



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

CHRIST CHURCH CofE SECONDARY ACADEMY

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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)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : 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: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<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? Free Schools Applications Team, Department for Education, 3 rd 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"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and Headteacher designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and Headteachers designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the Headteacher designate (if appointed); and a copy of Section A? (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:  (please delete as appropriate)

Print name: 

Date:

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

Section A – applicant details

Please see Excel spreadsheet.

Section B – outline of the school

Please see Excel spreadsheet.

Section C – vision

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

Executive Summary

Christ Church CofE Secondary Academy (CCSA) will be an inclusive secondary academy for students of all abilities, disabilities and from all backgrounds, proposed to open in the Yardley Wood area of Billesley ward, Birmingham, in September 2019 when basic need demand for Y7 places will be high (see below and Section E). This new free school will have 6 forms of entry as an 11-19 co-educational school with 180 students admitted to Y7 each year. When full in 2025/26 there will be 1150 students on roll including 250 in the sixth-form.

Local to the preferred site, a school in Special Measures is under the threat of closure, potentially further reducing Y7 places and reflecting the variability of standards. In addition, 1 in 10 families in Birmingham receive a Y7 offer outside Birmingham with only 68.5% getting their first choice offer, this is the lowest in the country and adds to the case for CCSA as a school for the local community in terms of the inevitably wide base for parental interest and associated Y7 applications. If the application is successful, when the school achieves Outstanding status – and as additional housing comes online - this situation will be even more applicable. For details of relevant housing developments, please see Section E.

The curriculum offer will be broad and balanced, focusing on literacy and numeracy while making use of thematic learning at the start of KS3 to ease the transition from Y6 as detailed in Section D. Through to Post-16 level there will be a curriculum focus on preparing young people for employment in terms of work-related learning and employability skills.

CCSA will be a Church of England school with open admissions in which no student will be admitted from consideration of faith. There are currently only 2 such secondary schools in 5 regional LAs, including and around Birmingham. Acts of collective worship and religious education, to which students and staff have a right of withdrawal, will reflect the ethos of the school and occupy a proportionate position within the curriculum. There will be an extended day to provide support with homework and allow students to participate in a wide range of enrichment activities.

Proposers have a wealth of experience in terms of excellent education provision achieved through supporting and challenging schools, and guarantee the capacity required to take CCSA through pre-opening, if the application is approved, then on to opening and beyond where we aim to achieve a judgement of at least 'Good' with a target of 'Outstanding' in the Ofsted inspection scheduled to take place in the third year of operation. Further details of core and wider proposer group membership are set out in Section F.

Vision and Ethos

The over-arching vision for CCSA is to offer all students the very best possible educational experience in order to achieve personal best learning outcomes which meet and exceed the expectations of students and their families. CCSA will also develop confident, resilient, motivated, passionate young people; citizens of tomorrow that will make a contribution to their community and living together. We will accomplish this within a supportive and inclusive Christian ethos offering the highest standards of pastoral care to ensure student well-being. This distinctive Christian ethos will be

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

tangible as an inclusive and supportive high expectation learning environment in which each student's strengths and areas for development will be known in detail. Strengths and related successes will be celebrated and areas for development will be supported to ensure that all students make progress in keeping with their aptitude and related career ambitions.

CCSA will collaborate with a wide range of individuals and organisations with valuable expertise from local agencies, world class business partners, and arts organisations from across Birmingham in order to benefit the school and its community: a school for the community and a community that remains welcome in the school.

Accordingly, CCSA will maintain high expectations of all students and staff. The academy will admit students from families practising all faiths and those with no faith using open, transparent and fair admissions criteria which meet all requirements of the national Schools Admissions Code, Appeals Code and admissions legislation. CCSA will support parents and carers, as part of a family-friendly approach by making sure that fully planned, appropriate, and staffed alternative provision is available for those students who are opted out of faith-based activities including collective worship. We aim to make a positive difference to the lives of all students and their families and cherish the quality of relationships between all stakeholders as a key indicator of school effectiveness.

Timetabled time allocated to faith-based activities will be proportionate within our broad and balanced curriculum. In terms of other curriculum areas, such as the study of evolution or theories of the origin of the universe in science, and the study of other major world religions in Philosophy and Ethics will take place in keeping with the expectations of the National Curriculum and the relevant GCSE examination syllabus.

Rationale:

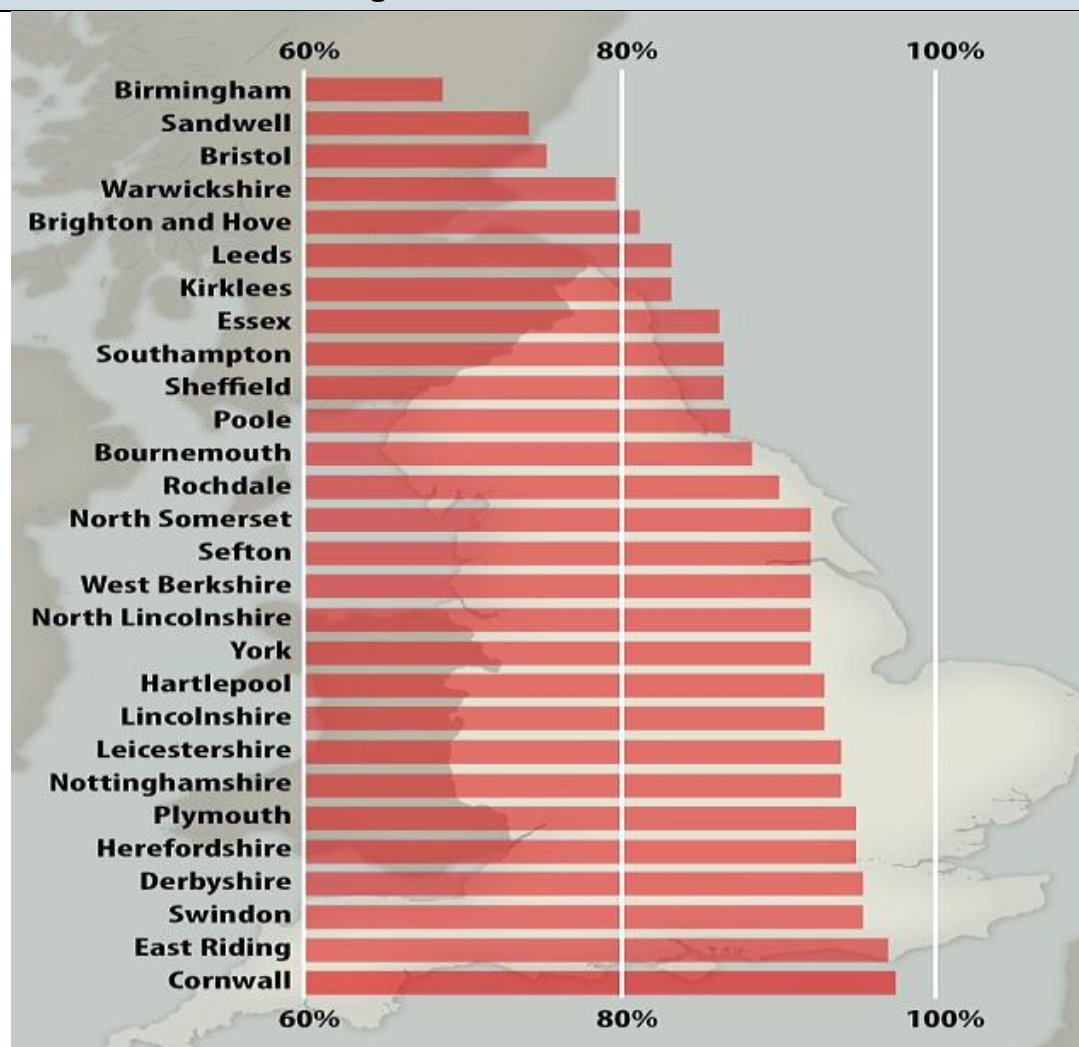
Choice and Diversity

As an 11-19 secondary CofE free school we will increase parental choice and diversity of provision as the only C of E secondary school in the area. The 'CofE Birmingham Schools' website (<http://www.cofebirmingham.com/schools/>) notes that it has a total of only 2 secondary schools in 5 regional LAs including Birmingham. The school will contribute to solving a serious and growing basic need problem and to raising overall education standards in the LA. Baverstock Academy, currently in Special Measures and facing financial difficulties, has an uncertain future and is in the vicinity of our proposed new school.

Parental and student choice relating to their preferred secondary school is already a serious problem in Birmingham, where in 2014/15 approximately one-third of children missed out on their first choice of secondary school, with just 68.5% getting their first option and one in ten were offered places outside Birmingham. In other areas of the country such as Cornwall, almost all children got the place they wanted.

We confidently anticipate a significant number of applications from a wider zone than the Yardley Wood area due to the specific characteristics of the new school including its church school status and the city-wide shortage of places with low numbers of first-choice offers, which results in 1 in 10 students' families being in receipt of a Y7 offer actually outside Birmingham.

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



Basic Need

Birmingham is challenged by basic need which has been severe for some time and is becoming more acute, confirmed through our meetings with Birmingham City Council. For the last academic year more than 4,000 (31.5%) of the 14,625 ten and eleven-year-olds who applied for a Y7 place were not offered their top selection according to Birmingham City Council. Almost 1,000 children (7%) were not offered any of their top 6 preferences. In 2015 the Birmingham Mail warned that Birmingham and the West Midlands were facing a ‘ticking time bomb’ in terms of school places. The LGA has noted that In Birmingham, net student movement across LA boundaries into the city is adding further strain to place provision on top of the ‘Primary bulge’ which has started moving into the Secondary phase, and immigration into a popular and dynamic city environment.

By 2019 at least 4,000 additional secondary places are estimated to be needed across Birmingham, and the proposed school serves one of the most affected wards. Pupil number projections for the secondary phase, taken from ‘Pupils of Secondary School Age and Pupil Forecasts by Local Authority in England’, DfE confirm the above position in terms of a growing trend and increasing basic need.

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Year	2015/16	2016/17	2017/18
Places	70,882	72,128	73,749
Increase		+1,246	+1,621

In addition to the reduction in secondary places locally, and the uncertainty surrounding the future of Baverstock Academy, Birmingham LA documentation (*Birmingham Education Sufficiency Requirements to 2019*) shows that only 30 additional places (2015) have been created in the planning area of our proposed site, and none scheduled to 2019. Clearly CCSA is needed in its location at the proposed opening date, and unsurprisingly our proposal is proving to be very popular with prospective parents (see Section E for additional information on demand and school popularity).

School Standards

Education standards across Birmingham are mixed, and Ofsted inspections have placed several schools and academies in a category (Inadequate or Requires improvement). Across Birmingham LA in the secondary age range, school performance in terms of the percentage of students achieving 5 or more Grades A*-C including English and mathematics is variable. High Performing schools in 2015 using the 5+GCSE A*-C En/Ma measure include Bishop Challoner Catholic College (74%) and the Birmingham Ormiston Academy (71%). Bishop Challoner is currently in Special Measures.

Towards the lower end of DfE performance league tables and beyond the potential closure of Baverstock Academy (from Special Measures) are Great Barr School (38%), George Dixon Academy (37%), Cardinal Wiseman Technology College (30%) and Cockshut Hill Technology College (29%). The percentage of students achieving EBacc varies by a factor of eight from 8% to 64%. With one in ten families being offered Y7 places outside Birmingham, these underperforming city schools will not be popular with families and support the case for CCSA in terms of standards as well as supporting a wider attraction to parents and carers in a city with good public transport. There is a culture in Birmingham for students to travel across the city to a school they wish to attend, demonstrated by the popular Grammar schools drawing students from across the region.

CCSA will contribute to raising standards in Birmingham as a result of our high expectations of students combined with excellent teaching and pastoral support. CCSA proposers are well-placed to secure the high expectation targets summarised below in this Section and expanded upon in Section D.

Area Context and Student Intake Profile

The latest 2015 Indices of Multiple Deprivation show that Birmingham ranks the 6th highest of all English local authorities in terms of proportions of highly deprived neighbourhoods (40% for Birmingham). This and other information from the Birmingham City Council ‘Areas of Deprivation’ webpage are set out below:

- 40% of Birmingham’s population live in areas described as in the most deprived 10% in England
- Almost one quarter of the population live in areas in the most deprived 5%
- Birmingham is ranked as the third most deprived Core City

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- Birmingham has been ranked as the most deprived city on both income and employment deprivation since 2004
- 12 of Birmingham's SOAs are in the most deprived 1% in the country, including Soho, Sparkbrook, Washwood Heath, Nechells, Bordesley Green, and **Yardley North** which is close to our site

CCSA will generate local jobs in terms of the teaching and support staff it needs, with approximately 100 positions available when the school is at steady state. We have set a zero target for NEETs in keeping with our high expectations and related aims for students' employability and work-readiness and access to higher education which will be a focus for curriculum delivery across the Key Stages.

Based on LA data and knowledge of our preferred location, including likely feeder Primary schools, we anticipate that the intake profile will consist of 35% E6FSM students, 30% with EAL and 20% SEN students. Our curriculum offer will meet the learning and personal development needs of all learners within this intake profile in terms of research-based pedagogy, resourcing and wider school operations.

Curriculum Plan Summary

In keeping with our vision, the curriculum will deliver high levels of academic achievement and personal development. Included in this realisation of the vision are four key elements which we explore in more detail in Section D: wisdom; hope and aspiration; community and living well together; and finally, dignity and respect.

Our curriculum model is based on the National Curriculum as a broad and balanced platform in keeping with requirements for free schools but in addition we will afford our Headteacher Designate the capacity to make further use of free school freedoms. The curriculum plan as set out in Section D is designed to meet the needs of all students in our intake profile, is deliverable in terms of both school organisation and finances, and will ensure that all students regardless of their background and prior attainment, disabilities, stage of English language acquisition, levels of social deprivation and family faith (or no faith) will have their learning needs met.

CCSA will prepare students well for the next stage of their education, including employment and higher education. We will offer a high quality education in terms of spiritual, moral, social and cultural education while promoting British values relating to democracy, the rule of law, tolerance and individual liberty. CCSA will take its responsibilities under the 'Prevent Duty' arising from the Counter-Terrorism and Security Act (2015) very seriously at all times, operating within Guidance as published by the DfE under the title "Revised Prevent Duty Guidance for England and Wales". A member of the SLT will carry the role of School Prevent Coordinator with responsibility for Child Protection and duties including the prescribed risk assessment processes and the management of pertinent information and staff updates via in-house and externally sourced CPD as relevant.

In Y7 we will use a thematic approach to curriculum delivery to smooth the transition from Y6 and maximise links between areas of learning. Philosophy and ethics will be a compulsory part of the curriculum to age 16, making use of free school freedoms in a way which will, for example, promote discussion of sensitive topics in an evidential manner while maintaining respect for alternative viewpoints. This will increase tolerance and mutual understanding, reduce inappropriate reactions, enhance mutually supportive behaviours and widen students' personal horizons.

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Through KS3, within the focus on core learning, a high emphasis on literacy will be maintained ensuring that any dip sometimes experienced on transition to secondary education is quickly reversed. This will ensure that all students, prior to entering KS4, possess the capacity to access all areas of the curriculum and make the most of the opportunities available in order to equip them with the experiences, personal attributes and academic qualifications needed to succeed in an increasingly technological and skills/knowledge-based economy.

Examination options available to students at 16 will maintain breadth and balance and include both GCSEs and BTEC options. In Y10 students will study for the ECSL computing qualification. At Post-16 level there will be an appropriate mix of qualifications available including a range of A-levels in keeping with the Russell Group list of 'facilitating subjects' together with a vocational option, designed to meet local career progression and employer needs in view of the Post-16 focus on work-related learning and employability skills. Further details of the curriculum plan can be found in Section D.

Pastoral care within the academy will be exceptionally strong, maintaining high levels of student well-being and self-confidence, including via a Chaplain role which will provide guidance to staff and students who wish to receive it, regardless of faith. The academy will maintain and express a strong belief in young people and will work to deliver what they need to succeed; we will remove barriers and give them every opportunity to achieve and enjoy success in its many and varied forms. Tolerance, inclusivity and community cohesion will underpin the Christian Ethos of the academy, in which every individual is given the opportunities to flourish, and we will seek high quality national kitemarks to underpin this ethos, including the Diana anti-bullying award and Stonewall School Champion status. The school will also work with local agencies and organisations to provide an all-round hub for support, advice and care for the whole community.

E-safety and safeguarding in general will be top priorities at CCSA, managed always in keeping with regulatory requirements and established best practice. We will be following guidance closely to ensure that our approach maintains excellence, including the documents listed below, assuring for example that duties under Prevent and FGM are met in full. These documents will be available to staff, who will be required to operate within their remit at all times. All staff will have annual training in keeping with their role:

1. Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE March 2015 and as updated)
2. Safeguarding Children and Safer Recruitment in Education (DfE 2007 and as updated)
3. Keeping Children Safe in Education (2016 and as updated)
4. Mandatory Reporting of Female Genital Mutilation (Home Office, 2015 and as updated)
5. Safeguarding Children in a Digital World (Becta)

Enrichment

Activities will include supervised study support (homework club), performing arts productions, dance and gymnastics, a debating society, sports and games including

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competitive matches, computer/internet clubs including programming and other technological activities, enterprise opportunities and Duke of Edinburgh Awards. The mix of clubs, societies and sporting activities on offer will form a varied programme staffed by teachers, parents, volunteers and invited experts, which will reinforce and supplement student enjoyment of learning and boost progress. The sports facilities will also be open to the community, and will encourage local participation and contribute to improving health and fitness.

High Expectations and Key Targets

CCSA has ambitious targets which reflect our determination to achieve high standards via excellent teaching, leading to sustained progress across all Key Stages. In addition to school self-evaluation we will make use of the experience and wide national-level knowledge base available from external verification to ensure that the judgements of senior and middle leaders at CCSA are as accurate as possible.

Target Summary

We are aware that a numerical grading scheme will apply for new GCSEs but we are using existing benchmarks here for ease of comparison against currently available national averages. The full range of targets is set out in Section D.

- 100% achieving expected progress through KS3 using End of KS2 data
- 72% achieving 5+ A*-C at GCSE including En and Ma (national 57%)
- 39% achieving the English Baccalaureate (national 24%)
- Progress 8 min +0.5 school
- 100% A*-E at A-level (national 98%)
- 15% achieving 3 A*/A grades in A-level subjects
- Zero NEETs in Y13
- 100% quality of teaching judged as 'Good' or better with external verification
- Attendance rate 98%
- Zero permanent exclusions during each year
- At least 95% of parents/carers satisfied or very satisfied with CCSA in surveys
- First & subsequent Ofsted inspection judgements of at least 'Good' with a target of 'Outstanding', and Outstanding SIAMS inspection judgement
- Relentless commitment to accelerating progress for all students regardless of their starting point

(Targets for the end of KS4/5 will be reviewed with up-to-date cohort/national data)

Community Dimension

As with all Church of England Schools CCSA will collaborate fully with the local family of schools while working at the heart of our community as a learning hub. CCSA will support community cohesion by celebrating both cultural and ethnic diversity within school and community-based events (e.g. musical and drama productions, and work with a multi-faith charity – please see Section D, subsection D4) and advancing equality of opportunity by meeting all requirements arising from the Equality Act 2010 and the PSED. We will cultivate positive relationships with and between communities and proactively oppose all forms of discrimination.

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Existing links with industry including National Express Bus and potential links with the NHS (Queen Elizabeth Hospital) and other local employers will be strengthened and widened, and we will work with sporting institutions, agencies as a multi-agency base, charities (including The Feast Charity bringing together Christian and Muslim young people) and specialist organisations e.g. 'Rewind' for the good of all who work and learn in the academy and the wider community.

CCSA will be a significant employer locally, with approximately 100 new jobs created, and we will make our facilities including hall space and rooming available for hired use by community groups including clubs and societies, fulfilling a community need while developing an appropriate income stream.

Summary of Key Features

- 11-19 free school increasing diversity and widening parental choice
- 180 places available in 2019 and 250 in the sixth-form from 2024
- popular faith school CofE ethos
- open, fair, transparent and fully inclusive admissions
- an academy which welcomes applications from families of all faiths and no faith
- broad and balanced curriculum with a focus on core learning
- extended day with breakfast club and after-school study support (homework club)
- wide range of enrichment activities including clubs, societies and sporting events
- high-tech ICT and computing facilities
- high expectations which will contribute to raising standards in the area
- personalised targets and learning pathways for all students
- detailed attention to employability skills and preparing young people for work
- collaborative culture within the local family of schools and local agencies
- links with wider groups locally will contribute to community cohesion
- experienced Proposers with the requisite expertise to deliver excellent education

Trust Strategy Statement

If our application is approved and moves into pre-opening, we will discuss further opportunities to establish new free schools within the Birmingham Diocesan Schools Trust (BDST) with the Regional Schools Commissioner, who is supportive of the Birmingham Diocesan Board of Education and keen that its extensive resources are deployed to open free schools, in areas of need, with the quality and values that Diocesan schools offer. Through academy conversion and sponsorship of Church schools, BDST expects to grow at a considered pace, balancing the desire from schools to join the BDST with the capacity to receive new academies. It is expected that the BDST will comprise circa 20 schools by September 2019.

