

Section C: - Vision

C1: Proposition

C2: Our Vision for the Free School

C3: Why John Taylor MAT is the best Trust to set up and run this school

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C1: Proposition:-

John Taylor Multi-Academy Trust proposes to establish a Free School to the west of Burton on Trent, Staffordshire in order to meet a demonstrable and increasing need for secondary school places in the locality, created by new housing developments. Our proposal, endorsed by local schools, Staffordshire County Council and the Regional Schools Commissioner (West Midlands) will ensure effective provision for local demographic growth (projected to require an initial planned admission number of 210 (7 classes in Key Stage 3) for September 2018, rising to a certain 8 FE by 2022 with the potential for a further 4 FE by 2031).

John Taylor Free School (working name) will therefore look to open in September 2018 with 7 classes into Years 7, 8 and 9 (indicatively, five classes in Year 7, one in Year 8 and one in Year 9) and subsequently flex its growth pattern in line with housing completion, windfall developments and demographic changes. Whilst it may be more problematic for the new school to admit children into several year groups from Year 1 (as opposed to a Year 7 intake only), the Trust views its moral purpose as to serve the children residing in the new housing community where at all possible.

A site has been identified by the local authority, and has received planning permission.

C2: Our Vision for the Free School

John Taylor Multi Academy Trust wishes to build on the success of the John Taylor High School and use their expertise and educational leadership in the area to replicate many of the key areas of the curriculum in a new 11- 18 8FE free school built in the centre of a large new housing development of both owner occupied and social housing.

Our knowledge of the cohort is limited as the houses have not been built, but we are aware that this will be a wide group of people from all over the area and wider country who will need to be led and moulded into a strong and resilient community. The Trust as a confident community hub will enable people moving into these new houses to work together to build a highly educated, cohesive and welcoming community. The Trust will encourage a wide range of groups such as scouts/guides, sports clubs and community groups to use the school facilities to enable all age groups to come together. The Trust will facilitate summer schools, weekend activity courses and an

adult education offer (to be determined by the needs of the community subsequently) to enable the whole community to learn new skills and knowledge.

The Curriculum will mirror many of the successes of the broad and balanced curriculum on offer at John Taylor High School and build on the Ofsted-praised 'STRIPE' (Self Manager, Team Worker, Reflective, Innovate and Create, Participate, Enquirer), skills curriculum that enables young people to become independent learners with excellent attitudes to their own learning. The new free school will replicate and further develop the high quality student leadership programmes at all levels and add to that leadership specialism a focus on the most able (replacing our previous work via a gifted and talented programme). The new free school will develop a trust wide programme that will enable the most able students to make the most of their abilities and get access to the best courses at the Russell Group Universities. The Free School will offer courses to the most able not only to those within the new school but for students from other local secondary schools and those from the primary sector that are in Trust schools. The ultimate ambition is for the new free school to become a regional centre of excellence for the teaching of the most able students.

The new John Taylor Free School will work closely with the John Taylor High School at post 16. The two schools will dovetail aspects of their timetables and employ staff across the schools to enable the Trust to offer a wider range of A levels and support those courses that would be difficult to sustain in a single school.

The Trust already has strong relationships with business, universities and is the host school for the National Forest Teaching School Alliance and runs its own SCITT. We will use these relationships and expertise to enable the Trust to push all students, whatever their background to achieve their very best. The Trust has already been praised for its work with pupil premium students and intends to develop this strongly in the new free school.

The school will:-

- Have an inclusive approach that offers the best education for all local 11 – 18 year olds.
- Be non-selective, welcoming children of all faiths, social, ethnic and cultural backgrounds.
- Offer a broad, balanced, high quality curriculum, underpinned by exceptional support, care and guidance.
- Be a learning hub for the wider community, seeking to contribute to cohesion in an area of new housing development with limited alternative local amenities.
- Work effectively alongside neighbouring schools.
- Equip its young people with the knowledge, experiences, skills and attributes to enable success beyond school.
- Further the innovative heritage of John Taylor High School, through the extension of its founder school's strengths: the achievement and progress of the most able, the acquisition of key learning skills, and the development of leadership attributes and experiences – both within and beyond the taught curriculum.

