following primary schools, the majority of which are part of the ‘ConnectED’ group, the West Barnet Primary Learning Connection which is supporting this application. The schools are: Barnfield; Broadfields; Dollis; Deansbrook; The Orion; Goldbeaters; Colindale and Woodcroft. The profile of the students on intake will be similar to that of the children at the end of year six in these schools as set out in the following table (figures from 2015 DfE league tables).

School	Key stage 2 reading, writing and maths		Average point score	Absence	Percentage eligible for free school meals	Percentage SEND	Percentage EAL
	L4+	L5+					
Barnfield	90%	33%	29.8	4.2%	63.8%	1.9%	72.1%
Broadfields	84%	13%	29.5	4.3%	39.3%	3.9%	58.4%
Dollis	67%	17%	28.2	4.4%	53%	3.2%	73%
Deansbrook	92%	26%	29.8	4.6%	3%	2.6%	69%
The Orion	95%	37%	30.7	5.7%	56.1%	2.6%	69.2
Goldbeaters	95%	23%	30.1	5.2%	54%	1.1%	66.4%
Colindale	84%	18%	28.4	5.1%	27.9%	3.1%	75%
Woodcroft	81%	19%	28	4.3%	49.4%	2.5%	61.8%
Barnet	84%	28%		4.2%	18.1%	1.9%	47.3%
England	80%	24%		3.9%	18.00%	1.4%	18.7%

The table below provides data on the 2015 performance of the five secondary schools

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

closest to the Saracens High School.

	Average point score on entry	Absence	FSM	SEND	EAL	EBacc	5+A*-C inc. Eng & Maths
St James	28.5	4.2%	27.3%	2.5%	35.5%	29%	76%
Coptall	27.3	4.9%	43.7%	1.0%	66.5%	30%	51%
St Marys	26.3	4.0%	45%	2.8%	63.7%	14%	51%
Hendon	27.3	5.2%	45.8%	5.1%	59.9%	45%	70%
Hasmonean	29.4	5.2%	10.9%	1.0%	7%	60%	80%
Nat Average		5.3%				27.1%	53.8%*

\*The local average for 5 or more A\*-C with English and Maths is 70.1%.

The Saracens High School has set targets of 78% for 5 A\*-C including English and mathematics and 55% against the English Baccalaureate measure - targets which are well above the local and national expectations.

Another measure of academic achievement is the rate of progress in English and mathematics from entry at year 7 from key stage 2 results. Most secondary schools in the area have rates of progress for both subjects under 82%, some significantly lower. The Saracens High School will expect to achieve rates of progress of 88% for both English and mathematics.

The way that educational achievement is measured is changing as is the examination structure with the introduction of new GCSEs and reformed A levels. The new GCSEs have a different grading system but for the purpose of this submission and because historic data will be based on the current system, this application will refer to existing performance measures as targets even though by the time the school has GCSE results a different system will be in place.

The Saracens High School will have a unique curriculum underpinned by the Saracen values, designed to meet the needs of the community and to achieve a level of performance that it has never experienced. The school will model much of its academic practice on the Ashmole Academy, where the intake is also mixed ability and ethnically diverse. Ashmole has a proven track record of ensuring that all students and all groups make very good progress and achieve significantly higher than other similar schools locally and all schools nationally. This experience and reputation will underpin the programmes for accelerating the progress of black boys and students in receipt of pupil premium in order to narrow the attainment gap between them and their peers. To strengthen these programmes and increase ambition for the most vulnerable of these students there will be mentoring from sports men or women from Saracens.

Mindful of the challenges faced by local children and young people and their families the curriculum will also have a strong focus on building resilience and developing a set of character traits that underpin success in education and work similar to those used by the Saracens Sport Foundation. This focus will include:

- perseverance and resilience;
- confidence and optimism;

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- motivation, drive and ambition;
- community spirit;
- tolerance and respect;
- honesty, integrity and dignity;
- conscientiousness, curiosity and focus.

It is widely accepted that the best way to implement a focus on developing character traits is through a holistic approach that integrates character development into every aspect of school life and this is the approach that will be used in the Saracens High School.

### **D.1.2 Strategies to support students on entry**

The Saracens High School is likely to admit students from many primary schools but mainly from those in the table on the previous page. These primary schools will become feeder primary schools in the admission criteria for the Saracens High School and there will be a close partnership with them which includes:

- a strong values based curriculum which continues the tradition of the primary schools and reflects the Saracens values of discipline, hard work, honesty and humility;
- joint teacher involvement and training so that the curriculum at key stage 2 and 3 becomes closely matched ensuring maximum progress for students through year 6 and 7 without the traditional key stage 3 dip in performance;
- greater understanding and sharing of primary and secondary practice in teaching, learning and the curriculum creating the benefits of a middle school education and ensuring a smooth primary-secondary transition which is less stressful to parents/careers and students;
- a year 6 curriculum which contains 'enhancement' features to enable the children to be well prepared for the move to secondary education including the secure mastery of literacy and numeracy;
- secure transfer of pupil information including briefings from the year 6 teachers;
- for the most able primary children in years 5 and 6 (level 5 and above) master classes at the Saracens High School;
- coaching from Saracens for primary children in years 5 and 6 who talent in sport, dance or music;
- the teaching of a language in the primary school supported by specialist teachers at the Saracens High School or the Ashmole Academy;
- support from Oak Lodge special school to ensure the best transition for any children with special needs or disabilities;
- work with the local primary schools and the Saracens Sport Foundation to run summer schools sponsored by Saracens to maintain progress for the most vulnerable children and others at risk of 'falling behind' during the long summer vacation.

The Saracens High School learn from the best primary/secondary transition programmes locally and nationally and will also be supported through the successful practice established at the Ashmole Academy. This will help to ensure that all students and families are well supported, during this time and are comfortable and confident with the change. This will be particularly important for children with special educational

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needs and/or disabilities (SEND) to ensure that there is continuity in meeting their needs in the new setting. The pastoral care system for year 7 students will include a trained learning mentor to work and focus on the needs of SEND students.

Engaging parent/carers is an essential part of the process of secondary transfer and the Saracens High School will organise a series of events to inform them about: what to expect from secondary education; how to contact the school; and how the school will engage with parents. The creation of a parent-teacher association will be one traditional avenue for engagement but other activities will include welcome sessions so that parents/carers are fully briefed in relation to their expectations of the school and the school's expectations of them. This will include how all the procedures work and how best to support their child and the school to maximise success. The school website, which will have links to the respective Saracens websites, will be used to make available to parents on-line guidance and information about how to support their child during the secondary transfer process. The Saracens brand should also give parents confidence and reassurance on the prospects of their child's success in the school.

### **D.1.3 Rationale for the Curriculum**

The sporting name and success of Saracens will be used to promote excellence and achievement throughout. The Saracens High School will have a unique curriculum designed to develop the character traits and meet the needs of individual students. The core belief of Saracens is that every young person can and will succeed if they are given the transformational educational experience and individual support and resilience to fulfil their potential and realise their ambitions. This success will lead to the ability to contribute to British society and the economy, choices about how they live their adult life and a 'better future'.

This will be achieved through a number of innovations in curriculum design and delivery including:

- a strong emphasis on team work and leadership based on the 'Saracen's way';
- a personal development strand across the curriculum which focuses on developing the character traits of the students, helping them to be resilient in the face of adversity and producing good citizens;
- close working partnerships with primary schools and the provision of enhancement programmes to ensure that transition from key stage 2 to key stage 3 is highly effective and leads to sustained pupil progress;
- intervention programmes and techniques to ensure the concept of mastery of the key stage for every student including reading champions and mentors from Saracens;
- extension programmes to challenge and extend pupils leading to significant gains in progress as well as addressing any gaps in performance between groups of students;
- a curriculum that emphasises literacy, numeracy, the EBacc, science and mathematics from the start of year 7 and throughout the school whilst still providing a broad and balanced curriculum where all areas are valued and lead to exceptional performance;
- a dedicated programme for gifted and talented students that matches the NACE Award (national association for able children in education) standard;

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- a consistent approach to teaching and learning which ensures that high quality teaching creates a motivational learning environment where all students are excited and want to learn and make good progress;
- an ethos, based on that developed at Saracens Rugby Club, that nurtures and inspires a commitment to succeed and achieve excellence;
- expectations of impeccable behavior modelled on sports teams;
- positive attitudes towards school with students displaying a real thirst for knowledge and learning;
- innovative uses of technology such as the provision of e-readers sponsored by Saracens for all students to increase the rates of personal and academic progress both within the school and beyond;
- the development of an extended school day, including the Saracens enrichment activities, to maximise student engagement as well as progress;
- a partnership approach to transition from compulsory schooling to continued education which ensures maximum opportunities for students, for example, through the formal academic partnership between Saracens and Ashmole Academy such as joint 6th Form provision and links/partnerships with Middlesex University and other continued education providers;
- enhancement programmes and summer schools for all students between primary and secondary education;
- intensive intervention provisions (before and after school) for any student who fails to make the required target grades in terms of attendance and in the mastery of the key EBAC subjects;
- a strong, vibrant sporting curriculum, supporting the very highest standards of competitive sport, along with recreational participation for all, sports leaders award and GCSE in physical education;
- a focus on narrowing the gap between the performance of disadvantaged students and other students at the school;
- a key stage 3 curriculum that provides rigour and challenge and has a major drive on the mastery of literacy, numeracy and a language;
- a strong technology focus in key stage 3 and the teaching of computer studies throughout the school;
- opportunities for a significant number of students to study three separate sciences at GCSE;
- an A level curriculum that provides the full range subjects through the Saracens/Ashmole partnership and provides mentoring and Gifted and Talented support programmes for those considering careers in mathematics, engineering, and medicine;
- the use of Saracens and its sporting stars to support the creation of a highly motivational learning environment, with Saracens players promoting reading, presenting awards for outstanding achievement or cheering on sports teams from the sideline.

### **D.1.4 A broad and balanced curriculum**

The Saracens High School will adopt the national curriculum programmes, underpinned by strong personal development, character building and numeracy and literacy skills, as the foundation of its educational offer. This educational offer will be strengthened by an exciting enrichment programme. Saracens will take the main responsibility for

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planning, co-ordinating, resourcing and delivering this programme which is set out later in this section.

### Key stages 3 and 4

The table set out below provides details of the proposed curriculum at key stages 3 and 4. It meets the requirements of the national curriculum, places due emphasis on the English Baccalaureate and is in line with the vision and aspirations of the Saracens' Trust. The proposed staffing structure (section D3) and the financial plans (sections G1,2 and 3) are aligned with the curriculum model below and demonstrate that it is both affordable and deliverable.

The school year will be 39 weeks divided into three terms. There will be 25 hours of taught time at each key stage with lessons in one hour periods. The lessons will be organised in blocks of 50 periods spread across a two-week cycle. A range of extension and enrichment activities will be available to students before and after the formal school day.

Curriculum topics such as spiritual, moral and cultural education, British values or personal, social, careers, citizenship and economic education will be taught throughout the school through a mix of taught lessons in key stage 3 to timetabled suspension activities through key stage 4 and sixth Form.

In years 7 and 8, key stage 3, all students will follow a common programme in line with the key stage 3 National Curriculum consisting of the following subjects: English, mathematics, science, technology, art, computing, drama, music, geography, history, religious education, Spanish, physical education, personal, social, health and economic education (PSHE).

In years 9 to 11, key stage 4, all students will study a compulsory GCSE core centred on achieving the English Baccalaureate comprising: English language and literature, mathematics, double science (incorporation biology, chemistry and physics) or three separate sciences of physics, chemistry and biology, a language (Spanish), and history or geography. There will be two other compulsory core subjects studied: religious education (GCSE short course) and core physical education (non-examination). In science, the most able students will study all three sciences giving a stronger basis for advanced study and the most able linguists will be able to study two languages.

The Saracens High School will provide a unique key stage 4 and GCSE curriculum in that all students will follow a language to GCSE. Traditionally studying a language has not been deemed suitable for the least able students but because of the pioneering work at the Ashmole Academy, these students will be able to study GCSE 'Everyday Spanish'. The Saracens High School will also be committed to provide support for community languages. This will be achieved through working in partnership with parents and community groups to provide community language teaching after school and at weekends but it will not form part of the mainstream curriculum. Opportunities to study Latin will also be provided as an extra school activity.

Students will also choose to study two optional GCSE subjects from the following list: textiles, product design, PE, computing, art, music, drama, business studies, a second

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language possibly, geography and history.

Table setting out the subjects to be taught to years 7 to 11

Subject/other activity						Mandatory/ Voluntary	Comments
60 minute lessons - two week cycle	Y7	Y8	Y9	Y10	Y11		50 lessons per two week cycle
English	8	8	8	8	8	Mandatory	
Maths	8	8	8	9	9	Mandatory	
Science	6	6	6	12	12	Mandatory	
Technology	2	2	2x5 for option	2x4 for option	2x5 for option	Mandatory	
Art	2	2					
Music	2	2					
Drama	2	2					
Business Studies	0	0					
History	3	3	Hi or Ge 5	Hi or Ge 4	Hi or Ge 5	Mandatory	
Geography	3	3					
Religious Studies	2	2	3	2	0	Mandatory	
PE	4	4	3	2	1	Mandatory	
Languages	7	7	7	5	5	Mandatory	
PSHE	1	1	0	0	0	Mandatory	
<b>Total</b>	50	50	50	50	50		

Sixth Form

The Saracens High School will have a sixth form of around 230 with about 120 in year 12 and 110 in year 13 based on the current staying on rates across Barnet. Year 11 students who do not return to the school are most likely to go to Barnet and Southgate college or other local providers in order to pursue vocational courses or apprenticeships. A small number may choose to go to selective schools or sixth form colleges in the local area or beyond. These factors will make the sixth form offer more financially viable.

