



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19  
schools

**Published: July 2016**

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

**BLAKENALL FREE SCHOOL**

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## The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

**Section H** asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. The form is available [here](#).



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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

### **Submitting Section I**

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

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

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| validated self-assessment and governance assessment?   |                                     |                          |
| <b>8. Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?  | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>9. 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?   | <input type="checkbox"/>            | <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 checked="" type="checkbox"/> | <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> ?  | <input type="checkbox"/>            | <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?<br><br>Free schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT  | <input checked="" type="checkbox"/> | <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?<br><br>(See guidance for dates and deadlines) | <input checked="" type="checkbox"/> | <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 [how to apply to set up a free school guidance](#);
- 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:** [REDACTED]

**Print name:** [REDACTED]

**Date:**

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

## Completing the application form

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

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

### Section B – outline of the school (use Excel spread sheet)

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



## Section C – vision

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

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

#### **Executive summary**

Our proposal is for a new secondary school in the Blakenall area of Walsall.

Proposed name of the new school: **Blakenall Free School**

Proposed age-range: 11 to 18

Proposed year of opening: September 2018

Proposed size when full (including proposed forms of entry): 1150

Proposed points of entry for students in 2018: Year 7

#### **Rationale for proposal**

We are proposing to establish a new 11-18 secondary school in the Blakenall area of Walsall for the following reasons:

- The clear need for more secondary school places – the data from Walsall LA indicates a projected shortage of 1200 11-16 secondary school places across the borough by 2023. This shortfall will be further exacerbated by an extensive planned housing development in the Blakenall area.
- The proposal is for an 1150 capacity 11 to 18 school in response to basic need and the associated with all the new housing;
- The demonstrable need for more high quality secondary provision in an area where parental choice is severely limited in terms of access to good or outstanding secondary schools/academies;
- The desire to meet parental demand by building on the successful and improving KS 2 outcomes in WAT's two existing Blakenall primary academies;
- The need to further raise educational outcomes in the Blakenall district as well as addressing barriers to learning at KS 3, KS 4 and post-16;
- To seek to help the LA in its desire to address low levels of access to higher education and lack of employment outcomes;
- The need to raise aspirations and, ultimately, the life chances of the children in the community through the further development of skills for working/adult life.

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

Our proposed free school will be part of the successful Windsor Academy Trust (WAT). The trust's five-year strategy (2015-2020) is to develop three 'all through' age 2-19 Learning Communities containing one or two secondary schools and between four to six primary schools. Our model aims to provide a coherent learning journey for young people that allows, through close geographic proximity, school-to-school support, collaboration and innovation within and across the three Learning Communities resulting in a self-improving, self-sustaining system of education.

WAT's mission and moral purpose is to unlock the academic and personal potential of all the children we serve in our family of schools. Our relentless approach to be world class is summarised in our strapline 'Pride in Excellence'. WAT places an enormous emphasis on the development of both 'standards and structures'.

**Current academies in the trust:**

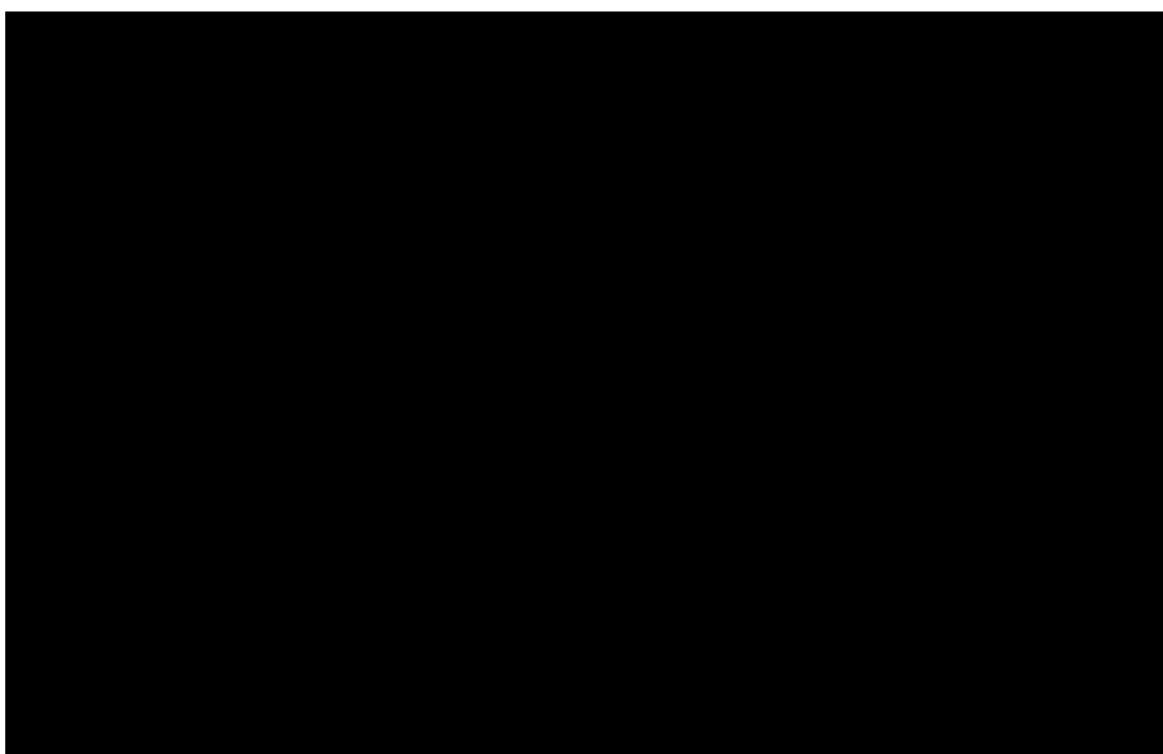
| <b>Academy</b>   | <b>Learning Community</b> | <b>Current Ofsted rating</b>   | <b>Comment</b>                  |
|--|---------------------------|--|---------------------------------|
| Windsor High School and Sixth Form                           | Halesowen                 | Good   | Lead School (converted in 2011) |
| Manor Way Primary Academy                                    | Halesowen                 | The predecessor school was inspected in February 2014 and judged RI. The academy is yet to be inspected as part of WAT | Joined WAT in October 2015      |
| Tenterfields Primary Academy                                 | Halesowen                 | Good   | Joined WAT in September 2016    |
| Colley Lane Primary Academy                                  | Halesowen                 | RI   | Joining WAT in October 2016     |
| Goldsmith Primary Academy (previously Harden Primary School) | Walsall                   | Good (predecessor school in special measures)  | Joined WAT in September 2012    |
| Rivers Primary Academy                                       | Walsall                   | Good   | Joined WAT in                   |



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

|  |              |  |                              |
|--|--------------|--|------------------------------|
| (previously Green Rock Primary School) |              | (predecessor school in special measures) | November 2013                |
| Kingswinford School Academy            | Kingswinford | Good                                     | Joining WAT in November 2016 |

**Current academies in the WAT family and the year-on-year growth plan.**



**WAT's existing academies in Walsall**

The two primary academies that WAT currently maintain in Walsall were both formerly in special measures at the date of conversion. Since coming into Windsor Academy Trust, both academies have made significant progress and both are now both rated good by Ofsted.

**Goldsmith Primary Academy** replaced the failing Harden Primary School which had been placed in special measures in 2009, after the first two HMI monitoring visits judged progress to be inadequate. Since taking over as sponsor in 2012, WAT has had a significant impact on the school, culminating in a 'Good' Ofsted judgement in all areas in June 2014. The June 2014 report highlighted the work of WAT, citing 'the very positive role' the academy trust had played in the many improvements taking place in the performance of the school, particularly in teaching and the achievement of pupils. Goldsmith is now a thriving, popular and oversubscribed primary academy.

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

**Rivers Primary Academy** replaced the failing Green Rock Primary School which was placed in special measures in September 2012. WAT took over as sponsor in November 2013; when the school was re-inspected in June 2015, it received a ‘Good’ judgement with inspectors commenting on the ‘excellent support’ the academy trust had provided to the senior leaders and academy governors. Like Goldsmith Primacy Academy, Rivers is now a flourishing and popular primary academy and is currently seeking to extend its current PAN from 45 to 60 to meet parental demand for places.

**Why we believe a new secondary school is needed in the Blakenall district**

Our vision is to build on the achievements at our two existing primary academies and to provide a coherent, enriching and progressive learning journey from age 2-19. Our plan is for both of our existing and expanding primary academies to act as feeder schools to the new free school. In addition, we have also been in discussions with other local primary schools about the need for new secondary provision in the area.

Blakenall is the most deprived ward in the borough of Walsall and is where WAT currently has two thriving and successful open primary academies: Goldsmith Primary Academy and Rivers Primary Academy. The 2015 English Indices of Deprivation produced by the Department for Communities and Local Government (DCLG) ranks the Blakenall Ward in the lowest 10 per cent (Decile 1) of neighbourhoods that are most deprived nationally according to the Index of Multiple Deprivation.

| Walsall Wards 2016 | Rank Average (deprivation) | IMD Score   | England Decile |
|--------------------|----------------------------|-------------|----------------|
| <b>Blakenall</b>   | <b>1</b>                   | <b>52.9</b> | <b>1</b>       |

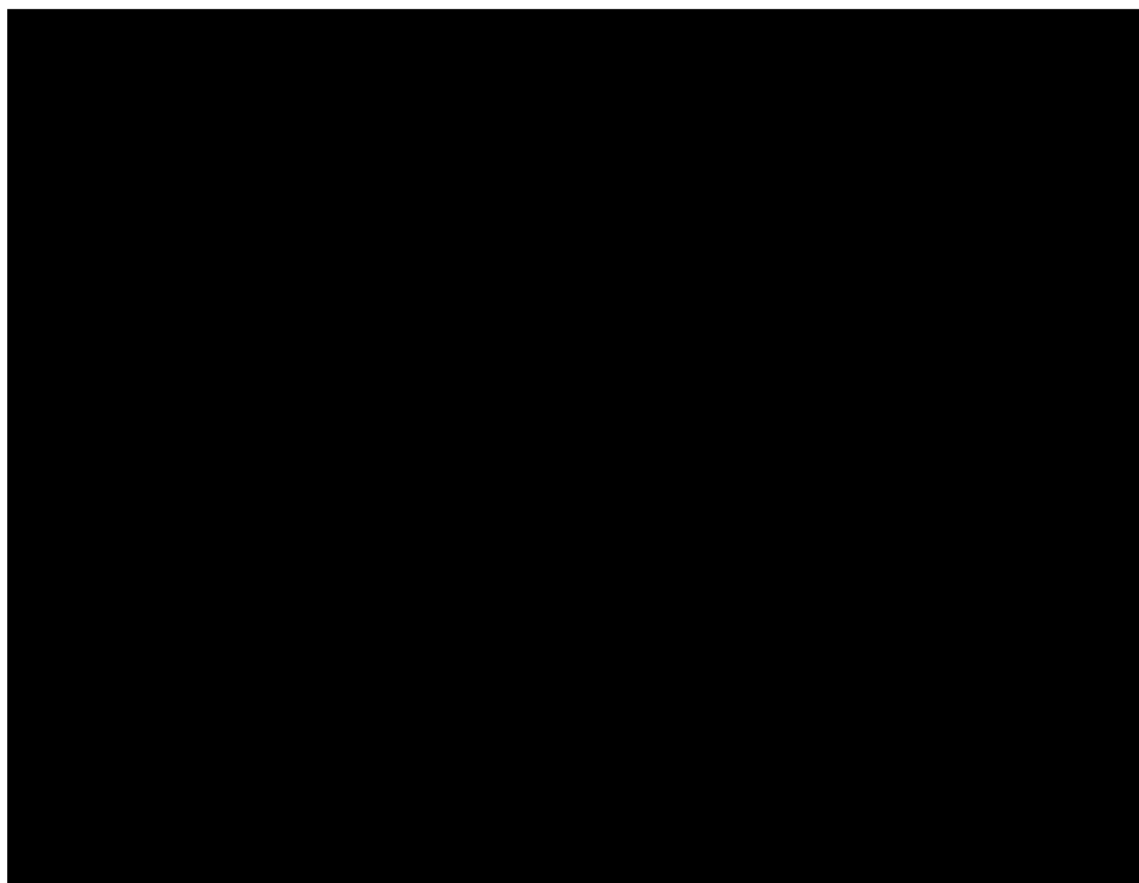
Ofsted's 2015 annual report places Walsall LA 143rd out of 150 local authorities for the percentage of students attending Good or Outstanding secondary schools and 116th for the percentage of students attending Good or Outstanding primary schools.