C3: Why John Taylor MAT is the best Trust to set up and run this school:

John Taylor High School was the first 'converter' academy in Staffordshire and changed its status on 1st November 2010. From that point, it has an impressive trajectory of organisational development. In 2012, it received an 'outstanding' judgement in its Whole Government Audit (WGA) review, demonstrating extraordinary maturity in its governance and finance systems for a relatively new academy. In March 2013, it was designated a National Teaching School, with its Principal undertaking the role of National Leader of Education (NLE). The following year (again in March), John Taylor was judged 'outstanding' in all areas, including sixth form, by Ofsted.

In the summer of 2014, the academy established itself as John Taylor Multi-Academy Trust (JTMAT). With its Chair of Governors now a National Leader of Governance (NLG), and its Principal voted onto the Regional School Commissioner's Headteacher Board, the academy pledged to extend its vision and expertise beyond the school from which both emanate.

On 1st September 2015, Kingsmead School (1215 NOR, in Cannock) joined JTMAT, and the Trust has worked tirelessly to improve cultures, structures and outcomes at the school. Already, the dividend of this work is evident across the school community. 1st April and 1st May 2016 saw Thomas Russell Infants School and Yoxall St Peters CE Primary School (both East Staffordshire) joining JTMAT, providing greater diversity to our experience and expertise and strengthening our organisational structures – ready for the inclusion of a Free School.

Throughout all of these developments, John Taylor High School has seen the rise and continuation of exceptional outcomes for children of all abilities. In both 2014 and 2015, the school was the only non-selective provider in Staffordshire to receive a Pupil Premium Award, was commended by the Schools Minister as one of the top 100 non-selective state schools in the Country for EBacc achievement, and is consistently cited by SSAT as a 'High Performing' school. Having 'opted in' to Progress 8 calculations for 2015, again the school demonstrated impressive outcomes (with a score of 0.55), illustrating its ability to add value.

John Taylor High School is situated approximately three miles away from the proposed location for our Free School. This means three things:-

- As a hugely over-subscribed school, despite having moved from 8FE to 9FE in 2015, we can evidence local demand for our educational offer.
- As a highly successful school, we can demonstrate our ability to deliver outstanding outcomes in this area to communities not dissimilar to that proposed for the Free School, and would seek to replicate our provision there.
- As the closest neighbouring secondary school, we can resolve the logistical issues around providing for a full curriculum offer to a school that will not initially be full, and then

- subsequently show where creative and efficient collaborations can exist between our High School and the Free School once the latter is mature.

The Alternative Local Offer

There are four secondary schools within the town boundaries of Burton-on-Trent itself, all of which are designated as “Requiring Improvement”, none of which are academies. A John Taylor MAT Free School therefore represents the best local educational offer for children and families in this area.

Taken from 2015 Performance Tables (source: gov.uk), it is evident that the expansion of existing provision in the town of Burton (comprising the schools of Paget, Paulet, Abbot Beyne, De Ferrers and Blessed Robert Sutton) would not provide a quality offer to service the educational needs of the new community being established in Tatenhill. Moreover, the distances that young people would be required to travel would be in prohibitive in the case of several of the possible schools. Finally, demographic growth and further housing expansion growth in other areas of the town (see Section E) will lead to these existing providers also being fully populated.

Figure 1

School	Distance (miles) ¹	Travel Time (minutes)	Expected Progress English	Expected Progress Maths	5 A*-C (En + Ma)	% EBacc	At least 3 A Levels A*-E	%AAB or higher in 2 facilitating subjects	% Pupils staying in education post-16	Ofsted Rating (Date of last inspection)
John Taylor High School	2.9	6	77	79	77	50	82	18	97	1 (20/3/14)
Paget High School	1.4	4	42	49	28	3	50	0	88	3 (25/6/15)
De Ferrers Academy	4.6	15	74	69	66	37	70	6	92	2 (25/4/12)
Abbot Beyne School	5.0	14	76	67	60	20	63	4	87	3 (8/5/15)
Blessed Robert Sutton Sports College	4.7	13	67	74	59	20	54	0	92	3 (18/9/14)
Paulet High School	4.5	13	62	68	46	9	69	0	90	3 (18/9/14)
England-State funded schools			71.1	66.9	57.1	24.3	77.2	11.8	90	

¹ Taken from Google Maps

C4: Vision and Ethos: - John Taylor MAT

Taken from our Strategic Plan (2016-19):-

Mission Statement

'We believe in the power of education to improve lives – and the world'

This statement is at the heart of the John Taylor story. We are driven to ensure that our community can realise its true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Keys to Success

These translate with our Trusts' objectives, again as expressed in our Strategic Plan: **Our commitment to ensure learning is at the heart of all we do:** Keeping "the main thing, the main thing" – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.