The school will offer sixth form students two routes: A level and Vocational. The vocational programme is expected to include about 35 students with two courses on offer:

1. a BTEC level 2 sports studies course for those continuing education at the Saracens High School but failing to achieve 5 or more A\*-C with English and mathematics (current measures). There will be compulsory continuation of GCSE



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English language and mathematics until a grade C or equivalent pass is achieved;

2. a level 3 BTEC national in sports studies for those students who return to the High School but do not meet the entry requirements for A Level.

These courses are in line with the Saracens brand and will be enhanced by the Sports Foundation opportunities within the enrichment programme.

The school intends to form strong links with Middlesex University and a range of employers so that vocational students have experience of work and transition from school into either employment or higher education. Both vocational courses would be taught for 24 lessons per cycle and have compulsory work related learning including time with Saracens.

Saracens High School will provide a restricted range of A level subjects where there is sufficient demand to provide financially viable sizes of teaching groups as well as A levels in popular subjects like art, drama and psychology. Where there is demand for other subjects offered at Ashmole Academy and there is space within those subjects to 'infill', Saracens High School will arrange a mini-bus transfer for those students to Ashmole. The subjects most likely to be involved in in-fill would be further maths, French, Spanish and music. Ashmole Academy might also send students to infill at Saracens High School in subjects such as A level physical education where the school should excel. The use of infill across the schools will make the scheme cost effective and simple to operate.

The partnership between the two institutions and the use of the concept of infill will allow the Saracens High School to offer a greater range of subject and put it in a stronger position to recruit A level students. The timetables of the two schools will be co-ordinated in a way that enables movement between sites and both schools to access those subjects. Where there are A levels provided in both schools, the experience and expertise in Ashmole Academy will be used to develop high quality teaching at the Saracens High School. Members of the respective leadership teams who are leads in their subject will undertake joint planning using agreed syllabi.

In order to provide sufficient capacity in Ashmole, half day a week will be allocated to senior subject leads to provide support for the Saracens High School. There will also be joint training days between the two schools on the development of A level teaching.

An issue for Saracens High School will be the experience of teaching examination groups before the school reaches the stage of having the older students. A shared teaching programme will be arranged between the two schools so that Saracens High School staff can swap with Ashmole staff to gain experience at teaching examination groups in preparation for the school to move into GCSE and then A level teaching as it grows.

Ashmole Academy has an exceptional record of success with A level teaching and an extensive gifted and talented programme. It has lead teachers who specialise in running programmes for Oxbridge candidates and students planning careers in medicine, law and its success with Russell group universities is substantial. The Saracens High School will benefit from training and support from these staff in order to build its own success in this area and also to achieve the NACE award.

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About 120 students are expected to be of A level standard so will study four AS subjects in Year 12, completing the examination and choosing three to complete the course to A level in Year 13. The Extended Project (EPQ) would also be taught. Each AS/A level will be taught for 8 lessons per cycle, with two lessons of supervised self-study. The work completed during self-study will be directed by the teachers. About 15 A level subjects will be on offer, taught across four timetabled option blocks, with the minority subjects such as a language, economics, further mathematics and music being studied at the Ashmole Academy. The range of A level subjects offered will include: physics, chemistry, mathematics, biology, English literature, history, geography, ethics and philosophy, PE, business studies, drama, art, psychology, sociology and computing.

Compulsory PSHE and religious studies will be taught through timetabled suspension activities and all sixth form students will have 20 minutes tutor time each day.

There will also be special programmes for the Gifted and Talented who want to go to a Russell group university and specialised programmes for the exceptionally able considering Oxbridge and medical careers.

### **D1.5: Subjects of the Curriculum**

This section provides an outline of what will be taught in each subject at each key stage.

#### English

English teaching will help the students develop their abilities and confidence in reading, writing and speaking and listening. It will promote a love of reading and reading will be a key focus for all students in years 7 and 8 with a dedicated reading lesson each week. At key stage 4 students will study both English language and English literature. The syllabus will include creative writing, non-fiction texts, a Shakespeare play and twentieth century novels. At A level, students will study English literature which will include the exploration of poetry, prose and drama from a range of periods.

#### Mathematics

In years 7 and 8 students will continue to study the four main areas from Key stage 2: number, algebra, geometry and data handling. They will apply their mathematical skills and knowledge in a range of situations. At key stage 4 students will study the GCSE course developing their knowledge and skills. The majority will follow the 'higher tier' rather than 'foundation tier' work which will require them to interpret and analyse problems and generate strategies to solve them. At A level students will develop their algebraic and geometric skills and also study statistics and decision mathematics (of particular application to computer science). The most able students will have the option to study A level further mathematics.

#### Science

In years 7 and 8 students will follow topics which promote a wide understanding of science and the links between the different science disciplines. At key stage 4 many students will have the opportunity to study three separate sciences; biology, chemistry

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and physics. All other students will study at least two science GCSEs or equivalent. At A level students will be able to choose courses in biology, chemistry, physics and psychology. In psychology students will learn to understand aspects of human decisions and interactions and how these aspects can be studied.

### Technology

The technology curriculum will offer creative design opportunities across four areas: computing; textiles; product design and food. In years 7 and 8 students will be taught in mixed-ability groups and will study: resistant materials; systems and controls; textiles; food and computing. Where students have opted for technology at key stage 4 they will be able to study for a GCSE in one of the following: textiles; food preparation and nutrition or resistant materials. Computing GCSE will also be offered.

### Art

In years 7 and 8 the focus in art will be on drawing, painting and modelling with clay. Students will keep a sketch book as a record of their work and will learn how to develop ideas and research other artists. At key stage 4 students will be able to choose to study GCSE art as one of their options studying some art history and artistic styles, developing their ideas in structured projects and keeping a portfolio of work using a range of media and interpretations. At A level there will be options in fine art. Students will be required to develop their artistic skills to a higher level, become creative thinkers and skillful artists and designers.

### Music

Until the Saracens High School is well established the school will be supported in this area by the Ashmole Academy. In years 7 and 8 will be taught music in mixed ability groups. They will follow a broad, skill bases programme with a focus on music theory, keyboard skills and signing. At key stage 4 music will be an option for GCSE and in the sixth form an option at A level taught at Ashmole Academy.

### Drama

In years 7 and 8 Students will learn about theatrical history and contemporary drama. They will also be given the opportunity to explore their own creativity through drama. At key stage 4 students will be able to choose to study drama at GCSE. They would work on units such as devising, acting, theatre in education and physical theatre. Sixth form students will be able to build on their learning from their GCSE courses by choosing drama as an A level.

### History

In years 7 and 8 students will study a range of historical topics to ensure a breadth of knowledge and understanding. These topics will include medieval Britain, the medieval Islamic Empire, native Americans, the British Empire, and the history of the 20<sup>th</sup> Century. Students who opt for history at GCSE will study World Wars 1 and 11, Germany, the Cold War and 20<sup>th</sup> Century Britain. Students who opt for history at A level will study a variety of topics including Britain during 17<sup>th</sup> Century and the Russian revolution.

### Geography

In years 7 and 8 students will study a range of geographical topics to help them to

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understand the world in which they live and the relationship between people and environments. The programme will include the countries of Brazil and Kenya and topics such as rivers, map skills and ecosystems. At key stage 4 students will be able to take GCSE as an option. The course will include a project on the Docklands area of London following a field visit. Students that opt to take A level will study a range of topics including the world at risk and going global as well as a field trip and residential visits

### Religious Studies

Religious Studies helps to increase the understanding and awareness of different faiths and to allow students to reflect on the impact that different beliefs have on their lives. The curriculum here will reflect the Agreed Syllabus. All students will study the subject at key stages 3 and 4. In years 7 and 8 they will investigate different major world religions and study ethics and relationships, global issues and questions of philosophy. In year 9 they will begin a GCSE short course studying the relationship between religious philosophy and ultimate questions like life after death, miracles and God's existence.

### Physical Education

The PE department will provide an inclusive range of sporting activities supported and supplemented by Saracens and their Sports Foundation, enabling all students to participate in high quality physical activities, while also enabling those with particular talents receive the highest quality coaching and to excel in sport. Students in years 7 and 8 will participate in football, rugby, basketball, netball, gymnastics, dance, athletics, cricket, health related fitness, rounders and softball. In year 7 students will be taught in single sex, mixed ability classes and in year 8 they will be set for PE. In key stage 4 students will be able to choose to specialise in particular areas of activity during core PE lessons. These areas will include racket sports, invasion games and aesthetic activities. Options will be available for GCSE at Key stage 4 and A level in the sixth form as well as vocational courses in sport studies.

### Languages

In year 7 students will be taught Spanish in mixed ability groups. From year 8 children will be taught in sets for languages and the most able linguists will be able to opt to study French as well. The vast majority of students will be expected to take GCSE in Spanish with the double linguists taking two GCSEs in languages. In the sixth form students will be able to opt to take an A level in French and Spanish, probably studied at Ashmole Academy.

### PSHE and Citizenship

The PSHE and tutorial programmes of study will be delivered within the timetable allowance of 60 minutes per cycle in years 7 and 8 and 5 x 20 minute sessions for years 9-13 in the afternoon tutorial programme. There will also be a number of collapsed days for years 9-13 which will allow for in-depth exploration of key issues affecting young people today.

The pastoral programme will be designed to increase students' understanding of the world around them on a number of different levels from the local to the international world. This will be achieved through a structured programme which is consistent throughout the year groups and provides a natural progression in line with changing

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student and pastoral needs from year 7 until year 13.

The programme will follow a thematic approach which allows for topics to be delivered in an effective and active way providing a natural progression in learning. As a result of the thematic approach, students are likely to be more actively engaged with their learning, develop learning skills quickly and become more confident and better motivated. The themes will contain important messages around key issues throughout the students school career ensuring that content is suitable for their emotional maturity. The themes will be as follows:

1. E-safety
2. Anti-bullying and friendship issues
3. Healthy Lifestyles including sex education
4. Promoting positive behaviour
5. Celebrating British Culture and Society

In addition to the more formal PSHE and citizenship curriculum there will be a strong theme around character building which underpins success in education and work. This theme will be woven through the curriculum and will feature strongly in the enrichment programme. In addition, one strand of this will be specific to character building through sport and doing things 'the Saracens way'. This will involve:

- being a good role model: actions speaks louder than words;
- emphasising sportsmanship from the beginning and being explicit about expectations;
- discussions around combining seriousness and playfulness;
- regular use of the language of sportsmanship including the important notion of respect;
- expecting to see sportsmanship in practice through games;
- reinforcing good sportsmanship through praise, rewards and awards.

### Pastoral Care

In addition to the academic progress of students the social welfare and happiness of every young person will be important at the Saracens High School. The pastoral care policy will place a clear emphasis on establishing a caring community where all students have equal value.

Personal development will be fostered through social, cultural and charity activities across classes, year groups and the school as a whole. Every student will know they have the right to be happy and safe in the school environment and who they can speak to if they need to discuss problems or ask for help.

Students will be organised into year groups with each class having a tutor. In addition there will be a house system of three houses linked to Saracens as a means to provide a competitive basis to success within the school. There will be a senior member of staff leading each house with a link to a Saracens sports personality and the system will be overseen by one of the vice principals. The house system will be underpinned by the Saracens core values of discipline, hard work, honesty and humility and will provide positive motivation for the students to work collaboratively and to excel. The system will encourage team work, competitiveness, sporting success, success in the rewards systems and, importantly, significant contributions to the school ethos. High profile

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figures from Saracens will present major House awards.

### Careers Education and Impartial Guidance

The purpose of Careers Education Information and Guidance (CEIAG) is to provide students with a programme that gives them the opportunity to develop the knowledge and skills required to plan and manage their careers. Careers Education is delivered through a variety of means on specially designed days that focus on employability skills for business sector and company roles. Students learn how to apply for a job, write their curriculum vitae and participate in 'mock' interviews.

Students will participate in a work placement week at the end of year 10. This will give them a better understanding of the world of work and help them to make the link between their studies and the skills needed to be successful in the work place. Work experience will also help to improve students' confidence, provide a sense of responsibility in Year 11 and give an understanding and experience of working life.

In addition, there will be a year 9 Careers Fair, supported by Saracens extensive network of business partners, Business Education Events and a Careers 4 U day, supported by Barnet Educational Business Partnership, delivered through individual workshops on a themed day.

CEIAG also focuses on providing young people with Information, Advice and Guidance (IAG). This is essential in order to help students make the right learning and career choices. All students will have access to careers software in years 8-13 that initially enables them to explore their interests and suggests possible career routes. In addition, for the most able students, there will be an opportunity to sit the Morrisby Test. This is designed to match a detailed analysis of their skills to their occupational interests and suggest relevant degrees to access the potential careers highlighted.

Students will also be directed to web sites where they can undertake research on their interests, whether the next stage of education or insight into job specifications and entry requirements. Tutorial activities will explore the opportunities and pathways available Post-16, whether these be at a school or college.

Guidance will be provided in school through one to one mentoring in year 11 and also through impartial guidance from an external provider.

CEIG in the Sixth Form will build on the year 8-11 programmes and will be delivered through one to one mentoring and the tutorial programme. Careers work will deal with understanding of the UCAS procedures or advice about Further Education and opportunities in employment.

Students will participate in an Interview Skills programme with employers and have access to careers software and web sites, such as the national careers service, whose advisers provide independent advice and guidance and face to face sessions from the age of 19. In addition, students will be encouraged to participate in wider activities, including work placements, in order to build a portfolio. There will be opportunities to undertake work experience at Saracens and with the sports Foundation which will be a

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unique aspect of the school's provision.

Building on the work of the Ashmole Academy, the school will develop links with many top universities, including LSE and Cambridge colleges, whose admission tutors will visit the school to assist students with their applications. In addition, specialist staff will assist students with applications for medicine and to Oxbridge.