We believe - and local parents tell us – that there is a clear need for more high quality secondary provision in an area where parental choice is severely limited in terms of access to ‘good’ or ‘outstanding’ secondary schools/academies. To date, over 250 parents have accessed our Blakenall Free School website and registered their preference for making the new school their first choice for their child. There is a very real need to further raise educational outcomes in the Blakenall district as well as addressing barriers to learning at KS 3, KS 4 and post-16. As outlined further in section D our proposal is to part replicate the curriculum at our lead secondary school, Windsor High School and Sixth Form. Our vision is for students to leave the new school with academic success at GCSE and A Level and with their personal potential unlocked through many and varied opportunities to develop their passions and interests such as

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

in the arts and in sports.

Our aim for students as they leave Blakenall Free School is that they go into a university or career of their choice, with the skills, values and character and aspirations to equip them for success in life and the desire to make a difference in the world.



**The quality of existing secondary provision in Walsall LA with a particular focus on the Blakenall area.**

The shaded area of the map above indicates the locality that the new free school will serve and the proximity of the current local secondary provision.

As recently as July 13 2016 the WM Ofsted Regional Director expressed serious concerns about the continuing low standards and weaknesses in the quality of provision for secondary-aged students in Walsall. Regional HMI made it clear that too many of the Walsall's secondary schools do not build on the achievements made at primary level. For example, in relation to students' progress in 2015 only 64% of students in Walsall made the expected 3 levels of progress in English; this is well below the national figure of 71%. In mathematics, the situation was even worse with only around 60% of students making the expected rate of progress. In relation to overall attainment in 2015, only 37% of all of the 718 Year 11 students attending the four

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

poorly performing secondary academies that serve the Blakenall area left school attaining the national benchmark of 5+A\*-C including English and Maths. This means that 63%, or 446 students, left these schools without attaining the national benchmark. HMI also noted that too little is being done to improve the life chances of disadvantaged students to help them overcome the barriers to their success.

### **The quality of existing post-16 provision in Walsall**

There are currently 21 providers of post-16 education in Walsall, 18 of these being school sixth forms offering 'A' Level provision. Of the 18 school sixth forms, two have a judgement by Ofsted of Inadequate and four are designated as RI. This places over 800 learners in sixth form provision which is either inadequate or requiring improvement. In light of the above, and in keeping with our vision for an inclusive 2-19 Learning Community, we believe there is a compelling argument for our school to have post 16 'A' level provision, which would offer a high-quality alternative to those that currently exist.

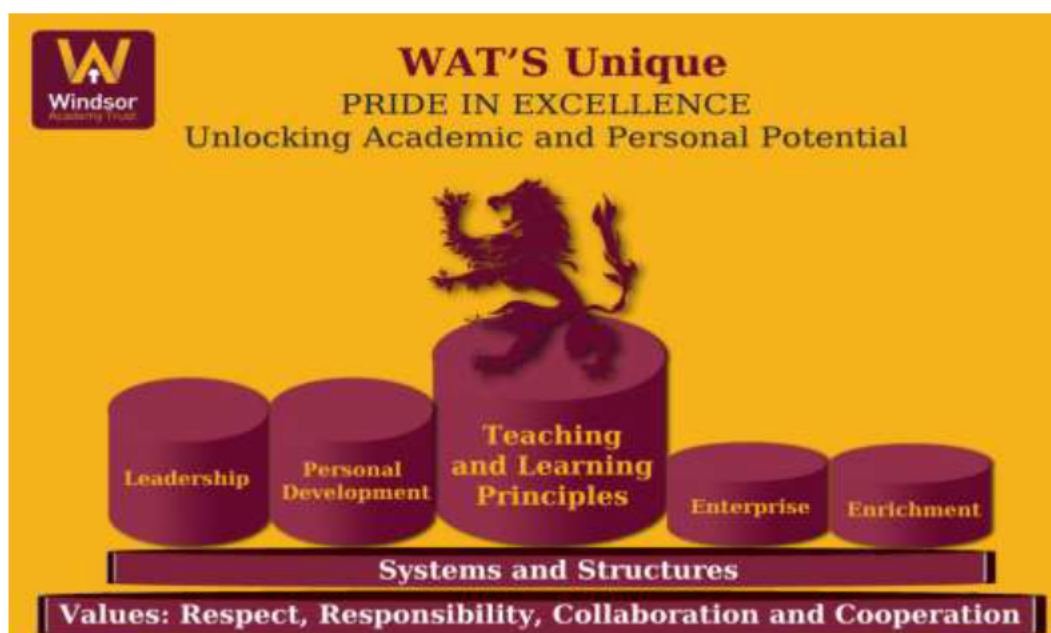
### **Ethos and values**

The Blakenall Free School will have the same ethos of 'Pride in Excellence' that all WAT academies have. Blakenall Free School's moral purpose will be aligned with the trust's in 'unlocking academic and personal potential' of all children it serves. Blakenall Free School will be underpinned by the WAT values of respect, responsibility, cooperation and collaboration. A key feature of Blakenall Free School will be the WAT five 'plinths' driving us towards our moral purpose and ensuring we stay true to our ethos. In summary these are: Teaching and Learning Principles; Leadership (student); Professional Development; Enterprise and Enrichment.



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

**WAT's 5 ethos, vision, values and 5 plinths**



The Blakenall Free school will be at the heart a local community that has for too long been characterised by systemic and endemic poor performance, significant deprivation, low aspirations and poor physical and emotional health and wellbeing. Our plan is to seek to replicate the approach taken at Windsor High School and Sixth Form and to use the power of PE, Physical Activity and Sport to drive up academic standards and improve the life chances for the students the new school will serve. The Blakenall Community deserves better and as with our existing academies we will aim to bring a sense of 'Pride through Excellence'. WAT's unique partnership with the Youth Sport Trust and Walsall Football Club will enable us to place Blakenall Free School as a national demonstration school for excellence in using the vehicle of PE, Physical Activity and Sport to drive change.

By the time the new school is full (2024) we expect that:

- Blakenall School will have been designated as 'outstanding' by Ofsted.
- Walsall Learning Community will be providing an excellent learning journey for approximately 2500 children aged 2-19
- Blakenall Free School will be in the top 10% of similar schools for headline academic performance measures.
- We will have concrete evidence of improved physical and emotional health and wellbeing of the students at Blakenall Free School.

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

**Summary**

By establishing the 11-18 Blakenall Free school we are confident that we will be better able to meet the aspirations and ambitions of the of learners who attend the Windsor Academy Trust's two existing primary academies in the Blakenall Learning Community. We will provide a secondary education that has high aspirations of all students and an expectation that all can and will unlock and develop their academic and personal potential. We want students to leave the new school well-qualified, with high self-esteem and confidence and the ability to make the right choices and the right decisions in all aspects of their lives. Our aim will be to provide schooling that focuses on equity as well as excellence, where gaps in attainment and progress are either negligible or non-existent particularly in relation to the socio-economic starting points of the students.

## Section D – education plan: part 1

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

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many students you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

|         | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------|------|------|------|------|------|------|------|
| 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 | -    | -    | -    | -    | -    | 125  | 125  |
| Year 13 | -    | -    | -    | -    | -    | -    | 125  |
| Totals  | 180  | 360  | 540  | 720  | 900  | 1025 | 1150 |

## Section D – education plan: part 2

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

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

**Our proposed curriculum plan for the new free school is listed below and will seek to replicate the curriculum currently offered at our lead secondary school – Windsor High School and Sixth Form.**

| <b>Subject/other activity</b>  | <b>Hours per week</b> | <b>Mandatory/ Voluntary</b> | <b>Comments</b>  |
|--|-----------------------|-----------------------------|--|
| <b>Year 7 and 8 *based on 31 fifty minute periods per week (30 + 1 tutorial)</b> |                       |                             |  |
| Maths  | 4 hours 10 minutes    | Mandatory                   | 5 periods of 50 minutes per week   |
| English  | 4 hours 10 minutes    | Mandatory                   | 5 periods of 50 minutes per week;  |
| Science  | 3 hours 20 minutes    | Mandatory                   | 4 periods of 50 minutes per week; schemes of work to include extra numeracy focus  |
| MFL (German)   | 2 hours 30 minutes    | Mandatory                   | 3 periods of 50 minutes per week   |
| Computing  | 50 minutes            | Mandatory                   | 1 period of 50 minutes per week; schemes of work to include extra numeracy focus   |
| Humanities   | 2 hours 30 minutes    | Mandatory                   | 3 periods of 50 minutes per week; schemes of work to include extra numeracy and literacy focus   |
| Technology   | 1 hour 40 minutes     | Mandatory                   | 2 periods of 50 minutes per week; schemes of work to include extra numeracy and literacy focus   |
| Physical Education   | 3 hours 20 minutes    | Mandatory                   | 4 periods of 50 minutes per week   |
| Art  | 50 minutes            | Mandatory                   | 1 period of 50 minutes per week  |
| Music  | 50 minutes            | Mandatory                   | 1 period of 50 minutes per week  |
| Drama  | 50 minutes            | Mandatory                   | 1 period of 50 minutes per week  |
| PSHE / Tutorial  | 50 minutes            | Mandatory                   | 1 period of 50 minutes per week; to include citizenship, life in modern Britain, SRE, learning skills and small group and one-to-one mentoring |
| <b>Year 9 based on 31 fifty minute periods per week (30 + 1 tutorial)</b>        |                       |                             |  |
| Maths  | 4 hours 10 minutes    | Mandatory                   | 5 periods of 50 minutes per week   |



|  |                    |           |  |
|--|--------------------|-----------|--|
| English  | 4 hours 10 minutes | Mandatory | 5 periods of 50 minutes per week                                   |
| Science  | 3 hours 20 minutes | Mandatory | 4 periods of 50 minutes per week                                   |
| MFL (German)   | 2 hours 30 minutes | Mandatory | 3 periods of 50 minutes per week                                   |
| Computing  | 50 minutes         | Mandatory | 1 period of 50 minutes per week                                    |
| Geography  | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week                                   |
| History  | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week                                   |
| Religious Education  | 50 minutes         | Mandatory | 1 period of 50 minutes per week                                    |
| Technology   | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week                                   |
| Physical Education   | 2 hours 30 minutes | Mandatory | 3 periods of 50 minutes per week                                   |
| The Arts   | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week; rotation of Art, Music and Drama |
| <b>Years 10 and 11 based on 31 fifty minute periods per week (30 + 1 tutorial)</b> |                    |           |  |
| GCSE Maths   | 4 hours 10 minutes | Mandatory | 5 periods of 50 minutes per week                                   |
| GCSE English   | 4 hours 10 minutes | Mandatory | 5 periods of 50 minutes per week                                   |
| GCSE Science   | 5 hours            | Mandatory | 6 periods of 50 minutes per week; 2 x science GCSE completed       |
| GCSE Physical Education  | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week                                   |
| GCSE Triple Science (Biology, Chemistry, Physics)                                  | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects     |
| GCSE Art and Design  | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects     |
| GCSE Business Studies  | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects     |

|  |                    |           |  |
|--|--------------------|-----------|--|
| GCSE Computer Science                            | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Dance                                       | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Drama                                       | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE German                                      | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Geography                                   | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| BTEC Health and Social Care                      | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE History                                     | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| BTEC IT  | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Media Studies                               | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Music                                       | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| BTEC Performing Arts                             | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Physical Education                          | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Religious Education                         | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| BTEC Sport                                       | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Statistics                                  | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |
| GCSE Technology (Product Design; Food; Textiles) | 2 hours 30 minutes | Voluntary | 3 periods of 50 minutes per week; one of four options subjects |

**Year 12 and 13 \*based on 3 or 4 options choices; 7 fifty minute periods**

|   |                    |           |  |
|---|--------------------|-----------|--|
| Enrichment                              | 1 hour 40 minutes  | Mandatory | 2 periods of 50 minutes per week; to include sport, arts and careers education and community volunteering. |
| A-Level Maths                           | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level English Literature              | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level English Language and Literature | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Biology                         | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Chemistry                       | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Physics                         | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Geography                       | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level History                         | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Computer Science                | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level German                          | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Art and Design                  | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Theatre Studies                 | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Sociology                       | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Psychology                      | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |
| A-Level Dance                           | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects                                    |

|                             |                    |           |   |
|-----------------------------|--------------------|-----------|---|
| A-Level Physical Education  | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects |
| BTEC IT                     | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects |
| BTEC Performing Arts        | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects |
| BTEC Sports Studies         | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects |
| BTEC Health and Social Care | 5 hours 50 minutes | Voluntary | 7 periods of 50 minutes per week; one of three or four options subjects |

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The curriculum that we will be seeking to part-replicate is that of the lead secondary academy in WAT: Windsor High School and Sixth Form. Windsor High School and Sixth Form converted to academy status in April 2011. It is currently rated 'good' by Ofsted and its recent antecedent inspection history is as follows:

| <b>Inspection date</b> | <b>Ofsted judgement</b>  |
|------------------------|--------------------------|
| November 2012          | Good in all areas        |
| November 2008          | Outstanding in all areas |
| April 2006             | Good in all areas        |

As can be seen from the above table, Windsor High School and Sixth Form has a strong track record in relation to offering high quality secondary provision. Ofsted has consistently reported on the fact that students achieve well across a wide range of subjects, and in some areas make exceptional progress. It is a popular, over-subscribed secondary academy where over a sustained period students have made and continue to make good progress as a result of engaging teaching with a strong focus on the development of independent and interdependent learning skills. It is an academy that has a strong commitment to 'Excellence For All' and is well placed to help provide a strong, tried and tested curriculum outline to the proposed new Free School.