Collegiality: Listening to others, sharing with others, learning from others

Objectives: -

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities, teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.

- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

An experienced and highly effective core MAT team, supported and regulated by an exceptional Board of Directors, moves these objectives forward for every child, in every one of our academies, every day. Our ambition is that the children and families residing in the new housing development can benefit from, and contribute to, the furtherance of these objectives, in the spirit of our mission. The Trust has the capacity and capability to match its ambition.

Finally, the opening and running of this proposed Free School is commensurate with John Taylor Multi-Academy Trust's strategic aspirations. The size, nature and context of this school is perfectly aligned to the Trust's growth model. It provides yet further organisational capacity and educational dynamism to an increasingly-important Trust for this locality. In its Strategic Plan, the Trust projects itself to become a group of eight academies by 2019 (compared with its current four), with both primary (three further schools) and secondary growth (one school) anticipated. Naturally, these projections are subject to revision. However, the Trust Board wholeheartedly and unanimously endorse this proposal as an ideal opportunity to provide exceptional educational provision to more communities in our area, and to further the Trust's objectives.

Section D1- Education Plan

Numbers growth over time

It is our intention, in accordance with timescales endorsed by the local authority and assuming that they remain accurate, to open the Free School in September 2018 with – indicatively - five forms of entry in Year 7, one class in Year 8 and one class in Year 9. We feel that this approach, of being full to capacity as an 8 FE secondary school within four years (five for 6th form) matches with the rationale of the increasing population and need for places within the area as outlined in section C.

Figure 2

	2018	2019	2020	2021	2022
Year 7	7 classes from Years 7-9 (c210) ²	14 classes from Years 7-9 (c420)	210	240	240
Year 8			210	240	240
Year 9			210	240	240
Year 10	Students will not be admitted to the Free School for Key Stage 4 and 5 education at this stage. Students from Year 9 admitted in 2018 would continue their education at John Taylor High School.		90 approx (Co-delivered with JTHS)	240	240
Year 11			120 (Co-delivered with JTHS)	240	
Year 12			30 approx (Co-delivered with JTHS)	200	200
Year 13			30 (Co-delivered with JTHS)	200	
Totals	210	420	630 KS3 90 KS4 30 KS5	1310	1600

Arrangements for the admission of children to the school:

We recognise that housing growth projections are subject to adjustment, and also that the demographic composition of new housing is unknown at present. In this context, the Free School will engage in regular and positive dialogue with both housing developers (this dialogue is established already) and with the admissions team/school organisation team at Staffordshire County Council re: place planning. The aim of such discussions is to ensure that the school has the capacity to admit students from the new housing developments, but that it does not have such a capacity surplus that it fills its student cohorts with children either already at other secondary schools, or where place planning would project their admission to another school in Year 7. However, we will ensure viability of the school against the above projected numbers,

² Assumed as per Staffordshire County Council letter of support (5 x Y7, 1 x Y8, 1 x Y9) but needing to be flexible re: housing developments.

and are reconciled to the fact that this may require admitting children on the basis of parental choice alone in the first few years of the school's operation. (See Section D1 (ii) below for details regarding admissions and transition arrangements).

Section D: Education plan – Part 2

D1: The Curriculum

D2: Measuring Pupil Performance

D3: The Staffing Structure

D4: Ensuring Inclusivity

D1: The Curriculum: The Offer

The curriculum offer for the Free School will draw significantly from the model currently deployed at the Founder Academy, John Taylor High School – a model that delivers added value to students of all abilities, and sees them achieve impressive outcomes when compared against local and national norms:

“The range of courses and subjects taught is broad, balanced and responsive to the interests and abilities of students. Literacy is embedded across subjects and is a real strength.”

John Taylor High School Ofsted Inspection Report, March 2014

Featured below are elements of enhancement to this curriculum offer, or where there is a distinct difference of approach between provision at the Free School and the Founder Academy. The Trust is aware of its requirement to offer diversity and choice, and the opportunity presented to work innovatively in a new context. We believe that this curriculum offer is therefore one of low risk (building on a track record of excellence and tried and tested delivery models) yet high rewards (offering choice and innovation, and ensuring that the new school has a distinct character and identity of its own).