Although many of Saracens sixth form students will go to university, there are some that will seek more vocational routes. For these students high quality opportunities for vocational skills development and qualifications will be provided with the aim of ensuring that they leave the Saracens High School in a position to secure a good job and a strong career. Impartial guidance will be provided through an external provider with their progression supported by a designated member of the Sixth Form Team.

### Teaching and Learning

To ensure the curriculum fully engages students and promotes high achievement there will need to be excellent teaching and learning. The Saracens High School, with the support of the Ashmole Academy, will nurture and develop teachers so that students have a high quality learning experience. The school will create a professional climate of reflective practitioners who strive to achieve the highest teaching standards and are constantly looking for ways to innovate and improve their teaching in order to maximise student engagement and progress.

Teachers will plan meticulously, identifying clear learning objectives, specifying learning outcomes and providing a range of activities differentiated to meet the needs of specified groups of learners, with resources to match. Whilst there will be a variety of teaching and learning styles used there will be little variation in the quality of teaching with all lessons being at least good and the majority deemed outstanding. The Ashmole Academy will provide quality assurance for teaching through observation and feedback coaching, mentoring and training where necessary.

Teaching will be characterised by:

- the teacher's passion for their subject;
- strong subject knowledge and expertise;
- a focus on identifying and nurturing the character traits, talents and abilities of each and every student;
- very high student expectations and a relentless focus on good learning habits;
- outstanding pupil teacher relationships;
- teaching methods which are innovative, engaging and enthusiastic;
- teaching methods and learning activities which are well matched to the individual learning needs of students so that all are equally challenged and make at least good progress, with many making outstanding progress;
- planning that ensures time in the classroom is used effectively and maximises learning both in the classroom and at home;
- regular assessment and good feedback which informs students about how well they are doing and what they need to do to improve;
- effective differentiation that ensures all students and groups of students are suitably engaged, challenged;
- innovative, engaging and creative use of technology to support and extend

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learning both inside and out of the classroom.

Student learning will be characterised by:

- very positive attitudes to learning and a thirst for knowledge;
- respect for the views of others;
- strong relationships with peers and the teacher;
- impeccable behaviour;
- the ability to work well independently, in collaboration with others and as part of a team;
- the ability to identify and use a range of resources to support and enhance their learning, including ICT;
- creativity and problem solving;
- a reflective and evaluative approach to their learning.

### Student Voice

For students to experience the democratic process and enable the school to benefit from their opinions a valued and constructive student voice scheme will be an important part of the Saracens High School, for example, the creation of a student council, student elections, and the use of student opinion to influence staff appointments.

### **D.1.7 Meeting the needs of all students**

All students will succeed at Saracens High School well supported by the high quality of provision and the strong emphasis on character building and resilience.

The majority of students attending the school will be able to access the mainstream curriculum. In year 7 classes will be organised as mixed ability. As the school develops, the intention will be to introduce setting for mathematics and Spanish from the spring term of year 7, although this may not be possible in the first year because of staffing constraints. Setting will be introduced in mathematics, Spanish, English and science from year 8 onwards. All other subjects will be taught in mixed ability groups. All teaching will be differentiated with every lesson having three learning outcomes for the students ensuring that all make the required fast levels of progress.

All students will be assessed on entry for reading ability through the use of tests. They will be grouped into ability bands based on their key stage 2 standard score and progress at primary school. Every student will be set a target based on the Key stage 2 data through to performance at GCSE based on the assumption that 98% make 3 levels of progress and 50% makes 4 levels of progress. Any student who is not making the expected level of progress will be subject to intervention, the nature and degree of intervention being dependent on the progress gap. Pupil premium students will be a particular focus for the school ensuring that actions are taken to maintain their progress and that the gap between these students and others is narrow. A senior member of staff will have responsibility pupil premium students.

Those students known to have SEND (with an Education and Health Care Plan) for whom accessing the main curriculum is not suitable will have adjustments provided in line with the SEND provision map shown below (complying with the statutory code of practice for SEND pupils). The provision map reflects a graduated approach intensifying where necessary to ensure that all students make progress. There will be

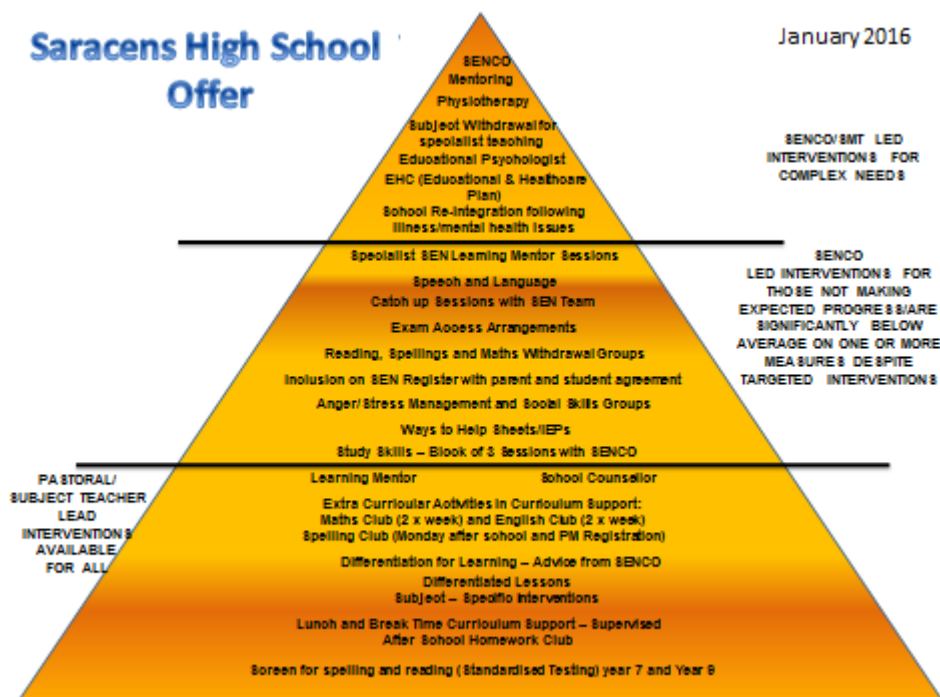


**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

'nurture' provisions and withdrawal provisions where necessary.

Any student who has not achieved the required level of literacy or numeracy on transfer to Saracens, or who declines subsequently below the mastery standard, will be subject to intervention including one-to-one or small group tuition.

Students for whom English is an additional language and whose level of language restricts educational progress will receive intervention to improve their use of English. Students who do not speak English will receive an intensive language acquisition programme so that they can function within the main curriculum as soon as possible.



Year 7 students with a standard score on entry of over 120 will be classed as able, gifted or talented. Those whose performance is exceptional in the first half term will be added to the list along with those with talents in subjects such as sport or music.

The Saracens High School will grow in size overtime enabling the appointment of a SENCo. However, in the start-up phase the school will be supported by the SENCo services from the Ashmole Academy with one of the Saracens senior staff having the day-to-day responsibility for SEND, looked after children and safeguarding, ensuring that these students make good educational progress and that statutory duties are fulfilled.

Individual education plans will be used to ensure that students and parents/carers understand support provided and that teachers and other staff understand how best to teach, respond to and care for particular children. Health care plans will be agreed between the parent/carer, the NHS and the school for any child that requires specific medical adjustments or medicine issued during the school day.

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

Support for students with a behavioural disability, such as ADHD or autism, will be provided in a similar manner through the provision map. Information about how behaviour can be well managed and specialist sessions to help the student to cope with the demands of the school, such as anger management sessions and counselling, will be provided by the Saracens High School. In the early days of start-up they may require the support of the Ashmole Academy or external providers.

### Able, Gifted and Talented Students

Saracens High School will provide an education suitable for all students and where every child can make very good progress. This will include provision for the highest performing students, often called able, gifted and talented. Such students have all round ability, across the core subjects of English, Mathematics and Science and have developed to a level significantly ahead of their year group.

In an increasingly competitive world, it is important that the school guides and support the able learners during their school years so that their applications for higher education and employment are as high quality as possible. The Saracens High School will create a bespoke programme for 'Able, Gifted and Talented' students called the Saracens Excel Programme. This programme will aim to extend the student's education and prepare them for future applications to university and highly specific careers.

The programme will involve a variety of activities, including the opportunity to visit higher education institutions in order to encourage aspiration. In addition, students will be able to extend their learning through Firefly – the managed learning environment. In the G&T section are suggestions for wider reading, exhibitions to visit, details of courses and events and much more. The able students will be individually mentored there will be a lecture series for sixth form students.

Teachers will routinely plan for the needs of different students through differentiated outcomes and activities. Departments will recognise those that have strengths in their subject area and plan accordingly. In addition to all round ability there will be some students who are 'Talented' in particular subjects. These students will be fully supported to excel in their area of talent by the relevant departments.

The Able, Gifted and Talented students are likely to follow a university career at prestigious institutions such as Oxford, Cambridge, Imperial College and other Russell Group Universities. The school will fully support students in their ambitions.

The school will also run specialist programmes preparing exceptionally able, gifted and talented students for university, including specific training and advice programmes for Oxbridge application, and for those wishing to study medicine or law. These programmes are likely to link to the programmes run by the Ashmole Academy which has a proven track record of success in this area and has gained the NACE Award for the excellence of its programme. The Saracens High School will set itself that same standard for provision for the most able students.

### Qualifications

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

Students at the Saracens High School will take formal qualifications in GCSE, A Level and AS GCE, BTEC Level 2 and BTEC National Level 3. The school will also enter students for graded Music examinations.

### Enrichment

The provision of extensive and high quality enrichment activities will form a core element of the Saracens High School culture. The Saracens High School will provide two sets of enrichment activities before and after school, and events during holiday times. One set of activities will be provided for the school and the local community through the partnership with the Saracens Sport Foundation and the other from the school itself. There will be a wide range of sporting and educational activities such as: Badminton, table tennis, football, rugby, cricket, athletics, basketball, chess, computing, homework club, intervention sessions, revision and catch up sessions, Easter revision for GCSE and GCE before examinations.

A draft programme for the enrichment activities to be provided by Saracens is set out below:

### **The aims of the enrichment programme:**

- for students to become more rounded individuals;
- to offer a range of opportunities not always available within the formal curriculum;
- to provide students with an opportunity to focus on and further develop their personal success.

### **Activities at will be based around:**

- structured leadership and volunteering opportunities;
- community engagement and giving back to those around us;
- career development and employment pathway opportunities and using Saracens Ltd business partnerships to prepare for life beyond school;
- family involvement and activities including adult learning;
- special educational needs and disabilities;
- developing creative and sporting interests particularly in sport, dance, music, drama and the arts;
- support for academic success and the desire to 'go further'.

Personal success, team ethos and sport will feature significantly in the curriculum and in extracurricular time. We aim to encourage all students to try a number of different and exhilarating sports. Likewise, music concerts and performances of dance and drama will be staged throughout the academic year, enabling students and families to celebrate all talents. The students will have the chance to further engage with the community by showcasing their talents and successes in community groups and at local events.

### **Possible Enrichment Activities**

Extra Curricular Sporting clubs	Netball, Hockey, Football, Basketball, Cricket, Tennis, Rugby, Athletics, Trampoline
Performing and creative arts clubs	Dance, Cheerleading, Drama, Art, Photography, Orchestra, Choir, Peripatetic lessons, Performance group

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

Volunteering	Get involved with The Saracens Sport Foundation projects and help to change lives and develop your own leadership skills.
Scrummy	Food education for all the family and how to live a healthier active lifestyle.
Bake Off!	Time to practise your baking skills!
Sarries disABILITY Sport	Autistic/disability sport provision
Lets Reflect	Students examine conflict in different situations e.g. war, family, school, friends and reflect on their experiences of conflict and how they could deal with the situation differently if it were to occur again.
Bounce Back	Investigate anxiety and mental illness from a psychological point of view and learn about strategies used to overcome anxiety.
Me Time	Homework Club for students to organise and complete any work they have.
Dragons Den	Learning how to start up your own business. Students will be learning about finance and how to set up bank accounts, how businesses are run and what important criteria is needed to ensure a business can run successfully. Students will be setting up their own business and create all advertising for it. They will also present their business to a panel of judges to decide who has created the best one over the course of time.
School Council	Meeting for the council representatives to discuss the running of the School
The Saracens Reporter	Students will run a news station where they will take on various roles to produce the Saracens news. This will be a student led project with them taking on roles as researchers and journalists and report back so they can produce the news for the school and club community.
Community Events Team	Learn how to support the area surrounding the school by working towards shared goals and leading initiatives which demonstrate their pride in the community. This provides students with valuable skills and experience for the workplace and also teaches the importance of becoming responsible and proactive members of their community.

Strategies to Support students leaving school

The Saracens High School Careers Information, Advice and Guidance provision will comply with the statutory guidance. From year 8 through to year 13 the school will have in place for all students independent and impartial careers guidance supported by a programme delivered by an external provider **with** all students having the opportunity to access an adviser at the key transition points.

The school will employ an agency such as Tri-Guidance to attend the year 8 Option Evening and Result Days for year 11, year 12 and 13. Their staff will be well qualified

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

and experienced professional members of the Institute of Career Guidance. They will work with all year 11 students, regarding post 16 decision making, including higher education routes, college or apprenticeship routes and those at risk of being NEET. They will provide an information and guidance booklet that includes the main options after year 11, local youth and support centres, useful careers websites, a further education college list, sixth form colleges, training providers and action planning. The emphasis in year 12 will be on students at risk of not entering year 13 or leaving year 12. The focus will be on student self-review, colleges, apprenticeships, employment, job adverts, applications and curriculum vitae (CVs).