Section D – education plan: part 1

	Current number of students (if applicable)	2018	2019	2020	2021	2022	2023	2024	2025
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

Subject/other activity (e.g. enrichment)	Lessons per 2 weeks	Mandatory M Voluntary V	Comments
Key Stage 3 Years 7 and 8			
English	8	M	Core
Mathematics	8	M	Core
Science	6	M	Core
History	4	M	Extended core
Geography	4	M	Extended core
Technology	4	M	Extended core
MFL	4	M	Extended core
Computing/ICT	4	M	ICT also cross-curricular at KS3
PE/Sport	4	M	100 minutes per week
Art	2 each	M	Arts representation ensures breadth and balance
Music		M	
Drama		M	
RE	4	M with opt-out	Includes Philosophy element; Opt-out provision made available

Renaissance Reading	4	M	KS3 programme
PSHCzPE	0	M	In tutorial time within the school day
TOTAL	60 lessons per 2 weeks of 50 minutes' duration, 25 hours/week		
Enrichment	20	M	Max 100m per day (see D1) Breakfast & Homework clubs incl. Students will participate, up to max
Key Stage 3 Year 9			
Subject/other activity (e.g. enrichment)	Lessons per 2 weeks	Mandatory M Voluntary V	Comments
English	8	M	Core
Mathematics	8	M	Core
Science	8	M	Core
History	4	M	Extended core
Geography	4	M	Extended core
Technology	4	M	Extended core
MFL	4	M	Extended core
Computing/ICT	4	M	ICT also cross-curricular in Y9
PE / Sport	4	M	100 minutes per week
RE	4	M with opt-out	Opt-out provision made available
Art	2	M	Arts representation ensures breadth and balance
Music	2	M	
Drama	2	M	
Renaissance Reading	2	M	KS3 programme
PSHCzPE	0	M	Delivered in tutorial time
TOTAL	60 lessons per 2 weeks of 50 minutes' duration, 25 hours/week		
Enrichment	20	M	Max 100m per day (see D1) Breakfast & Homework clubs incl. Students will participate, up to max
Key Stage 4 Y10			
Subject/other activity (e.g. enrichment)	Lessons per 2 weeks	Mandatory M Voluntary V	Comments
English	8	M	Core

Mathematics	8	M	Core
Science	12	M	Core, separate sciences available
PE / Sport	4	M	100 minutes per week
RE Philosophy/ethics	6	M with opt-out	GCSE Opt-out provision made available
ECDL	2	M	ICT also cross-curricular at KS4
Option 1	6	M	Sp or Gg (Breadth - EBacc access)
Option 2	6	M	Hi or Gg (Breadth - EBacc access)
Option 3	6	M	GCSE Business or BTEC L2 Perf Arts
TOTAL	60 lessons per 2 weeks of 50 minutes' duration, 25 hours/week		
Enrichment	20	M	Max 100m per day (see D1) Breakfast & Homework clubs incl. Students will participate, up to max
Key Stage 4 Y11			
English	8	M	Core
Mathematics	8	M	Core
Science	13	M	Core, separate sciences available
PE/Sport	4	M	100 minutes per week
RE Philosophy/ ethics	6	M	GCSE Opt-out provision made available
Computing/ICT	0	M	Cross-curricular in Y11
Option 1	7	M	Sp or Gr (Breadth - EBacc access)
Option 2	7	M	Hi or Gg (Breadth - EBacc access)
Option 3	7	M	GCSE Business or BTEC L2 Perf Arts
TOTAL	60 lessons per 2 weeks of 50 minutes' duration, 25 hours/week		
Enrichment	20	M	Max 100m per day (see above) Students will participate, up to max GCSE En &/or Ma (M) apprentices
Key Stage 5	Lessons per 2 wks	Mandatory M Voluntary V	Comments
3 A-levels route	36	M	See KS5 details (below)
Independent study 3 A-levels route	18	M	In-school time specified
PE	4	M	Off-site options available

PSHCzRE	2	M	Opt-out available for RE element
TOTAL 60 sessions per 2 weeks of 50 minutes' duration, 25 hrs/week			
Enrichment	Variable for both routes	V	Off-site options available in addition to coaching roles. GCSE En & Ma available
4 A-levels route	48	M	See KS5 details (below)
Independent study 4 A-levels route	6	M	In-school time specified
PE	4	M	Off-site options available in addition to coaching roles
PSHCzRE	2	M	Opt-out provision available (RE)
TOTAL 60 sessions per 2 weeks of 50 minutes' duration, 25 hrs/week			
On- and off-site enrichment will be available to Post-16 students (variable).			
A-level options to include English, Mathematics, Further Maths, Biology, Chemistry, Physics, Computing, Technology, Geography, History, Business, Economics, Psychology, Law, Philosophy, RE, Spanish, Art, Music, Drama & Theatre Studies. BTEC options to include Business, Creative Digital Media Production, Motorsport Vehicle Maintenance and Repair, Vehicle Technology, Health and Social Care, Health Studies, Applied Science. Student choices will determine viability.			

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Introduction

Life in All its Fullness

Our curriculum will provide for the following:

Wisdom

We will foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. Teachers will nurture academic habits and skills, emotional intelligence and creativity across the whole range of subjects, and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team, group member or leader.

Hope and Aspiration

CCSA will open up horizons of hope and aspiration, and guide students into ways of fulfilling them; they will be supported to cope wisely when things and people go wrong. We will provide resources for healing, repair and renewal. Trust, generosity, compassion and hope will be fundamental in the life of the school and will overcome any sense of meaninglessness, suspicion, selfishness, hardheartedness and despair.

Community and Living Well Together

The curriculum will have a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable people to flourish together. We will support and reinforce community cohesion.

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Dignity and Respect

Human dignity, the ultimate worth of each person, will be central to the high quality education provision at CCSA. The basic principle of respect for the value of each person, involving continual discernment, deliberation and action, will permeate the life of the school. This includes vigilant safeguarding. In keeping with our inclusive ethos, the equal worth of those with and without special educational needs and disabilities will be recognised in practice. This inclusivity is also reflected in our admissions policy.

Christ Church Secondary Academy will admit students via an open admissions policy with no faith-related criteria. We will offer each of our students regardless of background and family faith / no faith the very best possible educational experience and outcomes, making a positive difference to the lives of all students and their families. Christian values and character will be emphasised, including through an explicit focus on student leadership and character education as detailed below, which will work in synergy with the promotion of British values and support our work within the Prevent Duty.

The student intake profile will be fully inclusive, and we will offer a broad and balanced curriculum emphasising work-related skills that prepares all students for the next stage of their education, employment and enterprise opportunities, together with support for development of personal skills and attributes within our distinctive Christian ethos that will enable students to take a positive and active role in society.

The curriculum model for the school as set out below is in keeping with our vision, is eminently suited to the intake profile (20% SEND, 30% EAL and 35% E6FSM) and is deliverable in terms of meeting the needs of all learners (subsection D1, also in terms of staffing requirements as shown in D3), and is financially viable as set out in Section G together with the financial planning spreadsheet. This intake profile reflects the local position, and our inclusive approach to all aspects of school life will meet the learning and personal development needs of all students.

An emphasis on core learning to improve levels of literacy and numeracy will be key priorities in Y7 and Y8, including the Renaissance Reading programme. This KS3 reading programme includes regular online assessment which checks outcomes such as comprehension while showing gains in students' reading ages. This will be important in ensuring access for all to the full curriculum on offer.

We will use a thematic approach to curriculum delivery to smooth the transition from Y6 and maximise links between areas of learning. Our curriculum and pedagogy will promote achievement alongside gains in self-confidence and self-esteem and the personal development these afford.

A central aim of the school in pursuing a target of zero NEETs will be an added-value curriculum focus on work-related learning and employability skills at Post-16 level. In terms of continuity and progression, our research shows a changing employment focus in the area from traditional manufacturing to ICT and broader service sectors and in view of this we will be offering Computing as an option at both GCSE and A-level as well as a BTEC in Business at Post-16 level.

School Day, Taught Week and Term Structure

Our term structure will mirror that of the LA to help parents where siblings may be attending other local schools. The school will operate a 2-week timetable to provide scheduling flexibility, consisting of a total of 60 lessons of 50 minutes' duration (25-hour

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week) within which the proposed taught day structure is shown below:

0730	Breakfast Club
0845	Daily Act of Collective Worship / Reflection Time / Assembly
0900	Tutorial time
0910	Lesson 1
1000	Lesson 2
1050	Break
1110	Lesson 3
1200	Lesson 4
1250	Lunch (facilitating rehearsals & student leadership activities)
1400	Lesson 5
1450	Lesson 6
1540	Enrichment including Learning Support (Homework Club)

Competitive sport will take place for which transport will be provided where necessary.

Key Stage 3

By using a thematic approach to learning in Year 7, CCSA will smooth the transition for students from KS2 to KS3 while exploiting the inter-related nature of subject knowledge and supporting skills development. In addition to emphasising the value of knowledge, CCSA will also teach students to evaluate evidence and to be critical of what they hear, see and read. This is best achieved where students can work across subject disciplines in a thematic manner. We will simultaneously retain a focus on core learning, enabling students to develop the literacy and numeracy skills which are essential to academic success and many aspects of personal development.

English

In keeping with Free School expectations, there will be a focus on core learning at CCSA which will include the Renaissance Reading programme at KS3. We will develop a culture of reading that reflects the status of literacy skills as the most important that a young person develops while at school. Through literacy skills the rest of the curriculum can be accessed, and academic progress is supported. A wide reading base is important in developing vocabulary, advancing comprehension, developing emotional intelligence and, at a pragmatic but equally important level, understanding questions and writing answers in examinations in all subjects of the curriculum both at school and beyond. Reading is a skill for life, opening the door to a wealth of different viewpoints and experiences, and stands as the critical factor in lifelong learning.

Students will read a variety of books and undergo regular online assessment which checks comprehension, vocabulary and shows gains in students' reading ages. A report is generated which allows teachers to keep a close watch on students' progress. We expect students to read for pleasure as free readers and the reading menu available will include high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama.

Opportunities will always be available for students to consolidate and build on their knowledge of grammar and vocabulary through analysis of increasingly challenging texts, studying the effectiveness and impact of the grammatical features of the texts they read, drawing on new vocabulary and grammatical constructions from their

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reading and listening, using these consciously in their writing and speech to achieve particular effects. Support at an individual student level will help to avoid the grammatical problems students can encounter in terms of correct spelling, punctuation and syntax.

Students will have opportunities to develop both creative and technical writing at CCSA. In addition, students will participate in discussions including via debates, mastering written and spoken language with precise and confident use of linguistic and literary terminology. They will become increasingly confident and capable of giving short speeches and presentations, expressing their own ideas while keeping to the point, delivering their speech with appropriate use of intonation, pace and volume. Students will listen actively to each other and develop powers of developmental self-review and constructive peer-review.

Mathematics

Mastering mathematics and developing high level numeracy skills can be daunting to students but these skills are essential to everyday life, critical to subjects such as science and technology, and necessary in most forms of employment. CCSA will overcome potential barriers to learning in maths by ensuring that mathematical experiences are fun and enjoyable, including by setting maths in relevant real-life contexts and by use of age-appropriate mathematical games and puzzles.

By maintaining confidence and allowing enjoyment in mathematical learning our young mathematicians will become increasingly confident when working with abstract mathematical concepts and generalisations, developing an argument, justification or proof using appropriate mathematical language correctly.

CCSA students will be given opportunities to solve problems by applying their mathematical knowledge, understanding and skills to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps while persevering in seeking solutions.

Within contexts drawn from science, technology and other curriculum areas as well as workplace situations, students will use algebra to generalise arithmetic and to formulate mathematical relationships, including by substituting values in expressions; rearranging and simplifying expressions, and solving equations. CCSA students will develop graphicacy skills, where the academy will ensure that a common approach is used across subjects including science and geography.

Maths lessons will cover the properties of 2-D and 3-D shapes, algebraic expressions, probability and statistics. Students will make and test conjectures about patterns and relationships; looking for proofs or counter-examples, reasoning deductively in geometry, number and algebra, including use of geometrical constructions.

An important skill acquired by students will be around what can and cannot be inferred in statistical and probabilistic terms and when drawing conclusions from a variety of data types, linking this to use of the scientific method. They will construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data, using other subjects for contextual variety.

CCSA students will begin to model situations mathematically and express the results using a range of formal mathematical representations including spreadsheets, for

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example conducting ICT-supported thought experiments for stage-appropriate scientific experiments that for safety and/or cost reasons cannot be addressed practically in a school laboratory.

In their maths lessons and when working mathematically in other subjects, students will be taught to use conventional mathematical notation for operations, including brackets, powers, logarithms, roots and reciprocals, assigning appropriate priorities in combinations.

Calculators and other technologies will be used by students to calculate results accurately – avoiding spurious accuracy - and then interpret them appropriately. Students will derive and apply formulae to calculate and solve problems involving perimeter and area of plane shapes, also volume of cubes and other 3D shapes. To ensure that individual learners' needs are met including via appropriate pace and challenge, teachers' professional decisions about progression will be based on accurate information from assessment around the security of students' understanding and readiness to move on.

Science

Science at Key Stage 3 will help students to understand the world through the specific disciplines of biology, chemistry and physics, leading to and supporting a study of the separate sciences at GCSE. In relevant topics, specific sister disciplines that include geology and astronomy will be introduced. CCSA students will be taught essential aspects of the knowledge, methods, processes and applications of science, including the strengths and limitations of the scientific method. Through building up a body of key scientific knowledge and understanding, students will recognise the power of rational explanation and develop their sense of excitement and curiosity about the natural world and phenomena within it.

Students will be supported in gaining increasing understanding of how key knowledge and relevant scientific concepts can be used to explain what is occurring in the physical world, predict how things will behave, and analyse causes. They will have access to a wide variety of practical, investigative activities in laboratory and field settings, using sensors and data recorders to enhance their studies and reports. By developing an understanding of the nature, processes and methods of science, students will gain the scientific knowledge required to understand the uses and implications of science and how applied science helps to increase our quality of life.

In addition to the development of safe working practices and key practical skills through both hands-on experimental work and observing demonstrations by experienced science teachers, students will make predictions using scientific knowledge and understanding and devise experiments to test their predictions by planning and carrying out the most appropriate types of scientific enquiries using the most suitable apparatus and methodology, including identifying independent, dependent and control variables where appropriate. In so doing they will make and record observations and data to appropriate degrees of accuracy, using graphicacy skills to represent outcomes in a variety of ways which are fit for purpose.

In lessons centred around biology, students will study the structure and function of living organisms, how they are classified, and how they demonstrate the characteristics of living things. They will learn how to observe and record. Students will interpret the differences between animal and plant cell structure, as well as sub-cellular features, including via use of a visible light microscope. Human biology will

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cover the skeleton, musculature and major body systems including digestive, circulatory, respiratory, reproductive and endocrine systems. They will examine what constitutes a healthy diet and how humans can best remain healthy and well through appropriate lifestyle choices. Students will also examine biological processes in detail, including respiration (aerobic and anaerobic), photosynthesis, mitosis and meiosis. Relationships within ecosystems will be studied, including representations of food chains and webs. Following work on the human reproductive process, students will consider genetics and evolution in terms of the cell nucleus and division, DNA, natural variation, selection pressure and adaptation. Issues around genetically engineered crops will be covered.

In chemistry lessons at CCSA our students will be taught about the particulate nature of matter, including the properties of the different states of matter (solid, liquid and gas) in terms of a particle model, observing and studying phase changes in that context. They will understand the difference between atoms and molecules, elements and compounds, compounds and mixtures, with a focus on both colloids and alloys and their applications. Students will know that elements have unique atoms that consist of a nucleus and electrons. They will learn the chemical symbols for the first 20 elements of the periodic table and be given a historical perspective of how the periodic table came about and the fundamental basis for it in terms of atomic number. They will become familiar with the main groups and the transition metals, as well as formulae for common compounds such as sodium chloride, water, methane and carbon dioxide.

Experimental work will consolidate students' understanding of the concept of a chemical reaction as distinct from a physical change, and they will investigate factors affecting the rate of chemical reactions and how the particle model together with energy considerations including catalysis provide an interpretation for chemical kinetics.

Acids and alkalis will be studied and students will learn how to take measurements of acidity and alkalinity using indicators and pH meters. Common reactions of acids, e.g. with bases, metals and carbonates will be examined via experiments, in which students will also learn the chemical tests for common gases (oxygen, hydrogen and carbon dioxide) and study displacement reactions. As well as the energetics of chemical kinetics, students will study exothermic and endothermic reactions and the concept of chemical equilibrium. They will gain understanding of rearrangements of atoms via the making and breaking of chemical bonds in terms of compound formation and associated energetics. Following from their study of atomic structure – nucleus, electrons – students will consider the difference in properties between metals and non-metals and understand how they arise.

With regard to earth and atmosphere, students will learn about the structure of the planet, its surface of land and oceans and the layer structure of its atmosphere, understanding how energy from the Sun and the planet's rotation drive weather systems. Students will use satellite images to support their work in this regard. They will also study and investigate via observation and experiment the rock cycle as well as rocks/minerals and their uses. Students will also consider how human activities impact on the environment and how this can be managed. During physics lessons students will investigate the laws of motion and the nature of force and the effects of balance or imbalance of forces on objects, including calculations based on displacement, velocity and acceleration. Turning forces will be examined via the

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principle of moments and how mechanical devices use three classes of lever to operate. The study of sound waves and acoustics will allow thematic / cross-curricular work via links to subjects such as music. Students will examine visible light and optics, and extend their work to cover the full electromagnetic spectrum including where each portion arises and how it's put to use. Electricity and magnetism studies will include electric current, series and parallel circuits, currents as flow of charge and potential difference, measured in volts.

Static electricity will be studied and students will learn about charging by contact and by induction. They will plot magnetic field lines using iron filings and with a compass, learning about the magnetic field of the earth, its internal origins and its external influences including solar effects. Students will continue their work on the particulate model of matter by studying the structure of the nucleus, learning about radioactive processes and nuclear energy.

Study of space will include the position of the Earth within the Solar System, the Sun as a star, as well as stellar evolution using balance of forces and the H-R diagram. They will become aware of the implications for the future of the Sun-Earth relationship. They will appreciate the collection of nearby stars as members of the Milky Way galaxy. Students will engage in remote observations online at observatories offering this facility to educational establishments. Students will learn about how astronomical distances are determined in principle and measured in practice, giving them an appreciation of scale in the universe.

MFL

Beyond the core subjects, with MFL we propose a focus on Spanish in KS3. Spanish is an excellent language for KS3 students given that it represents a major international language. The chosen MFL language will be subject to our Headteacher Designate and SLTs final decision and alternative languages will be offered during enrichment time. Later there will be an option for German to align with the needs of local car manufacturers.

Humanities

Humanities will include geography, history and RE across KS3-4 with Business Studies as a GCSE option. Art, drama and music will be taught in a coordinated manner both in keeping with the thematic approach we will take and in terms of the importance of creative and performing arts to students' intellectual and personal development. Participation in a wide range of performance events will support the development of student self-confidence and well-being.

PE

PE will be compulsory. 11-16 and sixth-form students will be able to participate via Independent Study time and where qualifications are obtained they will be involved in coaching younger students, also contributing to student leadership and character education. All age ranges within CCSA will have access to local competitive sporting events and, where applicable, national competitions for talented students.

ICT

CCSA delivery of ICT/computing will ensure that students receive a high quality and challenging experience with access to the internet available via wireless access and personal devices through and around the buildings. We will procure an appropriate ICT solution and MIS package which will support teaching, assessment, recording and

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reporting, and back-office administrative activities equally well. This will include an appropriate VLE with a tunable interface which will allow students to gain secure access when working off-site, including at home, and there will be areas of the school website for parents and the wider community which operate securely and allow access only to appropriate areas. Within ICT/computing we will ensure that all students acquire relevant skills via up-to-date equipment / software and high quality teaching. Within our community activities we will help to address the 'digital divide' locally in Birmingham.

RE and Philosophy/Ethics

In keeping with statutory requirements, RE will be taught at all Key Stages and will cover all major world religions via a programme of study that includes philosophy and ethics at KS4. Students who elect to opt-out of RE will be offered a programme of study which focuses on religion-free philosophy and ethics.

The study of Philosophy allows students to develop their own personal opinions from an informed position while accepting that differences of opinion exist. It is an integral life skill that empowers and enables young people to embrace inquiry, difference and diversity - they learn to care about what others say, but won't accept easy answers, instead offering constructive challenge as co-enquirers. For example, during class discussions students can hear someone disagree with them and accept this, maintaining an emotional distance, while re-evaluating their own opinions.

PSHCzPE (Tutor time)

PSHCzPE will be delivered in tutorial time as part of the personal development and student leadership development that students will benefit from at CCSA. As well as offering intrinsic benefits, session content will assist students in terms of the Philosophy and Ethics element studied within RE at KS4.

Key Stage 4 / Core Subject Information / Options

Students will study the core subjects of English, Mathematics and Science (where separate sciences will be available) in keeping with each chosen syllabus.

English:

CCSA English lessons will incorporate a wide range of high quality, challenging literature and non-fiction text from a range of genres and types from the 19th, 20th and 21st centuries. There will be a focus on making sure that students are able to write clearly and accurately, in good 'standard' English using correct spelling, punctuation and grammar (including the creative use of a wide and varied vocabulary).

Lessons will include an emphasis on teaching students to become more confident in formal speaking, and will also focus on active listening skills as well as essay writing technique. Students will be challenged to use more diverse writing skills, such as narrating and arguing. Lessons in English literature will encourage students to read a wide range of classic literature fluently and this is likely to include:

- a selection of poetry since 1789 including representative Romantic poems
- British fiction or drama from 1914 onwards
- a 19th century novel
- a sample of technical writing from the literature
- a Shakespeare play

Mathematics:

Students will be taught the areas of mathematical knowledge, understanding and skills summarised below; there will be a focus on mathematical reasoning and problem-solving. In keeping with our view of benefits derivable from cross-subject work, there

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will be cross-curricular working with e.g. science and geography:

- Number and numerical operations
- Ratio, proportion and rate of change
- Probability and statistics
- Algebra, formulae and equations
- Geometry and mensuration
- Mathematical modelling

Students will be taught to communicate information accurately using mathematical notation with correct use of symbols, as well as standard English. There will be a focus on reinforcing numeracy across the curriculum carried forward from KS3.

Science: Main themes in the science programmes of study at KS4 are set out below:

Physics:

- Forces and dynamics
- Waves including optics
- Magnetism and electromagnetism
- Atomic and subatomic structure
- Applied physics
- Energy and power
- Electricity, static and circuits
- Particulate model of matter
- Astronomy and space physics

Chemistry:

- Periodic Table and atomic structure
- Structure and bonding with links to chemical and physical properties
- Quantitative chemistry including stoichiometry
- Chemical change and chemical bonds
- The rate and extent of chemical reactions
- Tests and chemical analysis
- Chemistry of the atmosphere
- Earth's resources, geochemistry and industrial processes
- Energy changes
- Organic chemistry
- Basic human body chemistry

Biology:

- Biology of cells
- Infection and response
- Homeostasis
- Human body: growth
- Organisation, form and function
- Bioenergetics
- Genetics, inheritance, variation and evolution
- Ecology and ecosystems

PE/Sport and Religious Education (philosophy and ethics) will continue to be available through Y10 and Y11. In Year 10, students will study for the ECDL computing qualification. Beyond the core, students will choose from a range of optional subjects. These will include appropriately structured choices which support EBacc access namely Spanish or German; History or Geography; and work-related subjects such as computing; and GCSE Business Studies or BTEC Level 2 in Performing Arts. These options allow students to make choices which retain EBacc access and which support employability.

Key Stage 5

PE and RE (as part of PSHCzRE) remain core subjects. A-level subjects available to students in the sixth-form at CCSA will include the Russell Group 'facilitating subjects' which maximise a student's opportunities to progress to a high quality degree course in HE. The provisional list of A-levels available at CCSA is given below, these reflect the Post-16 focus of CCSA. GCSE En & Ma will be available for those who need them.

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English, Mathematics, Further Maths, Biology, Chemistry, Physics, Computing, Design & Technology, Geography, History, Business Studies, Economics, RE, Spanish, Art, Music, Physical Education and General Studies.

A-level entry requirements will be met by a minimum of 5 GCSE subjects at grades A*-C including En and Ma, with a minimum of Grade B in each chosen A-level subject except in the case of mathematics where Grade A will be required, and further maths where again the minimum will be Grade A at GCSE with A* preferable.

We aim to offer a wide range of subjects but appreciate limitations imposed by Post-16 funding, therefore choices and entry criteria will determine viability - collaboration within the diocese and the local family of schools will help to maintain breadth.

To support students with employability, our work-related learning focus will be expressed through BTEC options in Y12 including BTEC Level 3 National in Business, a Level 3 Diploma in Motorsport Vehicle Maintenance & Repair and Vehicle Technology, capitalising on developing relationships with Jaguar Land Rover and National Express, and a Level 3 in Health and Social Care, Health Studies and Applied Science which will benefit from our links with Queen Elizabeth Hospital. CCSA will also look to provide studies linked closely to Creative Digital Media, reflecting the growth of this sector in Birmingham.

From our research, out of 45 Birmingham schools with a sixth form and a curriculum specialism only 3 involve Applied Learning, the closest to our focus on employability skills and work-related learning. These are listed below, featuring two single-sex schools, has only one within reasonable distance of our preferred location. This demonstrates how CCSA will add to the educational mix locally and across the city and provide additional diversity with greater choice for parents.