This section also highlights opportunity for co-delivery with John Taylor High School. Due to the close proximity of the founder academy (2.9 miles, a five minute drive), there is scope – particularly as the new Free School is growing in student numbers – for teaching to be delivered across both schools and, when the new school reaches maturity, for creative learning experiences (e.g. competitions and events) and setting (to challenge students of all abilities – but particularly the most able at Advanced Level) across schools to occur. In this context, the school days (i.e. 5 days x 6 x 50 minute lessons [including some ‘doubles’]) and school years will be aligned.

Pupil Profile:

It would be a fair assumption that the profile of students currently attending the three nearest schools to the housing development (John Taylor High School, Paget High School, De Ferrers Academy) would be a fair reflection of the students who will attend the Free School, given that the householder mobility in the town of Burton is relatively

modest (i.e. families tend not to move great distances) according to housing developers.

We have therefore aggregated the profiles of these three schools, acknowledging the size of each school to provide a 'weighting' (De Ferrers being the largest of the three, Paget being the smallest) to produce the table below. However, a distinct minority community resides in an area of Burton at a high level of density (proximity to the local mosque, family and cultural ties etc.) and the extrapolation of data relating to this specific ethnic community as part of a 'bigger picture' should be undertaken with caution (see below).

The Free School would be potentially likely to have the following pupil profile characteristics:

Figure 3

Groups	JTHS	De Ferrers	Paget	Free School Aggregation	Notes
% AOTH		1	5	1.5	
% APKN	4	15	35	15.4	The high density grouping of this community may reduce this percentage from the aggregation
% WOTH	1	1	8	2.4	
% WBRI	94.1	81	50	79.3	This is a minimum projection
% EAL	4.3	17.2	41.5	17.8	This is a maximum projection
% SEN	4.9	4.5	16.5	7.1	
% FSM	3.9	11	12.1	8.8	
NOR	1510	2000	909	1500	

The Free School will therefore look to ensure that accessibility to the curriculum (for example, readability of texts, SEN support, scheme of work content, programmes of study) and inclusion strategies (for example, pastoral care, community links and relationships, tutor programme of study) are sufficiently tailored to meet the needs of the school community.

Finally, we have analysed the profile of residents into the newest housing to be constructed in the vicinity (140 houses in Efflinch Lane, Barton-under-Needwood) which indicate the ethnic profiling above may over-estimate BME residency in the new community were buying trends to be replicated.

Key Stage 3 Transitional Curriculum Model

As house building will progress at differing rates, and occupancy will generate students of differing ages for the school, we propose to adopt the outline below in order to 'weatherproof' the curriculum – and its consequent staffing – particularly in Years 1 and 2 (i.e. 2018/19 and 2019/20).

Figure 4

Year after Opening	Teaching Year Group			Notes
	Year 7	Year 8	Year 9	
Year 1	STRIPE Curriculum 'A' - Differentiated by age/ability			Plan STRIPE Curriculum 'B'
Year 2	STRIPE Curriculum 'A' – Differentiated by ability	STRIPE Curriculum 'B' - Differentiated by age/ability		Plan STRIPE Curriculum 'C' – Discrete subjects plus focus days
Year 3	STRIPE Curriculum 'A' – Differentiated by ability	STRIPE Curriculum 'B' – Differentiated by ability	STRIPE Curriculum 'C' – Discrete subjects plus focus days	
Year 4	STRIPE Curriculum 'A' – Differentiated by ability	STRIPE Curriculum 'B' – Differentiated by ability	STRIPE Curriculum 'C' – Discrete subjects plus focus days	

Key Stages 4 and 5: Transition Arrangements

The provision of high quality qualifications, and a broad and balanced offer to students preparing for external examinations is of paramount importance. As a result, the Free School will work structurally and proactively with the Founder Academy (i.e. John Taylor High School) in the earliest years following its opening to ensure access to such provision. This will, we envisage, initially involve the sole delivery of Level 2 and Level 3 qualifications at John Taylor High (only 2.9 miles or a 5 minute drive away), followed by a period of 'co-delivery' (see Fig 2) until full, independent delivery at Key Stage 4 is viable (anticipated in Year 4 – 2020/21) and largely viable at Key Stage 5 (a similar timeframe). This is, of course, an indicative projection, and the schools (the Free School and John Taylor High School) will work together, under the supervision of the CEO and the MAT Board, to flex this model of delivery dependent upon student numbers and curriculum need. However, at Key Stage 5 co-delivery of low take-up subjects (e.g. Music, German) may be advantageous to continue indefinitely for students at both the Free School and the Founder Academy.