Students will also have access to advice through the National Careers Service web site, where they can telephone, text, email or twitter. For further support they will be able to attend the Young People's Centre, the Woodhouse Road centre in Barnet. There will also be access to 'Apprenticeship and Other Post 16 Options': An information evening for young people organised by Barnet LA (Youth and Community Service) and open to years 11-12.



'I am going to be very happy if my children are going to study at the Saracens High School.' Prospective parent.

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

In keeping with its values and ambitious vision for the school the Saracens Trust will set appropriately aspirational targets and an extensive range of qualitative and quantitative success measures related to individual students, groups of students and the performance of the school as a whole.

### Key targets and success measures

- The school makes good use of its freedoms and flexibilities to extend and enrich the curriculum and provide an exciting, innovative and successful education for its students
- The school ranks amongst the highest performing schools in Barnet and nationally as judged by Ofsted and examination results (see E1)
- All lessons are good or outstanding with positive feedback from students
- All students make at least expected progress with the majority making outstanding progress in academic courses and personal development (a key indicator will be a value added score in the top 10% nationally with a score of +1 or better on the progress 8 measure)
- Progress is accelerated for black boys and pupil premium students so the gap narrows significantly between their academic attainment and that of their peers
- Outcomes in public examination exceed those found nationally and are at least as good as those in Barnet (78% 5A-C at GCSE [70% Barnet, 54% England] and 55% EBAC [43.5% Barnet, 23% England])
- 50% of students gain university places and 20% gain places within the Russell Group
- 70% students choose options in 'science subjects and achieve A-C grades in at least two of these
- Attendance levels are above 95% and above both the local and national averages
- The school is over-subscribed by its third year of operation
- The school is judged at least good by Ofsted in its first inspection (third year of operation) and outstanding in subsequent inspections
- All students become confident and effective communicators as judged by their performance and progress in English
- All students develop strong teamwork and leadership skills
- All students engage in and make good progress with sport or other physical activities as judged by participation rates, assessments and examination outcomes and the school performance in competitive activities
- The freedoms enjoyed through curriculum design, autonomy over budgeting and the support of the Saracens Foundation, will allow for a high level of student participation in extra-curricular activities (at least 75%)
- Pupils display mutual trust and respect, showing impeccable behaviour towards all members of the school community, parents, senior citizens and visitors
- All students develop their character strengths, determination to succeed and

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

emotional resilience

- All students are technologically competent as demonstrated by formative assessment as well as examination results
- The school excels in competitive sporting activities within and beyond Barnet
- The school has a positive impact on the local community measured by participation levels, improved levels of employment and feedback from surveys.

The key targets and success measures strongly underpin the values, vision and ethos for the school – a school that grows resilient student leadership, develops strong team work, supports students personal growth and character development, promotes traditional academic values and supports students to make outstanding progress whatever their starting point.

### Measuring performance

A pre-requisite for delivering the school’s key outcomes is the positive engagement of students in their learning. The characteristics of good learning have been set out in the preceding section on the curriculum. In addition, the strategy to support the achievement of the key outcomes for the school will concentrate on the following key aspects:

- support to improve the quality of teaching and learning;
- support to improve leadership at all levels including student leadership;
- promoting parental and community engagement to support learning;

and all the work of the school will be underpinned by the strong business discipline of the Saracens Foundation and quality assurance from the Ashmole Academy.

### Support to improve the quality of teaching and learning

This will be a key focus from the moment that staff are appointed and the school becomes operational. The partnership with the Ashmole Academy will play a key role in establishing an ethos of continuous improvement through learning walks, lesson observations, faculty reviews, mentoring and modelling and coaching. There will be staff exchanges between the schools and the establishment of a subject-based support network.

A regular and robust performance management programme will inform whole school training and continuous professional development for individuals as well as setting challenging targets for teachers. This information will be tracked on the school management information system.

Ashmole academy will support the Saracens High School professional development programme and will also allow access for the Saracens staff to its own training programme.

### Support to improve management and leadership

The new school will benefit from the established success of the Ashmole Academy, Oak Lodge School and the ConnectED group of primary schools. Where needed senior

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

leadership team members from the other schools will work with Saracen's staff to support, mentor and coach. Peer challenge and the establishment of a critical friends programme will be crucial to the early, successful development of the Saracen's leaders.

Leaders from the Ashmole Academy will model and coach for the new leaders in the school. This will involve: one to one arrangements; reciprocal job shadowing; providing critical feedback; joint observations and training.

In addition, the school will be able to draw on the long and successful tradition of developing leaders on the rugby field and in the Saracens Foundation.

### Promoting parental and community engagement to support learning

Parental involvement and support plays a critical role in the success of students and the whole community. Many of the families from the area will not have good memories of their own schooling nor have achieved academic success themselves. It will be important to help them to be able to support their own children and to have ambition for their future. This will be promoted through training and support programmes and involvement in activities in and out of school with their child/children. The experience of the Saracens Foundation in working with the community over many years will support and underpin this approach. In addition there will be motivational talks for both the students and the community from past and present sports stars

Parents /carers will receive regular and timely reports about the progress of their child/children both in written format and through parents' evenings. Reports will include comments on the progress in each of the core subjects and in other areas of the curriculum. Translations of reports and support in face-to-face meetings will be available for parents who need it.

### **Assessment and target setting**

#### Establishing a baseline

When the first students enter the school in September 2017 their achievement will have been assessed by teachers through the mastery of the curriculum in the primary school. The judgements made will have been moderated in the schools, across local schools and by Barnet as the LA (2015 key stage 2 scores for feeder schools can be found in section C1). Year 6 pupils will also have been tested in summer 2017 in reading, grammar, punctuation and spelling and mathematics. The results of these tests will be expressed as a scaled score, with a score of 100 approximately equivalent to the previous expected level 4. Saracens will use this assessment and testing information from the primary schools to establish the baseline for target setting and assessment in year 7.

#### Assessment

The Saracens Trust sees assessment as an integral part of the learning process and believes that all students need regular feedback on their work and progress so that they know what they are doing well and what they need to do in order to improve. It believes that students should also be encouraged to take responsibility for assessing



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

their own learning and acting on areas that require further improvement. The school will use a SIMs programme (Schools Information Management system) for tracking student progress in every subject and SISRA (Service for Improved Schools' Result Analysis) for analysing outcomes and identifying changes/improvements that need to be made. Assessment in the Saracens High School will take two main forms, formative and summative:

### Formative

Classroom assessment which will focus on the learning as it takes place in order to bring about improvement. Both teachers and students will be involved, but ultimately it will be the student who has to act on the information they gain from teacher feedback and from their own self-assessment. The most effective feedback will provide specific comments on: what the student can do, what they need to do to improve and how they can do this.

### Summative

Summative assessments will usually involve tasks or tests which provide evidence of the achievement of individual students and groups of students. Two main types of summative assessments will be carried out, interim and landmark assessments. All summative assessments will be moderated internally within departments as well as across departments and with other schools, particularly the Ashmole Academy.

### Landmark Assessment

Students need to know what they have to achieve to make appropriate progress towards their target grades. Target grades refer to the end of year performance and, so, landmark assessments will be making judgements about progress towards those targets. Students need to be made aware of the assessment criteria which will be used to judge their performance which should:

- reflect what has been taught;
- reflect national standards, taking into account what the students have been taught;
- provide the full range of assessment standards applicable to that year group, subject and topic of work.

By comparing a student's performance against target grade, teachers will be able to reach a judgement as to whether progress is above, on or below the standard required to meet their target at the end of the year/course. Most students will be expected to reach or exceed their targets and so the assessment evidence will demonstrate progress towards that result. It is anticipated that only a few will be making less than expected progress towards their targets and for these students intervention strategies will be put in place.

All landmark assessment results will be recorded in the SIMS tracking system by class teachers then exported to the SISRA system for all staff to access. Heads of Department will monitor the performance of each teaching group and identify teaching groups or individuals who are working below target where intervention measures need

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

to be put into place.

### Interim Assessments

Interim Assessments will be completed through teacher assessment each half term prior to Landmark Assessments. They will let students know how well they are doing and inform them about areas where they need to improve. All interim assessment and landmark assessment grades will be written on the students target sheet in their assessment book for their reference.

Interim assessments will:

- reflect what has been taught;
- test topic or unit knowledge and understanding to date;
- inform planning and ensure teaching is well-targetted to challenge students in preparation for their landmark assessment;
- receive an improvement prompt and a grade/score, where appropriate.

Interim assessments could also be:

- an element of what will be assessed in the landmark assessment;
- a quick but robust test of knowledge and understanding;
- a series of mini tests;
- practical depending on the nature of the subject and course content.

### **Target setting**

As set out in the key targets and success measures at the beginning of this section, at school level the main target will be for the Saracens High School to become one of the highest achieving schools both locally and nationally. A key measure of this will be to achieve a value added score which places the school in the top 10% nationally (+1 or better on the progress 8 measure ). In addition there will be a target for 2021 (first GCSE student cohort) of 78% students achieving 5 good GCSEs (score of 5+) including English and Mathematics and 55% for the English Baccalaureate\* (EBacc).

\*The EBacc is a performance measure for schools, awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. It is not a qualification in itself.

All students will have individual targets for attainment in each subject and for behaviour and attendance. All targets will be discussed and shared with students at the beginning of the academic year. These will be recorded in assessment books for reference and motivation and so that each student can track their own performance.

Academic targets for students for both key stages 3 and 4 will be generated using key stage 2 results (which have been moderated by the local authority) ensuring that these provide sufficient challenge and aspiration. Sixth Form targets will be generated using average point score (APS) at GCSE. Progress will be tracked closely and progress towards targets reviewed regularly (at least half-termly). As a result, where progress is

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

rapid targets may be increased, where it is too slow interventions will be planned to accelerate progress. No targets will be decreased.

The primary schools that will be the main feeders for the Saracens High School use effective programmes for breaking down the knowledge, skills and concepts to be mastered by pupils in English and mathematics. The Saracens High School will use this same methodology around mastery at both key stage 3, and at key stage 4 in preparation for GCSE.

The key stage 3 curriculum at Saracens will cover the National Curriculum in each subject plus any additional knowledge, skills and concepts required for the effective mastering of GCSE. Those students who are below mastering for English and mathematics at the start or during key stage 3 may have a modified curriculum designed to provide interventions that will accelerate progress. The expectation is that most students will master key stage 3 and be in a strong position to obtain GCSE grades of at least 4/5.

At key stage 4 students will be taking GCSE examinations which will be graded using the scale of 9 to 1. GCSE targets will be set in year 9 and reviewed and increased during the Interim Progress Checks (IPCs) where performance has exceeded the target.

### Sixth Form

In the sixth form student targets will be generated using ALIS (Advanced level information system) and the LPUK (Learning Plus UK) data dashboard target setting tool. These aspirational targets take into consideration the student's GCSE average point score. Targets are set using a grade range of A\*-D. It is anticipated that the Saracen's students will achieve an average GCSE point above the national average and that targets will be set with grades A\* - C. A high proportion of these targets will be at the top grades and teaching and assessment will need to reflect this. Targets will be reviewed and uplifted during the IPC in the Autumn Term and at the beginning of year 13.

### Behaviour

Excellent discipline and impeccable behaviour will be the expectation in Saracens High School and will underpin the ethos and conditions necessary for all students to make good progress and to excel at GCSE. Students will be responsible, respectful and considerate towards others and all students will feel that they are in a safe, secure environment where they are valued.

Impeccable behaviour will be modelled on sports teams with Saracens being the role model. In the school there will be:

- student captains who promote leadership amongst the student body;
- a system of rewards for good citizenship and consistently high standards of behaviour;
- sanctions based on yellow and red cards as in sport;
- a house system linked to Saracen heroes that underpins the behaviour

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

management approach in the school.

High quality teaching will result in good behaviour for learning – students that are interested and engaged rarely demonstrate unsatisfactory behaviour. Students and their parents will be clear that they are responsible for their own behaviour. There will be a clear code of conduct known and understood by all with rewards and incentives as well as consequences for unacceptable behaviour. Exclusions will be an action of last resort and only used in the very rare circumstances where all other actions have failed.

As well as the Saracens model, staff will be role models for the highest standards of behaviour and form tutors, pastoral leaders and senior leaders will be instrumental in securing impeccable behaviour from the students. Behaviour will feature explicitly in the personal development programme and additional support and mentoring will be provided from coaches and mentors from the sports world for any students who struggle to meet the school expectations.

### Attendance

The Trust is aware that attendance levels in Barnet primary schools are below local and national levels. The Saracens target for attendance will be at least 95% (above the national average). Expectations for full attendance will be set before the students join the school and reinforced from the first day in year 7. Students and parents will be made absolutely clear of the negative impact of poor attendance on progress and attainment and hence a young person's future life chances.

Leadership, teaching, pastoral and administrative staff will play a key role in encouraging good attendance. Individual attendance will be carefully monitored and good attendance rewarded. Where necessary, effective use will be made of attendance liaison officers from the local authority (who have a good track record and reputation) to work with hard to reach families and others causing concern.

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

#### Staffing Structure

The Saracens High School (TSHS) is planned as an 11-18 school with six forms of entry and a sixth form of 200 students. It will open in September 2017 with 180 year 7 students and will reach its full capacity of 1100 in 2023. Details of the proposed staffing structure are set out in the table below showing how it will build over time until the school reaches full capacity.