The 2016 unvalidated results for Windsor High School and Sixth Form are as follows:

| <b>Performance Measure</b>  | <b>2014</b> | <b>2015</b> | <b>2016*</b> |
|-----------------------------|-------------|-------------|--------------|
| Progress 8                  |             |             | 0.3          |
| Attainment 8                |             |             | 5.15         |
| % A*-C in E & M             | 73          | 73          | 66           |
| % EBACC                     | 18          | 22          | 16           |
| % 5A*-C inc E & M           | 69          | 69          | 65           |
| % Expected Progress English | 91          | 84          | 87           |
| % Expected Progress Maths   | 63          | 67          | 71           |

\*unvalidated data

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

We have looked carefully at the profile of learners in the Blakenall area and have identified some key characteristics of the likely pupil population for the new free school.

| <b>Primary schools nearest to the proposed free school location</b> | <b>NoR</b> | <b>Percentage of pupils eligible for the Pupil Premium</b> | <b>Percentage of pupils with English not as first language</b> | <b>Percentage of SEN pupils with a statement or EHC plan</b> |
|---|------------|--|--|--|
| Goldmith Primary Academy  | 420        | 72   | 14.6   | 2.1  |
| Rivers Primary Academy  | 238        | 65   | 12.2   | 1.8  |
| Blakenall Heath Junior School                                       | 285        | 69   | 15.1   | 3.9  |
| LA  |            | 29.6   | 17.1   | 1.3  |
| National  |            | 28.5   | 15.0   | 1.8  |

| <b>Secondary schools nearest to the proposed free school location</b> | <b>NoR</b> | <b>Percentage of students eligible for the Pupil Premium</b> | <b>Percentage of students with English not as first language</b> | <b>Percentage of SEN students with a statement or EHC plan</b> |
|---|------------|--|--|--|
| Bloxwich Academy  | 1136       | 55   | 12.3   | 3.5  |
| Pool Hayes Arts and Community School                                  | 1162       | 49   | 16.7   | 2.8  |
| Willenhall E-ACT Academy  | 1431       | 62   | 11.8   | 3.3  |
| West Walsall E-ACT Academy  | 756        | 51   | 14.9   | 2.9  |
| LA  |            | 29.6   | 17.1   | 1.3  |
| National  |            | 28.5   | 15.0   | 1.8  |

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

In light of the above data and from the knowledge we have of our existing student population in our two open primary academies in Blakenall we believe that the table below is a fair comparison between the profile of the student population at our existing lead secondary school (Windsor High School and Sixth Form) and the likely student population at the new free school:

| <b>Measure</b>   | <b>Windsor High School and Sixth Form</b> | <b>Blakenall Free School</b>  |
|--|---|---|
| Attainment on entry  | Broadly in line with national averages    | We expect the attainment to be slightly below the national average in terms of the new KS 2 scaled scores |
| Proportion of students supported by the pupil premium                            | Just above the national average           | We expect to be significantly above the national average e.g between 60% to 70%                           |
| Proportion of students in receipt of SEN   | Below the national average                | Broadly in line with national averages e.g around 12%   |
| Proportion of students with a statement of special educational needs or EHC plan | Broadly in line with national averages    | Broadly in line with national averages e.g around 2%  |
| Proportion of students from ethnic minority groups                               | Slightly below the national average       | Slightly below the national average e.g around 20%  |
| Percentage of students whose first language is not believed to be English        | Below the national average                | Below the national average e.g around 8%  |

The data analysis that can be reasonably extrapolated from the above tables indicates that we should expect that many, though not all, of the students starting in the new school will arrive with lower levels of prior attainment than experienced at Windsor High School. There is also likely to be a higher percentage of disadvantaged students. However, the actual number of disadvantaged students and students with lower levels of prior attainment, due to the size of intake at Windsor High School and Sixth Form, is likely to be very similar in the new school.

We will seek to support quality first teaching in English at the new school with a range of strategies which will take place during tutor/mentor time, within the new school's enrichment programme as well as part of the main curriculum offer. In relation to raising levels of literacy, these strategies will include the development of reading skills,



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

including the introduction of schemes such as 'Accelerated Reader' and 'Switch-on' for students who require one-to-one support with reading comprehension and fluency. To further develop reading competency, students will be encouraged to read at home and with adults. The WAT English Lead Practitioner will be central in helping to shape and deliver the English provision at the new school and from the pre-opening phase will be deployed on a weekly basis to work alongside the new school's head of department. We will also be seeking to deploy elite athlete role models from the Youth Sport Trust and from Walsall Football Club to help inspire and support students' reading.

Windsor High School and Sixth Form already employs successful strategies for raising levels of literacy and promoting reading for pleasure amongst students including the use of one-to-one tuition, published author days, World Book day celebrations, writing competitions and Book of the Month events. Library visits and paired-reading schemes using already fluent readers will also be utilised to further develop a love of, and competency in, reading widely. The new free school will implement similar strategies to engage students and raise the level of literacy skills. Windsor High School and Sixth Form has a highly successful Saturday School which targets the students with the lowest literacy levels; students follow an intense programme to increase their writing, speaking and comprehension skills. We will ensure that the new school will also make use of Saturday mornings to assist the students who need the most help with literacy. The Free School, as at Windsor High School and Sixth Form, will prioritise literacy across the curriculum, using a Literacy Marking Code and subject vocabulary lists to support students with spelling and written accuracy.

In terms of addressing low levels of numeracy, on entry we will aim to deliver quality first teaching of numeracy, not only in mathematics lessons, but also across the curriculum and particularly in science. We will create a common approach to using mathematical skills and concepts, specifically those associated with reasoning and problem solving, in Maths, science and geography and this will be supported by targeted numeracy interventions which will run in tutor time or as part of the planned enrichment programme. Interventions will be aimed at helping students "catch up" with a clear focus on those students who enter the new school without having reached age related expectations at KS 2. As in English, the WAT Lead Practitioner for Maths will be deployed from pre-opening onwards to provide targeted support ensure high standard in Maths.

With the level of deprivation in the Blakenall district of Walsall extremely high, the new Free school will need to ensure that disadvantaged students are given the same opportunities as other young people. Windsor High School and Sixth Form has demonstrated a successful approach to cutting the gap between disadvantaged students and others with gaps again narrowing in 2016 (see diagram on page 32).



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

The new free school will offer a broad, balanced, stimulating and engaging curriculum that will offer personalised opportunities for all students. The curriculum we are proposing will also build on the learning experiences through the 'I, We, ASPIRE' (mastery) curriculum at the trust's two existing primary academies in the Blakenall area, Goldsmith and Rivers.

Our principal aim is to help foster a love of learning, stimulate curiosity and develop creativity, enthusiasm and engagement so that students are better equipped to become lifelong learners. We will offer a curriculum that will seek to ensure that young people's 'mind-set', 'character' and 'skills' grow alongside their academic knowledge.

A robust enrichment programme will wrap around the curriculum, ensuring students discover and pursue their individual passions, grow as leaders of themselves and others and develop their physical and emotional health and well-being and personal aspirations, all supporting academic success.

Given the profile of the Blakenall area we recognise that in order to further raise levels of ambition and aspiration there will be a need for a curriculum that incorporates a coordinated and comprehensive information, advice and guidance (IAG) programme. It is our ambition that every young person in the new free school will have access to a mentor (staff, peer, business, elite athlete) so we will seek to increase mentoring opportunities between our existing secondary schools, local businesses, elite athletes and higher education. We will also be seeking to ensure that we provide targeted support and help for disadvantaged and disabled young people to access work experience so that all young people - regardless of their background, ethnicity or gender - can realise their full potential.

Getting transitions between school phases right is essential for students' success. Our ambition is to visit all families of children entering Year 7 and families of newcomers, to ensure that parents/carers fully understand our vision and processes. We understand that schools which conduct home visits (such as School 21 and Reach Academy Feltham) report a positive impact on children's behaviour as well as home learning and attendance. These visits will enable us better to assess families' needs and develop plans to support them.

Our students will start KS 3 with a smooth transition from their primary school. Being a local primary provider, the trust is well placed to better manage the transition between primary and secondary and ensure that progress accelerates, rather than drops-off in Year 7. We will replicate the highly successful 'Secondary Ready' programme operating at Windsor High School and Sixth Form. 'Secondary Ready' supports children throughout Year 6 to prepare them to join Blakenall Free School. It starts with staff (and students who previously went to the primary school, from the 2<sup>nd</sup> year after the new school opening) visiting Year 6 children in their primary school talking about what secondary school is like. Throughout Year 6 the balance starts to shift from activities at

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

the primary schools to those at Blakenall Free School. Year 6 children will have the opportunity to engage in numerous learning and enrichment activities at Blakenall Free School where they will build relationships with the staff and older students and become familiar with the ethos, culture and expectations of Blakenall Free School. Throughout Year 6 children will have a Year 7/8 student as a mentor which will continue as they transition into Year 7 at Blakenall Free School.

A ‘Mastery Morning’, one day per week, will take place at Blakenall Free School for Year 6 children predicted to achieve a scaled score of 110+ (high score) in their KS 2 Reading and Maths SATs. ‘Mastery Morning’ at the new school, as it is at Windsor High School and Sixth Form, will be taught by secondary teachers in order to maximise progress and attainment of high prior attaining children. It is especially important to us as Blakenall Free School serves a high percentage of disadvantaged children, that we provide the high prior attainers amongst them, with every opportunity to reach their potential.

We will also run a summer school for those year 6 children who we identify who have not made sufficient progress in KS 2, as well as for those who have not met age related expectation.