1. King Edward VI Camp Hill School for Boys Vicarage Road, Kings Heath B14 7QJ - 1st specialism Science, 2nd specialism Applied Learning
2. Lordwood Girls School and Sixth Form Centre Knightlow Road, Harborne B17 8QB - 1st specialism Arts, 2nd specialism Applied Learning
3. Ninestiles School Hartfield Road, Acocks Green B27 7QG - 1st specialism Technology, 2nd specialism Applied Learning

Apprenticeships

If our application is approved, during pre-opening and the growth phase CCSA has time to explore apprenticeship options particularly with our commercial and industrial partners, and we will ensure that representatives from companies providing apprenticeships give careers advice to students at appropriate times so that the requisite awareness and knowledge levels are raised, thus preparing students well for the next stage of their lives.

Entry to the Sixth-Form

The entry requirements for our 3 A-level pathway will be met by a minimum of 5 GCSE passes at grades A*-C including En and Ma, with a minimum of Grade B in each chosen A-level subject. In the case of mathematics a Grade A will be required, as per further maths where again the minimum will be Grade A at GCSE with A* preferable and given priority. Students taking the 4 A-level pathway will require a minimum of 6 GCSEs at Grade B or better with En, Ma and the same requirements for mathematics and further maths will apply. These requirements will be the same for applicants from our own Y11 cohort and applicants from other local schools.

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We intend to involve our business partners closely in delivering the sixth-form menu, in order to capitalise on their commercial and industrial experience during teaching sessions, where ultimately the options that proceed will depend on student choices. As a collaborative school we will also continue to seek from pre-application through to the point where our students are considering their Post-16 options, to collaborate with our local family of schools in order to widen the range of viable courses on offer to students.

British Values, the Prevent Duty and FGM Duty

Christ Church Secondary Academy will, as required, promote British Values. There are four according to DfE guidance and these are given below:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combating discrimination

These values will be embedded in our SMSC policy and visible in the daily operations of the school including for example in PSHCzE lessons. CCSA will also ensure that all aspects of the experiences of students in school are non-partisan.

The school will take all responsibilities under the Prevent Duty, arising from the Counter-Terrorism and Security Act (2015) seriously, using published national guidance as recently revised and dated July 2015. A member of the school's SLT will carry day-to-day responsibility for ensuring that all relevant requirements are met.

They and all school staff will receive appropriate training where required and this will be updated on a regular basis. Similarly a member of SLT will carry operational responsibility for meeting all requirements of the FGM duty. Our approach to safeguarding will be fully compliant and in-keeping with the guidance in 'Keeping Children Safe in Education' as issued and shortly to be updated.

Enrichment

Enrichment at CCSA will allow students to develop new skills both in terms of academic learning and personal development, and will include a wide range of activities. As well as in-school activities we will organise visits to local sites of cultural and educational interest.

The list below, which is not exhaustive, demonstrates the range of voluntary activities we plan to offer:

- | | |
|--|------------------------|
| - Art club | - Athletics teams |
| - Business Enterprise | - Chess teams |
| - Christian Union | - Community activities |
| - Computer club | - Cookery club |
| - Debating Society | - Design club |
| - Duke of Edinburgh Award Scheme | - Fitness and Health |
| - First Aid club (using St John's Ambulance) | |
| - Fitness training | - Gospel Choir |

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- International Friends (online, safe and secure)
- Maths club - Mentoring and Training qualifications for older students
- Motorsport club (input from Jaguar Land Rover)
- Movie club - Musical instruments and productions (musicals)
- Personal finance workshops - Philosophical Society
- Scientific Society
- Sporting activities including participative and competitive sport

Meeting the Needs of Learners

SEND

The definition of SEN we use is as follows, taken from Section 20 of the Children and Families Act 2014:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

We are aware that CCSA students will learn at an uneven pace at times and we will be careful in examining the available evidence and will undertake careful diagnostic analysis in order to identify and support those students with SEN. Where there is an existing Statement or EHC Plan we will work with the student, their parents or carers and external agencies as relevant to ensure that appropriate provision and support are available in our graduated response approach. CCSA will quickly form links with specialist provision in the City of Birmingham to support the needs of our students.

Students with special educational needs and/or disabilities are expected to make up around 20% of those admitted to CCSA. SEND students will have full access to the curriculum as our provision will be maintained as DDA compliant. Data and information received on relevant students will be taken into account in how the personalised programme in KS3 and beyond can be tailored to meet the learning needs of these students, from increased differentiation to working with multi-agency support. Where appropriate we will review reading ages and spelling ages to tailor interventions so that full access to the wider curriculum is not inhibited for one day longer than necessary, bringing students as rapidly as possible to the position that their reading age in particular is at least equal to their chronological age. We do not necessarily expect that reading and spelling ages will correlate with all SEN students given that reading represents mainly visual processing while spelling entails auditory processing linked to recall. We will therefore treat each separately and ensure remedial actions are effective via regular monitoring and review.

ICT can support mainstream SEN students effectively as illustrated by the following examples:

- a focus on developing high level keyboard and mouse skills will enable students to produce and record their work more easily at school and at home
- speech to text software is available with a high level of accuracy which can help SEN students

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- students with visual problems can be assisted through the use of different coloured screens, contrast levels and font sizes
- icons and screen menus can be enlarged
- students with coordination and fine motor control difficulties can have their mouse speed, cursor travel rate and number of clicks to open a document varied
- setting up sticky keys can help so that one key will do the job of two e.g. for capitals to remove need for the Shift key
- personalisation of the VLE interface will be possible enabling ready access and enjoyable use for SEN students
- specific applications will support needs, e.g. Clicker 6 for SEN students

Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing and revising an appropriate 3-year accessibility plan and strategy, as well as fully meeting the requirements of the Equality Act 2010 and the Children & Families Act 2014. All aspects of SEN provision and associated processes at CCSA will meet the requirements of SEN legislation and Codes, including the Children and Families Act 2014, as shown below:

- The publication of information including website provision (SEN Information Report)
- Statutory assessment of special educational needs
- Statements/EHCPs
- Annual reviews/transition plans
- Phase transfers of students with statements
- Transfer of statements
- Implementing tribunal orders
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Equality Act (2010)
- Parent Partnership Service/Disagreement Resolution Service
- SENDA (2001)
- Safeguarding Vulnerable Groups Act (2006)
- C&FA (2014)

Role of the SENCO

The experienced teacher we will recruit as the SENCO will have QTS and the national SENCO qualification as required and work with other teachers as well as learning support staff, and students directly, to ensure that the specific learning needs of each student including within EHCPs are identified early (noted immediately for EHCPs) and met. From this, the SENCO will ensure clear plans with measurable targets are in place for all students on the register. They will also undertake the organisational and statutory duties required of them in order for the school to meet requirements and best practice for the approximately 20% SEN students in our intake profile, meeting requirements set out in the current Code.

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

The list below represents a comprehensive but not exhaustive description of the role and responsibilities of the SENCO:

- Identifying and supporting students with Special Educational Needs and/or Disability, also maintaining the register (and the Gifted and Talented register)
- Assessing students who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for students
- Disseminating information about students and related strategies to relevant staff
- Monitoring student attainment and progress and setting up 1:1 interventions and group interventions
- Deploying and directing support staff resources for students
- Allocating teaching resources for use with students within the budgetary envelope in order to meet individual learning needs
- Ensuring that relevant staff have the necessary training and support to deliver programmes of work and successful interventions
- Regularly communicating with parents of students with
- Ongoing organisation of the staged assessment and graduated response in line with the Code of Practice and C&FA 2014
- Communication with outside agencies in relationship to the needs of the identified students
- Organising and attending annual consultation meetings
- Monitoring & reporting on statemented/EHC Plan students & SEN Register students
- Conducting annual reviews of statemented /EHC Plan students
- Monitoring, assessing and reporting on Gifted and Talented students and liaising with teachers to ensure their learning needs are fully met

Role of the Headteacher

The Headteacher will have responsibility for the day to day management of SEN provision. Their responsibilities involve ensuring that students with SEN including those with a Statement/EHCP engage in all the regular activities of the school, so far as is reasonably possible and compatible with the students receiving the special educational provision which their learning needs call for; also the provision of efficient education for the students with whom they will be educated; and the efficient use of resources overall.

They will be involved in appointing the SENCO and maintain an overview of the quality of SEN provision in CCSA, reporting to local Governors.

The Governing Body's responsibilities to students with SEN and/or disability will include:

- Providing critical challenge to the Headteacher and SLT in terms of the quality of the school's provision for students with SEN
- Formulating, agreeing, implementing and reviewing an access plan for the school
- Publishing relevant information as required including the SEN Information Report

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

- Ensuring that all statutory responsibilities are met (see above)
- EAL (English as an Additional Language)

EAL

From an analysis of LA data and local schools, our intake profile is likely to include approximately 30% of EAL students. The needs of these students will be met as part of our overall approach to meeting individual needs as facilitated by our curriculum model and pastoral framework. We recognise that there may be a particular need to put in place specific support for these students, mindful of the important tenet not to confuse EAL with SEN.

With particular reference to those students who need extra support with their reading and literacy more generally as a result of having English as an additional language, we will adopt an approach which is based on the 'Dual Iceberg' model. In this approach, common features of the student's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

In this way, students are able to make a more rapid transition from basic language skills to academic language proficiency. In addition, the rich cultural base across the length of an extended school day will support students who have English as an additional language, providing more exposure to English speaking in lessons as well as providing social circumstances for them to practise their English.

EBD

Any CCSA students with emotional and behavioural issues will be supported by their subject and pastoral teachers, learning support staff, and in particular the SENCO. Student mentors will work alongside their peers as part of the student leadership development aspect of our pastoral system. If and when needed, external professional support will be sought and the school will work closely with parents and carers of SEN students with EBD. The possibility of the tried and tested 'parent-in-classroom' approach (not necessarily the parent of an EBD student) will be considered where this is judged by the SENCO and SLT to be potentially beneficial and feasible following customary safeguarding checks and parent preparation.

There will be clear guidelines for students to follow and we will expect all who join CCSA to abide by the Policy given the high levels of support available to assist with this aim. Within a supportive environment where expectations are high and cooperation is commonplace, we expect no more than two fixed term exclusions per year and no permanent exclusions.

Looked After Children (LAC)

We recognise the issue that LAC are often at the bottom of achievement and attainment measures. Typically LAC students:

- spend too much time out of school
- do not have sufficient help with their education if they fall behind
- have primary carers who are not equipped to provide support for learning
- have unmet emotional, mental and physical health needs that impact on their education

Our work with LAC students will take place mindful of the above barriers to learning and our strategy will focus on providing the necessary interventions at an individual

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

level, including via access to external agencies where required e.g. CAMHS, to ensure that LAC students make good progress and meet the high expectations we have for them.

FSM

CCSA will maximise achievement via the impact of Student Premium (PP) funding on attainment and progress of the expected 35% of students in our intake profile by adopting an overall strategy consistent with recommendations in the Ofsted review "*The Student Premium: How schools are spending the funding successfully to maximise achievement*". We will also support children and young people from disadvantaged backgrounds based on the specific PP toolkit developed by the charitable Sutton Trust and the Education Endowment Foundation. The SENCO will lead on the development of our whole school strategy for using the student premium - they will prepare the annual report on spending and ensure that PP funding is used for interventions such as:

- appropriate use of teaching assistants to support individual students and classes
- subsidised access to enrichment activities and educational visits
- CPD for teaching staff on differentiation and other gap narrowing approaches for FSM students as well as b/g, SEN, EAL, LAC
- relevant resources that students need

Impact from these interventions will be monitored closely and the package of support adjusted where necessary to ensure that all FSM students achieve at the highest level possible as CCSA grows and develops.

Gifted and Talented Students (G&T)

The needs of more able students will be met at CCSA where we will adopt a flexible approach to G&T students to ensure they experience appropriate pace and challenge, and make progress at an appropriate rate commensurate with their skills and abilities.

G&T students will be identified from:

- any valid and relevant information available prior to joining CCSA
- teacher formative assessment soon after joining
- performance in summative tests and teacher assessment over time

The CCSA approach to supporting G&T students is part of our ethos – we will enable every student to reach his or her full potential. Individual strengths, as well as areas for development, will be identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any student's emerging strengths are not missed, and that those who may join the school mid-year can be accommodated smoothly. G&T students will be identified on a G&T register maintained by the school's qualified and experienced SENCO.

The diagnosis of gifted and talented students will make use of recognised student characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

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CCSA will nurture academic strengths such as scientific, mathematical or linguistic ability alongside performance talent in music, art or sport through provision which incorporates diverse enrichment and extension activities, and the opportunity for students to use their strengths for the benefit of others, for example as mentors within the vertical grouping approach. If a gifted and talented student is placed with a 'higher' class as part of their personalised learning programme this will take place under the professional guidance of the SENCO and subject leadership, and such a placement will reflect our personalised approach by being for a specific subject at a given time, not across all subjects for the entire timetable.

Assessment

Beginning in Year 7 where thematic learning will be used systematically in order to bridge the gap between KS2 and KS3, teachers will assess multi-disciplinary assignments using guidance on assessment opportunities built-in by subject specialists during the planning phase.

Assessment at all KS will take place on a regular basis, summative and formative assessment being used by teachers to plan work which matches the developmental stage of students within the CCSA 'stage not age' approach to maximising student progress. We will follow the principles of 'Assessment for Learning' (AfL) which includes giving clear feedback to students on the strengths of their work alongside supportive information on what they need to do to improve and reach the next developmental stage.

Information and data on students will be gathered from lesson observation, student work marking and scrutiny, as well as test results, and will be analysed by SLT against local and national benchmarks in the context of our targets then disseminated to teachers in the most useable form in order to assist with planning.

Teachers will be able to access information and data via a secure area of the school's website accessible only to authorised professionals. Bespoke applications will be available for the school to use in manipulating data for use by teachers. Students will take part in self-assessment and peer-assessment activities as a means of promoting awareness of grade criteria and to help refine evaluation skills in a supportive context.

Homework

Teachers working at Christ Church Secondary Academy will set regular homework of a variety of appropriate types in keeping with national guidelines on time per week in order to maximise the progress of our students and achieve our ambitious targets set for them.

Y7-9	Homework across KS3 subjects to total 1.5 hours per day, consisting of a range of activity types.
Y10-11	Wide range of homework activities including independent learning and research assignments to total 2 hours per day.
Y12-13	Independent study time of between ~3 and 8 hours per week in-school, with additional set work at home of 2.5 hours per day.

The supervised after-school aspect of Study Support (Homework Club) will offer an opportunity for students to complete some of their homework tasks. The school will keep parents and carers informed on homework issues using the dedicated parent section of the school's website.

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

Pastoral Care, Personal Development and Well-being

Chaplain

This will be a key appointment for the school and is a vital component of the holistic pastoral care CCSA will provide to students and staff. The work of the Chaplain will include religious ceremonial leadership and spiritual guidance for CofE students and staff but it is important to stress that their dedicated pastoral care, guidance and support will be available to all students and staff regardless of faith issues. This point will be promoted regularly in addition to the fact that students and staff will note the Chaplain at work on a day-to-day basis and see for themselves.

The Chaplain will be involved in transition management from Y6 to Y7 as well as guiding students through their life and work at the academy, and will bring strong links with the Church and to the SIAMS framework to achieve the target for Outstanding in our SIAMS Inspection. Their work at CCSA will contribute to the highest levels of pastoral care available to our students, underpinning the School's Christian ethos and foundations. The pastoral care team will have representation in SLT in the form of an Assistant Headteacher and operate via tutors and teachers with the help of support staff, overseen by SLT, in order to secure student well-being and progress for all.

Pastoral staff, including the Chaplain and form tutors will be key in supporting and determining the development, progress and monitoring of students in their participation in the school's ethos. They will make regular nominations for rewards and colours for this aspect of every individual's school life.

In particular, our pastoral framework will:

- Provide personal and spiritual support appropriate to the needs of each student including 1:1 time with a teacher or tutor every week.
- Include a Progress Leader role which will focus on data and setting up intervention at the earliest stage possible (see staffing in subsection D3).
- Provide mentoring support for students' progress and attainment, specific to the needs of every student, including via liaison with subject teachers/leaders.
- Provide support to assist every student to make the transition from school to employment or higher education or enterprise options, including support with careers education.
- Provide personal, social and health education as part of Tutorial time sessions, appropriate to the needs of each student including personal physical and mental well-being and other welfare matters.
- Support the school's positive and distinctive CofE ethos, including aims, rules, values, attendance, punctuality and homework, behaviour (conflict/anger management, resolution of disagreements and restorative justice), safeguarding, and health and safety issues.
- Support the CCSA staffing body, ensuring they feel supported in their work and team morale is high.
- involve and include support provision for parents, families and the wider community.

CCSA will deliver on our aim to develop well-qualified and confident individuals who are fully equipped for the opportunities, responsibilities and experiences they will face when taking their place in an increasingly global society.

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

Careers and related guidance will form part of our comprehensive approach to the advice, information and guidance available regarding key decisions, which will be available not only from subject staff but also the Chaplain as well as student leaders throughout a young person's time at the academy.

We will ensure that careers information and guidance in preparation for HE or employment/enterprise is available from all relevant sources including online.

The school leader responsible for pastoral care will be qualified, or be supported in becoming qualified, to at least Level 2 in Christian Counselling through the Association of Christian Counsellors, a nationally recognised qualification.

Student Leadership and Character Education

A range of student leadership roles will be developed, to be allocated in keeping with the age, aptitude and interests of the student, which will relate to aspects of school life and operations, in order to develop student leadership and further the well-being of all. Support for student leadership will be provided by Tutors with training input based around the Learning to Lead programme.

The opportunity to volunteer for an area of preference will be made available so that those involved are participating with a high level of commitment from the outset. Nevertheless some degree of guidance will also be employed to ensure that the most inappropriate choices are avoided while recognising equally the strengths of individual students. The following categories of student leader are planned currently.

Researchers

Students selecting this role can assist the school by taking part in activities which add to levels of school self-knowledge and development. By way of an example, and with a prior detailed briefing to the staff team so that motives are clear, student researchers will collect data and related information in areas such as cross-curricular ICT/computing delivery as well as experiences and approaches to skills development across subjects (such as graphicacy in science, maths, and geography) by logging their experiences in student organisers or in similar ways electronically as part of their everyday educational experience.

These research activities may take place over the course of a term or longer periods of time. We anticipate that it will be possible with the most dedicated and organised students to undertake some in-depth longitudinal studies worthy of wider publication.

Environment

Student leaders in this category would play a role in relevant aspects of such issues as energy and water use, buildings and efficiency, movement and visual amenity, as well as routine but important aspects such as litter, while making their own suggestions for improvement from wider experience and targeted reading. Each tutor group will have a 'green leader' whose responsibility will be to look out for opportunities to make better decisions in caring for the environment.

Mentors

Student learning mentors will add to the quality of experience of other students by helping them to enjoy and achieve, simultaneously extending their own accomplishment. Approaches will involve older students providing support for their younger peers from entry onwards as a responsible point of contact in the student body alongside a known adult point of contact.

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

Relationships between students themselves as well as between students and staff will benefit from such roles, which will also feature in the anti-bullying, anti-cyberbullying, and student induction strategies. Learning mentors will naturally include students with particular academic strengths and performance talent. As with other roles, they will receive relevant training from Tutors before commencing their role.

Corporate

The corporate team of student leaders will take responsibility for meeting and greeting invited guests and other visitors, welcoming them to the school and accompanying them on tours of the site including visiting lessons where arrangements have been made for this. In addition this team will operate to support in-school events such as concerts, productions and fetes.

Community

The community team will work to establish and maintain good relationships with wider groups in the community from the school's neighbours to voluntary groups, police, youth groups, businesses, charities and U3A. They will also have a role to play in PR opportunities off-site and in the production of school documentation such as prospectus and related website materials together with any digital video content that may be produced to record community events.

School Council

Students in each year group will elect a representative to the School Council. Elections will not involve any political affiliation. In addition to the academy making use of 'pupil voice' feedback, the Council will make recommendations to school management which will be considered within the normal round of staff meetings.

Diversity

Students in each year group will elect a 'Diversity Champion/Ambassador' whose focus will be the promotion of diversity in school amongst students and staff and the identification of barriers to equality. All Diversity Ambassadors will meet on a termly basis to identify priorities or focus for the coming term (which could be based on current affairs) and share their successful activities or strategies from the previous term.

Inter-Faith Discussion Group

Student volunteers will be asked to facilitate an inter-faith discussion group to debate, discuss and celebrate the differences between student backgrounds, faith and religions. The volunteers will set the agenda, promote and chair the open meetings which may be called as a result of prominent news stories or to further discussions from Philosophy, ethics and RE class.

Sports Leaders

Sports Leaders will be tasked with promoting health and fitness in school and increasing participation in sporting activities. They will make suggestions to the SLT in terms of the sporting opportunities available through enrichment and will monitor their own impact on participation throughout the school year.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

CCSA will continue to set challenging targets for those who work and learn in the academy as part of the high expectations at the core of our proposal and of the ethos we will establish. In keeping with this, we will support the establishment of ambitious targets as illustrated below. In monitoring performance the academy will not wait until a target has been missed before taking action (see EIS below).

Teachers will use formative assessment to ensure that the progress of individual students is tracked closely, in addition to summative assessment the information will be used in planning to ensure that every young person receives an appropriate level of pace and challenge in lessons. This will support maximum progress in learning and help our students to achieve all that they are capable of.

The formative principles of Assessment for Learning (AfL) will be implemented during day-to-day learning activities as a means of helping to ensure pace and challenge remain at appropriate levels for each individual student. It will give students an active role in the assessment process as they work with the teacher to track what is being learned and to identify what the next steps should be, including via peer assessment with constructive feedback using WWW and EBI (what went well, even better if).

This overall strategy is in keeping with the constructivist approach which acknowledges that while a teacher's role involves planning and delivering interesting and informative tasks, it's the learner who ultimately internalises and formalises their own learning. The academy will assist students further in this regard by supporting metacognition. This refers to higher order thinking which involves students exercising active control over the cognitive processes engaged in learning. Relevant activities will include students planning how to approach a given learning task, monitoring their own knowledge and understanding, and evaluating their own progress.

Data on students' attainment on entry as supplied by Primary partner schools, together with baseline CAT tests, will be used by the senior leadership team (SLT), subject leaders and teachers to inform the planning of sequences of lessons, lesson preparation, and to construct high expectation targets based on CAT scores.

Information and data on students will be analysed by SLT and disseminated to teachers in the most useable form in order to assist with planning so that the school as a whole, its subject areas and individual students are prevented from coasting. Teachers will be able to access information and data via a secure area of the school's website accessible only to teachers.

Within the framework of ambitious targets as set out below, and in order to intervene at the most appropriate time, CCSA will make use of informal but monitored half-termly milestone targets. If a milestone is missed, suggesting that an annual target may be at risk, SLT will work with MLT to diagnose the situation and implement an early intervention strategy (EIS) to ensure that progress gets back on track as soon as possible. We recognise that learning does not take place in even steps over time; the procedures used will be sufficiently sophisticated and in the hands of experienced teachers to ensure that the academy will intervene rapidly but not where this is unnecessary.

Online applications will be available for the school to deploy in manipulating data for use by teachers and examination by authorised outside agencies. Students will build up

D2 – measuring pupil performance effectively and setting challenging targets

an ePortfolio including work samples, self-assessment, moderated work, colours and their own action planning together with target grades and equivalent which will smooth the transition from teacher to teacher and through Key Stages in order to sustain and consolidate learning.

Quality of teaching will be assured from the beginning with the use of in-school lesson observations by MLT and SLT allied to independent external review once per year which will involve an education specialist with Ofsted experience and which will use Ofsted Framework in making judgements. In keeping with inspection practice, longitudinal issues will be examined using work samples and student interviews. CPD within performance management will use quality of teaching criteria as one of the targets set with teachers, and will be based around a coaching model to embed the ethos of the school. In support of high quality teaching, MLT will operate an open door policy, in which less experienced colleagues can enter teaching areas and observe more experienced colleagues at work. Governors will be kept informed of the quality of teaching measures via Headteacher reports at each main meeting.