#### The Saracens High School staffing structure 2017 – 2023

Staffing category	2017	2018	2019	2020	2021	2022	2023
<b>Senior Leadership Team</b>							
Principal	1	1	1	1	1	1	1
Vice Principal	0	1	2	2	2	2	2
Assistant principals (inc HoF role)	1	1	1	3	4	5	5
Business manager	1	1	1	1	1	1	1
Head of inclusion (inc Senco role)	1	1	1	1	1	1	1
<b>Middle Leaders Heads of Dept (HoD) TLR 3 and Subject Leaders (SL) TLR 2</b>							
HoD (TLR3) - science	0	1	1	1	1	1	1
SL (TLR 2) - science	1	1	1	2	3	3	3
HoD - mathematics	0	1	1	1	1	1	1
SL - mathematics	0	1	1	2	2	2	2
HoD - English	0	1	1	1	1	1	1
SL - English	1	1	1	2	2	2	2
HoD - Modern Foreign Languages	0	1	1	1	1	1	1
SL - Modern Foreign Languages	1	1	0	1	1	1	1
HoD - Humanities	0	0	1	1	1	1	1
SL - Humanities	0	1	1	2	2	2	2
HoD - The Arts	0	0	1	1	1	1	1
SL - The Arts	1	1	1	2	2	2	2
Pastoral Leader	1	2	3	4	5	6	7
<b>Staff without leadership responsibilities</b>							
Mainscale Teachers	1.5	8	11	13	19	21	24
SEN Teacher	0	1	2	3	4	4	4
Total teachers	8.5	23	28	35	41	49	57
Teaching Assistants	1	3	4	5	8	8	8
Learning Mentor	1	2	3	4	5	6	7
Librarian		1	1	1	1	1	1
Principal's PA/Admissions	1	1	2	2	2	2	2
Reception/Admin	1	1	1	1	1	1	1
Welfare/1 <sup>st</sup> Aid	1	1	1	1	1	1	1
Attendance	0.5	1	1	1	1	1	1
IT Technician	1	1	2	2	2	2	2
Technician Science	1	1	1	2	2	2	2
Technology Technician	0	0.5	1	1	1	1	1
Caretaker	1	1	2	2	2	2	2
Finance/HR	0.5	0.5	1	1	1	1	1
Meal time supervisors	2	2	2	3	3	3	3
Exams Officer/Data	0	0	1	1	1	1	1
Repro/General Admin	0	0	0.5	0.5	1	1	1

\*The relationship between the faculty areas and subjects is explained later in this section

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

The staffing structure is calculated on the basis of the proposed curriculum plan and will be affected by: the teaching contribution by members of the senior team and middle leaders; the reduction in teaching allocation to staff appointed as pastoral leaders; and the number of options required at key stages 4 and in the sixth form.

The staffing structure is derived from the projected needs of the new school and the information provided in the curriculum analysis and staffing requirement table below.

The table demonstrates: the staffing required in each year; that the structure is sufficient to deliver the curriculum plan (see section D1); consistency with the information provided in the budget plans (see section G1-G3); and that it is affordable.

#### Teaching Staff Requirements and Curriculum Analysis 2017 -2023

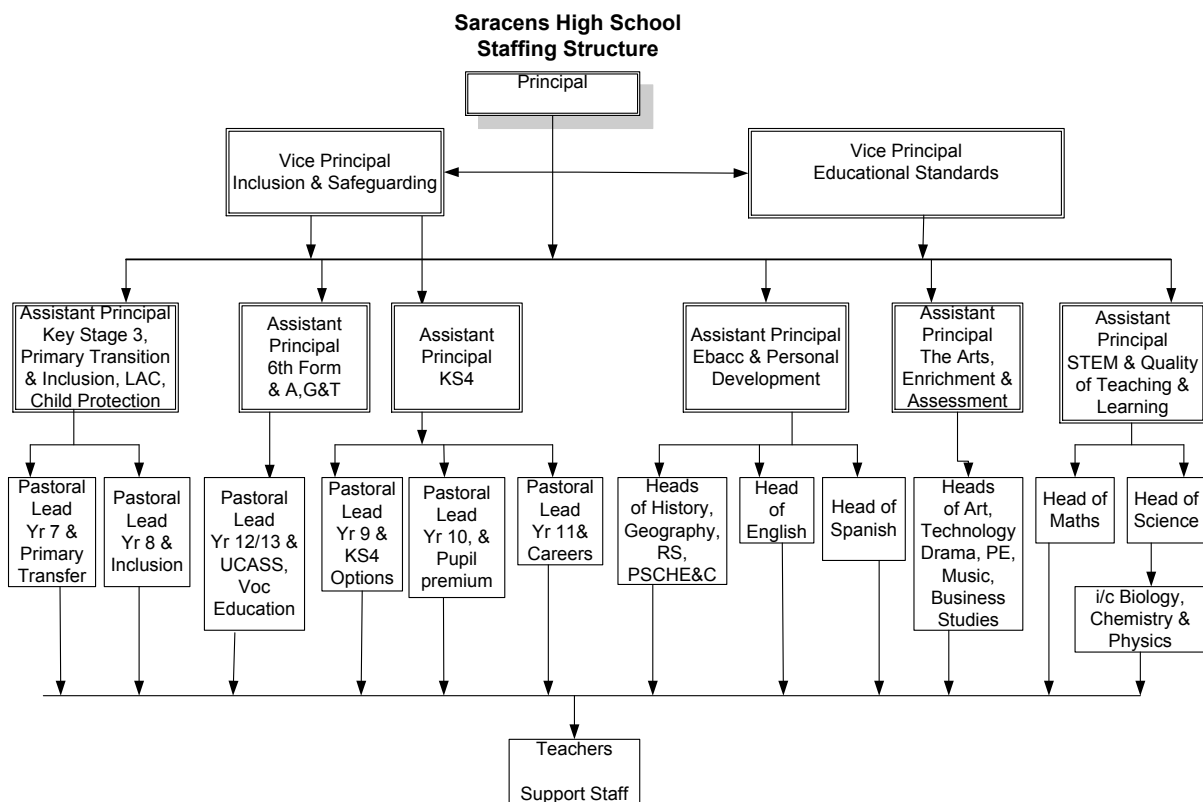
This analysis is based upon 50 sixty minute lessons organised across a two week cycle.

	2017	2018	2019	2020	2021	2022	2023	Total	Staffing
Student numbers	180	180	180	180	180	110	90	1100	
Subject and number of lessons									
English	48	48	48	48	48	16	16	272	6.6
Maths	48	48	48	54	54	24	24	300	7.3
Science (inc Psy)	36	36	36	72	72	40	40	332	8.1
Technology	12	12	10	8	10	0	0	52	1.3
Art	12	12	10	8	10	32	32	116	2.8
Music	12	12	5	4	5	0	0	38	0.9
Drama	12	12	5	4	5	8	8	54	1.3
History	18	18	20	16	20	8	8	108	2.6
Geography	18	18	20	16	20	8	8	108	2.6
Religious Studies	12	12	18	12	0	8	8	70	1.7
Physical Education	24	24	28	20	16	8	8	128	3.1
Languages	42	42	56	40	40	8	8	236	5.8
Business Studies (inc Economics)	0	0	10	8	10	32	32	92	2.2
PSHE	6	6	0	0	0	0	0	12	0.3
Total	300	300	314	310	310	192	192	1918	46.8
Staff used	8.3	8.3	8.7	8.6	8.6	5.3	5.3		53.1

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

The organogram below shows the staffing structure for the school when it is full. The rest of this section sets out how the staffing structure will build over time and also a credible contingency plan to adapt the staffing structure and still deliver a broad and balanced curriculum if income were less than expected.

#### The Saracens High School Staffing Structure by September 2023



#### Building the Model

Some of the staffing assumptions in the early years of the school and at the sixth form level are based on some staffing and services being provided by the Ashmole Academy. In order for this to be a viable arrangement Ashmole will increase its staffing to ensure sufficient capacity for both its own needs and those of the Saracens High School.

When the school opens in September 2017 there will only be one year group, year 7, with a minimum requirement of 7.1 teachers but a likely budget allocation to provide 8.3 teachers. It is intended that the following staff would be appointed for the September 2017 opening:

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

- the Principal who would be appointed to take up post prior to the school opening (either one or two terms funded from the project development grant)
- Assistant Principal ideally appointed to take up post during the summer term 2017 prior to the school opening who would take responsibility for a subject area, probably English and humanities or science and mathematics
- a head of mathematics and science
- a head of arts
- a head of languages
- a special needs coordinator (\*see below)
- class teachers

The salary level of the heads of subject would be at TLR 2 (teaching and learning responsibility payment) level reflecting the small size of the school, increasing to TLR 3 by 2019/20 and as the school grows.

\* The post of the SENCo may not be filled in the early days of the school. If this happens, the school will buy in SENCo services from the Ashmole Academy Trust, employing a teacher on a management allowance to be responsible for the special needs children within the school and to ensure that statutory requirements are met.

#### Additional staffing needs

In the first instance, in order to teach minor subjects like music, the Saracens High School would buy in staffing from the Ashmole Academy until such time as the school grows in numbers and has the financial capacity to appoint specialist teachers.

From the third year of operation onwards the staffing structure at the start of this section will develop to include separate heads of subjects as well as subject leads within those subjects. There will be an increase in the number of assistant principals over time, each one taking responsibility for either a key stage or subject. Each year will also see the appointment of a pastoral lead for that year group. The vice principal will be appointed in 2019/20 when there is sufficient financial resource and also the need to expand and strengthen the leadership team.

Saracens will assume the main responsibility for planning, co-ordinating, resourcing and delivering an exciting programme of enrichment activities for the school.

The House system will be led and overseen by one of the vice-principals with the pastoral leaders for the respective year groups responsible for the day-to-day management and co-ordination. It will also be supported by linked staff from the Saracens Sport Foundation.

Teaching assistants and learning mentors will also act as cover supervisors with each teaching assistant being allocated to a faculty area. One teaching assistant will be allocated to work with the special needs teacher or the SENCo in order to support students with special educational needs or disabilities. It is likely that additional funding for intensive SEND work for those students with education and health care plans will be



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

received from the local authority. Some of this funding will be used to employ specialist teaching assistants. In addition, some mentoring will be provided by sports men and women from Saracens, for example, black sportsmen who can help to raise the aspirations and ambitions of black boys.

#### Administrative staff

The Saracens High School will appoint a range of administrative and technical staff as illustrated in the table at the beginning of this section.

Rather than employing specialist administrative and support staff the school will buy in a number of services from Ashmole Academy Trust. These will include business and finance support, payroll services and HR services. The Ashmole Academy will build sufficient capacity into its own staffing to allow this arrangement to work.

#### Contingency plans

The financial model in Section G demonstrates clearly that this staffing structure is affordable if the school should recruit its full quota of students. If only 70% of student places were filled in 2017, the school would run five forms entry each of 25/6 students. This would reduce the number of teaching and administrative staffing and costs accordingly. In those circumstances the first assistant head would not be appointed until September 2018 and SENCo services would be purchased from the Ashmole Academy. If the school were to buy in SENCo services from the Ashmole Academy Trust it would still be a priority to employ a teacher to be responsible for the special needs children within the school and to ensure that statutory requirements are met.

The partnership with Ashmole would support the school to maintain standards and quality in reduced circumstances. A contingent staffing structure and deployment plan has been modelled to enable the school to continue to retain its vision, ethos and curriculum (see further details in section G3).



**'I'm a Science teacher. I would LOVE to teach in a school with this ethos.'**  
Prospective parent and teacher.

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

##### **Ensuring Inclusivity**

The Saracens High School will create an environment where all students are welcome, able to develop to their fullest potential and prepared well to be responsible members of society. The school will create a friendly culture that insists on strict standards of behaviour and courtesy. The school community will be rich in variety and diversity, where young people of both genders, all abilities and from diverse cultural backgrounds work together as a team to achieve their personal best.

The ethos of the school will be founded on the quality of relationships between all who work and learn there and will reflect the Saracens values of discipline, hard work, honesty and humility. Relationships will be characterised by mutual respect and common courtesy, irrespective of position, gender, race, disability or culture.

The Saracens High School will recognise not only the importance of allowing students to flourish academically but also its wider role in developing character and preparing them for adult life beyond the formal curriculum. As part of this preparation the school will ensure that:

- every student feels welcomed and included in the school community and understands that they have an important role to play;
- proper attention is given to spiritual, moral, social and cultural development;
- students feel safe and secure in the school environment;
- British values and community cohesion are promoted and reinforced.

##### Welcoming every student and their family

Saracens is a school that will be serving a diverse community (see sections C and DI) and, in line with its vision and values, it will welcome students and families from all groups and backgrounds whatever their age, gender, ethnicity, impairment, attainment and social or economic background. The school prospectus, website, marketing activities and community engagement plan will be presented in such a way as to attract students from different backgrounds and different communities - a way that will help families understand that this will be a school in which their children can thrive and excel.

Through the Saracens Sport Foundation's social inclusion work in the Grahame Park and Colindale areas there are already established partnerships with several community organisations including the Metropolitan Police, Youth Offending teams, Barnet Homes and Barnet Youth Services. Further partnerships will be developed with local community leaders who can support the school in communicating with families who are 'hard to reach'. There will also be the facility for oral and written communications in home languages where this is necessary or appropriate. Staff will be encouraged to develop cultural competencies to facilitate engagement of families, students and staff from diverse cultural backgrounds.

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

Attention will be paid to all cultures, faiths and world views through:

- the school programme of spiritual, moral, social and cultural development;
- aspects of the curriculum particularly in PSHE and religious studies;
- assemblies and tutor times.

Particular attention will be paid to celebrating the cultures and faiths of those who attend the school.

#### Spiritual, moral, social and cultural development

The Saracens High School students will be prepared for life in modern Britain through spiritual, moral, social and cultural (SMSC) education which will:

- enable students to develop self-knowledge, self-esteem, resilience and self-confidence;
- enable students to respect 'fair play', distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions;
- encourage respect for other people;
- encourage respect for democracy and participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

All subject departments, teaching staff and support staff will contribute to spiritual, moral, social and cultural development (SMSC) in lessons and through the curriculum. Some subjects such as religious studies, PSHE and citizenship, English, drama, history, geography, PE and science, will have a particular role to play but staff within all departments will be encouraged to consider how the curriculum and lesson content can contribute to SMSC development.