We have looked closely at the recent Ofsted inspection reports for the four poorly performing secondary schools as identified in section C and in section E1. As a trust, we are keen to build on our past and current success as well as learning how to best mitigate against some of the challenges that we will face in opening a new school in a context of systemic poor performance. To this end we will pay particular attention to the following:

| <b>Key finding in recent Ofsted reports of the 4 poorly performing secondary schools as identified in section D1 and in section E1</b> | <b>WAT response</b>   |
|--|---|
| Capacity and ability to improve instability within leadership at all levels and within the teaching staff.                             | We are confident that we will be able to have a stable and highly effective leadership team, several of whom we will be seeking to appoint before the school opens formally in 2016. Staffing at SLT level in our existing academies is highly stable and our staff professional learning offer and leadership development programme has been a key driver in both recruiting and retaining staff. (WAT has over 200 schools that buy into its leadership programmes). WAT is well placed to access and secure teachers and |

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

|  |   |
|--|---|
|  | <p>leaders for the new free school via existing ITT programmes, redeployment from existing academies or via high quality recruitment practice.</p>  |
| <p>Leaders and governors often too slow in bringing about the necessary changes to improve the quality of teaching.</p>                                | <p>High quality, high impact pedagogy is a key component of the MAT's five-year strategy. The new Free School will benefit from our well-resourced and well developed teaching and learning strategy.</p> <p>We will ensure that the Free School has regular support as well as lesson observations and book/work scrutiny led by the MAT's Strategic Lead for Teaching and Learning.</p> <p>The WAT [REDACTED] and [REDACTED] will visit the new school on a regular basis (weekly in the first two terms) to discuss amongst other things the quality assurance of teaching and learning</p> <p>WAT Lead Practitioners for English, Maths and Science will be deployed to the new school role in a coaching, modelling and mentoring role to help drive improvement in the quality of teaching and learning in the core subjects.</p> |
| <p>Governors have failed to hold leaders to account for ensuring that wide-ranging weaknesses in the quality of education are tackled effectively.</p> | <p>The recent inspections of WAT's two primary academies in Blakenall have highlighted the level of ambition that governors exhibit, their ability and willingness to ask leaders challenging questions. WAT is in the process of implementing a detailed and comprehensive set of updated MAT governance systems and structures as part of an on-going commitment to ensure that MAT governance is as strong and as effective as possible.</p>   |
| <p>Behaviour: Low-level disruption is too frequent and hampers the learning of others.</p>   | <p>We will embed the ASPIRE learning behaviours (see p35). We will seek to build on the system of rewards and sanctions currently operating at Windsor High School and Sixth Form. It is important to ensure that such systems are</p>  |

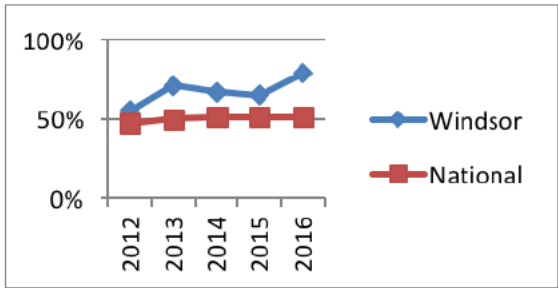


**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

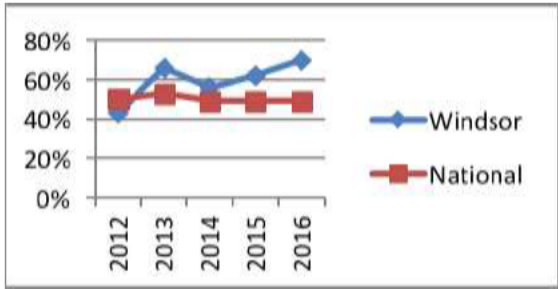
|   |  |
|---|--|
|   | consistently applied in order to give students a clear understanding of how they will be expected to behave at all times.  |
| Gaps between the achievement of disadvantaged students and other students nationally remain wide and show little sign of closing. | Windsor High School and Sixth Form has demonstrated a successful approach to helping reduce the gap between disadvantaged students and others. The new Free School will have a 'Raising Achievement Team' made up of key staff responsible for student outcomes, with a strategic focus on disadvantaged students. |

The proposed new free school will have a 'Raising Achievement Team' whose job will be to deliver a 'Raising Achievement Plan'. This will be a coordinated effort of key staff with a strategic focus on disadvantaged students. Narrowing and eventually eliminating the gap between disadvantaged and other students is a huge challenge nationally as well as locally. In 2015 and again in 2016 the GCSE results for disadvantaged students at Windsor were above national figures for disadvantaged students. Figures 1 and 2 (below) also demonstrate results above national average for disadvantaged students in English and Maths for the past four years.

**Disadvantaged English (\*A – C)**



**Disadvantaged Maths (\*A – C)**



Windsor High School's current progress data shows that students eligible for the additional PP funding are making consistently good-to-outstanding progress throughout the school.

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

Mastery principles will underpin teaching and learning in Years 7 and 8. Beyond the 'straightjacket' of levels, the mastery curriculum and assessment system helps avoid leaving gaps in learners' conceptual understanding and makes time and room for 'deep' learning and understanding. The mastery approach will be used to make judgements about attainment in relation to the age-related expectations of learners. As the mastery curriculum is already successfully embedded at Windsor High School and Sixth Form, and follows on from the 'I', 'We' ASPIRE mastery curriculum implemented at the trust primary schools, it will be rolled-out in the new school as well. The mastery curriculum will be supplemented with an emphasis on learning through participation in PE, Physical Activity and Sport- this will help further develop students' experiences, life skills development and positive cultural understanding, as well as foster ambition and competition. Students in Year 7 and 8 will receive a 31 period week consisting of 30 periods of lessons plus 1 tutorial period. The purpose of this tutorial will be to foster a love of learning and develop a culture of success. PSHE, citizenship, British values, sex and relationships education (SRE) and careers will also be delivered in this tutorial period.

The broad and balanced curriculum will extend into Year 9, where students will study individual geography, history and religious education and will be given the opportunity to choose options in preparation for GCSE studies in Years 10 and 11.

In Years 10 and 11, all students will study a core curriculum of Maths, English (language and literature), two sciences, and PE, plus four options choices. Students will be given independent advice alongside consultation with parents prior to making the options choices most suitable for them. The focus is on academic ambition, with every student targeting the very best individual outcomes possible. A small number of vocational subjects will be offered as a supplement to students' individual needs.

### **Post 16 curriculum**

The new Free school will offer a traditional academic curriculum in the Sixth Form; we want our students to have the widest range of options when they consider their next steps into employment or higher education, so our curriculum will be based around the 'Facilitating Subjects' recommended by the Russell Group of leading UK universities. These will be outlined in an 'informed choices' guide that we will seek to draw up with local and regional HE providers and employers. It will include advice on the best subject combinations for a wide range of university courses, as well as advice on the best choices if students are unsure about what they want to study after school and therefore want to keep their options open.

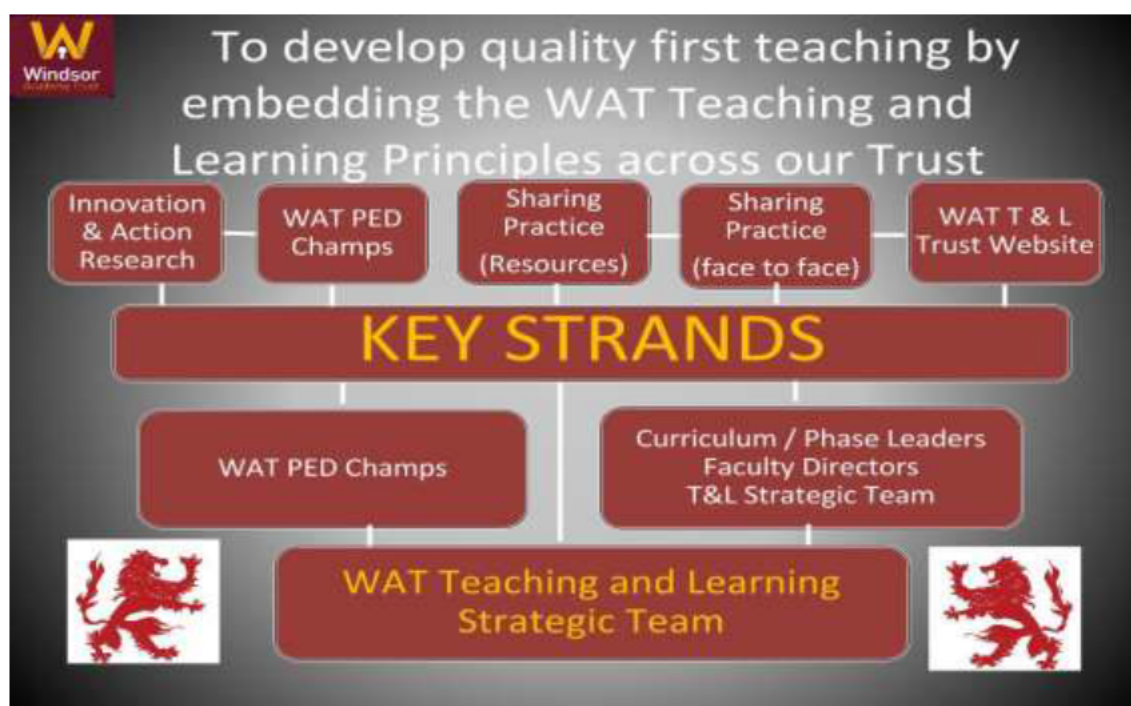
### **Teaching and Learning**

The new school will have the full support of the MAT's Strategic Leader of Teaching and Learning as well as team of deputy headteachers (with responsibility for Teaching & Learning) from each academy in the trust to embed the trust-wide agreed

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

approaches to teaching, learning and assessment. It is our intention that from its opening Blakenall Free school will have a team of 'Pedagogy Champions' (outstanding teachers) who will engage in innovation and practitioner research. The plan is for this initially small group of teachers, to work alongside the Pedagogy Champions team across the trust to develop innovative strategies, grounded in practitioner research, to improve teaching and learning, all of which will be made available on the WAT Teaching and Learning website. The MAT's Strategic Leaders and Teaching and Learning and Pedagogy Champions will deliver CPD (Polishing Pedagogy) professional learning for staff on a regular basis and play a critical role in collaborative co-coaching staff to improve quality of teaching. Our Strategic Teaching and Learning Team and Pedagogy Champions will frequently have access to some world class educators to stretch their thinking and encourage innovation. For example [REDACTED], [REDACTED] and [REDACTED] have all been part of the MAT's CPD offer in the past year.

### **Strands of the WAT Teaching and Learning Strategy**



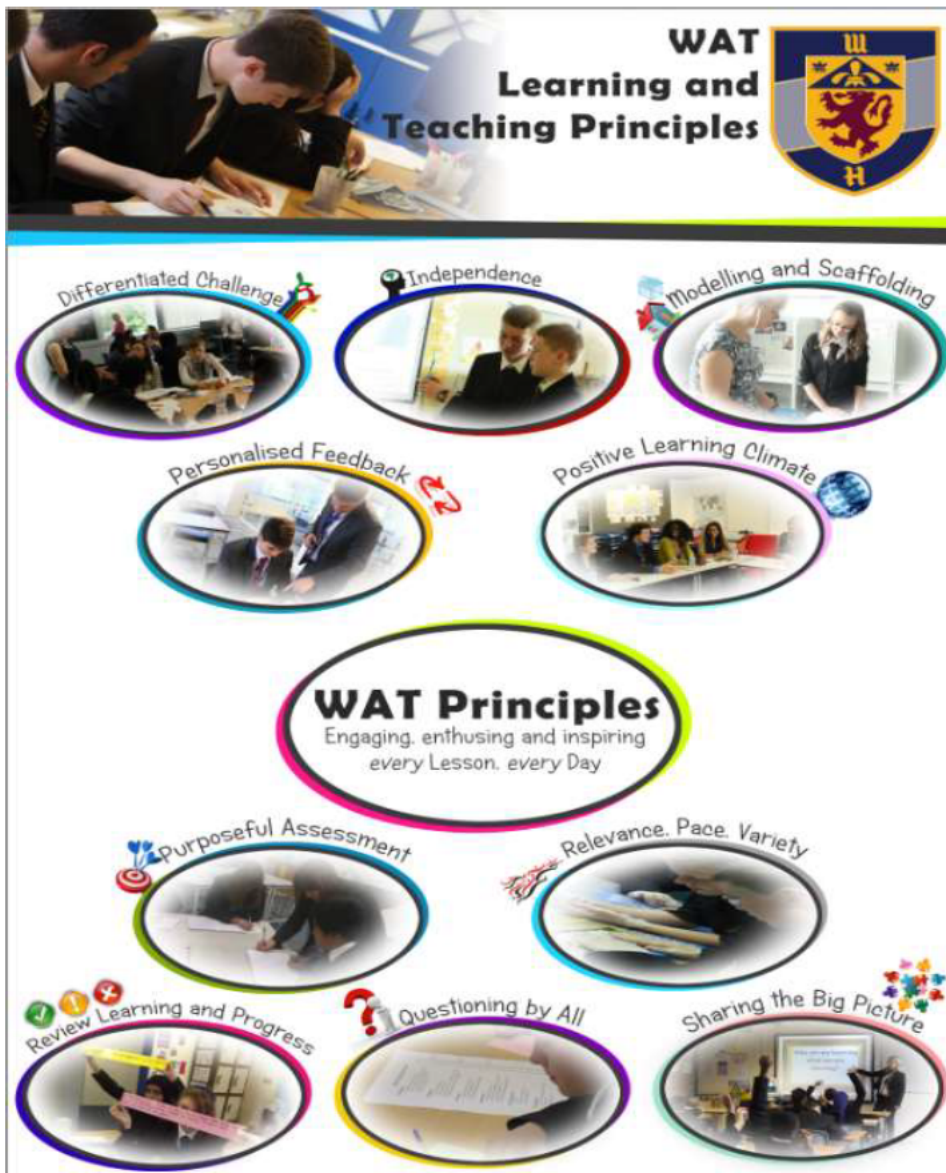
A range of tried and tested teaching and engagement strategies will be employed throughout the curriculum. In some subjects students will be grouped by ability; in other subjects students will be taught in mixed ability groups. The essence of the proposed curriculum will be to develop student knowledge and understanding as well as shaping and growing thinking and inter-personal skills which will help make our students more rounded and confident individuals and life-long learners. We will ensure that emphasis is placed on students showing initiative and resilience, working together and knowing where and how to prepare and work with others, lead others or work independently.