Year 7 Final Curriculum/Transitional Curriculum for all students joining in Key Stage 3 in Year 1

Figure 5

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	3.3	Y	Of which 2.5 hours is delivered through the STRIPE curriculum
Mathematics	3.3	Y	Of which 2.5 hours is delivered through the STRIPE curriculum.
Science	3.3	Y	Delivered as discrete lessons
History	1.7	Y	All of which will be delivered through the STRIPE curriculum.
Geography	1.7	Y	All of which will be delivered through the STRIPE curriculum.
Religious Education	0.8	Y	Delivered as discrete lessons/Year 9 GCSE
D & T/ Food & Nutrition	1.7	Y	All of which will be delivered through the STRIPE curriculum.
Drama	0.0	Y	Drama delivered in English lessons.
Physical Education	1.7	Y	Delivered as discrete lessons.
Art	1.7	Y	All of which will be delivered through the STRIPE curriculum.
Music	0.8	Y	Delivered as discrete lessons.
Computer Science	0.8	Y	All of which will be delivered through the STRIPE curriculum.
MFL	3.3	Y	Delivered as discrete lessons.
Tutor Period ³	0.8	Y	All of which will be delivered through the STRIPE curriculum.
Enrichment	0.8	Y	Delivered through clubs and engagement in sports teams. ⁴

³ For Year 9 classes in years 1 and 2 of school opening, this will become an additional RS lesson to enable students to commence GCSE

⁴ There is an expectation that all students of all ages and abilities at the Free School engage in at least one enrichment opportunity out of hours, for (on average) the equivalent of a minimum of one lesson per week.

Year 8 Final Curriculum

Figure 6

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	3.3	Y	Of which 0.8 hours is delivered through the STRIPE curriculum
Mathematics	3.3	Y	Of which 0.8 hours is delivered through the STRIPE curriculum
Science	3.3	Y	Delivered as discrete lessons.
History	0.8	Y	All of which is delivered through the STRIPE curriculum
Geography	0.8	Y	All of which is delivered through the STRIPE curriculum
Religious Education	1.7	Y	Delivered as discrete lessons.
D & T/ Food & Nutrition	1.7	Y	All of which is delivered through the STRIPE curriculum
Drama	0.0	Y	Drama delivered in English lessons.
Physical Education	2.5	Y	Delivered as discrete lessons.
Art	1.7	Y	All of which is delivered through the STRIPE curriculum
Music	0.8	Y	Delivered as discrete lessons.
Computer Science	0.8	Y	All of which is delivered through the STRIPE curriculum
MFL	3.3	Y	Delivered as discrete lessons.
Tutor Period	0.8	Y	Delivered as discrete lessons.
Enrichment	0.8	Y	Delivered through clubs and engagement in sports teams. (see Y7 footnote)

Year 9 Final Curriculum

Figure 7

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	3.3	Y	Delivered as discrete lessons.
Mathematics	3.3	Y	Delivered as discrete lessons.
Science ⁵	3.3	Y	Delivered as discrete lessons.
History	1.7	Y	Delivered as discrete lessons.
Geography	1.7	Y	Delivered as discrete lessons.
Religious Studies ⁶	1.7	Y	Delivered as discrete lessons.
D & T/ Food & Nutrition	1.7	Y	Delivered as discrete lessons.
Drama	0.0	Y	Drama delivered in English lessons.
Physical Education	2.5	Y	Delivered as discrete lessons.
Art	0.8	Y	Delivered as discrete lessons.
Music	0.8	Y	Delivered as discrete lessons.
Computer Science	0.8	Y	Delivered as discrete lessons.
MFL	2.5	Y	Delivered as discrete lessons.
Tutor Period	0.8	Y	Delivered as discrete lessons.
Enrichment	0.8	Y	Delivered through clubs and engagement in sports teams. (see Y7 footnote)