The school ethos will be based on discipline, hard work, honesty and humility. The development of these attitudes and values will be at the heart of the spiritual, moral, social and cultural development of all students. For social and moral development particularly, it will be important that the school ethos is underpinned by clear, consistent and shared rules, expectations and rewards and sanctions which are known and understood by all.

The school will have a programme designed to develop student leadership based on 'the Saracens way' and provide opportunities for the student voice to be heard. In addition students will participate in a range of sporting and other physical activities both in curriculum time and through the programme of enrichment activities which will develop their social skills and their sense of 'fair play'.

Students will be offered a number of extra-curricular activities before and after school and in the vacations as well as a diverse range of educational visits including: overseas

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

trips; theatre visits; visits to historical sights, museums, galleries to the places of worship of different faiths and religions.

##### An environment where students feel safe

The Saracens High School will be fully committed to safeguarding and promoting the welfare of students and will expect all staff and volunteers to share this commitment. It will operate safe recruiting and selection policies and procedures from the time that it starts to hire staff and will have in place, from the time of opening, a child safeguarding policy. There will be rigorous procedures to identify children who are suffering or likely to suffer significant harm, and to take appropriate action to keep them safe both in school and at home.

The aims of these policies and procedures will be to provide a safe environment which is not only conducive to learning but also makes the students feel secure and well cared for. This will include a clear code of conduct for students and staff which is known and understood by all.

Students will also learn how to stay safe in their own personal life. This will be a focus in the PSHE curriculum and lessons particularly in relation to substance misuse, sex and relationships and the safe use of computers and the internet.

##### Promotion of British Values

The Saracens High School will have an explicit commitment to British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

British values will be enshrined in the school through:

- subjects such as religious studies, history and English;
- the pastoral programme during tutorial activities and ‘thought for the day’;
- assembly themes which have a moral message reinforcing the British values of tolerance and mutual respect for all;
- equal opportunities for all students to achieve and engage with all aspects of school life;
- the school’s aims and ethos;
- school sanctions and rewards where there will be zero tolerance of actions which contravene the school ethos;
- relationships between staff and students;
- the School Council – re-enforcing the democratic system of the UK.

The Saracens High School will also promote British Values through its tutorial programme. Each student will be a member of a form which meets twice a day, 10 minutes in the morning and 20 minutes in the afternoon. Year groups will meet together once a week in assembly and three times a week they will follow a structured tutorial programme delivered by the form tutor.

The tutorial programme will promote fundamental British values in a number of ways. Form captains will be selected democratically to enable the influence of the student

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

voice in the running of the school. They will also learn about: democracy and voting which will be put into practice in student council meetings; the importance of freedom of speech and how current news reflects this; how news is communicated and the need to be discerning; studying recent news items and writing their own reports.

As students progress through the school they will also consider themes around: the moral obligations of being a good citizen; how to become good citizens in modern British society; promoting the values of tolerance and non-violence; respect, friendship, courtesy and manners.

The government set out its definition of British values in the 2011 Prevent Strategy. It considered them to be democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The Saracens High School will reinforce these values which will permeate the school community. The text below sets out some of the ways that the school will seek to embed British values.

##### Democracy

The principle of democracy will be consistently reinforced, with democratic processes being employed for important decisions within the school community, for instance, elections held for class and year representatives and, later on, for prefects and a head boy and girl. The principle of democracy will be employed in citizenship lessons, within the history and religious studies curriculum as well as in tutor time and assemblies.

##### The rule of law

The importance of laws whether to govern the class, school or the country, will be consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students will be taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

##### Individual liberty

Within the Saracens High School students will be actively encouraged to make independent choices knowing that they are in a safe and supportive environment. Students will be taught to know and understand their rights, responsibilities and personal freedoms and to exercise them in a safe and responsible way, for example, through the exploration of e-safety in tutor time and as part of computer studies.

##### Mutual respect

Respect will be at the core of the Saracens High School ethos and will be modelled by adults and students alike. The school will promote respect for others in all its activities through: the teaching and learning in classrooms; the way people treat each other in the public areas of the school including the playground; assemblies; PSHE; in meetings and public activities; beyond the school gates.

In line with the school's commitment to democracy, students will always be able to voice their opinions and disagree with others in a respectful way. Mutual respect will be modelled by the adults in the school, embraced throughout the curriculum, modelled in PE through the concept of fair play and modelled by the students and adults engaging

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

in the mentoring programme across different year groups.

##### Tolerance of those of different faiths and beliefs

This will be achieved through equipping students with the skills to understand their place in a culturally diverse society and by giving them opportunities to experience and appreciate such diversity in the school community.

During the course of the students' time in the school it is planned that there will be a number of trips abroad throughout the academic year. This will provide students with the opportunity to gain valuable experience of other cultures, faiths and languages.

##### Working together

The Saracens High School will take positive action to encourage students from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views. There will be opportunities across the curriculum and through other school activities to:

- learn about the rights of each young person and the responsibilities that these rights imply;
- develop pride in their own identity and learn about and develop respect for the identities of others in the school, in the local community; in the wider British community and across the world;
- develop an understanding of team work and team spirit and the value it can add to people's lives;
- develop an understanding and appreciation of what all human beings hold in common as well as respect for differences;
- develop a positive vision of a diverse, just and equitable society;
- learn about their own community, British society, the global community and the challenges that they face;
- learn about the major faiths and traditions as well as non-religious world views;
- develop critical thinking skills including the ability to recognise and challenge myths and stereotypes and to appreciate how people may see things from a different viewpoint;
- learn how inward and outward migration have shaped British society;
- develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.

The ethos of the Saracens Trust and the community activities of the Saracens Foundation underpin these principles of working together with a strong tradition of team work and participation.



'Saracens delivered on every promise they made to us who live in NW7! Go Sarries!'. Prospective Parent.

## Section E – evidence of need

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

The table below shows the need for places in Barnet in the future. The figures are not generated in more specific ward details because the students travel across the borough to attend the school they choose / allocated.

The information was provided by the London Borough of Barnet. LBB produces a regular forecast of the requirement for secondary school places, which is taken from existing pupil data in primary schools and a forecast from live births on GP registers. The annual forecast reflects the demographic situation across LBB. The data shows that there is a significant and increasing shortfall of secondary places in the borough. There is also pressure from pupils who live on the boundaries of the borough.

The Saracen's proposal will help to contribute towards alleviating demand in the west of the borough, centring on the Colindale regeneration area. For September 2016, the borough is already experiencing secondary pressure in the west of the borough. For September 2017, the Orion school, Woodcroft, Barnfield and Broadfields primary schools will each have an additional class of up to 30 children leaving year 6 (up to 120 additional children requiring a year 7 place in the area) and it will be the second cohort of an additional 30 pupils leaving year 6 from Colindale school's permanent expansion.

#### Year 7 Pupil projection for the London Borough of Barnet. Provided by LBB.

	Secondary deficit in forms of entry (FE) (assumes no additional new schools or expansions) Low (+3%)	Places secured towards meeting secondary deficit
2016-17	-1.7	<ul style="list-style-type: none"> <li>Ark 6FE (subject to planning) potentially either September 2017 or September 2018</li> <li>St Mary's and St Johns expansion 2FE (subject to planning) potentially September 2017</li> </ul>
2017-18	-4.9	
2018-19	-10.9	
2019-20	-23.0	
2020-21	-21.5	

February 2016

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

### Performance of secondary schools in the London Borough of Barnet

			% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% achieving grades A*-C in English and maths GCSEs	Absence
			English	Maths	2012	2013	2014	2015			
Archer Academy	Comprehensive	Good	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.5%
Ashmole Academy	Comprehensive	Outstanding	87%	88%	80%	77%	79%	78%	61%	78%	4.0%
Bishop Douglass School Finchley	Faith	Good	86%	79%	56%	56%	42%	62%	23%	64%	4.9%
Christ's College Finchley	Boys	Ri	67%	88%	69%	51%	56%	58%	22%	59%	5.8%
The Compton School	Comprehensive	Outstanding	91%	87%	75%	79%	73%	75%	36%	76%	4.1%
Copthall School	Girls Comprehensive	Good	64%	61%	58%	58%	56%	51%	30%	52%	4.9%
East Barnet School	Comprehensive	Good	78%	70%	69%	71%	63%	62%	36%	64%	3.9%
Finchley Catholic High School	Boys Comprehensive	Good	86%	89%	80%	80%	77%	83%	42%	85%	3.8%
Friern Barnet School	Comprehensive	Good	65%	67%	60%	52%	41%	50%	23%	51%	6.9%
Hasmonean High School	Faith Comprehensive	Outstanding	87%	88%	80%	91%	82%	80%	60%	80%	5.2%
Hendon School	Comprehensive	Outstanding	87%	81%	65%	79%	65%	70%	45%	72%	5.2%
The Henrietta Barnett School	Girls Selective	Outstanding	99%	100%	100%	98%	100%	100%	100%	100%	4.9%
JCoSS (2015 data)	Faith Comprehensive	Good	86%	84%	NA	NA	NA	81%	36%	81%	5.2%
London Academy (AC)	Comprehensive	Good	81%	77%	54%	67%	63%	59%	23%	59%	6.1%
Mill Hill County High School	Comprehensive	Good	80%	77%	77%	76%	69%	71%	54%	73%	4.4%
Queen Elizabeth's Girls' School	Girls Comprehensive	Ri	88%	83%	58%	74%	74%	79%	47%	79%	5.1%
Queen Elizabeth's School Barnet	Boys	Outstanding	99%	100%	100%	100%	100%	99%	99%	99%	2.8%
St Andrew's Greek Apostle	Faith	Outstanding	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.7%
St James' Catholic High School	Faith Comprehensive	Good	81%	80%	74%	73%	74%	76%	29%	77%	4.2%
St Mary's CoE High School	Faith Comprehensive	Ri	84%	71%	52%	48%	43%	51%	14%	55%	4.0%
St Michael's Catholic Grammar Sc	Faith Girls Selective	Outstanding	99%	99%	100%	100%	98%	100%	91%	100%	4.6%
The Totteridge Academy	Comprehensive	Ri	62%	52%	45%	45%	42%	40%	8%	43%	6.7%
Whitefield School	Comprehensive	Good	83%	84%	57%	55%	49%	45%	15%	49%	4.2%
Wren Academy (AC)	Faith Through school	Outstanding	88%	96%	NA	80%	77%	83%	64%	86%	4.5%
Local authority					69.20%	71.50%	67.50%	70.10%	43.50%		
England					59.40%	59.20%	53.40%	53.80%	22.9		

This table contains figures taken from the DfE website: School and college performance tables, published January 2016. It shows the outcomes for the secondary schools in Barnet including:

- the school Ofsted category and the year of the inspection,
- the percentage of students making the expected progress in English and mathematics
- the percentage achieving the English Baccalaureate
- the percentage achieving A\*-C in English and mathematics at GCSE

It also provides figures for the local and national averages and indicates the category of each school.

The latest inspection dates range from 2007 to 2015. Nine of the schools (37.5%) are judged outstanding, eleven good (46%) and four (16.5%) requiring improvement. Of the five schools closest to the proposed site of the Saracens High School, one is outstanding, three good and one requiring improvement. The aim is for the Saracens High School to be judged outstanding at its first inspection so providing an outstanding education for a significantly higher proportion of students than is currently the case. Currently the percentage of students making expected progress in English across the schools ranges from 64% to 99% and in mathematics 61% to 100%. It is expected that the percentage for both subjects at the Saracens High School will be between 95% and 100% - equal to the schools that currently have the best performance. The range in the five closest schools is currently between 64% and 87% in English and 61% to 88% in mathematics.



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

Currently the percentage of students achieving A\*-C grades in GCSE English and mathematics across the schools ranges from 43% to 100% (Barnet average 70%, England average 54%). The range for the closest schools is 52% to 80%. The target for the Saracens High School is 78% which will increase significantly the proportion of students in the area achieving higher grades in GCSE English and mathematics. Currently the percentage achieving the English Baccalaureate across the schools ranges from 8% to 100% (Barnet average 43.5%, England average 23%) with the range in the closest schools being 52% to 80%. The target for the Saracens High School is 55% - well above the current Barnet average.

**It should be noted that the highest performing schools in Barnet currently are faith schools and selective schools. In addition, targets for the Saracens High School will need to be adjusted to reflect increases nationally and locally and also the new performance measures as they are introduced.**

**16 to 19 provision and basic need**

For Barnet in 2015, there was a progression rate of 70% from Year 11 into Year 12 - approximately 3,600 students. (Source: London Borough of Barnet). Whilst there is sufficient provision for the current number of students requiring places in the borough, the increasing demand for primary and secondary places mean that extra provision will be required in 2022, when The Saracens High School has students ready to move onto sixth form. The need for places will be elevated by the requirement for every 16 – 18 year old to be in either education, learning or training.

Please tick to confirm that you have provided evidence as annexes – Information included in this section, annexes not necessary.

x



'I would happily send [redacted] to this school in 2017 as with the people involved, I know it will be a fantastic school for a child to thrive in.'  
Prospective parent.

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

### Community Engagement

Parental and community support surveys were carried out during the process of writing the proposal for the new school. The results were:

	2017			2018		
	PAN	Signups	%	PAN	Signups	%
Year 7	180	199	111%	180	140	78%
Year 8				180	199	111%
Totals	180	199	111%	360	339	94.2%
Other years		429	Year groups beyond 2017 / 2018			
Community support		464	From the local Saracens community			

The evidence of this support is shown in Annex 3. It is apparent from the numbers shown in the above table that there is a huge support from both the parents, who understand the pressure for places and the need for an outstanding school in the community. The wider community also have shown strong support for developing the ethos within a school setting.

Maps demonstrating the geographical spread of demand for places at The Saracens High School and the detailed postcodes are shown in Annex 3.