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

Since its inception, Windsor Academy Trust has developed a relentless focus on ensuring quality first teaching. High quality, high impact pedagogy is a crucial element of the MAT's five-year strategy. Windsor Academy Trust has a clearly defined and developed teaching and learning strategy, which is central to our school improvement approach. At the heart of this approach are our ten *Teaching and Learning Principles*, which form the central of our five WAT 'plinths'. The teaching and learning principles provide the trust with a framework for ensuring consistency across all the academies within the trust. These principles act as a framework through which to achieve our teaching and learning mission to 'enthuse, inspire, engage, every lesson, everyday'. The teaching and learning principles are drivers towards all teaching and learning being 'good' or 'outstanding', but will also future-proof us to government agendas as we set our own higher standard for excellence in teaching and learning.

### WAT teaching and learning principles



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

### **Guiding principles that will underpin teaching and learning in the new school:**

- Everything will be focused on unlocking the academic and personal potential of each learner.
- The creation of a climate where teachers will be encouraged to talk about Teaching and Learning, to watch each other teach, to plan, organise and evaluate lessons together and to teach each other and learn together.
- We want all our learners to ASPIRE:  
A = Active in our learning  
S = Sure we can improve  
P = Positive in attitude  
I = Imaginative in our thinking  
R = Resilient  
E = Give 100% effort
- A climate that will promote practitioner research to help provide solid foundations on which to grow and develop our pedagogy.
- A curriculum that will equip learners with the mindset, character, skills and knowledge to flourish as a learner and in life.

### **Quality Assurance of Teaching and Learning**

- WAT has a robust and relentless approach to driving development in, and quality assurance of, teaching and learning. The same approach that exists across all WAT academies will be embedded in Blakenall Free School. WAT quality assurance system of teaching and learning includes:
- A member of the school's senior leadership team visiting 'every lesson every day'.
- Formal lesson observations, book/work scrutiny and student focus groups conducted by Strategic Lead for Teaching and Learning ( ) and appropriate colleagues in each academy.
- Three times per year the WAT Strategic Leader for Teaching and Learning undertakes a quality assurance of teaching and learning visit to each academy to triangulate the individual academies judgements.
- The WAT and visits each academy on a monthly basis where quality assurance of teaching and learning is a standard element of the visit.



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

- WAT Lead Practitioners for English, Maths and Science work across the secondary academies in the Trust and play a specific role to promote high levels of progression as well as improvements in quality of teaching and learning in these subjects.
- WAT's robust 'peer review' process where each academy has a two day peer review annually. The peer review is led by a 'lead OFSTED inspector' with a team of colleagues from across Trust academies.

### **Unlocking the power of PE, physical activity and sport to drive school improvement**

Our partnership with the Youth Sports Trust and Walsall Football Club will provide the opportunity for students to engage in an array of sporting enrichment opportunities that involve elite athlete mentoring, coaching, engagement in participation and competitive sports all resulting in improved student physical and emotional health, aspirations, learning and life skills, character and academic achievement.

There is a growing body of research, both in the UK and internationally, which has found a positive association between participation in physical activity and academic performance in young people. Since being designated a Sports College in 2002, Windsor High School and Sixth Form has seen a strong correlation between students' engagement in physical activity and sport and improving academic achievement as well as enhanced emotional and physical health and wellbeing.

In the new free school we will be partnership with the Youth Sport Trust to deliver programmes such as:

***My Personal Best:*** An innovative and sustainable approach to character development which uses curriculum PE to teach young people in secondary school (aged 11-16) the essential character traits and behaviours that will help them succeed in education, work and life.

***Get to the Start Line:*** The *Get to the Start Line* approach is an innovative new programme which helps young people alleviate the stress they face when preparing for exams by working with Athlete Role Models. These athletes share their experiences of dealing with the intense pressure of elite competition and help young people to develop techniques to manage their stress levels during exam periods.

#### **yoUR Activity:**

The Sporting Promise yoUR Activity programme is targeted at those who are inactive and are disengaged from traditional school sport at KS4, year 9 and 10. It works with non-traditional school sports, including Dodgeball, Dance, Girls Running, Jump Rope, Tchoukball, Lacrosse, Parkour, Street Cheer and Ultimate Frisbee to instill a love of being physically active whilst developing the social and emotional characteristics of

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

secondary age students.

In partnership with Walsall Football Club the Blakenall Free school will deliver the following:

- Football Coaching by Walsall FC coaches for participation and competitive football for boys and girls.
- Young Reporter Programme allowing students to report on Walsall FC's matches and training to develop literacy.
- Reading Programme where Walsall FC's players read alongside reluctant and underperforming student readers.
- Walsall FC Academy where talented young male and female footballers can fulfil their footballing talent through the location of the Junior Walsall FC academy at the Blakenall Free school.
- Football Leadership where students will have the opportunity to gain football organisers and coaching qualifications and develop leadership skills.

### **Summary**

The curriculum plan that we are seeking to replicate has delivered strong outcomes for students at Windsor High School and Sixth Form for the past decade or more. The new free school will build upon the strengths of the curriculum offered at the lead school whilst at the same time recognising that the profile of students on entry to the new school will necessitate an even greater focus on strategies that seek to accelerate progress, build resilience and raise levels of aspiration and ambition. Our proposed links with the Youth Sports Trust and Walsall Football Club will enable us to further unlock and enhance the power of PE, Physical Activity and Sport to drive school improvement.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

#### Measuring pupil performance effectively

In the new school, as for our existing academies, the core purpose of assessment, recording and reporting will be to help students progress. To help accelerate progress and raise levels of achievement, reliable and valid assessment techniques have been systematically deployed across the MAT. AfL will be at the heart of the new school's assessment processes. Students will play a central and active role in all aspects of assessment and will be encouraged and supported to become self-regulated learners who critically analyse their own performance, understand how to improve and are able to construct and monitor their own targets.

Students in the new school will be expected to know their individual target level or grade, where they are currently and what they need to do to make further progress. They will have access to this information through their own tracking document: a Learning Journal in which they organise and demonstrate their targets, assessments and most celebrated pieces of work. They will be encouraged to respond to teacher feedback and to challenge and take responsibility for their own progress through the monitoring and regulating of their own performance. They will give students examples of completed work, where appropriate, to be used to exemplify standards. Following the completion of assessments, teachers will assess students' work using a planned variety of assessment techniques, including peer and self-assessment and make effective use of level and grade descriptors to indicate student current level of attainment against target and what they need to do to make further progress. These descriptors will always be made available to students. Students will be reminded of the process of learning; the importance of making mistakes, taking risks and making enquiries.

The proposed method of tracking pupil performance can be seen in the graph below. Staff will enter monitoring data for students five times per year in Years 7 – 10 and four times in Year 11. The example below is for a student entering school having reached 'age-related expectation in their Year 6 scaled score. The three arrows represent linear progress based upon minimum expected progress (Red line- FFT50), high progress (Yellow line- FFT20) and exceptional progress (Green line – FFT5). Pupil progress will



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

be tracked using the SISRA software package.

In Years 7 and 8 students will undertake a mastery curriculum which will build upon the 'I, We, Aspire' curriculum which is already successfully embedded at the MAT's two existing primary academies in the area, Goldsmith and Rivers. Students will be monitored on the mastery scale linked to age-related expectation (Introducing, Working Towards, Meeting, Mastering, Exceeding). Years 9, 10 and 11 are monitored using the newly-reformed GCSE grades (Grades 9 – 1) or BTEC levels. Post-16 follow A-Level and BTEC curriculums.

### Age-Related Expectation linked to Pupil Performance

| Equiv | KS2 scaled score | Year 7 |     |     |     |     | Year 8 |     |     |     |     | Year 9 |     |     |     |     | Year 10 |     |     |     |     | Year 11 |     |     |     | Equiv grade | Equiv NC level |     |     |
|-------|------------------|--------|-----|-----|-----|-----|--------|-----|-----|-----|-----|--------|-----|-----|-----|-----|---------|-----|-----|-----|-----|---------|-----|-----|-----|-------------|----------------|-----|-----|
|       |                  | Au1    | Au2 | Sp1 | Su1 | Su2 | Au1    | Au2 | Sp1 | Su1 | Su2 | Au1    | Au2 | Sp1 | Su1 | Su2 | Au1     | Au2 | Sp1 | Su1 | Su2 | Au1     | Au2 | Sp1 | Su1 |             |                |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 9      | 9   | 9   | 9   | 9   | 9       | 9   | 9   | 9   | 9   | 9       | 9   | 9   | 9   | 9           | A*             |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 8+     | 8+  | 8+  | 8+  | 8+  | 8+      | 8+  | 8+  | 8+  | 8+  | 8+      | 8+  | 8+  | 8+  | 8+          | A*             |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 8      | 8   | 8   | 8   | 8   | 8       | 8   | 8   | 8   | 8   | 8       | 8   | 8   | 8   | 8           | A*             |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 8-     | 8-  | 8-  | 8-  | 8-  | 8-      | 8-  | 8-  | 8-  | 8-  | 8-      | 8-  | 8-  | 8-  | 8-          | A*             |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 7+     | 7+  | 7+  | 7+  | 7+  | 7+      | 7+  | 7+  | 7+  | 7+  | 7+      | 7+  | 7+  | 7+  | 7+          | A              |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 7      | 7   | 7   | 7   | 7   | 7       | 7   | 7   | 7   | 7   | 7       | 7   | 7   | 7   | 7           | A              |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 7-     | 7-  | 7-  | 7-  | 7-  | 7-      | 7-  | 7-  | 7-  | 7-  | 7-      | 7-  | 7-  | 7-  | 7-          | A              |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 6+     | 6+  | 6+  | 6+  | 6+  | 6+      | 6+  | 6+  | 6+  | 6+  | 6+      | 6+  | 6+  | 6+  | 6+          | B              |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 6      | 6   | 6   | 6   | 6   | 6       | 6   | 6   | 6   | 6   | 6       | 6   | 6   | 6   | 6           | B              |     |     |
|       |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 6-     | 6-  | 6-  | 6-  | 6-  | 6-      | 6-  | 6-  | 6-  | 6-  | 6-      | 6-  | 6-  | 6-  | 6-          | B              |     |     |
| 8     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 5+     | 5+  | 5+  | 5+  | 5+  | 5+      | 5+  | 5+  | 5+  | 5+  | 5+      | 5+  | 5+  | 5+  | 5+          | B              | 8   | 8   |
| 8     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 5      | 5   | 5   | 5   | 5   | 5       | 5   | 5   | 5   | 5   | 5       | 5   | 5   | 5   | 5           | B/C            | 8   | 8   |
| 8     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 5-     | 5-  | 5-  | 5-  | 5-  | 5-      | 5-  | 5-  | 5-  | 5-  | 5-      | 5-  | 5-  | 5-  | 5-          | C              | 8   | 8   |
| 7     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 4+     | 4+  | 4+  | 4+  | 4+  | 4+      | 4+  | 4+  | 4+  | 4+  | 4+      | 4+  | 4+  | 4+  | 4+          | C              | 7   | 7   |
| 7     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 4      | 4   | 4   | 4   | 4   | 4       | 4   | 4   | 4   | 4   | 4       | 4   | 4   | 4   | 4           | C              | 7   | 7   |
| 7     |                  | E      | E   | E   | E   | E   | E      | E   | E   | E   | E   | 4-     | 4-  | 4-  | 4-  | 4-  | 4-      | 4-  | 4-  | 4-  | 4-  | 4-      | 4-  | 4-  | 4-  | 4-          | C              | 7   | 7   |
| 6     | 130              | E      | E   | E   | E   | E   | M+     | M+  | M+  | M+  | M+  | 3+     | 3+  | 3+  | 3+  | 3+  | 3+      | 3+  | 3+  | 3+  | 3+  | 3+      | 3+  | 3+  | 3+  | 3+          | D              | 6   | 6   |
| 6     | 123              | E      | E   | E   | M+  | M+  | M+     | M+  | M+  | M+  | M+  | 3      | 3   | 3   | 3   | 3   | 3       | 3   | 3   | 3   | 3   | 3       | 3   | 3   | 3   | 3           | D              | 6   | 6   |
| 6     | 116.5            | M+     | M+  | M+  | M+  | M+  | M      | M   | M   | M   | M   | 3-     | 3-  | 3-  | 3-  | 3-  | 3-      | 3-  | 3-  | 3-  | 3-  | 3-      | 3-  | 3-  | 3-  | 3-          | D              | 6   | 6   |
| 5     | 110.5            | M+     | M+  | M+  | M+  | M+  | M      | WT  | WT  | WT  | WT  | 2+     | 2+  | 2+  | 2+  | 2+  | 2+      | 2+  | 2+  | 2+  | 2+  | 2+      | 2+  | 2+  | 2+  | 2+          | E              | 5   | 5   |
| 5     | 105              | M      | WT  | WT  | WT  | WT  | WT     | WT  | WT  | WT  | WT  | 2      | 2   | 2   | 2   | 2   | 2       | 2   | 2   | 2   | 2   | 2       | 2   | 2   | 2   | 2           | E              | 5   | 5   |
| 5     | 100              | M      | WT  | WT  | WT  | WT  | WT     | WT  | WT  | WT  | WT  | 2-     | 2-  | 2-  | 2-  | 2-  | 2-      | 2-  | 2-  | 2-  | 2-  | 2-      | 2-  | 2-  | 2-  | 2-          | E              | 5   | 5   |
| 4     | 95.5             | WT     | WT  | WT  | WT  | WT  | WT     | WT  | WT  | WT  | WT  | 1+     | 1+  | 1+  | 1+  | 1+  | 1+      | 1+  | 1+  | 1+  | 1+  | 1+      | 1+  | 1+  | 1+  | 1+          | F/G            | 4   | 4   |
| 4/3   | 91.4             | WT     | WT  | WT  | WT  | WT  | WT     | WT  | WT  | WT  | WT  | 1      | 1   | 1   | 1   | 1   | 1       | 1   | 1   | 1   | 1   | 1       | 1   | 1   | 1   | 1           | F/G            | 4/3 | 4/3 |
| 3     | 87.8             | WT     | WT  | WT  | WT  | WT  | WT     | WT  | WT  | WT  | WT  | 1-     | 1-  | 1-  | 1-  | 1-  | 1-      | 1-  | 1-  | 1-  | 1-  | 1-      | 1-  | 1-  | 1-  | 1-          | F/G            | 3   | 3   |
|       | 84.7             | WT     | WT  | WT  | WT  | WT  | B      | B   | B   | B   | B   | B+     | B+  | B+  | B+  | B+  | B+      | B+  | B+  | B+  | B+  | B+      | B+  | B+  | B+  | B+          | U              |     |     |
|       | 82.1             | WT     | WT  | WT  | WT  | B   | B      | B   | B   | B   | B   | B      | B   | B   | B   | B   | B       | B   | B   | B   | B   | B       | B   | B   | B   | B           | U              |     |     |
|       | 80               | B      | B   | B   | B   | B   | B      | B   | B   | B   | B   | B      | B   | B   | B   | B   | B       | B   | B   | B   | B   | B       | B   | B   | B   | B           | U              |     |     |