Should any teaching be encountered which is judged to be less than Good, the use of team teaching and coaching will be used initially to improve performance. Where the response is slow, additional non-contact time will be facilitated by SLT and the teacher's line manager will hold daily observations and meetings with the teacher. If quality of teaching is seen to, or moves to, a position relating to a lack of competence rather than a matter of improving the existing competence level, then the competency process will begin, using the published DfE model. We will be resolute in working to achieve our target of 100% quality of teaching as Good or better.

We will use a wide range of outcomes - soft data, metadata and hard data - to track progress and set targets, exploiting best practice approaches to tracking including via MIS as outlined in the review publication "Management Information Systems (MIS) and Student Tracking: Users' Guidance: Using MIS to Support Student Attainment Tracking" originally available from National Strategies.

Particular attention will be given to vulnerable students and those from deprived backgrounds, not only directly but also via family learning initiatives and links with wider children's services where applicable. CCSA will become a hub for external agencies and services, promoting collaborative working to provide complete care. All CCSA targets will reflect the high expectations that Proposers have for both students and teachers. We aim to exceed LA averages as well as national averages, and will remain well above DfE Floor Targets at all times. We aim to achieve at least 'Good' in the first full Section 5 Ofsted inspection which takes place in the third year of operation, 2021/22.

Target setting as tabulated below uses currently available national benchmarks to facilitate comparisons. We are aware that new GCSEs will have numerical grades and that in time new benchmarks will be used which reflect this:

- 100% achieving expected progress through KS3 using end of KS2 data
- 72% achieving 5+ A*-C at GCSE including En and Ma (national 57%)
- 39% achieving the English Baccalaureate (national 24%)
- Progress 8 positive for all students, min +0.5 school
- 100% A*-E at A-level (national 98%)
- 15% achieving 3 A*/A grades in A-level subjects

D2 – measuring pupil performance effectively and setting challenging targets

- 26% Y13 with a Russell Group university place (national 11%),
- Zero NEETs in Y13
- 100% quality of teaching judged as 'Good' or better with external verification
- Attendance rate 98%
- Persistent absence 0.4% or less
- Zero permanent exclusions during each year, alternative routes will be available to ensure the best way forward for the pupil
- 95% minimum of students will participate in termly enrichment activities
- At least 95% of parents/carers satisfied or very satisfied in surveys
- An Ofsted inspection grade of 'Outstanding' and at least 'Good' at the first inspection in our 3rd year of operations, and Outstanding SIAMS inspection judgement
- Colours
- Relentless commitment to accelerating progress for all students regardless of their starting point

Post-opening, CCSA will immediately work to gain kitemark awards including the following:

- NAACE
- Dyslexia Friendly Quality Mark
- Anti-Bullying Quality Mark
- Stonewall School Champions

Rewards System

At CCSA, we will recognise that students have many different talents and skills. We will recognise these through our rewards system; full colours and half colours will be part of this system.

The awarding of colours will be decided by the staff and will be linked to the criteria set out under each heading shown below. Being awarded colours is a great honour and students will need to demonstrate long term commitment in order to be considered for the award. Full colours are the ultimate award and therefore will have very challenging criteria.

Full Colours Academic Criteria

- Achieve B grades or above in any early entry GCSE.
- Achieve A*-B grades in all GCSE examinations entered for.
- Receive a letter of commendation from the examination board.
- Receive six nominations for progress from Heads of Department.
- Receive A and B grades in all AS modules or Merit and Distinctions for BTEC.
- Only awarded to students meeting the criteria in Key Stage 4 or Key Stage 5.

Half Colours Academic Criteria

- Achieve level 6 and above in all Key Stage 3 subjects.
- Achieve A*-A grades in at least 3 subjects sat in one academic year.
- Receive 4 nominations for progress from Heads of Department.

D2 – measuring pupil performance effectively and setting challenging targets

Full Colours Arts Criteria

- Always present at rehearsals.
- Show pride in the school's arts work.
- Perform to an outstanding level.
- Enjoy taking direction positively.
- Consistent role model to fellow students.
- Develop other students' knowledge and skills of the arts.

Half Colours Arts Criteria

- Attend rehearsals regularly.
- Take part in at least one whole school performance.
- Listen to feedback and act on it.
- Respected for both talent and hard work.
- Engage in more than one different type of arts based activity.

Full Colours Leadership Criteria

- Taken on a senior leadership role within the student body.
- Appointed to the role of Head Boy or Head Girl and carried out the duties.
- Helped to organise and deliver whole school events.
- Make a positive contribution to a number of school events in helping to organise and lead them.

Half Colours Leadership Criteria

- Taken on a leadership role within a school team or club and lead by example.
- Been a member of the school council for two years attended all meetings and feed back to year councils.
- Represented the school on a regular basis at external events.
- Appointed to the position of House Captain.
- Appointed to the position of Prefect and carried out the responsibility consistently.

Full Colours Sports Criteria

- Always present at training.
- Represent the school without fail.
- Play at an outstanding level.
- Demonstrate good sportsmanship.

Half Colours Sports Criteria

- Attend practice regularly.
- Represent the school on a regular basis.
- Play at a high level.
- Demonstrate good sportsmanship.

D2 – measuring pupil performance effectively and setting challenging targets

Full Colours Community and Living Well Together Criteria

- Represented the school in the wider community.
- Developed and took part in a community project in school or the wider community.
- Help lead whole school events that engage the local community.
- Led or inspired a campaign or event or theme relating to community cohesion.
- Take part in a large number of whole school events.

Half Colours Community and Living Well Together Criteria

- Worked with students in the school to help them integrate into our school.
- Take part in several assemblies and school events.
- Help the school to organise and deliver events which engage the local community.
- Contributed to a campaign or event or theme related to community cohesion.
- Worked with younger students to help them develop new skills.

Full Colours Ethos Criteria

- Represented the school at diocesan or regional level in an event which links to hope, aspiration, dignity and respect
- Developed and took part in community project in school or the wider community relating to the school ethos.
- Help lead whole school events, campaigns or projects that promote one or more specific aspects of the school ethos
- Led or inspired a campaign or event or theme relating to the school ethos

Half Colours Ethos Criteria

- Represented their tutor group, year group or house group in an event which links to hope, aspiration, dignity and respect (at school level)
- Take part in several assemblies and school events relating to the school ethos.
- Help the school to organise and deliver events which promote the school ethos.
- Contributed to a campaign or event or theme which promotes or supports the school ethos
- Worked with younger students to help them understand the school ethos

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

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

The staffing growth plan for CCSA is shown below:

Teaching Staff	Support Staff
2019 (Y7) Headteacher x1 Assistant Headteacher x1 (Prog Leader) SENCO x1 (MLT, attends SLT) Teachers x9 including HoD/MLT Teachers (0.5 fte) x2	HLTA (Term Time Only) x1 Technician (TTO) x2 (1 @ half-day.0.4) SBM x1 Chaplain (TTO) HT PA x 1, Reception/admin (TTO) x1 Site Manager x1 Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x2
2020 (Y7-8) Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x1 SENCO x1 Teachers x 20 including MLT	HLTA (TTO) x2, LSA (TTO) x1 Technician (TTO) x3 (1 @ half-day 0.4) SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x1 Site Manager x1 Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x3
2021 Y7-9 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x2 SENCO x1 Teachers x 31 including MLT	HLTA (TTO) x2, LSA (TTO) x2 Technician (TTO) x3 Technician (TTO=0.4) x1 SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x1 Finance/admin (TTO) x1 Site Manager x1 Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x3

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

<p>2022 Y7-10 Headteacher x1 Deputy Headteacher x1 Assistant Headteacher x3 SENCO x1 Teachers x 42 including MLT</p>	<p>HLTA (TTO) x2, LSA (TTO) x4 Technician (TTO) x4 Technician (TTO=0.4) x1 Faculty Clerk (TTO) x1 SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x1 Finance/admin (TTO) x1 Site Manager x1 Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x4</p>
<p>2023 Y7-11 Headteacher x1 Deputy Headteacher x2 Assistant Headteacher x4 SENCO x1 Teachers x 53 including MLT Teacher 0.5 x1</p>	<p>HLTA (TTO) x2, LSA (TTO) x6 Technician (TTO) x4 Technician (TTO=0.4) x1 Faculty Clerk (TTO) x1 SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x1 Finance/admin (TTO) x1 Office/admin (TTO) x1 Site Manager x1 Deputy Site Manager (TTO=0.33) Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x4</p>
<p>2024 Y7-12 Headteacher x1 Deputy Headteacher x2 Assistant Headteacher x4 SENCO x1 Teachers x 61 including MLT Teacher 0.5 x1</p>	<p>HLTA (TTO) x2, LSA (TTO) x6 Technician (TTO) x4 Technician (TTO=0.4) x1 Faculty Clerk (TTO) x1 SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x1 Finance/admin (TTO) x1 Office/admin (TTO) x1 Site Manager x1 Deputy Site Manager (TTO=0.33) Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x4</p>

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

<p>2025 Y7-13 Headteacher x1 Deputy Headteacher x2 Assistant Headteacher x4 SENCO x1 Teachers x 70 Teacher (0.5) x2</p>	<p>HLTA (TTO) x2, LSA (TTO) x6 Technician (TTO) x4 Technician (TTO=0.4) x1 Faculty Clerk (TTO) x1 SBM x1 Chaplain (TTO) PA to HT x1, Reception/admin (TTO) x2 Finance/admin (TTO) x1 Office/admin (TTO) x1 Site Manager x1 Deputy Site Manager (TTO=0.33) Catering Manager (TTO=0.33) Midday Supervisors (TTO=0.2) x4</p>
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Recruitment to the teaching and support staff teams at CCSA will always look to appoint the best person for the post, applying equal opportunities best practice to all procedures. We will aim for a blend of experience in classrooms and back-office functions, with an emphasis in the first year on appointing experienced MLT teachers to ensure a positive start which places the school on a trajectory towards an Ofsted 'Good' judgement or better in the first Section 5 inspection which will take place in the third year of the school's growth phase.

These teachers will not only need to be outstanding practitioners but be capable of planning ahead in the busy first year of the school's life, where each year consists of planning and delivering excellent lessons while looking ahead to get the next year's programmes of study ready and indeed planning ahead for the next Key Stage to be populated. These conditions are different and more demanding to teaching in an established school which has a steady-state approach available. Similar conditions will apply to back-office staff where systems and procedures will need to be built from scratch.

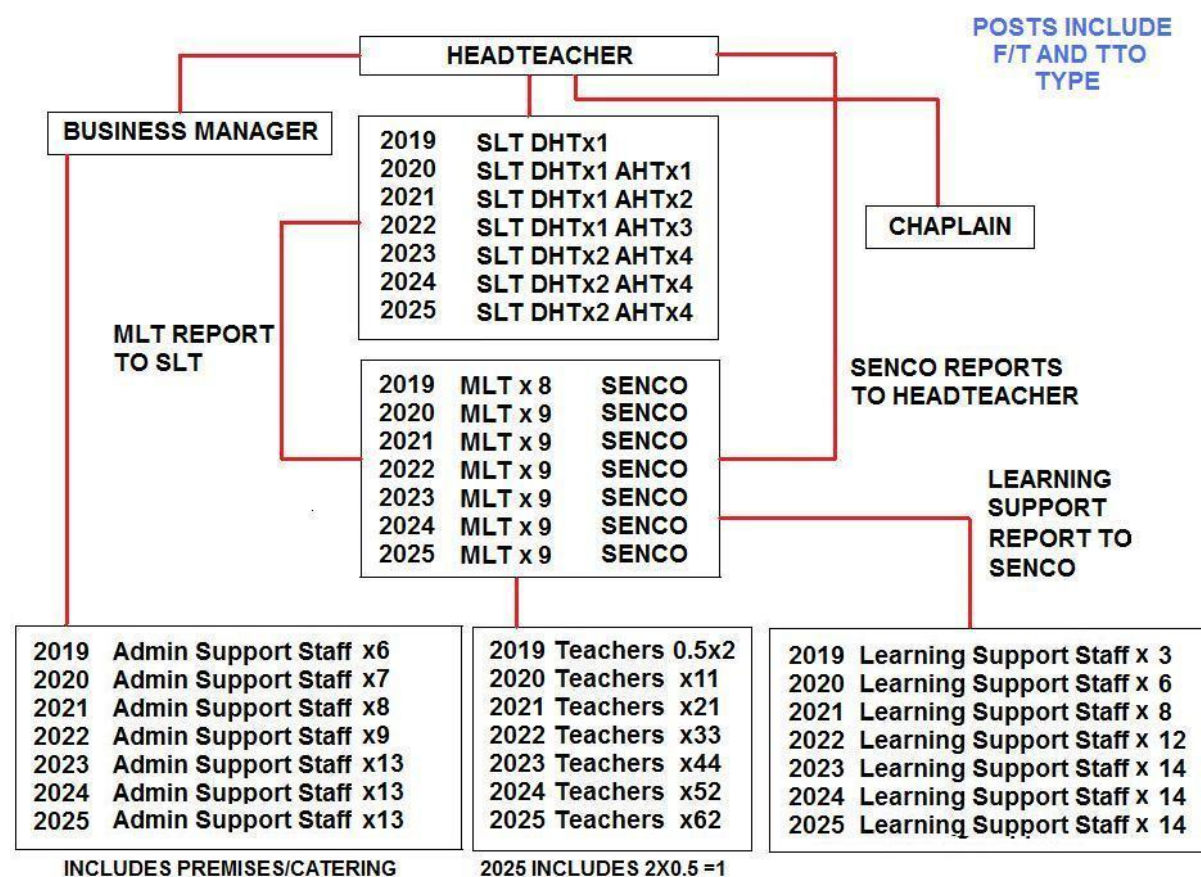
At each stage of the growth phase, the school will have sufficient teachers to deliver the curriculum and a support team complement capable of providing efficient and effective learning support and operational support which together provide value for taxpayers' money. The student-teacher ratio is close to or better than the average for academies throughout the growth phase and at steady state, demonstrating that the curriculum model is deliverable with class sizes equal to or below the national picture. The Headteacher will work with Governors to ensure that appointments each year meet curriculum requirements as set out in D Part 1, which will be straightforward when SLT subject specialisms are known.

The key appointment in the pre-opening phase, if our application is successful, is the Headteacher Designate role. We intend to advertise nationally in order to secure a high calibre school leader who has the experience and expertise needed to implement and develop the Proposers' vision for CCSA while motivating a new school staff team to perform to the very best of their capabilities. See Section F for the relevant timeline.

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

Organogram

The steady state picture is shown below:



While the Budget has Technicians listed within Learning Support, they will report to their HoD, for example to the Head of Science.

Senior Leadership Team, SLT

Immediately post-opening, the Headteacher will work with a Deputy Headteacher within the SLT, where they will line manage MLT. From the second year, the HT will not line manage MLT with the exception of the SENCO, who will attend SLT meetings. The DHT will be the Progress Leader and in the first year will oversee both academic and pastoral aspects of school life on a day-to-day basis. Over time as the school grows, whole-school responsibilities will be shared in a distributed leadership approach which maximises benefit to students from the experience, expertise and personal qualities of those appointed. With four AHTs prior to steady state operations there will be an opportunity to maintain KS oversight at SLT level for all three Key Stages.

The SLT at CCSA will ensure that all students receive the necessary blend of academic and personal development needed to achieve their high-expectation personal targets while maintaining the high levels of well-being needed to support learning across the curriculum. When the school is full, SLT will consist of the Headteacher, two Deputy Heads and four Assistant Headteachers.

Our DHTs will of course deputise for the Headteacher (in termly rotation for professional development purposes) and will share whole-school leadership and management responsibilities in keeping with the role and with the experience and

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

expertise of those appointed. The HT, DHTs and AHTs will be joined at SLT meetings by the SENCO, the Chaplain and SBM.

Middle Leadership Team, MLT

The Middle Leadership Team at CCSA will be appointed in a front-loaded manner to enable high quality teaching to take place alongside effective planning ahead from the first year post-opening onwards. We anticipate that the type of ambitious teacher recruited to MLT roles will be ambitious for their students and themselves and will be looking to apply for SLT role in due course. TLR payments for devolved whole-school areas of responsibility will further reflect the distributed leadership approach within the academy. MLT will line manage the teachers in their departments. Later on, those indicated in the Budget, the staffing growth table and organogram as Teachers may be promoted to Head of Key Stage roles, depending on the approach favoured by the Headteacher. Budget flexibility, in terms of the annual surplus and cumulative surplus, allows for this option.

The SENCO will have QTS and will either have obtained, or be in the process of working towards, the relevant national award. They will support students and their teachers to ensure that every possible step is taken to ensure everyone achieves at the highest level possible. In addition to their leadership and teaching roles, our experienced MLT must as described above work with SLT to plan ahead for when the next year group or a new Key Stage becomes populated. In many ways they will be the engine room of our new free school and will contribute significantly to high standards. The SENCO will line manage Learning Support Staff.

Pastoral leaders, from Form Tutors (teachers) to the Chaplain, are key players in CCSA due to the pivotal nature of student well-being and self-confidence in academic achievement. We have flexibility within the budget to create additional posts in response to the 'known unknown' dynamics of the growth phase, where we consider such posts would offer valuable additional support to students. The occupants of these roles would also reflect subject-specific requirements in the growing school to ensure that the holistic needs of the new school are met at all times.

Teaching Staff

Teachers at CCSA are very likely to hold qualified teacher status but we would not want to rule out the appointment of a clearly outstanding teacher from the independent sector. In the staffing growth plan and the Budget staffing tab, subject areas for teachers outside MLT are not specified as we cannot foresee (for example) what the SLT subjects will be, and this will influence subsequent recruitment decisions. Also a teacher recruited for one particular subject may also be well-qualified and suitably experienced in a second area and this will also impact on later recruitment activity.

The student-teacher ratios and overall utilisation ratio show that curriculum deliverability is secure at our planned staffing level. Bearing in mind the different 'book-keeping' used in the organogram, the staffing growth plan and budget, e.g. where the SBM is shown separately from other administrative support staff in the organogram to indicate lines of reporting (similarly for the SENCO in MLT) there is full consistency with the information here and that provided in the budget plan, as required.

With a 6fe school having 30 taught groups across Y7-Y11 and taking the 250-strong sixth-form group size as 15-20, this gives a total of 45 taught groups. With a weekly curriculum demand of 30 lessons per week, the number of teacher periods per week needed to deliver the curriculum is $45 \times 30 = 1350$ tppw.

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

At steady state on the supply side, and taking typical contact ratios as shown in the table below, the tppw availability is 1716 with no teacher having less than 10% non-contact time. This gives an utilisation ratio <1 (actually ~0.8) confirming deliverability.

Post	Contact Ratio	Available tppw	Sub-total	Total
HT	0	1 x 0 x 30ppw	0	
DHT	0.2	2 x 0.2 x 30	12	
AHT	0.4	4 x 0.4 x 30	48	
MLT	0.6	9 x 0.6 x 30	162	
T	0.8	61 x 0.8 x 30	1464	
p/t	0.5	2 x 0.5 x 30	30	1716 tppw (utilisation ~0.8)

During the growth phase, the school will recruit teachers appropriately, using the curriculum schedule in D Part 1 for subject demand, mindful of the (then) known specialist subjects of SLT. In the first year of operations, the core subjects will be taught by specialists. It remains possible that the discrete computing/ICT lessons will be taught initially by a teacher of Design Technology or Science or Mathematics, but elsewhere teaching will involve subject specialists mostly MLT, and in all subject areas from the second year onwards. The financial plan annual and cumulative surplus figures afford a degree of flexibility that will allow the HT and governors scope to appoint the best applicants.

Teachers appointed in the first year and beyond will include specialist teachers including in the separate sciences. The academy would look over time to promote high-performing staff seen to be of suitable calibre for MLT roles from appointment.

Sessions in tutorial time will be taken by class teachers, with some MLT members potentially and temporarily assisting in the first two years following opening. Tutors will work with the Chaplain, other pastoral leaders and teachers to deliver PSHE together with IAG where applicable.

CCSA will appoint sufficient teachers at all points in the growth phase to ensure that the curriculum model remains viable and can be delivered. During planning we have aimed for appropriate pupil-teacher and pupil-adult ratios, with the former approximately equal to or marginally better than the average for secondary academies, and the planned utilisation ratio of ~0.8 overall at steady state where 0.8 represents the top quartile position for maintained secondary schools.

Teachers are budgeted on the national scale at the top of the Upper Range (MLT) and Main Scale (Teachers) so that financial planning is robust and, as we expect to appoint teachers at a range of salaries during the growth phase, incremental drift is accounted for. TPS will be available to all teachers and is also included in the budget.

Support Staff (Admin and Learning Support)

The administrative support staff team will be line managed by the School Business Manager (SBM). They will support the school with administrative and financial management, also site matters including FM and health & safety, sustainability and aspects of marketing and HR not addressed at Trust level. They will be valued as essential members of the school workforce and will work with SLT to ensure that the resources of the school are appropriately directed towards development plan priorities.

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

Early in the school's life the Headteacher's PA will share duties with Reception and support school administration generally in order for the school to function well when student numbers are low. In due course more administrative staff will be taken on, involving mostly term-time only (tto) posts, to achieve efficient and effective back office operations supporting financial and general administrative functions.

Students will receive learning support from TAs, HLTAs, Technicians and the Faculty Clerk. The majority of the work will be in the hands of TA and HLTA roles, particularly in terms of support for individuals including EBD students. MLT and subject teachers will involve learning support team members in planning lessons and sequences of lessons and share information to enable TAs and HLTAs to make a positive contribution to student progress. Technicians will support teachers in their relevant subject areas while the Faculty Clerk will assist MLT in terms of administrative tasks. The Chaplain will have a leading pastoral care role, will attend SLT meetings and report to the Headteacher.

The site management team will grow from a Site Manager initially to a team of two including a Deputy. The team of Midday Supervisors will support the smooth running of the lunch break, scheduled to support rehearsals and student leadership activities, with teachers and other support staff dining with students as a matter of routine in order to improve social skills and maintain a calm atmosphere.

We are confident that our staffing plans during the period when the academy is growing and at steady state have appropriate blends of roles, and those appointed to them will have the requisite experience and expertise to deliver the Trust's vision in terms of a high quality curriculum and learning experience for our students leading to high levels of well-being and excellent achievement for all. It is also affordable (Section G) and this includes the reduced income conditions in which funding is down to 70% of that which would be expected if the school recruited its full cohort for the Y7 entry.

The school will make LGPS available to all support staff and will pay relevant p/t team members at the appropriate rate to comply with the National Living Wage requirements.

Credible Contingency Plans for Reduced Income

Our vision is secure in the context of reduced funding that may arise as a result of lower than expected student numbers. This position has been analysed and our strategy, in response, is summarised below; it enables the school to deliver our vision via our curriculum model and preserves the essential contributory factors for success relating to pro-rata resourcing and in terms of teaching and support staff.