### Overview

The Trust has used a range of methods and channels to promote our proposal. A key priority has been to open and maintain dialogue with local parents and other interested parties. The publicity has been managed in collaboration with Saracens Sport Foundation who have experience in working with the local community. The key marketing materials used throughout the lead up to submission of the proposal have been the Trust's brochure (Annex 1), postcard (Annex 2) and the Trust's website [www.thesaracenshighschool.co.uk](http://www.thesaracenshighschool.co.uk).

### Marketing activities

There have been a number of different events where prospective parents, local residents and members of the local community and politicians were given the opportunity to find out more about the Trust and their proposal. Each of these meetings, both formal and informal have given the Trust an opportunity to engage with the local community and hear their thoughts on the proposal. The vision brochure and postcard has been instrumental in communicating the message about Saracens bringing their ethos to their local community in The Saracens High School.

The 6 primary schools local to the proposed site have been visited. Public meetings were held in the 2 schools closest to the proposed site to allow the public to ask questions and understand the vision. These were each attended by approximately 50 families. The remaining 4 schools were visited to deliver the vision brochure and follow up visits were made to answer questions and collect support. The postcards went

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

home with every child in these schools. Much of the time at these meetings and school visits was spent talking to individual families to ensure they fully understood what the school will mean to them and their children specifically.

Meetings have been held with the School of Health and Education at Middlesex University, who are enthusiastic about supporting the secondary curriculum in their local community. This will strengthen teacher recruitment for The Saracens High School by giving access for student teachers requiring placements during their studies.

### Community Meetings

Many meetings took place prior to submission, where someone from the Trust attended and communicated the plans for The Saracens High School meeting the need for places in the borough, and handed out vision brochures. These included meetings with:

- Chief executive, London Borough of Barnet
- Leader of the Council, London Borough of Barnet
- Secondary headteachers' meeting
- Colindale Community Trust and partners
- Deputy VCs, Middlesex University
- Education and Skills Director, London Borough of Barnet & Commissioning Director for Children and Young People, London Borough of Barnet
- A variety of local secondary school heads, both individually and also at their own schools
- Local Mill Hill associations
- Copthall Community Sports Group
- Local councillors
- Regional Schools Commissioner

In addition to the press coverage, examples of which are shown below, the school has been promoted at match days, both within the programme and on the large screens.

Saracens Rugby Club	<a href="#">Saracens Announce New High School Plans</a>
Avia Premiership Rugby	<a href="#">Saracens Announce New High School Plans</a>
Middlesex University	<a href="#">Middlesex University backs proposed Saracens secondary school</a>
Telegraph	<a href="#">Saracens School initiative is the model to follow</a>
Colindale Community Trust	<a href="#">Saracens Rugby Club announce plans to open a Free School for the community of Colindale</a>

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

Barnet & Whetstone Press	<a href="#">Saracens Rugby Club's goal to open secondary school in Colindale</a>
Kilburn Times	<a href="#">Saracens Rugby club plan to open free school in Colindale</a>



Further to the formal meetings and communications, the Trust steering group have been talking to a wide range of local people from the community throughout the whole period leading up to submission. These included local councillors, businesses and the local community.

### Response to the community

There has been over-whelming support for The Saracens High School. There has been **no opposition** noted to the concept of a new school for the borough, and the need is widely recognised. There are, as is to be expected, some concerns over the location of the new school, the main concern being that it would not be in [redacted] if a site cannot be identified. (The proposed location for the school is not in the public domain). The experience and understanding of the local community means that there has been little to alter in the proposal following feedback from the consultation meetings with parents.

Only one change emanated from the discussions with the local community – that of the school name. The original name suggested by the proposers was Saracens Community College. Historically, this concept of a community college had negative connotations for many of the more established residents and a new working title for the school was chosen, The Saracens High School.

There has been a constant flow of positive comments about the idea of a school, and genuine excitement about the lead Saracens are planning to take in their local community.

### Continued community engagement

The work that has been done to reach out to the community and share the vision of The Saracens High School will continue as we move forward through to pre-opening, then to the school opening. The focus will be the prospective students and their families, building on the relationships that we have started. We will ensure that no groups are left out of this communication. This will be in the format of visits to schools, events at Saracens home ground - Allianz Park, public meetings in Grahame Park, and email communications. We will ensure that everyone has access to the information, by translating where necessary and providing paper newsletters to those that do not have access to a computer.



'I do not have children, but I feel this is a great – and much needed – initiative for the local community. Well done to all involved at Saracens!'  
Local resident.

## 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)	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	London	No	[REDACTED]	[REDACTED]	0
[REDACTED]	London	No	[REDACTED]	[REDACTED] [REDACTED]	0
[REDACTED]	Flamstead, Hertfordshire	Yes	[REDACTED]	[REDACTED] [REDACTED]	2
[REDACTED]	Basingstoke, Hants	Yes	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	8
[REDACTED]	Barnet, London	No	[REDACTED]	[REDACTED]	n/a
[REDACTED]	London	Yes	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	8
[REDACTED]	Hemel Hempstead	Yes	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	8
[REDACTED]	London	Yes	[REDACTED]	[REDACTED]	6

[REDACTED]			[REDACTED]	[REDACTED]	
[REDACTED]	Abbots Langley	Yes	[REDACTED]	[REDACTED]	6
[REDACTED]	Potters Bar, Herts	Yes	[REDACTED]	[REDACTED]	2
[REDACTED]	Chiswick, London	Yes	[REDACTED]	[REDACTED]	2
[REDACTED]	Barnet, London	Yes	[REDACTED]	[REDACTED]	2
[REDACTED]	Ware, Herts	Yes	[REDACTED]	[REDACTED]	2
[REDACTED]	Hertford, Herts	Yes	[REDACTED]	[REDACTED]	2
[REDACTED]	Watford	Yes	[REDACTED]	[REDACTED]	2

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

Initially, primary responsibility for driving forward the development of this application has rested with the Saracens Sport Foundation. This grew over time to build up a group of experienced individuals and organisations which in turn became the steering group. This steering group has now formed The Saracens High School Trust and will take the school through the pre-opening period.

We believe the Trust has the necessary spectrum of skills, expertise and experience to deliver The Saracens High School given their broad range of skill sets in secondary school educational management and governance, community development, higher education management and governance coupled with substantial experience in the following areas – educational marketing, human resources, secondary school financial planning, project management, including premises acquisition and development and commercial research expertise.

In particular, the steering group benefits from the leadership experience and expertise of the headteacher from Ashmole Academy which is an Ofsted ‘outstanding’ school. It frequently features in the national press as one of the top schools in the country. In 2014, the Guardian classed it as one of the top 9 comprehensive schools in the country for sustained performance. Also in 2014, the Evening Standard classified Ashmole as one of the top ten super-state schools in the Capital. Ashmole Academy is a National Support School with its [REDACTED] since 2011. Ashmole Academy Trust is an approved DfE sponsor of schools. It is a multi-academy trust and has successfully sponsored a free school primary school. Ashmole Academy Trust is the lead provider for a Schools Direct teacher training consortium involving 5 institutions in the North London area. Ashmole Academy Trust has a proven track record of working with several school on school improvement. In February 2016, Ashmole Academy received a letter of congratulations from Nick Gibb MP for their achievement at being amongst the top 100 schools in the country.

In addition, Ashmole are currently in the middle of the pre-opening period of their own primary free school, which will bring knowledge of the requirements of the process and their experience to the Trust.

Each individual member of the steering group has already committed substantial amounts of time and will continue to do so to ensure that The Saracens High School opens by the date proposed in this application.

Others will be co-opted as trustees or steering group members if a need for other areas of expertise is identified. Once appointed, the principal designate will become a key member of the Trust board.

During pre-opening, the Trust will operate as a steering group, co-opting additional members where the needs arises. In addition to this, the Trust will engage the services

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

of an experienced free school project management company to manage the pre-opening period, reporting into the Trust. Support with the pre-opening finances and school finances will come from Ashmole Academy. Project management skills are not missing from the Trust, however the lack of time available to focus on the project management of the school during pre-opening means that external support will be brought in, including experience of having opened other free schools. HR, legal, IT and procurement services may come from the Ashmole Academy, or may be brought in. Ashmole have the flexibility to be able to increase their staffing and resources to provide support as and when required, for both The Saracens High School and other schools that it supports.

Whilst the steering group has relevant skills and experience, it is acknowledged that beyond the the monthly Trust meetings (and in time, the committee meetings), their time is restricted. The core team will be:

- | [REDACTED]
- | [REDACTED]
- | [REDACTED]
- | [REDACTED]

This team will meet weekly, with regular communications in the interim. It is anticipated that the Project Manager will take the lead on all the elements of the pre-opening period, directing the core group in its activities and reporting into the Trust on a monthly basis. The Trust in their role as steering group will provide strategic direction and decision-making. Outside of the Trust meetings, directors will be requested to provide support as and when their expertise is required. For example, [REDACTED]  
[REDACTED]

A scheme of delegation will be developed for the project in pre-opening to cover the operation of the Trust and core group. This will also include delegation of financial responsibilities for handling the project development grant, using the Academies Financial Handbook.

In January 2017, the committees of the governing body will be formally established which will then allow them time to develop their knowledge and skills prior to the school opening.



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

### Principal Designate Recruitment Timeline – Opening September 2017

Action	Date	Comment
Compile application pack, including job description, person specification, brochure, application form, safeguarding statement	18/7/16 – 29/7/16	Project Director, Ashmole Academy, Project Manager
Advertise position - TES - <a href="http://www.jobs.barnet.gov.uk">www.jobs.barnet.gov.uk</a> - Local newspaper - Networks - Social media	12/9/16 – 3/10/16	Process managed by Project Manager
Shortlisting	4/10/16	Project Director, Ashmole Academy
Invite to interview, including pre-interview task	5/10/16	Project Manager
Request references upon confirmation of attendance at interview	7/10/16	Project Manager
Assessment days Tasks include: - Interview - Presentation - Teaching - Teaching observation - Observation feedback - Pupil interview - Finance task; Data analysis task; Pupil progress task; Community engagement task; Governance task - Meeting members and governors	17/10/16 and 18/10/16	Panel – DfE Education Adviser Lead proposer Ashmole Academy 3 directors
Ratification meeting	18/10/16 - Evening	Governors
If unsuccessful:		
Review for second round Headhunting	20/10/16	Project Manager, Project Director
Second round (as above, subject to review)	24/10/16 – 5/12/16	Project Manager, Project Director
Third round if required	1/1/17 – 14/2/17	Project Manager, Project Director
Principal Designate – buy release p/t from current role	1/1/17 – 14/4/17	
Principal Designate – in post full time	15/4/17	

## F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap?	How and when do you plan to fill the gap
IT	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from Ashmole Academy, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
Legal	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from Ashmole Academy, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
HR	Pre-opening team / governing body	We are currently in discussions with several people within our networks to identify the most appropriate person. For pre-opening this may come from Ashmole Academy, the project management support, or the local authority school support. For the longer term position within governing body/committee, it will come from the wider community.
Project management	This is not a skills gap, but a time commitment gap in the pre-opening team	The Trust will advertise for a project management company to tender for the project to open the school.

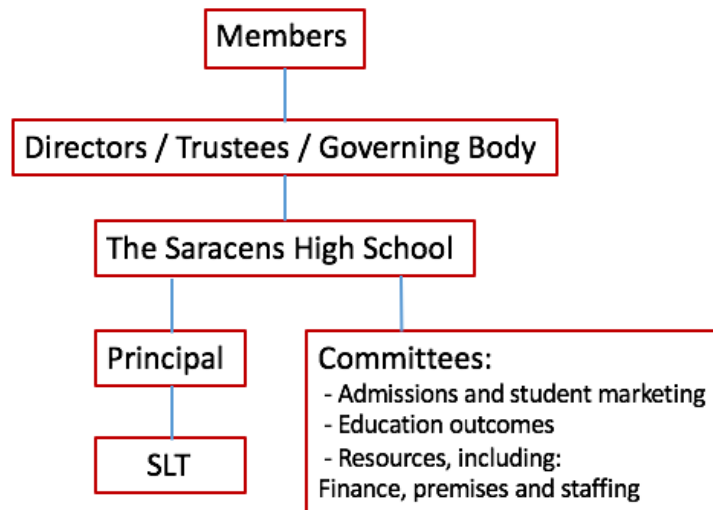


'As a parent governor and parent of 3 children, I am very excited to hear of this proposal. It is much needed'. Prospective Parent.

**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 Saracens High School Trust Limited has already been established as a single academy trust and company limited by guarantee using the DfE model Articles of Association for a Single Academy Trust.

The structure of the Trust is shown in the diagram below:



**Roles and responsibilities**

The members of the Trust will not play a major role in the day to day running of the company but are the ultimate guardians of the Trust’s educational vision with control over the company, including making important decisions such as changing the constitution of the company, appointing and removing directors of the company, and receiving the annual accounts of the company in line with the requirements set out in the model Articles of Association for a single academy trust which have been adopted in full by the Trust.

The Trust is governed by the trustees who, together with co-opted governors described below, will comprise the full governing body of The Saracens High School. The Trustees are directors of the company for the purposes of the Companies Act 2006 and trustees for the purposes of charity legislation. The company trustees and governors will be responsible for the setting of general policy and educational vision of the free school, ensuring compliance with the Academies Financial Handbook, appointing senior staff, together with monitoring the activities of the Trust and making major decisions about the direction of the Trust.

As part of their financial responsibilities, the board of trustees is responsible for: ensuring that the trust’s funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial Handbook. The Principal will be appointed as the accounting officer. The main responsibilities of this role is to ensure high standard of probity with public money, specifically ensuring value for money, regularity and propriety. This is a personal responsibility of the accounting officer and cannot be delegated.