### Setting challenging targets

In line with other academies in the MAT the new school will use FFT Aspire to generate its targets for students. In order to make the target grades aspirational, achievable and consistent, the MAT will make use of the 'Top 5%' targets. These are highly ambitious and will reflect the new school's ambition to raise levels of achievement in the area.

FFT Aspire provides three benchmarking challenge levels - average progress (50th percentile), high progress (20th percentile) and very high progress (5th percentile). The benchmarks are based on the progress made by similar students nationally between KS2 and KS4 last year. The FFT model uses prior attainment, gender and month of birth as a starting point for students to produce the benchmarking ranges.

At a whole-school level the trust will set challenging and ambitious targets for academic

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

outcomes for the new Free school and will aspire to be above national expectations in other key monitoring aspects; as a starting point we will aim for-

- Less than 4.5% persistent absentees (in line with Windsor High School and Sixth Form and below the national average of 5.6%)
- Whole-school attendance above 96% (national average 94.8%)
- The vast majority of students to achieve a place at a university of their choice (in line with Windsor High School and Sixth Form and above national average)
- 50% students to achieve a place at a Russell group university

Whilst over half of the free school intake will originate from trust-based primaries, the rest will not. The overall intake in each year group will therefore likely be below national expected standard upon entry (scaled score of 100). Utilising the expertise already within the trust (including lead practitioners), we will aim for the following ambitious academic outcomes (based upon outcomes at Windsor High School and Sixth Form and including the enhanced provision we will be providing at the free school)-

- 70% students achieving 'Basics' (equivalent of GCSE English and Maths at current grade C or above)
- Progress 8 score of +0.5 (statistically significant – national average of zero)

### **Quality assurance of assessment, target setting and student outcomes**

WAT has a rigorous trust-wide standardised approach to the quality assurance of assessment, target setting and student outcomes which includes:

- A standardised approach across the trust's academies to setting student targets (outlined above).
- A standardised approach across trust's academies and frequency to gathering data on student progress (outlined above).
- KLTs (Key Learning Tasks) or KATs (Key Assessment Tasks) and Mock exams are administered at the same times for each subject across all academies in the Trust. This is followed, where appropriate, by marking across academies in the Trust and detailed question level analysis, specifically in English, Maths and Science, led by the WAT Lead Practitioners.
- A Trust wide approach to moderation across subjects and across academies three times annually.
- The WAT [REDACTED] and [REDACTED] meets with each academy head teacher on a monthly basis where student progress is a standing agenda item.
- Windsor Academy Trust operates a robust 'peer review' process where each

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

academy has a two day peer review annually. The peer review is led by a 'lead OFSTED inspector' with a team of colleagues from across Trust academies.

- Head teachers from across the Trust meet together with the [REDACTED] and [REDACTED] [REDACTED] and [REDACTED] at the WAT Schools Progress Meeting, six times per year. At this meeting each head teacher presents the progress data for their respective schools and are challenged and supported by the group to drive improvement.
- The WAT governance structure includes a 'Performance and Standards Committee' as a sub-committee to the Board of Directors. At this committee, three directors challenge and hold to account the [REDACTED] and [REDACTED] and [REDACTED] for the standards in each academy in the Trust.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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



**Staffing structure and the opportunities to share staff across our existing schools.**

We will plan for the phased build-up of staff in line with planned pupil numbers and financial resources. It is clear that the school will need to recruit additional staff every year for a period of seven years as it grows in size. The initial staff will be able to teach more than one area of expertise but all staff will have specialist subject knowledge and experience to ensure the best learning experience for pupils. As part of WAT the new school will be able to deploy staff from existing secondary schools on a full or part-time basis. The initial senior leadership team will be able to take responsibility for multiple



areas. Some economies of scale will be afforded by making use of existing trust staff e.g. the MAT's strategic leaders and some of our teaching and learning and pedagogy champions. However we will ensure that core subjects such as English, mathematics and science are delivered by on site, permanent teaching staff to ensure that students receive quality first teaching and we are addressing the anticipated need for pupils to make accelerated progress in the first few years of KS 3. During the pre-start-up phase: we will aim to have the headteacher appointed and in place on a part-time basis from the spring term 2017 and full-time from spring 2018.

SLT being allocated a wide range of responsibilities and teachers being expected to focus on the classroom. As pupil numbers grow each year, increasing financial resources, TLRs will slowly be allocated as new teachers are taken on, but the structure will be very tightly managed at this stage to maximise flexibility.

### **Contingency plans**

Our proposal is predicated on recruiting 180 pupils per year (Years 7 -11) between 2018 and 2022 and from 2023 onwards a further 125 students per year into Years 12 and 13. We clearly need to plan for the contingency of these anticipated levels of recruitment not materialising.

As the majority of our expenditure will relate to staffing we would seek to:

- Delay the recruitment of teaching and non-teaching posts in-line with reduced student recruitment;
- Increase the teaching commitments of members of the senior leadership team;
- Create and implement a more flexible staffing model e.g. making greater use of part-time posts instead of full time posts, more effective deployment of existing MAT staff on a temporary basis;
- Reallocate responsibilities across senior and middle leaders in order to create a more cost-effective and cost-efficient structure;
- Reduce non-staffing costs in line with fewer student numbers.



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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Our new school will aspire to be both inclusive and welcoming of students of faith/world view and those that have none. When a child joins the new academy they will be part of our inclusive community with emphasis on how ‘we’ make progress and on how ‘we’ believe that collective endeavour really is both a strength and a virtue.

As with other parts of the curriculum that we will provide at the new free school we will be seeking to replicate what is on offer to students at Windsor High School and Sixth Form. Crucial to Windsor High School’s success has been the implementation of a core set of values, beliefs, attitudes and behaviours and we will be seeking to create a similar ethos and culture at the new free school. Our aim will be to nurture a culture that will be largely self-regulating, based on mutual respect, and allows for academic success and personal development.

We are committed to ensuring that our students will be offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We will encourage our students to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment.

Through a balanced curriculum and SMSC we will aim to actively promote principles that will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to 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 understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures;
- encourage respect for other people, paying particular regard to the protected

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

characteristics set out in the Equality Act 2010;

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Blakenall Free School will be an inclusive school where the focus will be on the well-being and progress of every child. We will be an academy that values diversity, it will seek to tackle discrimination, promote equality and foster good relationships between students staff and the wider community. It will aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The academy will seek to promote awareness, understanding and respect for diversity in the world. This will be achieved through the celebration of special days and festivals; an engagement with awareness raising events from Easter, Eid, Divali to St George's Day and National Refugee Week. We will seek to embed lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

Blakenall Free School will aim to become a UNICEF Rights Respecting School, meaning that the UN Convention on the Rights of the Child (UNCRC) will be embedded in the new school's ethos and culture. The UN Convention is based on many of the same values as those listed in the Department for Education's definition of British Values.

Our new school will be a community that welcomes and values everyone, whatever their ability, ethnicity, religion, gender, sexuality or background. WAT strongly believes that schools/academies have a vital role in combating discrimination and promoting fairness, justice and equality through the teaching delivered as well as via the role models that adults offer. We will teach children to be responsible citizens and positive representatives of the United Kingdom within the wider world.

We believe that diversity is educationally as well as socially desirable in a civilised society, enriching the educational experience for all. We will therefore seek to attract a wide range of students from different social, cultural and ethnic backgrounds. We will seek to achieve this through working with local partners and community leaders to ensure that the school is seen as an inclusive, welcoming and outward looking institution with regular outreach activities that involve the students, staff and local residents. We will also seek to recruit members of the local advisory board who are representative of the rich cultural and ethnic heritage of the area.

WAT is currently a licensed deliverer of Prevent Training and to date has delivered Home Office specified programme to over 800 staff from across the West Midlands region. Attendance at this training will be a requirement not just for the designated safeguarding lead in the school, but for all staff employed at the new Free School.

## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

##### The need for more secondary school places

The latest data provided by Walsall LA (see tables below and in annexe section some confirmation emails from [REDACTED]) indicates that by 2023/24 there will be a shortfall of over 1200 secondary school places in the borough.

| Walsall LA availability of places Year 7 to Year 11 |       |
|---|-------|
| 2017/18   | 1,278 |
| 2018/19   | 751   |
| 2019/20   | 228   |
| 2020/21   | -311  |
| 2021/22   | -720  |
| 2022/23   | -1012 |
| 2023/24   | -1223 |

| Year    | Walsall LA |      |     |      |       | Shortfall of Places in Yr 7 |
|---------|------------|------|-----|------|-------|-----------------------------|
|         | 1          | 2    | 3   | 4    | Total |                             |
| 2017/18 | 690        | 1221 | 739 | 1145 | 3795  | -68                         |
| 2018/19 | 700        | 1238 | 749 | 1161 | 3848  | -121                        |
| 2019/20 | 710        | 1243 | 761 | 1179 | 3893  | -166                        |
| 2020/21 | 726        | 1285 | 777 | 1205 | 3993  | -266                        |
| 2021/22 | 716        | 1251 | 767 | 1189 | 3923  | -196                        |
| 2022/23 | 751        | 1327 | 801 | 1246 | 4125  | -398                        |
| 2023/24 | 739        | 1306 | 789 | 1226 | 4060  | -333                        |



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

The above data clearly indicates that there is a basic need for additional secondary school places in the Walsall borough with a projected shortfall of over 1,200 secondary places by 2022/23 a shortfall that the new free school would help to significantly address. In addition to this it has been announced that Walsall Housing Group has received funding from the [REDACTED].