This approach to maintaining the school's vision within a viable budget under reduced income is summarised below:

- With fewer students, fewer teachers will be needed to deliver the curriculum; it would be possible and feasible for example to use 5 groups of approximately 25 students per year or 4 groups of 30
- MLT, the engine room of the school, would be unaffected in the first year of opening to preserve quality of lesson planning and delivery and to maintain the ability to plan ahead for the population of future years and the population of 'new' Key Stages
- SLT can be restructured at second tier level with reduced posts overall but with no loss of leadership function in a smaller school
- Reduced student numbers will allow the school to operate with rephased, support staff and fewer posts overall, in terms of learning support, technical support and

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

administration, this reducing salaries and on-costs

- Costs in terms of variable elements such as resourcing (learning resources, ICT resources and admin resources) will also be less with lower student numbers and staff numbers

Also, costs can be revised to support a continuously positive balance where spending decisions are yet to be made. In the first year of occupation of a new or refurbished building, accommodation and grounds maintenance will be significantly lower than usual due to warranties/guarantees on the fabric of the accommodation, and lower than full-school levels of wear and tear. Planning ahead within the revised budget template has shown that an appropriate annual surplus can be achieved in the above manner for the growth phase and steady state year. Nevertheless from local basic need data and parental support data gathered for the school, we expect to be over-subscribed from opening to steady state, but remain prepared for a position where the vision can be delivered under reduced income conditions.

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

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The vision and ethos of CCSA entails offering all students the very best possible educational experience in order to achieve personal best learning outcomes within a framework of outstanding pastoral care, regardless of the family's faith or indeed if the family has no faith. This is made clear to all prospective parents and carers from the first point of contact onwards and is set out on the school's website and in school literature. The fully inclusive nature of the academy is made clear by our admissions procedure in which no student will be admitted from consideration of faith given that our open admissions policy has no faith criterion.

The Trust, governors and staff will offer a warm welcome to students and parents of all faiths/world views and none, and meet their needs through a commitment to ensuring a broad and balanced education within a personalised learning offer that maximises progress for all. In many locations with CofE schools across the UK, there are Muslim, Jewish and Buddhist families for example which decide to send their children to CofE schools and we expect a diverse learning community within CCSA.

The policy of CCSA will be to accept wearing of discrete religious symbols from all faiths provided that the health and safety of the wearer and of other students is not compromised, in science lessons for example. CofE schools are generally known to achieve well for their students and remain popular with parents, when we set out the characteristics of our proposed new school (please see Section E for more details) all parents and carers with whom we had contact were very supportive of the specific ethos and characteristics of our academy, this included parents of all faiths and those of no faith.

As can be seen from the curriculum schedule for each Key Stage given earlier in this section, and from the outline of the school day, the collective worship and RE aspects of our provision have an appropriate and not excessive amount of time allocated to them.

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

Both aspects of provision are subject to the right of withdrawal but our experience is that this option isn't always taken up not least due to the inclusive nature of all aspects of school life. We will of course make it clear that parents & Post-16 students do not have to justify their decision to withdraw, also that they may withdraw from the whole or from part of relevant activities, and CCSA will provide assistance to parents and carers by devising age-appropriate supervised alternative provision for those students who are opted out, in keeping with the requirements of Section 71 of the School Standards and Framework Act 1998.

In terms of the taught week, the time we have allocated within the high expectation ethos of a CofE school to collective worship and RE is reasonable and proportionate. The secular curriculum, as an enhanced version of the curriculum, is the same as that found in most schools (notwithstanding our use of free school freedoms) and is not subject to influence from the faith nature of Christ Church Secondary Academy.

There will be no dietary restrictions of a religious nature imposed by the academy. Evolution will be taught in science lessons; we will not teach creationism; as a result the curriculum on offer is suited to all students regardless of background and will prepare them for the next stage of their education, training or employment as well as for life in modern Britain. We will adhere conscientiously to and meet obligations arising from the Prevent Duty, and the academy will promote British Values as required of all state-funded schools.

The Chaplain role will naturally involve providing spiritual guidance to CofE students and staff but will entail making pastoral support available to all students regardless of faith (or no faith). In addition the Chaplain will plan and lead acts of worship and be engaged in RE delivery they will also be involved in managing the primary-secondary transition. The Chaplain will ensure that those of different faiths have appropriate opportunities for prayer at all times and in particular with regard to religious festivals e.g. Muslim students and staff during Ramadan. In addition the Chaplain will form part of the school's outreach work with families of all students and will also be involved in liaison with external agencies.

Under the joint auspices of 'pupil voice' and student leadership, students in each year group will elect a 'Diversity Champion/Ambassador' whose focus will be the promotion of diversity in school amongst students and staff and the identification of barriers to equality. All Diversity Ambassadors will meet on a termly basis to identify priorities or focus for the coming term (which could be based on current affairs) and share their successful activities or strategies from the previous term.

In keeping with the inclusive nature of CCSA, representatives of other religions will be welcome in the school and we will celebrate the range of religious festivals relevant our local community and world religions represented within it. Displays around the school will reflect this approach including celebrations, for example Diwali, Eid, Holi, Pesach, Easter and Christmas.

We aim to develop students as young people who can speak confidently about themselves and their beliefs, whatever they may be, while comparing these beliefs calmly with other people's views in a spirit of mutual understanding. The academy also aims to be family friendly and we will foster positive relationships with parents and families, actively seeking feedback about the nature of school life from students and families, including those of all faiths and no faith. CCSA will always value the opinions of students and parents, and will engage constructively to respond to their experiences and will make appropriate changes to policies and procedures where necessary.

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

CCSA will be used as a base for multi-agency working so that families have access to a wide range of services including for example family support, social workers, Education Psychology, Police/ Community Support Officer, attendance officer and health professionals. This will strengthen the role and perception of CCSA as an inclusive community-focused school which has the wider interests of that community at its heart.

Our work in the community with other schools, businesses, charities and agencies will reflect the inclusivity which is central to the life and work of the academy and as a result we will contribute positively to community cohesion. Once established we will collaborate with local primary and secondary schools to share best practice and participate in activities including sporting events and joint productions.

The Birmingham Diocesan Board of Education already works closely with charities including 'Rewind' and The Feast Youth Project and these partnerships will continue at CCSA. The Feast is a local charitable organisation which aims to bring together teenagers from different faiths and cultures to build friendships, explore faith and change lives. In terms of business partnerships, our work with Queen Elizabeth Hospital, National Express and Jaguar Land Rover will include work placements, visits to their Education Business Partnership Centres and project work with mutually beneficial involvement of young managers who will be on-site working with students and gaining leadership skills. In addition CCSA will develop close links with the Cathedral (music), Birmingham Royal Ballet (dance), the City of Birmingham Symphony Orchestra and local football clubs, for the benefit of our students.

The Trust's vision as set out in Section C is for a successful Church of England school as one in which all students achieve academically, grow socially and spiritually, and develop as confident and capable young adults. By meeting the demands of the Equality Act 2010, CCSA will value all students, staff and school partners regardless of socioeconomic status, their gender, sexual orientation, racial/cultural background, and adherence to any faith or no faith.

Section E – evidence of need

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

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

E1 Contents

- Summary of Key Evidence
- Need for More School Places
 - Population data and projections
 - Proposed new housing developments
 - Department for Education SCAP analysis
 - Analysis of need and forecasts originating via Birmingham City Council
 - Focus on Sixth Form Need
 - Reported pressure for secondary school places
- Quality and Performance of local Secondary Schools

Summary of Key Evidence

There is a clear rationale for establishing a new secondary school and sixth form in the south east vicinity of the city of Birmingham. The Birmingham City Council document: *Education Sufficiency Requirements* outlines how “**By 2019, the secondary population will have increased substantially and we [the City Council] anticipate requiring total permanent expansions equivalent to 71 Forms of Entry, or 10,650 additional places, spread over the [next] 5 years**”. The document also outlines how for 2019 – 2020 “**additional capacity is likely to be required across the city in preparation for a peak of numbers in 2023...**”. Critically, the document concludes how, in the year 2020, there will be “**medium risk of insufficient capacity in the secondary school sector in the Billesley ward**” – the ward where the proposer group plans to open CCSA.

Additionally, the document outlined how for secondary schools “*pupil numbers are forecast to rise at entry to Year 7 from 13,232 in 2015 to 15,332 in 2020*” (an increase in volume of 2,100 places).

The Billesley ward in Birmingham shares a border with the Solihull local authority area, and the *2014 Solihull School Organisation Plan* incorporated a conclusion that between the period 2016 – 2020 the forecasted Year 7 secondary school roll number for North Solihull (in close proximity to the Billesley ward) is projected to increase by 392 (pupils) – the equivalent to (a need for an extra) 13 Forms of Entry. Worcestershire County Council have also briefed the proposer group for CCSA that Woodrush High School, which is located 3 ½ miles from the Yardley Wood locality, within *their* administrative boundary area, is consistently over-subscribed and continues to be over-subscribed year-on-year for the foreseeable future. Evidently over 50% of the pupils that attend Woodrush High School reside in the Birmingham (City Council) area and it is envisaged that the secondary school will “*fill to capacity for the next 4 years*”.

Another potential factor in terms of the demand for places at CCSA are the ongoing issues surrounding Baverstock Academy, the secondary school which predominantly serves the community in Yardley Wood. The school has an uncertain future and remains in Special Measures. Baverstock Academy educates 662, 11 – 18 year old pupils. A significant number of these pupils are resident in the postcode areas of B13 and B14 – where a focused amount of community engagement has been undertaken by the CCSA project team in summer 2016.

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

It is likely that CCSA, as a new Church school will attract students from its immediate and neighbouring areas, and there could be further pressure on places at CCSA should Baverstock Academy continue to underperform.

Regardless of the Baverstock Academy situation, the evidence is clear that CCSA will be needed to meet projected demand for high quality secondary places in the south east of the city. We have met with school planning officers at Birmingham City Council, where they agree secondary places will be needed right across the city; we have met with Solihull Borough Council who suggest that demand for secondary places will become apparent by 2020; and we have met with Worcestershire County Council who acknowledge that net migration of over 50% of Birmingham children to Worcestershire schools will further compound over-subscription of their Outstanding School, Woodrush High School. The net affect will be that fewer students from the Billesley ward area will be able to access schools across the border in Solihull and Worcestershire, resulting in further pressure on secondary places for Birmingham children.

In terms of localised sixth form provision, in summer 2016 Bournville School – which is located in the south of the City approximately 4 ½ miles from the Yardley Wood locality – announced the closure of its sixth form, effective as of September 2016 (although their existing Year 12 pupils would continue their studies in 2016 – 2017 as a final cohort of sixth form pupils), leaving a localised gap in provision.

The community engagement undertaken by the CCSA project team in summer 2016 indicated that enough (a) registrations of interest in the school and (b) expressions of parental/community support for the school exist to make its establishment in the south east vicinity of the City of Birmingham a viable undertaking. Indeed a number of existing resident local parents have registered an interest in their children attending CCSA. The majority of these parents live in the key south east Birmingham postcode areas of B13 and B14. It is intended that CCSA will add to the diversity of provision and increase parental choice in the south east vicinity of the City of Birmingham. According to the Church of England Education Office, 1 in 16 secondary schools in England are Church of England Schools. There are no Church of England Secondary schools in this area of Birmingham, and indeed there is no secondary provision in the Yardley Wood area, giving parents no choice of schooling in their locality.

In the geographical area covered by the Church of England Birmingham, there are two CofE secondary schools and two affiliated secondary schools. Church of England schools are established to serve the community in which they are based, they are inclusive and serve equally those of all faiths and no faith. Church schools are an expression of the love and service to the community. The popularity of Church of England schools has been widely reported. For example, a 2007 survey of more than 1,000 adults across the UK shows church schools to be positively regarded by people of all faiths and no faith for the ethos they promote within the learning environment. Of those who agree that church schools are different to other state schools:

- 80% agree that church schools help young people develop a sense of right and wrong
- 76% think that church schools help young people grow into responsible members of society
- 76% agree that they promote good behaviour and positive attitudes
- 78% agree they have a caring approach to students.

Source: (ORB 2007)

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

The establishment of CCSA will contribute to a redressing of balance of Church of England Secondary education available in the city of Birmingham and will offer not only a solution to the requirement for secondary places in the Billesley locality, but represent a diversity of choice for parents.

Need for More School Places – Population data and projections

Table E1: Projections for population(s) of 10 – 19 year olds (source ONS 2015)

LA area: Birmingham	2016 Population	2019 Population	% change by 2018	2022 Population	% change by 2022 (from 2016)
10 – 14 years	75,000	80,000	+6.25%	83,000	+9.6%
15 – 19 years	80,000	80,000	No change	82,000	+2.4%
0 – 19 years	155,000	160,000	+3.1%	165,000	+6.06%

The above table indicates that in volume terms, the **number of 10 – 19 year olds resident in the City of Birmingham locality is projected to increase by 10,000 children** between the years 2016 – 2022, which in turn, will have an impact on secondary school capacities in the local authority area. Birmingham City Council’s own population projections indicate that the number of resident children and young people aged between 5 – 9 years is projected to grow by 12% by 2022. However, the local authority has also outlined how *“the greatest increase is amongst 10 – 15 year olds, numbers will rise rapidly up to 2032”*.

Need for More School Places – Proposed new housing developments

A number of new housing developments are set to take place within reasonable commutable distance to the target locality of Yardley Wood and the immediate bordering area with Solihull (local authority area). These will increase the local population of young families and children – for example:

- In March 2015, an article in the *Birmingham Mail* reported on the local authorities plans to build 80,000 homes *“to meet population explosion”*
- The Birmingham City Council Development Plan 2031 outlines how a number of localities which are in commutable distance to the Yardley Wood area will account for major new housing development/expansion in the forthcoming period – for example:
 - (In the east of the city) Eastern Triangle Development which will incorporate the regeneration and growth of around 1,000 new dwellings in the Stechford and Shard End localities
 - (in the south of the city) Longbridge Development which will incorporate 1,450 new dwellings

The plan also outlines how over the period up to 2031 *“the focus will be on delivering as much of the new housing that the City needs within the urban area as possible”*. Source: http://bigcityplan.birmingham.gov.uk/wp-content/uploads/2013/01/Pre_Submission_Part_1.pdf

- The Birmingham City Council Housing Plan outlines how a number of localities which are in commutable distance to the Yardley Wood area will account for major new housing development/expansion in the forthcoming period – for example:

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

- (In the south of the city) the Three Estates Development i.e. the estates of Primrose, Pool Farm and Hawkesley which when completed it is envisaged should account for approximately 2,200 new dwellings.
- (in the east of the city) the Meadway Development which preliminary development studies suggest could yield approximately 650 new mixed tenure dwellings.
- The Birmingham City Council March 2015 Housing Prospectus also outlines how a number of localities which are in commutable distance to the Yardley Wood area will account for major new housing development/expansion in the forthcoming period – for example:
 - (In the east of the city) Montgomery Street Development in Sparkbrook which will comprise up to 300 new dwellings.
 - (in the south of the city) Druids Lane Development in Druids Heath which will comprise up to 143 new dwellings
 - (in the south of the city) the Kings Norton Development which will see the clearance of 876 local authority homes replaced with over 1,000 new ones

Source: <http://businessbirmingham.com/files/2015-03-11/HousingProspectus.pdf>

- The 2014 Solihull Council School Organisation Plan outlines that:

“The annual housing land provision target [for the local authority] is 500 net additional homes per year for Solihull... there is major housing development[s] planned for the west planning area”.

Source: http://www.solihull.gov.uk/Portals/0/Consultations/Solihull_School_Organisation_Plan.pdf

The same document states that the largest increases in pupil numbers have been seen in the Shirley locality, which is two miles from the central vicinity of Yardley Wood. This information is significant for CCSA as 33% of secondary pupils in Solihull reside in neighbouring authorities, including the city of Birmingham.

- A new housing development has also been established on the *immediate* Yardley Wood/Solihull border. The Mount Chase development will consist of 300 new dwellings.

Source: <http://www.millerhomes.co.uk/new-homes/west-midlands/mounts-chase-solihull.aspx>

Table E2 (below) summarises the potential number of new secondary school pupils (across Years 7 - 11) that the proposed new housing developments listed above could theoretically yield.

Name of Housing Development within commutable distance	Expected number of resulting new dwellings	Potential secondary pupils numbers (yield) assuming 4 new pupils per year group 100/dwelling	Distance from proposed location of Yardley Wood (miles)
Eastern Triangle Development	1,000	200 new secondary pupils	6 miles
Longbridge Development	1,450	290 new secondary pupils	8 miles

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

Three Estates Development	2,200	440 new secondary pupils	4 ½ miles
Meadway Development	650	130 new secondary pupils	6 miles
Montgomery Street development	300	60 new secondary pupils	4 miles
Druids Lane development	143	29 new secondary pupils	3 ½ miles
Kings Norton Development	(Net) 134	27 new secondary pupils	4 miles
Mount Chase Development	300	60 new secondary pupils	1 ½ miles

Need for More School Places – Department for Education SCAP analysis

Birmingham City Council currently already has a relatively high level of demand for additional secondary pupil places. The demand for school places is evidently continuous throughout the year and is across all school secondary year groups. Analysis of the Department for Education’s annual school capacity survey, published in February 2016, indicated that approximately 1 in 4 of the locality’s secondary schools were full or had one, or more, pupils in excess of capacity, see table E3 (below).

Table E3: Number of secondary schools that were in excess of Birmingham secondary school(s) capacity (DfE May 2015)

LA Name	Number of secondary schools	Number of schools that are full or had one or more pupils in excess of capacity in 2015
Birmingham	83	20

The Department for Education’s annual school capacity survey published in February 2016 provided increasing pupil number forecasts up to 2021, for secondary school level, in the Birmingham City Council local authority area i.e.:

Table E4: Projected increase(s) in pupil numbers at secondary level up to 2020 – 2021 school year (DfE 2015) for insert local authority area

LA area:	2017 – 2018 Pupil forecast	2018 – 2019 Pupil forecast	% change by end 2019	2020 – 2021 Pupil forecast	% change by end 2021
Birmingham	77,960	80,780	+3.4%	86,200	+10%

This table indicates that the volume of secondary school pupils in the Birmingham locality is projected to increase in number by 8,035 pupils between the school years 2017 – 2018 to 2020 – 2021.

Need for More School Places – Analysis of need and forecasts originating via Birmingham City Council

The Birmingham City Council document Birmingham Education Sufficiency Requirements 2014 – 2019 outlined how “secondary pupil numbers are forecast to rise at entry to Year 7 from 13,232 in 2015 to 15,332 in 2020”. Ultimately this source outlines that from 2019 onwards there will be a need for more secondary school places

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

in the city. For example the document states that for 2019 – 2020 *“additional capacity is likely to be required across the city in preparation for peak of numbers in 2023”*.

The Billesley ward of Birmingham shares a border with the Solihull local authority area, the 2014 Solihull School Organisation Plan incorporated key planning data – for example:

- Between the period 2016 – 2020 the forecasted Year 7 secondary school roll number for North Solihull (bordering the Billesley ward) is projected to increase by 392 (pupils) the equivalent to 13FE's
- Going forward there is pressure on places from the birth rate (pupil bulge moving through from primary schools), housing and immigration, particularly from 2018.
- Schools in Solihull attract children resident in neighbouring authorities. At September 2014, 14% of all pupils in primary schools were resident outside of Solihull... this rises to 33% in secondary schools
- The increasing birth rate and the significant housing that is planned for Solihull over the next 15 years will impact on pupil numbers entering secondary schools in the coming years
- ...Over the next 7 years secondary school rolls are forecast to rise by 8% to over 16,000 pupils

It can be noted that the document also states: *“Solihull Council promotes a positive attitude towards diversity of provision and enjoys excellent relationships with the Church of England. When considering the supply and demand for school places in the area the Council will work in partnership with the Diocesan Authorities and keep under review the balance of denominational places”*.

Source:

http://www.solihull.gov.uk/Portals/0/Consultations/Solihull_School_Organisation_Plan.pdf

The Billesley ward of Birmingham, to its south, has a border with the Bromsgrove district of Worcestershire County Council. Average secondary schools transfer rates details published by Worcestershire County Council in autumn 2015 project an increase of Y7 entry pupils in the Bromsgrove district for period 2016 – 2017 to 2019 – 2020 of: 644 Y7 entry in 2016 – 2017 *increasing to* 739 Y7 entry in 2019 – 2020.

Source:

http://www.worcestershire.gov.uk/downloads/file/149/bromsgrove_district_forecast_2013

Worcestershire County Council have also briefed the proposer group for CCSA that Woodrush High School – which is located 3 ½ miles from the Yardley Wood locality, within *their* administrative boundary area – is consistently over-subscribed and with the over-subscription growing year-on-year for the foreseeable future. Evidently over 50% of the pupils that attend Woodrush High School reside in the Birmingham (City Council) area and it is envisaged that the secondary school will *“fill to capacity for the next 4 years”*. The County Council have also emphasised that:

- within the Bromsgrove District as a whole *“over-subscription levels will increase year on year up to 2020”*
- A local housing development (within their boundary area) called Parklands is under construction and will yield 178 new dwellings, within the catchment area for Woodrush High School

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

Need for More School Places – Focus on Sixth Form Need

Table E5: Current 16 – 18 year old provision located in the Billesley/Yardley Wood vicinity – including details on capacity, outcomes and quality

16 – 19 years provision	Number of students at the end of A level study (2015)	Current Outcomes in terms of achieving at least three A Level results at A* – E (national average = 78.7%)	Most recent Ofsted outcome
Moseley School	55	55%	Good May 2016
Swanshurst School	96	70%	Good November 2013
Bishop Challoner College	104	66%	Inadequate May 2016
St Alban's	20	70%	Outstanding October 2011
King Edward School for Girls	142	100%	Outstanding May 2007
King Edward School for Boys	130	100%	Outstanding April 2009

Table E5 indicates that the A Level [percentage] outcomes for four of the seven 16 – 18 years educational providers that are located in the Billesley/Yardley Wood vicinity were below the national [percentage] outcomes for summer 2015, with one of these providers being judged to be Inadequate through its most recent Ofsted inspection.

The 2011 ONS census indicated that the number of individuals with Level 3 qualifications who were resident in the Billesley ward was 1.2% lower than the City average.

With the 15 – 19 years population in the city forecast to increase by 2.4% up to 2022 the Sixth Form at Christ Church CofE Secondary Academy will clearly help to address growing numbers of local students that will be eligible for post-16 years education in the south-east Birmingham locality and its bordering areas. Additionally, with secondary pupil entry numbers forecast to rise by 2,100 students up to 2020 in the City, new provision needs to be in place for those students whose destination becomes Y12 and Y13.

Finally, in terms of regional sixth form provision, in summer 2016 Bournville School – which is located in the south of the City approximately 4 ½ from the Yardley Wood locality – announced the closure of its sixth form, effective as of September 2016 (although their existing Year 12 pupils would continue their studies in 2016 – 2017 as a final cohort of sixth form pupils), leaving a localised gap in provision.

Need for More School Places – Reported pressure for secondary school places

In terms of further reported pressure for secondary school (11 – 16) places in the Birmingham locality:

- In 2015, the *Birmingham Mail* reported that Birmingham and the West Midlands was facing a “ticking time bomb in terms of school places. The Local Government Association has noted that in Birmingham, net student movement

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

across LA boundaries into the city is adding further strain to place provision on top of the 'primary bulge' which has started moving into the secondary phase".

- The *Birmingham Mail* reported on the 1st March, 2016 that: *"Birmingham and [sharing a border with the Billesley ward] Solihull may be short of more than 1,000 secondary school spaces...*
- On the 2nd March, 2016 The Daily Mail reported how *"thousands of families would miss out on a school place this year... oversubscribed council's including Solihull, Dudley and Birmingham"*.
- An article published in the Birmingham Post on the 3rd June, 2016 reported that *"West Midland's schools will need places for an extra 82,000 pupils by 2039. The rise in numbers is a result of population growth and immigration... Birmingham alone is set to need another 30,700 places"*.