**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**

A chief financial officer will also be appointed to lead on financial matters. They will hold appropriate qualifications and experience for that role. It may be that in the first few years, this role is fulfilled through Ashmole Academy.

Whilst The Saracens High School will operate as a single academy Trust, it is proposed that, as this is a community based consortium, there may need to be a number of governors co-opted to the Trust board to ensure governance functions are effectively carried out, with governors having the requisite skill sets to govern the school, and at the same time ensure that there is sufficient representation from the community which The Saracens High School will serve.

The trustees will appoint the Principal and Vice Principals to The Saracens High School. The Principal, with the support of the trustees of the school will have responsibility for the recruitment of all other staff.

The trustees of The Saracens High School will be responsible for the monitoring of the performance of the school, the Principal and the senior leadership team. This will include the regular scrutiny of academic performance, behaviour and individual school finances. The trustees will also have primary responsibility for engagement with the local community.

The Principal will be responsible for the internal organisation and management of the school and will be accountable to the trustees for their management and strategic direction of the free school.

**Company membership**

To ensure continuity of support to The Saracens High School, the members of the company are individuals from Saracens Rugby Club, Saracens Sport Foundation, and Ashmole Academy as an institutional member, whose representative member will be the Chair of Governors. The members are:

[Redacted list of company members]

**Director structure**

The Saracens High School Trust will have up to twelve trustees; at present the company has appointed the following trustees:

[Redacted list of trustees]

## **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**

Once appointed, the Principal of The Saracens High School will also be appointed as a trustee. This will allow the Principal to link the senior leadership team to the Trust, communicating in both directions:

- providing information and detail about the school operation to the Trust;
- taking the vision and strategic direction back to the senior leadership team.

Further trustees will be appointed as necessary in line with the proposed governing body structure noted below.

### **Board of trustees / governing body structure**

The board of trustees / governing body of The Saracens High School will initially comprise:

- the principal of the school;
- the chairman of the trust;
- the trustees listed above;
- at least 2 elected parent governors;
- at least 1 elected staff governor;
- other governors as the trustees decide are necessary to support the school.

It is the Trust company's intention for members of the governing body of the The Saracens High School to fulfil the high standards of governance expected of governing bodies as identified by the DfE and the National Governors Association (NGA).

In proposing the structure of the trust board outlined above, the steering group has been mindful of the governing body skills audit of the NGA to be assured that the governing body of the free school will have the necessary skills, knowledge, experience and capacity to fulfil the highest standards of school governance. In identifying the necessary skill sets for effective governance of the free school, the steering group has sought skills and knowledge which will allow trustees to be able to ask the right questions, analyse data and have focussed discussions which create robust accountability for the free school Principal and senior leadership team.

In particular, The Saracens High School Trust will ensure that all trustees will exhibit a strong commitment to improving education for all pupils of the school, and will have a commitment to the school's vision and ethos. Additional skill sets that will exist across the trust board of the free school include, but are not limited to, the following: experience of professional leadership, understanding and experience of strategic planning, change management expertise, understanding of current education policy, communications skills, the ability to analyse complex financial data, performance management experience, experience of procurement, facilities management expertise and legal expertise.

Trustees who may be also sought will have strong links with the local community, links with local business, knowledge of the local and regional economy, together with experience of working or volunteering with young people, and knowledge or awareness of special educational needs.

### **Managing conflicts of interest**

In setting up the The Saracens High School Trust Company we have adopted the DfE's

## **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**

model articles for a single academy trust in full with amendments only in line with DfE recommended guidance. Therefore, in accordance with our articles, any trustee who has or may have a personal interest which may conflict with his/her duties as a trustee will be required to disclose that to the Trust as soon as they become aware of it.

Trustees will not be permitted to take part in any Trust discussions in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the Trust and any other duty or personal interest. The same arrangements for disclosing and managing conflicts of interest will apply to the whole governing body of The Saracens High School.

We consider a conflict of interest to be any situation in which a trustee's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the trustee's decision making. This might be when a trustee is on the Board of, or an employee of, another organisation in a related field or when a trustee obtains information as a member of the Board which he or she could exploit for other purposes.

In addition, conflicts of interests may arise where the personal interests and/or loyalties of a person connected to a trustee conflict with those of the Trust. A connected person includes people who share an economic interest such as business partners and family members.

Trustees will be required to declare their interests and any gifts or hospitality received in connection with their role on the Trust. A declaration of interests form will be provided for this purpose, listing the types of interest which should be declared and at each meeting of the Board or governing body the opportunity to declare any interests will be given by the Chair.

In order for it to be effective, trustees will be asked to update this declaration annually, and also when any changes occur. Where trustees are not sure what to declare, or whether/when their declaration needs to be updated, they will be expected to err on the side of caution.

This register of interests will also be used to record all gifts of a value over ■■■ received by trustees in connection with their role on the Trust. Where a trustee does receive a financial benefit from a decision of the Trust, this will be reported in the annual report and accounts in accordance with the Charities Statement of Recommended Practise (SORP). And the total of all payments or benefits in kind to trustees will be reported in the Trust's accounts and annual report.

Where a trustee is connected to a party involved in the supply of a service or product to the charity, this information will also be fully disclosed in the annual report and accounts.

### **Ashmole Academy Trust**

There will be a known conflict of interest with Ashmole Academy Trust. They will be providing services to the school at cost, such as back office support, and seconded teachers whilst the pupil numbers are low. In the circumstances where there is a potential conflict interest on an issue related to the services provided by the Ashmole Academy Trust, this will be managed by allowing the member representative and the Headteacher

## **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**

to take part in discussions in the meeting to provide information, but to remove themselves prior to further discussions and decision-making.

### **Ensuring independent challenge**

To ensure a clear line of accountability between members and directors, we will ensure that there is never a majority of members who are also directors of the Trust.

In the initial phase, there will be nine directors but this will rise to ten as the Principal of The Saracens High School is appointed, which will enable sufficient challenge to the operational management of the Trust.

This number will rise again to fill any gaps in expertise as pupils arrive and parental and staff governors are appointed. Periodically, we will commission external reviews of standards and quality of the Trust's governance and management, and of the operation of The Saracens High School from suitably qualified independent external advisers, one example being to assist with the headteacher's performance management to ensure it is a rigorous process.

To ensure scrutiny and challenge of the Trust's affairs, an auditor will be appointed to the Trust early in the pre-opening phase and responsible officers, holding no remit The Saracens High School for the management of the Trust's and individual schools' finances, will be appointed to the governing body of The Saracens High School.

### **Committee structure**

The committees of the Trust board will be where the main work and monitoring is carried out, alongside trustee visits to the school to see the work in practice and to see evidence related to the relevant KPIs. This will ensure a thorough understanding of the school and provide confidence to the Trust board and members that the vision and ethos is being delivered. In addition, the opportunity to engage directly with students, staff and parents is vital to the success of the Trust board. The committees will report into the Trust a summary on their meetings (full minutes being distributed to all of the Trust board). Some decisions will be made at committee level, and some will be referred to the Trust board for approval. A scheme of delegation will be developed prior to opening to allow this process to happen efficiently and effectively. The population of each committee will be developed prior to their official launch in January 2017, with consideration of the skills of each trustee to ensure the right person is on the appropriate committee.

### **Communications**

Whilst the role of the Trust is clear, the Trust board recognizes that they are not an isolated group, and that input is required from the wider community. They will engage with the student council, where students will be invited to attend part of the committee meetings to represent the student voice. Engagement with parents whilst primarily the remit of the Principal, will be through a Trust newsletter, the website, meeting parents and school events and parent surveys. The wider community will have opportunity to be heard through events in the school and outreach work by the school.

This principal of communication and involvement of related groups is part of the Saracens ethos, it is not just about the individual, but their family and the wide community.

**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**

**Future plans**

The members of the Saracens High School Trust have stressed that whilst this school is the first under the Saracens Trust, and the priority for its focus, in time the Trust intends to develop into a multi-academy trust with a number of schools across the education spectrum. This expansion will be delivered on a needs basis and in full collaboration with other local schools and the local educational authority.



‘The fine ethos of the Saracens community that I have witnessed, leads me to believe that the club and its associated networks would form a highly competent group to found and oversee the development of a new school.’  
Local resident.



## Section G – budget planning and affordability

### G1 – budget planning and affordability

#### Income

The figures for the school are based on the expected income for the Borough of Barnet. Some of these have been changed to reflect the experience of the schools in the local area. In particular with regard to Deprivation, Pupil Premium and English as an Additional Language, the rates have been adjusted to reflect the experience in the other local schools, which is slightly higher than the Barnet average. Further information on this is found in Section D.

The only other extra item of income relates to donations, where we expect fundraising projects to raise ██████ each year. This will be through either school or Parent Teacher Association work. This may include fetes, discos, fashion shows or sponsorship, and will also include more formal opportunities for local businesses to contribute to the school. No figures are provided for Catering Income or Rates Grant, as this will match expenditure, with the exception of the provision of free school meals, where there will be no extra income.

#### Expenditure

In most cases the figures match the recommendations provided in the spreadsheet for a typical secondary school, as they tend to be in line with expectations. The costs for Development and Training and Recruitment are based on the experience of Ashmole Academy, with Recruitment based on the cost of advertising in the TES.

Incremental drift is based on the expectation that all teaching staff will achieve a performance management of “Good” or “Outstanding” and therefore will be entitled to performance related pay increases. This does not include inflation, as this is not used elsewhere.

It should be noted that the percentage cost of staff is slightly lower, and this is largely due to the fact that the management services provided by Ashmole Academy Trust will reduce the cost of salaries. However when adding the cost of management services and incremental drift; the cost would be in line with national expectations.

The premises figures are assumed to include the cost repairs and replacement of furniture and other capital items, as well as security costs. The Grounds cost is an estimate based on the experience gained at Ashmole, though it is not expected that the grounds will be as large and therefore the cost is lower.

The educational resources figure is high when using the average cost for schools in Outer London. The spreadsheet implies that the percentage of cost should be less than 2%, however the budget reaches 17% of income. It is believed that 2% would be too low to maintain the school, especially as this includes IT and administrative costs. It is also assumed that these figures would include the cost of replacing all capital items used for teaching, including computer equipment, technology and gym equipment, as well as science and music. It would be expected that as subjects are setting up new courses each year, the cost of text books would also be higher than when established.

Professional services are based on the experience of Ashmole Academy, and there is a contingency figure provided of 2%. As mentioned above, the catering costs relates to the

## G1 – budget planning and affordability

cost of free school meals, at approximately [REDACTED] per child per day. There has also been a provision for the purchase of 3 minibuses.

The largest cost relates to the management fee. The relationship with Ashmole Academy leads to a number of costs being incurred but that the expertise provided by Ashmole will reduce the cost incurred by Saracens should they wish to have these services internally or from other suppliers.

Ashmole will either be responsible for or provide services or advice on the provision of Special Educational Needs, Gifted and Talented students, Inset Training, curriculum development and delivery, Music Peripatetic management, Site and Health and Safety requirements, Data and IT provision, Human resources, Finance, Management Training, including Whole school reviews, and training for senior and middle leaders. The costs will also include the provision of policies required by the school and ongoing review of curriculum structure and content for all departments. The work will be expected to increase in some areas over the duration of the agreement as the school increases in size, though some will also reduce.

Much of the cost relates to back office work in particular Finance and HR where preparation of statutory reports and internal management reports will be undertaken, as well as the work of payroll. The HR work will be comprehensive including the administration of the recruitment process, the provision of advice, the set up and review of HR policies and procedures. The provision of IT and Data services will mean the Academy will have access to highly experienced professionals in the education sector, at a reduced cost, whilst ensuring the provision is of the highest standard.

Whilst the overall surplus of the school will be reasonable at the end of year 8, it is anticipated that any excess surplus would be used for projects identified by the school for the benefit of the students. This might cover capital projects, redevelopment work or other provisions, as well as allowing for changes in the funding received either due to government decisions or unforeseen changes in student numbers. The aim will be for the school to have an in year surplus of up to 3% of total income as reflected in the figures. Overall, it would be expected that there would be a surplus of up to 12% of income, unless saving for a specified project. Any shortfall in student numbers will lead to a reduction in staffing as described in Section D, but all variable costs will also reduce accordingly.



'I have no doubt that the Saracens Foundation team behind this, it will prove to be a huge success and a great addition to the local community. 😊'  
Local resident.

# Section H – premises



## SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

- [Jump to second choice site](#)
- [Jump to third choice site](#)
- [Jump to fourth choice site](#)
- [Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	
--	--

<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	
--	--

<p>Any comments on your calculated building space:</p>	
--	--

**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	
--	--

<p>In which local authority is the site?</p>	Barnet
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	NA
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	NA
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	NA
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<p>Please tell us how you found the site:</p>	
---	--

<p>Please confirm the tenure:</p>	Other - please explain
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<p>If other, please explain further:</p>	The local authority owns the freehold. It would be a matter of negotiation with the borough
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<p>Please Include information on purchase or lease price if known:</p>	This would be a matter of negotiation with the London Borough of Barnet.
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<p>Who owns the site?</p>	Local authority building
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p>	Yes
--	-----

Name and contact details of owner:	[REDACTED]
Name and contact details of agent or local authority representative where available:	[REDACTED]
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
What kind of site is it?	Cleared site requiring new build
What is the current use?	School/education building
If government building or 'other' - please describe:	The Saracens High School ambition is to meet an identified need to provide a first class education offer for children and young people within this part of Barnet, which is home to some of Barnet's most deprived families. Barnet is also very keen to ensure that any released site is used to the benefit of the local community.
Why have you chosen this site? What makes it suitable for your free school?	[REDACTED]
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	[REDACTED]
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
<b>Second choice site</b>	
Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	No second choice



This sounds like a fantastic school. It's close to where we live and would offer my son the opportunities he needs.

# Annexes contained in separate file.