Our own analysis of the number of places in underperforming schools in the new free school's proposed catchment area shows that the total number of pupil places in these schools is much greater our proposed school's capacity when full. The number of places in the local underperforming schools in the proposed free school's catchment area is currently 5,124 (4481 on roll). This is significantly greater than the total number of pupil places for our proposed school's capacity when full (1150).

In light of the above we are confident that there is a strong and compelling case for new secondary provision in this area of Walsall.

### **An educational need due to low standards in local schools**

As mentioned in Section C, Walsall LA is currently placed 116 out of 150 LAs for the percentage of students attending good or outstanding secondary schools. As recently as July 13 2016, the [REDACTED] expressed serious concerns about the continuing low standards and weaknesses in the quality of provision for secondary-aged students in Walsall. Regional HMI made it clear that too many of the Walsall's secondary schools do not build on the achievements made by primary schools and their students. For example in 2015 only 64% of students in Walsall made the expected rate of progress in English; this is well below the national figure of 71%. In mathematics, the situation was even worse with only around 60% of students making the expected rate of progress. HMI noted that too little is being done to improve the life chances of disadvantaged students to help them overcome the barriers to their success. As of September 2016 there are four poorly performing secondary schools (2 rated as inadequate and 2 with an RI rating) that primarily cater for students from the Blakenall area – see table below.

### **Poorly performing secondary schools that primarily cater for students from the Blakenall area**

| <b>Name of School</b> | <b>Distance from proposed Free School</b> | <b>Ofsted designation and date of inspection</b> | <b>2015 KS 4 attainment (% 5+ A*-C inc En and Ma)</b> | <b>Capacity</b> | <b>NoR</b> |
|-----------------------|---|--|---|-----------------|------------|
| Bloxwich Academy      | 1.3 miles                                 | 4 (November 2015)                                | 18%   | 1448            | 1136       |

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

|                                      |           |                  |     |      |      |
|--------------------------------------|-----------|------------------|-----|------|------|
| Pool Hayes Arts and Community School | 3.8 miles | 3 (October 2015) | 48% | 1300 | 1162 |
| Willenhall E-ACT Academy             | 4.0 miles | 3 (March 2015)   | 29% | 1620 | 1431 |
| West Walsall E-ACT Academy           | 3.1 miles | 4 (March 2016)   | 32% | 850  | 756  |

**KS 4 attainment in the Blakenall area of Walsall**

In 2015 only 37% of all of the 718 Year 11 students attending the four poorly performing secondary academies that serve the Blakenall area left school attaining the national benchmark of 5+A\*-C inc English and Maths. This means that 63%, or 446 students, left these schools without attaining the national benchmark

| Year        | Total number of Year 11 students attending the four poorly performing secondary academies that serve the Blakenall area | Percentage of 16 year old students attaining the national benchmark of 5+A*-C inc En and Ma |
|-------------|---|---|
| <b>2015</b> | <b>718</b>  | <b>37%</b>  |

**The quality of existing post-16 provision in Walsall**

As mentioned in Section C, priority 4 in the Walsall Children and Young Peoples' Plan 2013 to 2016 focuses on the need for greater diversity of choice for learning, training and employment for young people. The Walsall Development Plan makes clear that growth in post-16 places is anticipated both as a consequence of growth and in order to meet changing national requirements. Of the 18 school sixth forms, two have a judgement by Ofsted of Inadequate and four are designated as RI. This places over 800 learners in sixth form provision which is either inadequate or requiring improvement. In light of the above, and in keeping with our vision for an inclusive 2-19 hub, we believe there is a compelling argument for our school to have post 16 A level provision which would offer a high-quality alternative to those that currently exist. For example, in 2015 the performance of students achieving at least three A Levels at A\* - E, or AAB in at least two facilitating subjects, in the neighbouring 11-18 schools in Walsall was as follows:

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

| School                               | Number of students at the end of A Level study | % of students achieving at least 3 A Levels at A* - E | % of students achieving grades AAB in at least two facilitating subjects |
|--------------------------------------|--|---|--|
| Bloxwich Academy                     | 7  | 0   | 0  |
| Pool Hayes Arts and Community School | 37   | 27  | 3  |
| Willenhall E-ACT Academy             | 62   | 45  | 0  |
| England – state funded schools       | -  | 77.2  | 11.8   |
| Walsall LA                           | -  | 64.3  | 10.2   |
| Windsor High School and Sixth Form   | 94   | 79  | 4  |

Our ambition for the new school will be to achieve the following set of results in 2024:

|                       | Number of students at the end of A Level study | % of students achieving at least 3 A Levels at A* - E | % of students achieving grades AAB in at least two facilitating subjects |
|-----------------------|--|---|--|
| Blakenall Free School | 100  | 80  | 10   |
|                       |  |   |  |

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



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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



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

### **Engagement with parents**

We have held a presentation event and numerous 'school gate sessions' at both Goldsmith and Rivers run by SLT and trust officers explaining to parents and carers the rationale for the free school, the planned opening date, size and type of school and this has been supplemented by information leaflets – see annexe – given out to parents at information evenings and sports days.

### **Website**

The Free School website <http://www.theblakenallschool.org/> was launched in June 2016 and to date has received over 1000 unique visits and over 250 parents have registered an interest in sending their child to the new school.

### **Engagement with the local community**

**Local Elected Members of Walsall Borough Council** – we have held a series of very positive meetings with local Blakenall councillors. Attached is a formal letter of support from local ward member [REDACTED] who has been very, very supportive of our bid to open the new Free School. He has spoken in support of our proposal with local parents and and is actively helping us to secure a suitable site.

**Local primary headteachers** – we have held a series of meetings with local primary headteachers briefing them on the proposal for the new Free School. We have received two letters of support from the headteachers of our two primary academies – see annexes.

**Walsall LA** – we have held several meetings with senior officers of the LA including the [REDACTED] and the pupil placed planning team. We are currently working with the LA to identify a possible site.

**Walsall FC** – we have held on-going discussions with [REDACTED]. The football club prides itself in being a 'Community Football Club' and already offers a variety of health, education, engagement, football and sporting activities. We will be seeking to work closely with the club to further develop and enhance these existing programmes as well as looking to possibly develop some new joint ventures. Their letter of support can be found in the annexes.

**Walsall Housing Group (WHG)** - WHG is one of the West Midlands' leading and most successful providers of high quality homes, owning and managing around 20,000 properties across Walsall [REDACTED]

[REDACTED] WHG is excited about the prospect of a new secondary school opening in the Blakenall area and understands the benefits this will bring to the local area and in particular to the demand for housing and community regeneration. Their letter of

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

support is included in the annexes.

**Youth Sports Trust (YST)** – Following on from a series of meetings with [REDACTED] [REDACTED] the YST has confirmed its commitment to support the new school, its teachers, coaches, and others in understanding how to best harness the power of PE, Physical Activity and Sport and what it can do for individuals. Their letter of support is included in the annexes.

## **Section F – capacity and capability**

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

Tell us who (a named individual) is in charge during pre-opening and provide their CV



[Redacted]

[Redacted]

[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

28 June 2016

Dear [Redacted]

**APPLICATIONS FOR FREE SCHOOLS**

You met with colleagues recently to discuss your plans to open one or more free schools. This conversation took into account your growth as an approved sponsor and multi-academy trust. We talked about the DfE guidance document, "Background information and glossary" and in particular page 7 which reads:

*"If the [Redacted] can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one."*

I am happy to confirm that I believe you have the capacity to apply for:

- A main stream 11-18 school opening in 2018/2019, in the Blakenhall ward, Walsall, – (Wave 12).

On the latter you confirmed that you have considered the basic need 'pupil demographic' data for the area. You have spoken to the local authority about the proposal.

If you have any queries concerning the process then my colleague, [Redacted], (email: [Redacted]) will be happy to assist. I would also remind you that [Redacted] from the New Schools Network (email: [Redacted]) can provide specialist, independent support if you require this as part of the application process.

Of course this letter does not guarantee that this application will be successful. Still, I wish you the best of luck with your proposal.

Yours sincerely

[Redacted Signature]

[Redacted]  
[Redacted]

Windsor Academy Trust is an approved sponsor and MAT with at 5 open academies and 2 academies set to join the trust on October/November 1 2016. We have a letter from the WM RSC office clearly stating that we have the capacity to open at least one new free school.

██████████ will be in charge of the free school during the pre-opening phase, his CV is attached as part of the annexes.

### F1 (b) Skills gap analysis

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

| Skills/experience missing | Where is the gap?<br>i.e. pre-opening team, trustees, local governing body | How and when do you plan to fill the gap  |
|---------------------------|--|---|
| Project manager           | Pre-opening team   | We will recruit a dedicated Project Manager who will support the headteacher designate and ██████████ with some of the operational requirements in setting up the new free school. This post will be funded via the DfE start-up funding. |

**Recruitment of headteacher designate** – we have identified a highly suitable potential headteacher who is currently ██████████  
 ██████████ In order to ensure we recruit the best possible headteacher we intend to go out to national advert for the appointment of a substantive headteacher designate in autumn 2016 or spring 2017. In the early pre-opening phase we will seek to second the identified deputy headteacher from the trusts ‘lead school’ to support the ██████████ and ██████████ in the transitional work that will be needed in terms of the curriculum, staffing structure and community engagement.

### 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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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



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

WAT's Board has already embarked on a detailed review of its structures and processes to ensure that it can fully meet the demands of the strategy for growth agreed with the [REDACTED]. As mentioned in Section C, the Trust Board commissioned an external report from Deloitte in March 2016 to look at systems and structures that would need to be put in place in order to support a sustained, managed growth strategy. To this end the trust has recently (May 2016) reviewed the terms of reference and schemes of delegation for all of its academies and [REDACTED] an experienced [REDACTED] is working as a consultant with the Trust Board Chair to look again at roles and responsibilities across the Board and make sure that they are clear and well understood. The Board is also looking at whether it requires additional capacity to offer constructive challenge, particularly across wider operations.

Both the [REDACTED] and the [REDACTED] are currently participating in the 'Executive Educators' programme run by Future Leaders Trust. The Executive Educators programme is designed to ensure that the leaders charged with the responsibility of running Multi-Academy Trusts (MATs) or other federations are equipped with an understanding of the knowledge and skills required for their role.

To help members and directors better understand their overall effectiveness and capacity for growth, the trust recently (spring 2016) partnered with Deloitte to co-construct what we termed a 'MAT Growth Accelerator Process'. The review process was conducted over a four week period and provided trustees with a comprehensive 70+ page report covering the following areas:

- Governance
- Academy Development
- Finance
- Human Resources
- Information Technology
- Estates, Health and Safety
- Marketing and Communications

Our [REDACTED] and [REDACTED] recently had the opportunity to share the learning from working with Deloitte with [REDACTED] and as a consequence WAT has been invited to be part of a pilot to look at how best to undertake peer reviews that will focus on how a MAT gets to be 'Growth Ready.'

Our intention is that, in keeping with the other WAT academies, the new free School will have its own Local Advisory Body (LAB) of no more than 11 members. The Board of Directors will seek to support the LAB to become outstanding at the earliest opportunity.

## **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 Board believes that outstanding academies should take responsibility for their own decisions.

### **Working Practice:**

- The structure of the LAB will be agreed by the Board and may be amended from time to time.
- The usual term of office for all members of the LAB will be four years.
- The members of the LAB shall, upon their appointment or election, give a written undertaking to the Members and Board of Directors to uphold the objects of the Company as set out in the Articles of Association and all policies and procedures agreed by the Trust or LAB from time to time.
- All LAB members will agree to adhere to an agreed code of conduct.
- The Chair and Vice Chair of the LAB will be appointed by the Board and serve for a minimum of two years.
- The Chair of the LAB will meet with representatives of the Board as required to discuss the roles and responsibilities of the LAB in relation to the academy's development plan and any other issues as appropriate.
- The LAB will meet as often as is necessary to fulfil its responsibilities but as a minimum, the LAB will meet at least once each term.
- The quorum for any meeting of the LAB meeting is 50% of those members of the LAB currently appointed (rounded to the nearest whole number).
- The clerk to the LAB will circulate an agenda and any papers at least one week before a meeting of the LAB.