Quality and Performance of local Secondary Schools

Table E5: Performance of City of Birmingham secondary schools situated within two miles of the proposed location of Yardley Wood

Secondary education provider	Number of Pupils	2015 KS4 outcomes % 5+ A* - C GCSES inc. English and Mathematics	Distance from proposed Christ Church CofE Secondary School (miles)	Most recent Ofsted outcome
City of Birmingham – 2015 KS4 average percentage = 54.3%				
Baverstock School	662	34%	1 mile	Inadequate September 2014
Kings Heath Boys School	535	53%	1 mile	Good January 2013
Wheelers Lane College	615	57%	1.5 miles	Outstanding September 2014
Swanshurt School	1,741	60%	1.5 miles	Good November 2013
Hall Green School	898	67%	1.5 miles	Good February 2011
Solihull Council – 2015 KS4 average percentage = 60.8%				
Light Hall School	1,176	63%	1 mile	Good June 2013
Langley School	985	66%	1.5 miles	Good May 2013

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

In terms of educational standards, 2 of the 7 secondary education providers that are located within 2 miles of the proposed location for CCSA had KS4 (GCSE) results for 2015 which were *below* the average percentage for their local authority area – which in both cases was the City of Birmingham.

The number of pupils currently on roll at these 2 establishments (i.e. 1,197) exceeds the proposed number of places proposed to be available at CCSA when it reaches full capacity (i.e. 1,150 places).

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

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

E2 Contents

- Introduction to Engagement Phase
- Marketing Strategy
- Evidence of Community Engagement including supplementary Parental Survey
- Summary of Community Engagement

Introduction to Engagement Phase

The CCSA community engagement team who carried out demand gathering activities online and in the south east Birmingham locality discovered significant support for the educational provision that it proposes to offer. The CCSA community engagement team received a briefing at the outset of the application process which reinforced and emphasised the ethos and vision of the proposed new school. The community engagement team was briefed on how to explain the key features of the proposed secondary school to parents, who they canvassed, and to local stakeholders.

Marketing Strategy

In summer 2016, the CCSA team implemented the following processes in order to attain (a) community support and (b) registrations of interest in their proposed school:

- Undertaking of an online community survey and registration of interest process, via a dedicated website for the proposed school
- Supplementary face-to-face canvassing using structured materials – including a requisitely informative flyer (see annexes) – in order to attain firm registrations of interest
- Ensuring engagement with all sections of the south east Birmingham community, including those from a non-Christian faith and those of no avowed faith
- Promotion through the local media which promoted the ambition to establish Christ Church CofE Secondary Academy within the Yardley Wood locality
- Attaining support from local primary schools, including the sending of their parents an information flyer informing them about the proposed new secondary option

Marketing materials including a specific information flyer (see annexes) were designed to provide a depiction of the proposed Christ Church CofE Secondary Academy, and

E2 – successful engagement with parents and the local community

the key characteristics that will underpin it. In addition, the website for the proposed school to which parents and stakeholders could refer, incorporates a prominent 'About Us' section describing key features such as the plans for the first year intake and its proposed ethos and vision. When the CCSA community engagement team were undertaking face-to-face canvassing with prospective parents and members of the local community, the information flyer was always handed to them. The flyer contained specifics about the type of proposed education provision including an explanation that the school:

- Will offer the very best possible educational experience within a supportive and inclusive Christian ethos
- Will equip students with the experiences, personal attributes, academic and vocational qualifications needed to succeed in the next stage of their education or employment
- Plans to open with up to 180 Year 7 places in the vicinity of Christ Church, Yardley Wood, Birmingham. An opening date will be agreed following a successful application.

We attained a number of firm registration of interests including through members of the Christ Church CofE Secondary Academy community engagement team canvassing local parents and community members both (a) via the online survey/registration of interest response form and (b) face-to-face within the local community. Supplementary face-to-face engagement was undertaken at the following locations and settings:

- Potential pipeline primary schools located in the B13, B14 and B90 postcode areas
- Community settings such as Cock Wood Moors Leisure Centre and Yardley Wood library

The website: www.christchurchsecondary.org.uk provided prospective parents and members of the south east Birmingham community with the opportunity to (a) learn more about the proposed secondary school (b) to provide their feedback about the local secondary educational sector and (where applicable) to register their interest via a dedicated webpage: www.christchurchsecondary.org.uk/register. Parents and stakeholders who wished to learn more about the proposed establishment of CCSA, potentially before registering their interest, were directed to the website for more information about the school. The CCSA community engagement team also sent out communications through social media including via the school's Facebook page. Those parents who were keen to learn more about Birmingham Diocesan Board of Education were encouraged to research and/or contact its existing portfolio of schools to get a flavour of how they operate and their general approach to education. Regular updates and communications are being (and will continue to be) sent to those who have registered an interest in CCSA.

Evidence of Community Engagement including supplementary Parental Survey

We decided to undertake a Community Engagement Survey, which also enabled parents to provide their feedback. The Survey Form (which can be viewed in the appendices) invited supportive/interested parents and members of the local community to provide the following details and feedback (*where applicable* for both): Name; Number and date(s) of birth of child(ren); Postcode; Contact e-mail; Personal view on the standards of local secondary schools; Issues that they would like those behind Christ Church CofE Secondary Academy to take on board; Suggestions as to how

E2 – successful engagement with parents and the local community

Christ Church CofE Secondary Academy could be used as a community resource.

It can be noted that a total of 137 local parents, stakeholders and community members have, at the time of this application's submission, supported the establishment of Christ Church CofE Secondary Academy and/or registered an interest in the school.

- 71% of respondents live in the postcode areas of B13 and B14
- 60% of respondents were (supportive) parents
- 40% of respondents were community members
- 6 respondents were teaching professionals
- 35% of respondents – in their opinion – believed that the quality and performance of existing local secondary schools *could be better* or was *poor*

Essentially, 54 children being raised by the supportive local parents – whose date of birth is post 1st September, 2007 – represent an initial **potential** pipeline cohort (from September 2019 onwards) for Church CofE Secondary Academy.

Verbal feedback and feedback via our survey and social media postings from the parents and community members included:

(Repeatedly words to the effect...)

"The school would give Yardley Wood residents a more local option".

For example:

"We really do need a new secondary school in this locality".

"I'd like this school to help guarantee academic outcomes for families on low incomes?"

and...

(Repeatedly words to the effect...)

"The school should focus on high behavioural standards".

For example:

"We have a big problem with anti-social behaviour in the area... and Christ Church would need to help challenge that".

"We need a strict anti-bullying policy – which instils discipline".

Finally, the most frequent type of proposed public/community use for the secondary school was as an after school club (74% of respondents), followed in frequency by use as an adult learning and training centre (64% of respondents).

Summary of Community Engagement

Essentially, we believe that the open, inclusive and educationally sound ethos of the proposed CCSA attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – and the south-east Birmingham community – that the school will enhance a diversity of choice, continue to improve academic standards and develop community cohesion for local families. The table below summarises the methods and marketing/communication actions undertaken by the Christ Church CofE Secondary Academy community engagement team, in summer 2016.

E2 – successful engagement with parents and the local community

Distribution of flyers and face-to-face canvassing	Approximately 3,000 information flyers (and accompanying posters) which explained the ethos of CCSA and which promoted the school website were distributed: throughout the south east Birmingham vicinity and to local primary schools which educate in the B13, B14 and B90 postcode areas; at local places of worship (including churches, such as Christ Church in Yardley Wood and Yardley Wood Baptist Church); Yardley Wood library; at local leisure providers such as Cocks Moor Woods Leisure Centre								
Electronic canvassing and registration of interest collation	The CCSA website hosted a registration of interest page during the period leading up to the application. The link to this page was widely distributed (including via global text message), to parents whose children attended local primary schools. The website link was also published on the information flyer (see annexes).								
[REDACTED]	[REDACTED]								
Promotional/Open Events	<p>The CCSA community engagement team facilitated two Open Events as follows</p> <table border="0"> <tr> <td>Monday 6th June, 2016</td> <td>Tuesday 19th July, 2016</td> </tr> <tr> <td>5.00pm – 6.00pm</td> <td>3.00pm – 5.30pm</td> </tr> <tr> <td>Christ Church Centre</td> <td>Christ Church Centre</td> </tr> <tr> <td>Yardley Wood, Birmingham.</td> <td>Yardley Wood, Birmingham.</td> </tr> </table> <p>In order to inform local parents and community members about the proposed school. The two events were cumulatively attended by approximately 50 parents, educational professionals and members of the community.</p>	Monday 6 th June, 2016	Tuesday 19 th July, 2016	5.00pm – 6.00pm	3.00pm – 5.30pm	Christ Church Centre	Christ Church Centre	Yardley Wood, Birmingham.	Yardley Wood, Birmingham.
Monday 6 th June, 2016	Tuesday 19 th July, 2016								
5.00pm – 6.00pm	3.00pm – 5.30pm								
Christ Church Centre	Christ Church Centre								
Yardley Wood, Birmingham.	Yardley Wood, Birmingham.								
Text campaign promoting the school	A number of local primary schools were invited to send a text message to their parents that incorporated the CCSA website and outlined how support could be registered.								
Word of mouth	Our experience was that once the local community, in particular the south east Birmingham community, learnt about the proposal for CCSA, they spread the word to others and we subsequently received communications offering encouragement and support, plus registrations of interest.								
Local media	<p>A press release was issued on 25th May 2016 which helped generate media coverage and registrations of interest – for example:</p> <p>http://www.b14news.co.uk/plans-for-secondary-school-in-yardley-wood/</p>								

Section F – capacity and capability

F1 (a) Skills and experience of your team

The list below outlines the members of the core team who will be responsible for the opening of the Christ Church CofE Secondary Academy.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, Headteacher designate, local governor)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Birmingham	Y	██████████ ██████████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████	5
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██████████	Birmingham	Y	██████████ ██████	████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████	3.5

[REDACTED]	Kings Swinford	Y	[REDACTED]	[REDACTED]	8
[REDACTED]	Birmingham	Y	[REDACTED]	[REDACTED] t.	3.5
[REDACTED]	Birmingham	Y	[REDACTED]	[REDACTED]	3.5
[REDACTED]	Birmingham	Y	[REDACTED]	[REDACTED]	3.5

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	Bromsgrove, Worcestershire	Yes	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	6
[REDACTED]	Birmingham	Y	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	3.5

F1 (a) Skills and experience of your team

As can be seen above, our Core Team and Wider Proposer Group has key skills based on their experience and expertise which are needed to open and run a new free school. These include:

- Education (leadership, curriculum development, Ofsted)
- Governance
- Finance
- Safeguarding
- Recruitment
- Christian Education and Ethos
- Community Links

In addition to capability, the capacity as described above in terms of availability is guaranteed. Through Diocesan support, the new school will have access to:

- High quality training opportunities
- Experience of recruitment and retention of leaders (leadership programmes)
- Successful school improvement policies and procedures
- Brokering of expertise across the Diocese
- A highly skilled team of professionals who are known for the quality of their work and who work within our supportive high expectation Christian ethos
- School Improvement Challenge Advisers
- Teaching and Learning, Health & Safety and Safeguarding audits
- Channels for independent external review
- School-on-school buddy support

The Proposer Group consists of experienced professionals committed to successfully establishing Christ Church Secondary Academy in the Yardley Wood area of Birmingham in 2019. We have both the capacity and capability to manage the necessary work streams and activities through pre-opening, and will procure the services of additional marketing, project management and legal consultants with a successful track record in guiding free school proposers through the pre-opening process. Within our Core Team, Diocese and Diocesan network we can draw upon secondary phase educationalists with strong track records of leading successful schools and improving outcomes for children; finance expertise in running efficient and effective secondary schools, and high calibre individuals with many years' experience in governance within education, the third sector and in industry.

The pre-opening steering group will be chaired by [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

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

Together, the Proposer Group which is made up of secondary education, finance, governance and legal specialists will ensure CCSA opens successfully with a strong and aspirational vision for providing outstanding secondary education from day one. Diocesan colleagues involved in the development of CCSA will do so under their current remits (Diocesan Director of Education, Diocesan Deputy Director of Education, and Diocesan Director of Finance).

The pre-opening steering group will meet monthly to discuss project progress, review documents, drive community engagement and provide timely decisions to meet the overall project plan. The appointed project team will report directly to the steering group, as well as acting as the key contact for the DfE and EFA at Keep In Touch meetings. The project team will deliver the required work streams against a detailed project plan, logging actions, risks and issues on a weekly basis. The use of consultants will reduce as the Headteacher Designate takes up their role in pre-opening and starts to drive the practicalities of setting up the school ready for operation, and delivering the curriculum successfully from day one. Key areas of activity will be:

- Project Development Grant management
- Admissions
- Education Brief
- Governance Plan
- Budget updates
- Headteacher Designate recruitment
- Further recruitment - SLT, MLT, T, Support Staff
- Marketing and liaison with prospective parents, open events, drop-in surgeries
- Policy formulation
- Scheme of Delegation
- Preparation for DfE EA requests including 3-year Development Plan
- Safeguarding and Prevent Duty
- Preparation for Pre-registration Ofsted Visit
- Preparation for the DfE Readiness to Open Meeting including Risk document
- Liaison with EFA on site (Schedule of Accommodation) and ICT procurement
- Funding Agreement comms

F1 (a) Skills and experience of your team

Headteacher Recruitment

The Trust will aim to appoint a Headteacher Designate three terms in advance of the school's opening date. Several members of the proposer group already have experience of working within a panel on Diocesan headteacher recruitment events, and at least one of the panel will be Safer Recruitment trained. We are therefore very confident of operating a high-quality process. We will advertise nationally for the Headteacher Designate role, using online medium such as Eteach and TES, and also the school's website. We are confident we will attract a strong field for our school and will seek to promote the benefits of working in a brand new school within a supportive Diocesan MAT. This will result in the appointment of a strong school leader with an impressive track record reflecting the levels of experience and expertise needed to successfully open and then develop a Secondary Free School through to an Outstanding (and at least Good) judgement in the Ofsted inspection which will take place in the third year of the school's operation, and beyond. We have the same ambition regarding Section 48 inspection outcomes.

It is likely that the Headteacher Designate will have achieved the NPQH qualification, but this will not be a bar to appointment as we are aware of guidance from DfE which states that NPQH is not mandatory for Academies or Free Schools and we would not wish to rule out applications from outstanding school leaders in the independent sector.

The selection process will take into account the resignation deadlines for serving Heads in particular, but also Deputies and Assistant Heads. It will also take account of the imperative to advertise when it is generally thought that relevant Senior professionals will be looking at potential career moves. The 2018 timeline for the recruitment of the Headteacher Designate is as follows. This is consistent with carrying out a thorough process (involving an application form, a structured interview, written exercises, a presentation and confidential references) and also with the relevant headteacher resignation deadline.

31 March	Sign off on the Job Description, Person Specification, related Selection Criteria, and details of the selection process
06 April	Advertise the Headteacher job nationally including online and via the school's website
15 April	Closing date for applications
16 April	Shortlisting followed by reference requests
17 April	Invitations to interview e-mailed and posted
25 April	Structured interviews with presentation and paper task(s)
26 April	Job offer subject to references, DBS check, confidential occupational medical questionnaire and funding agreement
01 Sept 2018	Headteacher Designate starts in post

The timeline above allows sufficient time to attract, assess and appoint a high quality Headteacher Designate for the school. It will also allow an announcement of an appointment to be made prior to some of the open events for the school. We would work with the school from which the PD has been recruited to help assist succession planning and also to negotiate time where our PD can attend key meetings prior to their official start.

F1 (a) Skills and experience of your team

Should we be unhappy with the field for the first round of interviews, we will close the process and re-advertise immediately in order to make the right appointment to this critical position. We are in a fortunate position to utilise the network of successful leaders already working in Church of England schools locally, to identify strong current or aspiring leaders. Should the field for the first round of interviews prove insufficient, these links will be explored.

With an early appointment of a Headteacher Designate, we will ensure consistent systems and structures are developed to effectively deliver the curriculum tailored to the needs of the school's intake profile, and fully engage with the marketing to recruit students. [REDACTED]

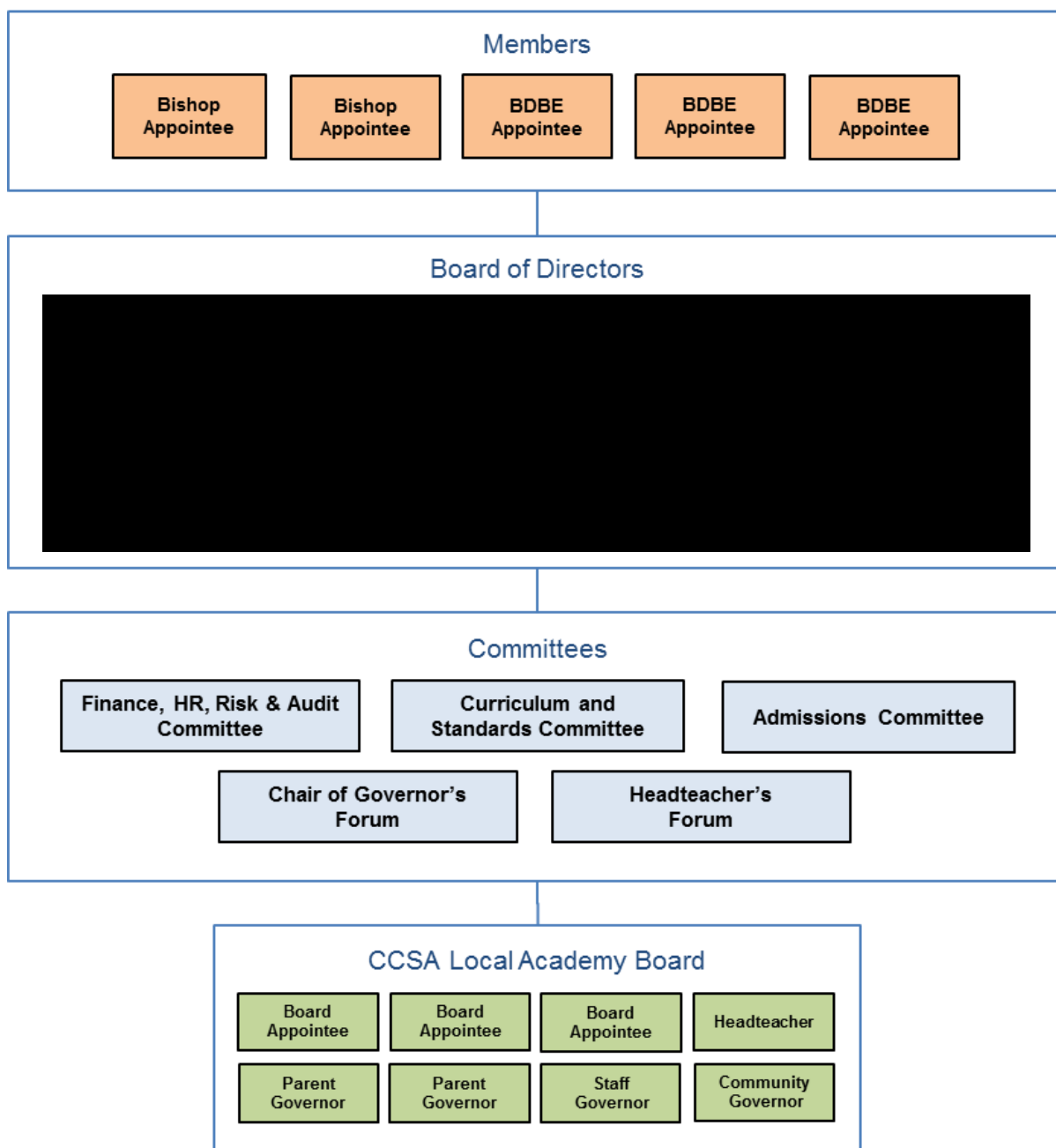
F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Management	Pre-opening team	A Project Management Company, experienced in Church of England Free School development, will be appointed immediately on notification that the application has been successful.
Marketing	Pre-opening team	As above, a marketing specialist will be a core requirement of the PMC.
HR	Pre-opening team	The provision of a HR advisor will be a core requirement of the PMC team, to assist in recruitment and selection activity.
Capital Projects	Pre-opening team	The Diocese has vast experience of managing capital projects on behalf of VA school, therefore additional capacity will be sought from the Diocese team.

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

**Birmingham Diocesan Schools Trust
Governance Structure**



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

This application is being submitted by the Diocese of Birmingham Educational Trust (DBET), which is an umbrella Trust established by the Birmingham Diocesan Board of Education, and its details have been completed within Section A. The Diocesan Board of Education is however in the process of establishing the **Birmingham Diocesan Schools Trust (BDST)**, which will operate the Christ Church Secondary Academy and which details are included within this Section F2. BDST will be a multi-academy trust and will eventually operate academies (free schools, converter and sponsored Church academies) based on a local hub model across the diocesan region. The governance structure diagram shows the Members and Directors and the lines of authority from the BDST to the Local Academy Board of CCSA.


BDST has a very clear vision for the Trust and for all academies within it. The MAT and all academies are expected to act with generosity by sharing their skills, expertise and knowledge with each other, so that all may benefit. The Trust and all academies within it must support the principle of “life in all its fullness” (wisdom / hope / community and dignity).

BDST is committed to the principle of “consistency but not uniformity”. BDST wants individual academies to maintain their own uniqueness and identity, but operate within a consistent framework that is efficient and minimises administrative burden. There is a clearly stated set of visions and values, but academies will be able to deliver in a way that best meets the local need. If this application is approved, and following the pre-opening phase, CCSA will join the ‘family of Church schools’ working across the Diocese and work like them as a focal point and learning hub for the local community. BDST will be managed on a day to day basis by a Chief Executive Officer (CEO) scheduled to be appointed in April 2017, who will report to and be held accountable by the board of Directors.

Roles and Responsibilities:

The Trust and Governors

We appreciate the different roles of Company Members, Governors and the Headteacher Designate in opening a new Free School and the related lines of accountability and reporting.

<u>BDST Individuals/bodies</u>	<u>Direction of accountability/reporting</u>
Members	
Board of Directors	
Local Academy Board	
Headteacher	

Governance

Sound governance is critical to provide the challenge and support necessary for the effective running of the school. BDST is committed to ensuring that the appropriate lines of accountability, reporting procedures and, where necessary, interventions are put in place in order that this occurs effectively. Our Members will be aware of their powers and obligations under company – namely (but not exclusively) appointing and removing Directors, voting rights and the ability to change the constitution of the Company.

The BDST Board will be responsible for the strategic direction of the Company, in addition to their legal duties as company directors, as summarised below.

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

- Legal responsibilities including returns to Companies House and Charity Commission, DfE, EFA and provision of information to Ofsted
- Funding agreement with the Secretary of State for Education
- Overall strategic vision, performance and development
- Establishing and holding to account the Governing Body,
- Agree Governing Body Terms of Reference
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer role
- Risk management
- Establishing and monitoring of Key Performance Indicators

These responsibilities together with those of the Local Academy Board (LAB) and Headteacher will be set out in the Scheme of Delegation. Academies within BDST will earn their autonomy which will be reviewed annually; schools that are evidencing strong improvement will have greater freedoms than those which require more support and challenge. CCSA will need to earn its autonomy, and will be very closely monitored and supported in its early years until achieving its initial targets and receiving at least Good with Outstanding features in its first Section 5 Ofsted Inspection.

We understand the further responsibilities of Directors as Trustees under charity law. Matters within the responsibility of the Headteacher that can involve the LAB are complaints, appeals over exclusions, and appeals for admissions. In addition, governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where any member of staff has exercised a right of appeal.