### **MAT accountability structure**



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



## Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

| G1 – budget planning and affordability |
|--|
| [Add text here. Table expands]         |

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

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

## Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [\*how to apply to set up a free school guidance and the criteria for assessment\*](#) for what should be included in this section.



CV template

|   |   |                        |
|---|---|------------------------|
|   |   | <p>[Redacted text]</p> |
| 7 | <p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p> | <p>[Redacted text]</p> |



| CV template |  |   |
|-------------|--|---|
|             |  | <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> |
| 8           | Reference names(s) and contact details | <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>   |

| CV template |  |   |
|-------------|--|---|
| 1           | Name   | [Redacted]  |
| 2           | Area of expertise (ie education or finance)  | [Redacted]  |
| 3           | <p>Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles</p> | <p>Name: [Redacted]</p> <p>Position: [Redacted]</p> <p>Dates: [Redacted]</p>  |
|             |  | <p>Name: [Redacted]</p> <p>Position: [Redacted]</p> <p>Dates: [Redacted]</p>  |
|             |  | <p>Name: [Redacted]</p> <p>Position: [Redacted]</p> <p>Dates: [Redacted]</p>  |
| 4           | <p><b>For finance only:</b> details of professional qualifications, including:<br/> date of qualification<br/> professional body membership number how your qualifications are maintained</p>                                | <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> |
| 8           | Reference names(s) and contact details   | <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>   |

## Letters of support



28<sup>th</sup> July 2016

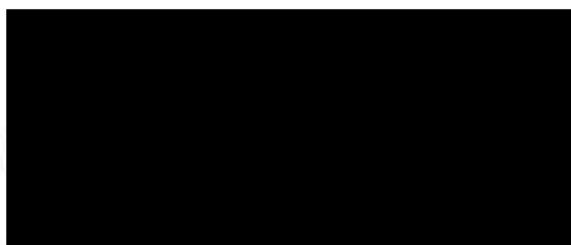
Dear Sir/Madam

**Re: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

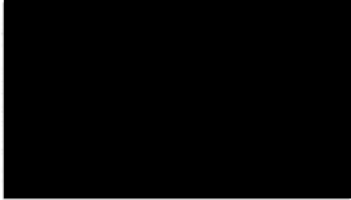
I write in support of the above Free School application. Walsall FC has been consulted by Windsor Academy Trust and is pleased that the Trust recognises the importance of working collaboratively and collegiately with local partners. We are also delighted that the new school will have a particular focus on sport and on raising aspirations and promoting health and wellbeing in a community where the indices of need are significant.

Walsall FC prides itself in being a 'Community Football Club' and already offers a variety of health, education, engagement, football and sporting activities such as 'Aspire 2 Engage' a gifted and talented and a partner school programme. We will be seeking to work closely with Windsor Academy Trust, in a mutual beneficial relationship, to further develop and enhance these existing programmes as well as looking to possibly develop some new joint ventures with other partner organisations that the Academy Trust have been in discussion with such as The Youth Sports Trust.

This is a very exciting and worthwhile opportunity for the Blakenall area and Walsall FC is committed to helping Windsor Academy Trust in its ambition to raise standards in an area where levels of ambition and aspiration are not as high as they need to be.



25 July 2016



Dear Sir, Madam

**Re: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

On behalf of the Youth Sport Trust (YST) I write to confirm our support for Windsor Academy Trust's (WAT) application to open a new 11-18 Free School in the Blakenall area of Walsall.

The YST and WAT have a well-established relationship and share a similar mission and values focused on unlocking the unending potential of young people. The YST is well placed to help support the Academy Trust's exciting and ambitious plans for the new school and in particular the curriculum and enrichment programmes that will seek to ensure young people's 'mind-set', 'character', 'skills' and 'wellbeing' grow alongside their academic knowledge. We are pleased that the Academy Trust will seek to ensure that physical PE, physical activity and sport are essential component of its quality educational offer to both students and the wider community. The YST is committed to supporting the new school, its teachers, coaches, and others in understanding how to best harness the power of PE, physical activity and sport and what it can do to improve the life chances for young people.

The YST looks forward to working closely with WAT in the pre and post opening phases and to help shape and develop aspects of the new school's curriculum and enrichment offer.

Yours faithfully,



[REDACTED]

July 2016

Dear Sir, Madam

**Re: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

I am writing to confirm the support of my local academy body for Windsor Academy Trust's application to open a new Free School in the Blakenall area of Walsall. We believe that there is a need for this new provision particularly in the area that we represent where parents have limited access to good or outstanding secondary schools.

The parents at our school have an increased understanding of the importance of high quality education for their children. It increases their real life chances and they feel at present they do not have the choice of access to high quality education that their child deserves.

Our parents believe that there is a clear need for more high quality secondary provision in an area where parental choice is severely limited in terms of access to good or outstanding secondary schools/academies.

As a primary academy we are keen to address the growing parental demand for a quality secondary school that builds on the high standards and high aspirations that have been established at our school.

The children in our area only get one chance at an education and we feel, irrespective of them living in an area of high deprivation, they deserve to have the same life opportunities as all other children. The building of a high quality secondary school will help to project that high quality education is accessible and deserved for all

Yours faithfully

[REDACTED]

[REDACTED]



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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

12<sup>th</sup> September 2016

Dear Sir, Madam

**Re: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

I am writing to confirm the support of my local academy body for Windsor Academy Trust's application to open a new Free School in the Blakenall area of Walsall. We believe that there is a need for this new provision particularly in the area that we represent where parents have limited access to good or outstanding secondary schools.

It is also clear from our parents believe that there is a clear need for more high quality secondary provision in an area where parental choice is severely limited in terms of access to good or outstanding secondary schools/academies.

As a primary academy we keen to address this growing parental demand by building on our successful and improving KS 2 outcomes. For us at Rivers Primary Academy, we feel this new secondary free school will be a continuation of the work we currently do with our students particularly our most vulnerable students and families. For these children, to attend a secondary school that offers the same level of care, commitment and nurture would be very a positive step for them when completing the next stage of their education. As a primary school, we are very well versed in nurturing and pushing all our students to succeed, especially our vulnerable students. When these children attend secondary schools, without this level of care and support, many of them become isolated or are 'home educated' or worse still, permanently excluded.

Yours faithfully

[REDACTED]  
[REDACTED]



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

September 25 2016

Dear Sir, Madam

**Re: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

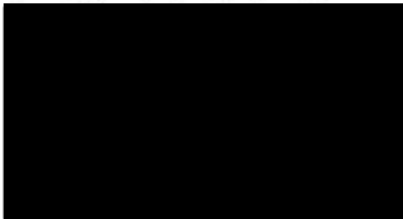
I am writing to confirm my support for Windsor Academy Trust's application to open a new Free School in the Blakenall area of Walsall. I believe that there is a need for this new provision particularly in the area that I represent where parents have limited access to good or outstanding secondary schools and often are faced with having to send their children on quite long and often expensive journeys to schools that are outside of the Blakenall area.

As a [REDACTED] I have good working relationships with Windsor Academy Trust's two existing primary academies, Goldsmith and Rivers, and have been pleased to see how both academies have flourished under the Trust's governance and support. I have also been a [REDACTED].

I have been pleased to have been consulted on the application from the early stages and will look forward to working with the Trust to help shape the new school and ensure that it meets the needs of local parents and above all the children.

Yours faithfully

[REDACTED]  
[REDACTED]  
[REDACTED]



Dear Sir or Madam

**RE: Confirmation of support for Blakenall Free School (Windsor Academy Trust)**

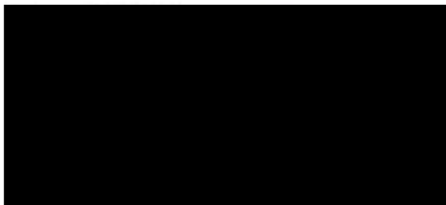
We write in support of the above Free School application. whg has been consulted by Windsor Academy Trust from the early stages of the draft application and there is now a shared understanding between both organisations in relation to the need to raise levels of aspiration and ambition in the Blakenall area of Walsall.

whg is one of the West Midlands leading and most successful providers of high quality homes owning and managing around 20,000 properties across Walsall. We currently have a large housing development programme, which includes building over 700 new homes in the Blakenall area over the next four years.

We are more than just a landlord and are committed to working in partnership to increase services that improve our customer's quality of life. Our corporate objectives are focused around increasing aspirations and improving education so that young people truly get the best start in life.

With this in mind we are excited about the application for a new secondary school for the Blakenall area and the benefits this will bring to the local community. From the data that has been provided we understand that there is a need for additional secondary school places and hope that this application helps to fulfil the gap and improve education standards in the Walsall area.

We look forward to working with the Trust to help shape the new school and ensure that it meets the needs of local parents and above all provides an excellent education offer for the children.



INVESTORS IN PEOPLE | Gold



09/12

## SCAP data for Wallsall LA – email exchange between LA and WAT

**From:** [REDACTED]  
**Sent:** 09 August 2016 13:20  
**To:**  
**Subject:** RE: Free School Application

Afternoon

Thank you for your email it was nice to speak with you too yesterday.

I can confirm that you are right as per your email. We are looking at a shortfall of approximately 1,250 as per projections completed for SCAP 2016.

Thanks  
Alex

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

[REDACTED]  
[REDACTED]  
[REDACTED]

**Disclaimer: IF THIS EMAIL IS MARKED PRIVATE OR CONFIDENTIAL - PLEASE RESPECT THAT AND DO NOT FORWARD IT TO ANYONE ELSE WITHOUT THE EXPRESS PERMISSION OF THE AUTHOR.** The information in this message should be regarded as confidential and is intended for the addressee only unless explicitly stated. If you have received this message in error it must be deleted and the sender notified. The views expressed in this message are personal and not necessarily those of Walsall MBC unless explicitly stated. E-mails sent or received from Walsall MBC may be intercepted and read by the Council. Interception will only occur to ensure compliance with Council policies or procedures or regulatory obligations, to prevent or deter crime, or for the purposes of essential maintenance or support of the e-mail system. You should also be aware that any email may be subject of a request under Data Protection, Freedom of Information or Environmental Information legislation and therefore could be disclosed to third parties.

**E-mail Security:** Communication by internet email is not secure as messages can be intercepted and read by someone else. Therefore we strongly advise you not to email any information, which if disclosed to unrelated third parties would be likely to cause you distress. If you have an enquiry of this nature please provide a postal address to allow us to communicate with you in a more secure way. If you want us to respond by email you must realise that there can be no guarantee of privacy.

Before you print **think about the Environment** 🌱

**From:**  
**Sent:** 09 August 2016 13:16  
**To:**  
**Subject:** FW: Free School Application

[REDACTED]

Good to talk with you earlier. Please take a look at the numbers below – if I have understood correctly the LA's projections are as follows:

18 secondary schools with an 11-16 capacity of 18,635

2016 numbers on roll – 16, 420 (2,215 spare places)  
2022 projections – 19, 885 (16, 420 + increase of 3,465 places)

Therefore by 2022 it looks as though there will be a shortage of secondary school places to the tune of around 1,250 – is this correct?

**From:**  
**Sent:** 03 August 2016 13:54  
**To:**  
**Subject:** Free School Application

Afternoon

I have been passed your information from [REDACTED] in regards to the Windsor Academy Trust considering a Free School application for a new secondary school in the Blakenall area.

I have been advised that you requested two pieces of information which were as follow:

- 1. The latest school capacity and forecast tables indicate that the demand for secondary school places in Walsall will increase by 2,810 between 2016 and 2022 is this accurate?**  
Based on the secondary school projections that were completed for the School Capacity Survey using the May 2016 census information it is suggested that there will be a demand increase of 3,465 places.
- 2. What is the total secondary capacity of all the 18 maintained schools in the Walsall Borough?**  
I would first like to highlight that of the 18 schools in Walsall only four are maintained by the Local Authority the remaining 14 schools are Academies and self-maintaining. That being said across the 18 schools there are a total of 18,635 places for children years 7-11 of these currently 16,420 places are currently being occupied, resulting in a total of 2,215 places being available across the school years (7-11) across the Walsall Borough.

If you require any further information please do not hesitate to contact me.

Look forward to hearing from you soon.

Kind Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]