Some appointments of senior leadership will involve LAB governors on recruitment panels. These processes will be managed within the Board's and committees' terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that governors, who have had no involvement in the original decision, are available to be allocated to appeals.

Local Academy Board (LAB) Constitution and Responsibilities

To support efficiency and effectiveness the LAB will consist of 11 persons as follows:

- 2 parent governors
- 2 staff governors
- 1 Headteacher
- 6 Governors elected by Directors

LAB Role

A comprehensive but not exhaustive list of the responsibilities of our CCSA LAB is set out below.

- Appointing a Chair, Vice Chair and Clerk
- Working within the BDST's Scheme of Delegation
- Acting as a critical friend, holding the school and in particular the Headteacher to account for performance against targets and meeting statutory requirements
- Acting as the Admissions Authority for CCSA

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

- Agreeing targets for student achievement with the Headteacher
- Supporting BDST in managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum is balanced and broadly based
- Overseeing pupil safeguarding to ensure it meets requirements and supports well-being
- Appointing staff, considering recruitment and retention strategy
- Supporting BDST in the performance review of the Headteacher
- Reviewing staff performance and pay
- Premises including health and safety
- Communications regarding key elements of school strategy
- Pupil and staff discipline, including pupil attendance
- Holding at least three meetings per year

We envisage advertising and interviewing to ensure an appropriate calibre of appointed governors and that the necessary skills mix is present in the LAB as set out below. In addition, we will draw upon the Diocesan network of appropriate governors and community representatives.

Committee Structure

There will ultimately be five Committees; Finance, HR, Risk & Audit Committee, Curriculum and Standards Committee, Admissions Committee, Chair of Governors Forum and Head's Forum. Committee members will be asked to complete a training needs analysis survey prior to constituting and delivering a tailored programme of appropriate training. Membership of the above committees will depend on the experience, expertise and interests of individuals. All committees will have terms of reference.

The Role of the Headteacher Designate

Appointing a high quality Headteacher is central to the success of CCSA. Before submitting this application we did not look to identify a Headteacher Designate. As a result we aim to secure a highly capable Headteacher through open recruitment via national advertising in March/April 2018 with the successful applicant starting in September 2018. The Headteacher Designate will play a central role in the latter part of the pre-opening phase and the final version of the job description will be amended in light of the progress made during the early pre-opening phase.

To reflect the nature of the school, the degree of challenge in establishing and directing a new school and to demonstrate our commitment to their professional development, we will offer candidates a salary towards the top end of the national leadership pay scales.

As the Headteacher Designate will start work three terms prior to opening, they will be heavily involved in turning the vision into reality. They will also be involved in meetings with key stakeholders, redrafting the Education Brief, working with buildings professionals, attending parental engagement events and preparing for/ attending the Readiness to Open Meeting and Pre-registration Ofsted visit.

The Headteacher Designate will be closely involved in subsequent appointments to allow them to work with us in building the successful staff team needed to secure an outstanding judgement at the first Section 5 Ofsted inspection.

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

Monitoring standards

BDST will closely monitor CCSA from the day it opens. Challenge Advisers (who are all quality assured, experienced leaders with successful track records of intervention in, and support with school improvement) will visit the school fortnightly and will be present at all DfE Monitoring Visits prior to Ofsted Inspection. The Challenge Advisers will working with the Headteacher and SLT analysing data and assessing strands in teaching and learning. The Trust will intervene should standards be deemed to be falling short of the expectations of, and the targets set by the Trust. The Challenge Advisers will continually monitor performance of CCSA through Headteacher reports, data analysis and assessment of teaching standards. If any level of underperformance continues, or targets are not being met, BDST will agree an improvement plan with the SLT and LAB with specific measures and timescales. Should the required level of improvement not be made, BDST will action intervention measures immediately. The Challenge Advisers work within an Academies Accountability framework which will ensure CCSA is rigorously monitored (and evaluated), advised, supported and challenged to rapidly improve its outcomes. The Diocese has strong established links with 'Birmingham education Partnership' (BEP) and Birmingham teaching schools. These links will enable access to NLEs / SLEs to provide targeted support and external review and scrutiny for the Trust to draw upon. The framework demonstrates the commitment of the Church of England in Birmingham to improving the performance of all its schools, and of course the life chances of all students. The Accountability Framework has been designed to ensure that Academies sponsored by the Church of England in Birmingham have:

- complete clarity about the improvement tasks before them
- the resources with which to tackle these tasks
- clear lines of accountability to monitor and evaluate the pace / scale of improvements
- an appropriate balance between support, challenge, self-evaluation and external evaluation

Conflicts of Interest

We will have a Conflict of Interest policy and register of interests which will ensure that no person can have influence on decisions that could benefit them personally, or benefit a family member or friend or workplace associate. In a similar way, performance management and in particular responsibility for executive functions will retain independent challenge by avoiding any potential familial, friendship or collegiate relationship between reporting levels and those with roles involving critical oversight such as Trust Chair, Chair of Governors and Headteacher Designate. In addition to those already involved in the project we will seek to recruit openly to the governing body of the school from the wider local community.

We do not anticipate any related party financial transactions and will ensure that CCSA operates at all times in line with the Academies Financial Handbook. This will be monitored by internal and external auditors as well as by the central BDST finance function (once established). Conduct will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as mentioned above which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Headteachers' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We are also aware of the Nolan Principles and will adhere to them at all times.

Section G – budget planning and affordability

Please see Excel spreadsheet

G1 – budget planning and affordability

The financial planning spreadsheet reveals a viable budget based on 100% pupil numbers which is capable of delivering the vision for CCSA. After meeting staffing demands arising from the fully-resourced curriculum model there is an appropriate level of annual surplus each year from opening to the point where the school is full. This budget is consistent with the vision and other Sections in our application and is based on realistic assumptions about all aspects of income and expenditure.

When constructing the financial plan we examined the curriculum model to determine the teaching demand arising from it while keeping in mind overall pupil-adult and pupil-teacher ratios. The curriculum model and staffing plan are in keeping with the vision for CCSA. The result was a viable budget, with key indicators in the Summary tab of the financial planning spreadsheet confirming that the school's plans were financially viable and robust. A small number of entries were seen to be red-flagged but there is a rational basis in each case as set out in the Assumptions column of the Summary tab.

Key features arising from this financial planning exercise are that:

- our plan is capable of realising the vision for CCSA, supporting and resourcing the curriculum plan alongside excellent pastoral care while offering efficient and effective back-office functions and achieving good value for money
- we have the financial means to meet or exceed our high expectation targets
- the budget remains robust and viable within the reduced per-pupil funding scenario while retaining fidelity to our vision (please see Subsection D3)

Naturally the strategic planning incorporates the build-up of pupil numbers starting with a Y7 cohort of 180 (6fe) and then adding another cohort of 180 in Y7 each year during the growth phase through to steady state.

This leads to a predictable and adequate level of pupil number-driven income with no reliance on 'other income' to achieve balance; beyond the usual school meals income there are no other entries in this category, though we anticipate a level of legitimate income generation. We have been conscious of the fact that we are making use of public money and that we must achieve the highest vfm possible as part of our obligations under the 'Seven Principles of Public Life' (the Nolan Principles). We will adhere to these principles throughout the Pre-opening Phase if our application is approved, as well as when the school is open.

Other key features of our approach are as follows:

- Diseconomy funding via Post-opening Grant supports the school when per-pupil funding is low in the first and second year, yet the school needs to operate effectively with a headteacher appointed and a front-loaded approach to appointing middle leaders for the purpose of simultaneous delivery and planning;
- Cost levels were set so that CCSA is self-sufficient with an annual surplus at all times; the first year annual surplus is above 3% (3.6%) giving a suitable level of flexibility and at steady state the annual is again over 3% (3.2%).
- The enrichment programme and Post-16 specialism in work-related learning and employability skills are funded appropriately to support the aims we have set
- Pastoral support will, as detailed in Sections C and D, benefit from a funded Chaplain who will share in transition work and be available to all students of any faith and no faith at all times

G1 – budget planning and affordability

- The Trust and Governors will ensure that funding for the school is used for the effective education of its pupils, forward planning by Governors will ensure that cumulative surplus funds are used appropriately for the education of students in the new school
- Given that a level of Diocesan support will operate, part of the above prudence includes incorporation of an element of support service costs to the MAT, with a topslice of 2% which would go towards e.g. school improvement services and independent reviews, while other costs currently borne by CCSA could also transfer to the top slice in the future based on emerging needs and affordability.
- After the financial plan had been constructed, any areas which were 'red flagged' in the Summary tab of the spreadsheet were reviewed and in terms of these areas all are essential to delivering our vision, preserving quality of provision, and meeting our high expectation whole-school targets and individual pupil targets, as per explanations in relevant rows of the Assumptions column in the summary tab

Budget Overview

- There is an operational deficit with an annual surplus due to diseconomy funding in the first two years of operation, which arises due to the need to have a Headteacher and Middle Leadership Team members in-post for curriculum quality and planning purposes when there are only 180 pupils, this is a standard situation with a new Free School and is supported by the aforementioned diseconomy funding (Post-Opening Grant).
- Non-pay costs are 'red flagged' in terms of educational resources but we have used the spreadsheet benchmark figure - and in any eventuality we would wish to see resources focused on the quality of teaching & learning.
- The level of annual surpluses and resultant cumulative surpluses were reviewed, these are set at an appropriate level to help us to invest over the years in additional resources (including ICT refresh) and staffing in terms of internal promotions thus ensuring that pupils benefit from funding while not compromising the quality of provision during the growth phase.
- Teachers are entered in the financial plan towards the top of the main scale, and upper scale for MLT, in order to attract the best applicants and to accommodate incremental drift; we anticipate hiring staff with a range of experience and expertise to match the demands arising from the vision

When setting salary positions we have used the standard national pay scales, with TPS at the current rate, and LGPS employer contributions included for support staff.

The Trust will recruit an appropriate blend of staff with regard to experience in terms of both teaching staff and the support team. The recruitment processes will involve open competition which is particularly important for the Headteacher and SLT posts in drawing a high quality field from national advertising including online.

We value the combination of experienced professionals supporting less experienced staff while themselves benefiting from new ideas from more recently qualified teachers. Such a combination will offer precisely the type of developmental climate for learning that we want to instil and maintain at CCSA where ambitious teachers and support team members receive experiential learning and CPD which equips them to move on in their careers at an appropriate time. This type of developmental climate will assist with the recruitment of high quality staff in future years.

G1 – budget planning and affordability

We have set the initial salary of the Headteacher on the leadership spine at a level which we are confident will attract an excellent school leader with the high levels of experience and expertise needed in order to ensure that leadership and management are of the highest quality. The Headteacher recruitment timescale and process are set out in detail in Section F.

Our support staff team will play a key role in delivering the school's vision. They will be invited to attend whole-staff meetings, where all staff supporting teaching and learning in their various roles can benefit from all relevant information and see the importance of their work in a wider context.

CCSA will select applicants who can join the support staff team as multi-skilled contributors who are flexible in terms of the tasks they are equipped to undertake so that (for example) in the first year post-opening, administrative support team members can undertake a dual role and increase vfm at a time when the total income from per-pupil funding total is at its lowest.

Following completion of the 100% pupil numbers budget we are confident that the financial planning embodies sufficient flexibility in terms of the annual surplus, cumulative surplus and contingency positions to enable the school to cope with unforeseen challenges as well as foreseen issues such as the ability to raise a salary offer (e.g. SLT) where this will help CCSA to appoint the very best people.

As there is never any in-year deficit, there is also no cumulative deficit in any year and the budget is both viable and robust in all years. This secure level of financial planning has also allowed for contingences so that the viability of the school is not compromised at any point. In summary, CCSA will be viable within the expected levels of funding available at both start-up and at steady state and has the means to deliver on our vision and the ambitious targets associated with it.

Section H – premises (use Excel spread sheet)

Please see Excel spreadsheet.

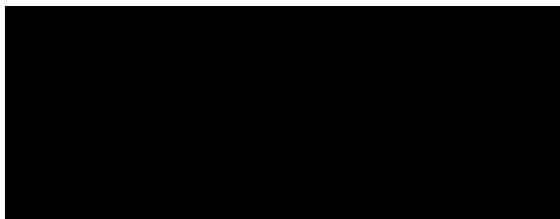
Annexes

Letters of support



Department
for Education

Department for Education
53 – 55 Butts Road
Coventry
CV1 3BH



26 August 2016

Dear

APPLICATIONS FOR FREE SCHOOLS

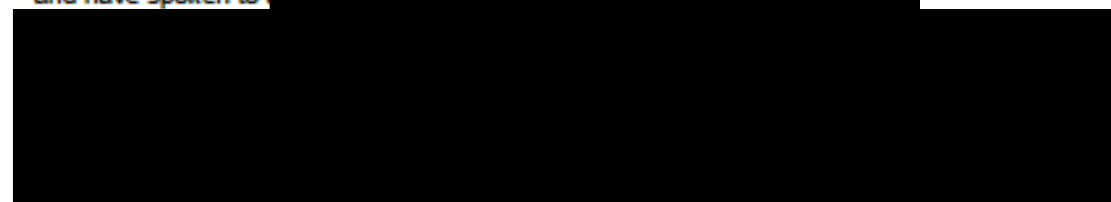
Thank you for the information you provided concerning your plans to open a free school. I have considered this and taken into account your growth as an approved sponsor and multi-academy trust. Consequently in accordance with the DfE guidance document, "Background information and glossary" and in particular page 7 which reads:

"If the RSC 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:

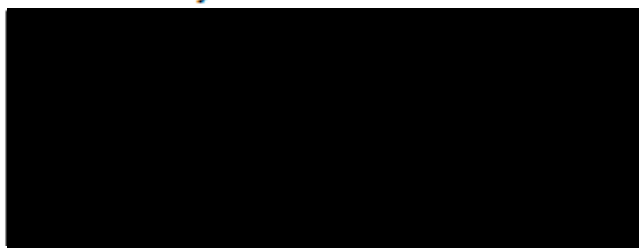
- 1 x 11-19 mainstream secondary school (Birmingham, Church of England owned site adjacent to Christ Church in Yardley Wood, Billesley Ward area of Birmingham).
Proposed number of pupils on roll 6 FE, 1,150 students including 250 in the Sixth Form with planned opening date of September 2019.

You confirmed that you have considered the basic need 'pupil demographic' data for the area and have spoken to



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





Bishop of Birmingham

+D/mr180516

18 May 2016

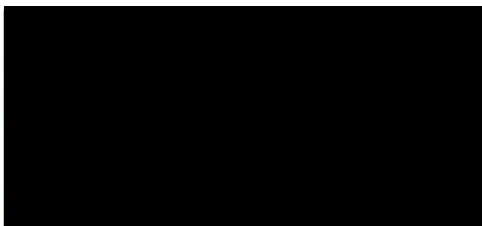
24 MAY 2016

Letter of Support for Christ Church CoFE Secondary Academy

I am writing to confirm that as the Bishop of Birmingham I am delighted to support the application to establish Christ Church CoFE Secondary Academy.

As someone who sees Church schools as a vital part of the Churches gift to the nation I fully support this venture and recognise how important high quality education will be to the young people of Yardley Wood. I am very pleased this is planned to be done within the context of an inclusive Church of England Secondary School.

I want to wish Christ Church CoFE Secondary Academy every success with this venture and look forward to receiving updates on progress to opening, including opportunities to work collaboratively in the future.



18 May 2016

Dear 


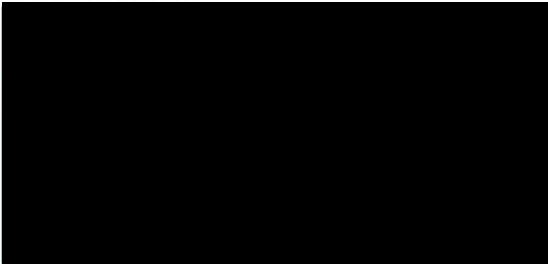
Letter of Support for Christ Church C of E Secondary Academy

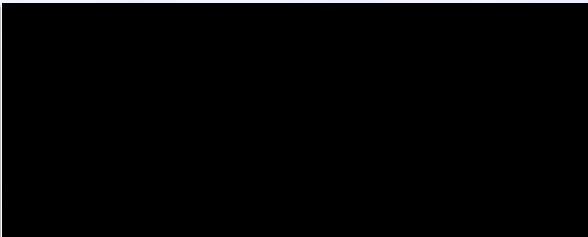
I am writing to confirm my enthusiastic support of the application to establish Christ Church C of E Secondary Academy.

The Cathedral Chapter sees Church schools as a vital part of the Churches gift to the nation. As Mother Church to the Diocese of Birmingham we have a high concern for the young people of Yardley Wood, recognising how important high quality education is to their life-prospects and potential. We wish to see them have the opportunity to benefit from excellent education at an inclusive Church of England Secondary School.

I want to pledge our support and to wish Christ Church C of E Secondary Academy every success. I look forward to receiving updates on progress to opening, including opportunities to work collaboratively in the future.

Yours sincerely





8th September 2016

Dear 

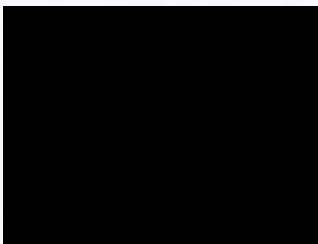
Letter of Support for Christ Church CofE Secondary Academy

As a Church Warden and member of the Parochial Church Council at Christ Church Yardley Wood, I am happy to support the application to establish Christ Church CofE Secondary Academy.

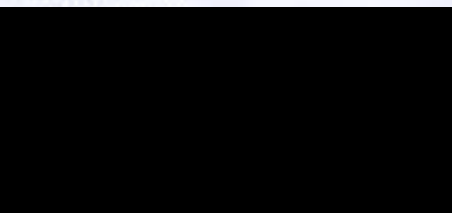
The provision of good quality secondary education in our community would benefit the children who will have a sense of belonging and inclusion rather than the system which scatters them to several schools, involving using public transport, tiring, often long journeys and loses continuity when changing from primary to secondary school. It would also hopefully engage parents during this important period of their children's education. Having a Christian ethos of commitment and care would also benefit each family as a whole.

Yours faithfully,





31 August 2016



Dear 

Letter of Support for Christ Church CofE Secondary Academy

I am writing to confirm that I as a Church Warden of Christ Church Yardley Wood are happy to support the application to establish Christ Church CofE Secondary Academy.

As an established business in the local area, I recognise the importance of high quality education provision, equipping young people with the skills required to embark on successful careers.

I wish Christ Church CofE Secondary Academy every success with this venture and look forward to receiving updates on progress to opening, including opportunities to work collaboratively in the future.

Yours faithfully



7th July 2016

Dear [REDACTED]

Letter of Support for Christ Church CofE Secondary Academy

I am writing to confirm that I am happy to support the application to establish Christ Church CofE Secondary Academy.

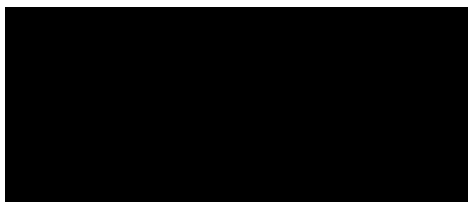
[REDACTED]

[REDACTED] I am aware of the importance of excellent educational provision and outstanding pastoral care. There is certainly a need for a school such as the one you are proposing in this area of Birmingham, and I know that schools which place the safety and pastoral support of their young people at the forefront of their ethos can make a huge and positive difference on the lives of those young people and their families.

I wish Christ Church CofE Secondary Academy every success with this venture and look forward to receiving updates on progress to opening, including opportunities to follow its future development.

Yours sincerely,

29 June 2016



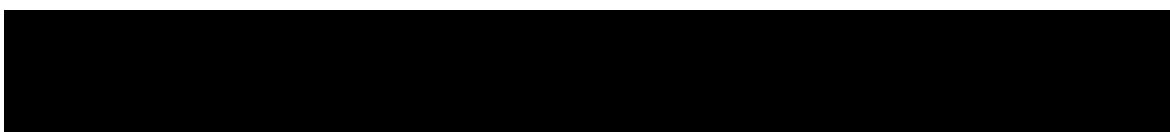
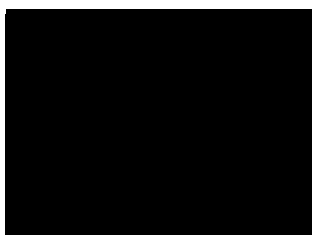
Letter of Support for Christ Church ~~CoE~~ Secondary Academy

I am writing to confirm that St Michael's CE High School are able to offer educational support to the Proposer Group if the application for a new secondary school is accepted by the Secretary of State. Our school prides itself on offering support to educational institutions to improve the education of learners within and beyond our own school.

We can support the development of Christ Church ~~CoE~~ Secondary Academy from application through to opening and beyond, developing a curriculum and structure to ensure that the students who attend the new academy have the best possible chance of securing quality outcomes.

We ~~recognise~~ the need for quality secondary school places in the City of Birmingham and we are delighted to support the opening of Christ Church ~~CoE~~ Secondary Academy which we are confident will fully meet this need.

Yours faithfully,





[REDACTED]
[REDACTED]

16 September 2016

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

Dear [REDACTED],

Letter of Support for Christ Church CofE Secondary Academy

I am writing to confirm that my support for the application to establish Christ Church CofE Secondary Academy.

Having served as a [REDACTED], I am convinced that the area will benefit enormously from this new provision, offering local people a learning environment which will encourage aspiration and give them the skills they need to succeed in the workplace, while also creating new jobs and providing a much needed space for meetings, sport and other recreational activity for local people.

I hope that the Christ Church CofE Secondary Academy is successful in its application and I look forward to hearing good news soon about progress towards its opening.

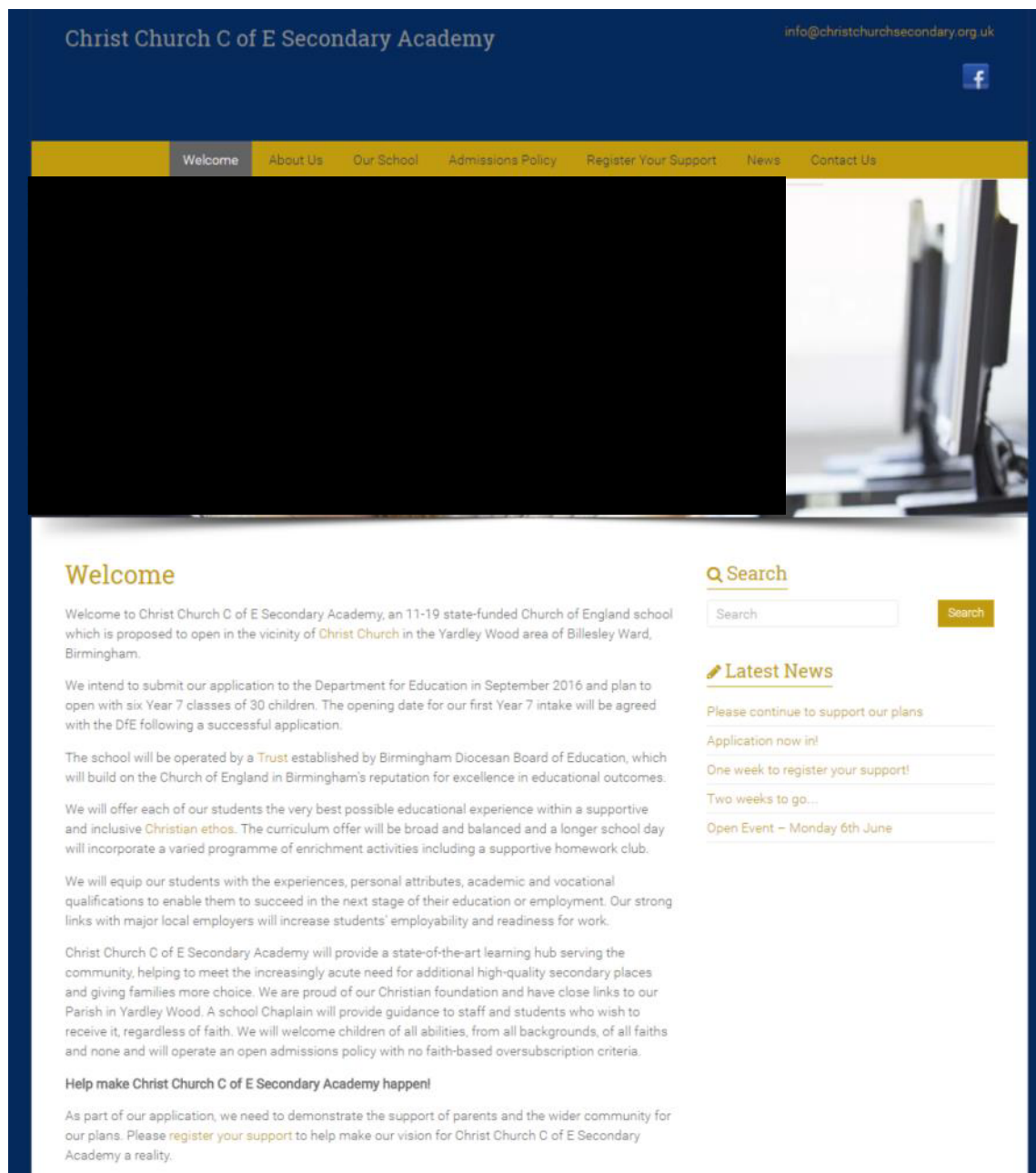
Yours sincerely,

[REDACTED]

Marketing Tools

Website: www.christchurchsecondary.org.uk

15-page website including a registration form and regular news posts:



The screenshot shows the homepage of the Christ Church C of E Secondary Academy website. The header is dark blue with the school's name on the left and the email address 'info@christchurchsecondary.org.uk' on the right, along with a Facebook icon. A yellow navigation bar contains links for 'Welcome', 'About Us', 'Our School', 'Admissions Policy', 'Register Your Support', 'News', and 'Contact Us'. Below the navigation bar is a large image of a computer monitor. The main content area is white and features a 'Welcome' section with several paragraphs of text. To the right of the 'Welcome' section is a 'Q Search' box with a search input field and a 'Search' button. Below the search box is a 'Latest News' section with a list of news items: 'Please continue to support our plans', 'Application now in!', 'One week to register your support!', 'Two weeks to go...', and 'Open Event - Monday 6th June'.

Christ Church C of E Secondary Academy info@christchurchsecondary.org.uk

[Welcome](#) [About Us](#) [Our School](#) [Admissions Policy](#) [Register Your Support](#) [News](#) [Contact Us](#)

Welcome

Welcome to Christ Church C of E Secondary Academy, an 11-19 state-funded Church of England school which is proposed to open in the vicinity of Christ Church in the Yardley Wood area of Billesley Ward, Birmingham.

We intend to submit our application to the Department for Education in September 2016 and plan to open with six Year 7 classes of 30 children. The opening date for our first Year 7 intake will be agreed with the DfE following a successful application.

The school will be operated by a Trust established by Birmingham Diocesan Board of Education, which will build on the Church of England in Birmingham's reputation for excellence in educational outcomes.

We will offer each of our students the very best possible educational experience within a supportive and inclusive Christian ethos. The curriculum offer will be broad and balanced and a longer school day will incorporate a varied programme of enrichment activities including a supportive homework club.

We will equip our students with the experiences, personal attributes, academic and vocational qualifications to enable them to succeed in the next stage of their education or employment. Our strong links with major local employers will increase students' employability and readiness for work.

Christ Church C of E Secondary Academy will provide a state-of-the-art learning hub serving the community, helping to meet the increasingly acute need for additional high-quality secondary places and giving families more choice. We are proud of our Christian foundation and have close links to our Parish in Yardley Wood. A school Chaplain will provide guidance to staff and students who wish to receive it, regardless of faith. We will welcome children of all abilities, from all backgrounds, of all faiths and none and will operate an open admissions policy with no faith-based oversubscription criteria.

Help make Christ Church C of E Secondary Academy happen!

As part of our application, we need to demonstrate the support of parents and the wider community for our plans. Please [register your support](#) to help make our vision for Christ Church C of E Secondary Academy a reality.

Q Search

Latest News

- Please continue to support our plans
- Application now in!
- One week to register your support!
- Two weeks to go...
- Open Event - Monday 6th June

One week to register your support!

 pete caine  Uncategorized

 August 24, 2016

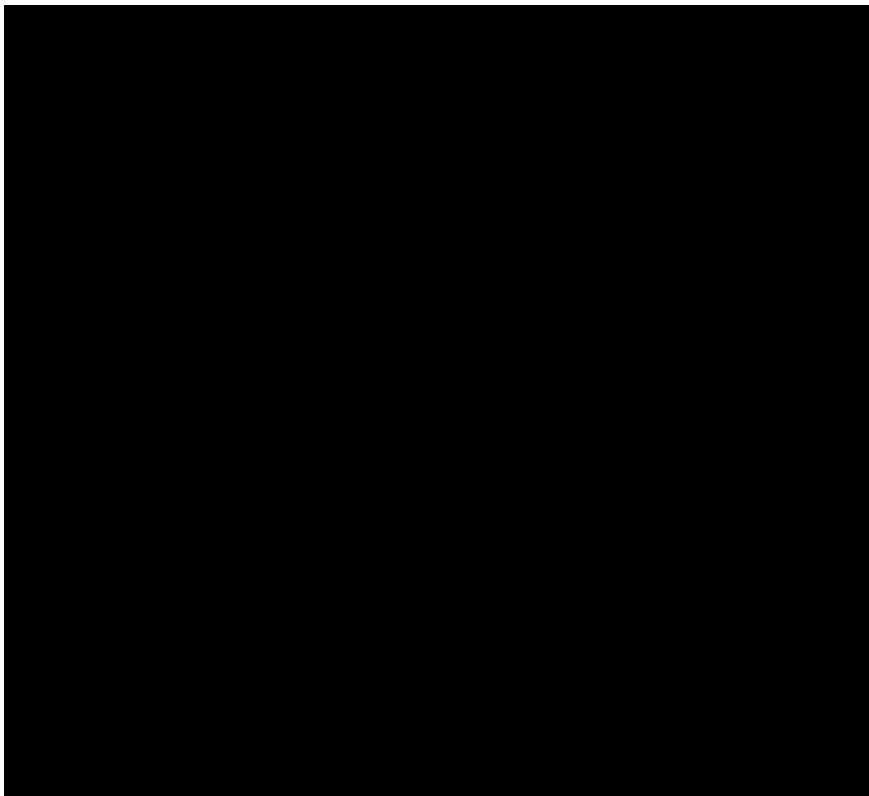
With just one week to go before we submit our bid to the Department for Education to make our vision for Christ Church C of E Secondary Academy a reality, please register your support by **Wednesday 31st August**. Demonstrating the level of support for the school is a key element of our application to the Department for Education and **the higher the level of support, the more chance the school has of being approved**.

If you have not yet registered your support for Christ Church C of E Secondary Academy, please complete the short [online form](#).

You can also share your thoughts and suggestions by emailing us at info@christchurchsecondary.org.uk.

Please spread the word – together we can make this happen!

Christ Church C of E Secondary Academy Team





Curriculum

Our curriculum model is based on the National Curriculum as a broad and balanced platform. With personalised targets and learning pathways for all students, our curriculum will meet the learning needs of all students, regardless of their background, prior attainment, disabilities, stage of English language acquisition and faith.

In Year 7 we will use a thematic approach to curriculum delivery to smooth the transition into secondary school and maximise links between areas of learning. There will be a key focus on literacy and numeracy and Philosophy and Ethics will be a compulsory part of the curriculum. Through KS3, within the focus on core learning, a high emphasis on literacy will be maintained. This will ensure that all students, prior to entering KS4, possess the capacity to access all areas of the curriculum and make the most of the opportunities available in order to equip them with the experiences, personal attributes and academic qualifications needed to succeed in their chosen career.

Examination options available to students at 16 will maintain breadth and balance and include both GCSEs and BTEC options. At Post-16 level, there will be an appropriate mix of qualifications available including a range of A-levels in keeping with the Russell Group list of 'facilitating subjects' together with vocational choices designed to meet local career progression and employer needs.

Pastoral care

Pastoral care within the academy will be exceptionally strong, maintaining high levels of student well-being and self-confidence. A school Chaplain will provide guidance to staff and students who wish to receive it, regardless of faith. The academy will maintain and express a strong belief in young people and will work to deliver what they need to succeed; we will remove barriers and give them every opportunity to achieve and enjoy success in its many and varied forms.

Tolerance, inclusivity and community cohesion will underpin the Christian ethos of the school, in which every individual is given the opportunities to flourish. We will seek high-quality national benchmarks to underpin this ethos, including the anti-bullying *Diana Award* and *Stonewall School Champion* status. The school will also work with local agencies and organisations to provide an all-round hub for support, advice and care for the whole community.

Enrichment

We will actively seek to identify talents in all children. A longer school day, finishing at 4.30pm, will incorporate a varied programme of enrichment activities including performing arts productions, dance and gymnastics, a debating society, sports and games including competitive matches, computer/internet clubs including programming and other technological activities, community work, enterprise opportunities and Duke of Edinburgh Awards. Breakfast clubs and a supportive homework club will also be available.

The mix of clubs, societies and sporting activities on offer will form a varied programme staffed by teachers, parents, volunteers and invited experts, reinforcing and supplementing students' enjoyment of learning and boosting progress.

Search

Search

Latest News

- [Please continue to support our plans](#)
- [Application now in!](#)
- [One week to register your support!](#)
- [Two weeks to go...](#)
- [Open Event – Monday 6th June](#)

Register Your Support

As part of our application, we need to demonstrate the support of parents and the wider community for our plans. Please register your support below.**

I support the establishment of Christ Church C of E Secondary Academy and am *

- a Parent
- a Community Member/Local Resident
- a Teaching/Educational Professional
- a Local Business/Employer
- an 'Other'

Number of children due to attend a secondary school in the future *

Faith *

- No religion
- Rather not say
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Other

Would you consider Christ Church C of E Secondary Academy as a first choice option for your child(ren) if it is approved? *

- Yes
- No

Contact telephone number *

Note: you would only be contacted by telephone if the school is approved to pre-opening, so as to offer you an early opportunity to apply for the school.

Title *

- Mr
- Mrs
- Miss
- Ms
- Dr

First Name *

Last Name *

Postcode *

What is your personal view on your local secondary schools' standards? *

- They are excellent
- They are good
- They are satisfactory
- They could be better
- They are poor

Can you state up to 3 issues that you would like those behind Christ Church C of E Secondary Academy to take on board? *

- I can't think of any for the moment
- Yes I can give you up to three issues

How would you suggest Christ Church C of E Secondary Academy could be used as a community resource? *

- Public use of sports facilities
- After-school club(s)
- Holiday playscheme
- Community events – including arts and cultural events
- After-school meetings of local voluntary groups and committees
- Adult learning and training courses
- No suggestions at this time


My e-mail is: *

Note: you would only be contacted by e-mail to confirm (a) the application has been successful and (b) (only if a parent) to offer you an early opportunity to apply for the school (if applicable).

I would like to be kept updated with the school's progress. *

- Yes please
- No thank you

Spam

 I'm not a robot 

Submit



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Baptisms, Weddings & Funerals	Parish Notice Board	Christ Church Academy	Our Christian Life	Our Church Life	Our Parish Life	Special Events	Groups	CC Club	The Organ	History	The Graveyard	Bi G
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CHRIST CHURCH ACADEMY

Yardley Wood Birmingham

The Church of England in Birmingham proposes to establish an Academy in the Parish of Yardley Wood.

This is in response to the current and future pressures for secondary school places in a city which continues to experience growth in terms of rising birth rates in one of the youngest cities in the United Kingdom.

The new school will have a Church of England Foundation but will be open to all pupils: those who have a faith and those who don't. Hard work, honesty, responsibility, team-work, respect, co-operation and self-discipline will be hallmarks of the distinctive ethos and climate of our proposed new school.

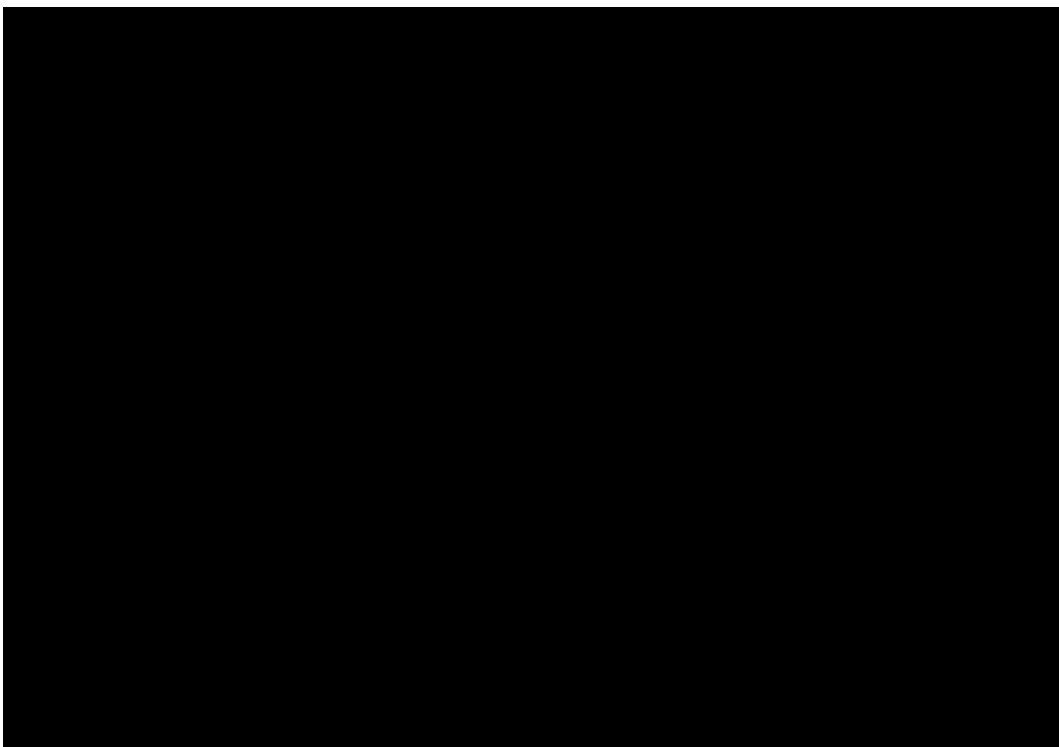
Transforming the lives of young people through enabling them to think for themselves and act for others will be at the heart of our vision as a Church of England School.

Please register your interest in this new venture by completing the short Questionnaire on the website:

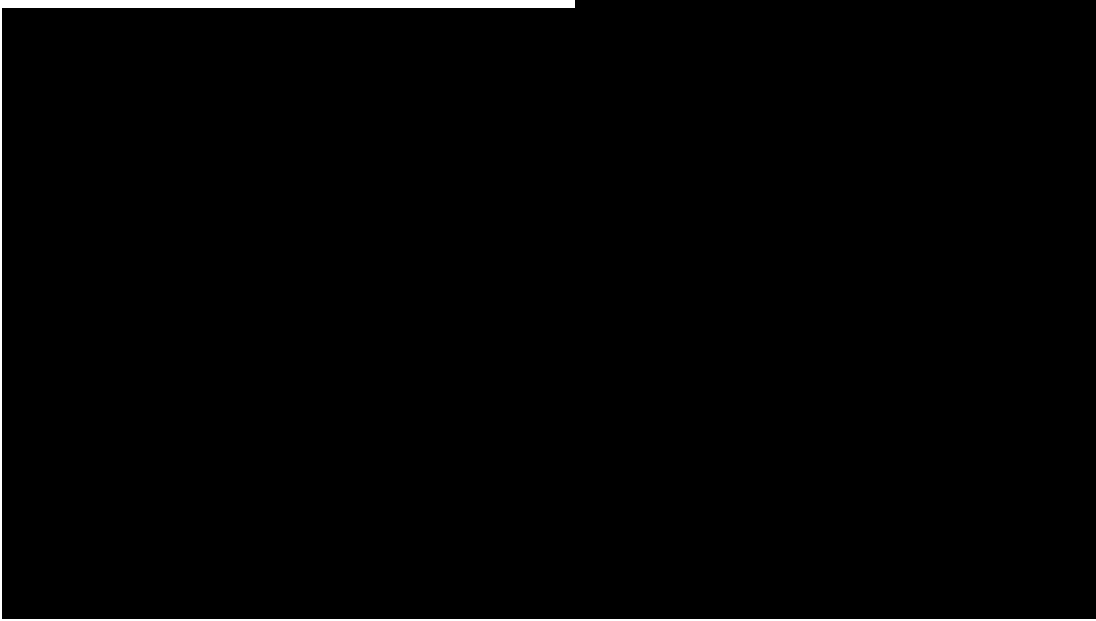
www.christchurchsecondary.org.uk

[Go back to the top of the page](#)

Facebook: www.facebook.com/Christ-Church-C-of-E-Secondary-Academy



Total number of Likes at 23.09.16: 69



Facebook advertising campaign to promote page likes, 16.06.16 – 23.06.16




Reach: 4,743 people. Results: 41 page likes

B14 NEWS B14 News
25 June · 🌐

Plans to create a new secondary school in Yardley Wood are to be put forward by The Church of England.

The application to establish Christ Church C of E Secondary Academy, a state-funded secondary school for 11-19 year olds, will be submitted September 2016 and is set to open in the vicinity of Christ Church on School Road, although the preferred site has not yet been confirmed...



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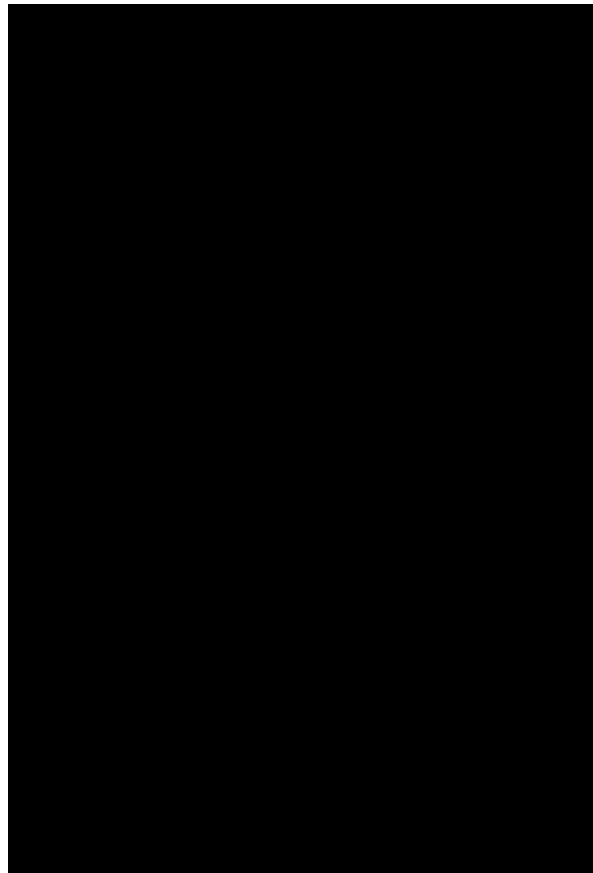
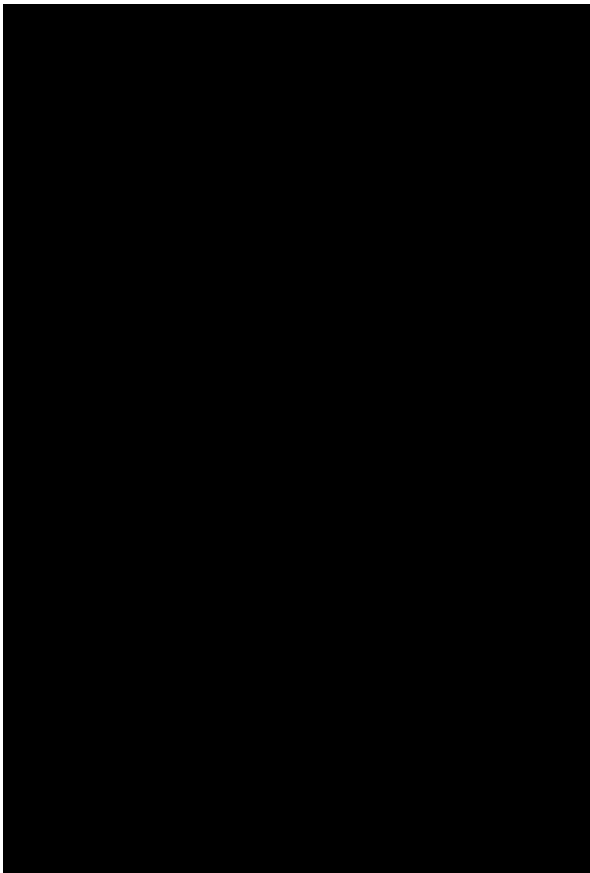
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Press coverage

25.06.16

www.b14news.co.uk/plans-for-secondary-school-in-yardley-wood

Plans to create a new secondary school in Yardley Wood are to be put forward by The Church of England.

The application to establish Christ Church C of E Secondary Academy, a state-funded secondary school for 11-19 year olds, will be submitted September 2016 and is set to open in the vicinity of Christ Church on School Road, although the preferred site has not yet been confirmed.

The school is being set up to help alleviate the shortage of secondary school places in the area with Birmingham falling short of over 1,000 places this year alone.

If approved, the school will open with six Year 7 classes of 30 children. It will receive a new intake of Year 7 students each September thereafter until it reaches full capacity of 1150 students, including 250 in sixth form. The opening date for the first Year 7 intake will be agreed with the DfE following a successful application.

Parents and members of the wider community in support of the school are asked to register their interest via the schools website: www.christchurchsecondary.org.uk

You can also share your thoughts and suggestions by emailing: info@christchurchsecondary.org.uk.

Christ Church C of E Secondary Academy will be operated by a new Trust established by Birmingham Diocesan Board of Education. An open admissions policy with no faith-based over-subscription criteria means the school will serve the diverse communities and cultures and give families more choice for their children's secondary education.

Education, "Christ Church C of E Secondary Academy offers a clear and exciting proposition for parents and children; a state-of-the-art learning environment in which each and every pupil will be supported and encouraged to achieve their personal best, both academically and as they grow into young citizens and members of our community. This will be accomplished within the context of an inclusive Christian ethos affirming of all pupils, including those who have a faith and those who do not."

added, "We are proud of our Christian foundation and have close links to our Parish in Yardley Wood. The Church of England in Birmingham believes every child is unique and deserving of the very best education. This is central to our vision and plans for the school which aims to make a positive difference to the lives of all students and their families. As we now prepare to submit our application to the DfE we need to demonstrate the support of local parents and members of the wider community."

Post tagged: Christ Church C of E Secondary Academy The Church of England yardley wood