⁵ GCSE Science commences

⁶ GCSE RS commences

Key Stage 4 Curriculum

Figure 8

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
English	5.0	Y	GCSE (x2) Delivered as discrete lessons.
Mathematics	4.2	Y	GCSE Delivered as discrete lessons.
Science	5.0	Y	GCSE (x2 or x3) Delivered as discrete lessons.
Religious Studies	0.8	Y	GCSE Delivered as discrete lessons.
Core PE	1.7	Y	Non –examined. Delivered as discrete lessons.
Options Subjects (3 from the list below)			
To include, but not exclusively: History Geography Computer Science Modern Foreign Languages Drama Art PE Business Studies Product Design Food & Nutrition Music <u>Vocational Courses:</u> Health and Social Care Business	7.5	N	All GCSE, with the exception of vocational courses (currently Level 2 BTEC – single award) Delivered as discrete lessons with 2.5 hours of study per option subject.
Tutor Period	0.8	Y	Non-examined Delivered as discrete lessons.
Enrichment	0.8	Y	Delivered through clubs and engagement in sports teams. (see Y7 footnote)

Key Stage 5 Table

As the Free School grows, students will be able to benefit from a co-delivery model with John Taylor High School through shared timetabling and aligned arrangements for the school day.

The current Post-16 subject offer for John Taylor High School is set out below:
Figure 9

Course Name	Course Level
Applied Science	BTEC Level 3
Art & Design	A Level
Art & Design	BTEC Level 3
Biology	A Level
Business	A Level
Business	BTEC Level 3
Chemistry	A Level
Computer Science	A Level
Drama	A Level
Economics	A Level
English Language	A Level
English Literature	A Level
Extended Project	AS Level
French	A Level
Further Maths	A Level
Geography	A Level
German	A Level
Health & Social Care	BTEC Level 3
History	A Level
ICT	BTEC Level 3
Law	A Level
Maths	A Level
Music	A Level
PE	A Level
Physics	A Level
Product Design	A Level
Psychology	A Level
Philosophy & Ethics (Religious Studies)	A Level
Sport	BTEC Level 3

In addition, the Free School will add diversity and choice to the offer provided to students at both schools through a sixth form provision that includes:

Post 16 John Taylor Free School Offer⁷ (Proposed)

Based on demand, not only from the Free School itself but also from John Taylor High School students and those attending other local providers for Key Stage 4, the school will look to offer a number of the following (in addition to full access to the John Taylor High School offer above):

Figure 10

COURSE -all vocational (new BTEC National qualifications at ‘Diploma’ level – equivalent to two Advanced Level courses)
Travel & Tourism
Engineering
Land Based Technology
Music Technology
Performing Arts
Hospitality
Pharmaceutical Science
Childcare (CACHE qualification – i.e. not BTEC, but widely recognised as most appropriate qualification)

We envisage that as the Free School grows there will need to be duplication of subject delivery at both schools – especially for popular offers such as Mathematics. However, there may here be some scope for creative timetabling – e.g. setting across both schools to challenge the most able at Advanced Level.

This offer will address omissions in provision from current local providers, and is responsive to employment opportunities in the locality of the Free School. For example, the Free School being in close proximity to St George’s Park (the FA’s National Football Centre) and several large hotels and spas indicates clear scope for post-16 development of Hospitality, as does the rural setting of the school’s wider community denote the viability of a Land Based Technology qualification.

⁷ In addition to full access to the John Taylor High School Sixth Form offer above.

The Curriculum: Further Information

- i) The aims and ethos of the curriculum
- ii) Primary transition, and Key Stage 3, the Curriculum
- iii) KS4, the Curriculum
- iv) Students with Additional Needs (SEN, EAL, G&T, LAC, PP/FSM, Catch up) and working with the most able
- v) Co-Delivery Opportunities in Partnership with the Founder Academy.
- vi) Student voice, enrichment, and leadership

i) The aims and ethos of the curriculum

Aim:

“We believe in the power of education to improve lives – and the world.” This statement, at the heart of John Taylor Multi-Academy Trust, will also be at the heart of the curricular and extra-curricular provision offered at the Free School. All themes and subjects, and the effectiveness of their delivery, have been constructed to improve the lives, both current and future, of the children we serve, and in so doing enable them to in turn improve the world around them – locally, nationally, and globally.

Ethos:

For all associated with the John Taylor community of schools, including the Free School, the above aim can only be realised if all work together, drawing on one another’s talents and aptitudes, and setting individual and collective aspirations beyond our expectations. Students at John Taylor High School know that they must “turn up, work hard, and be nice” in order that in turn they can “Be Amazing!” This ethos of rejecting complacency and mediocrity will be at the heart of the Free School’s values, and will percolate through our curriculum, pastoral care and behaviour management, and into the wider opportunities of leadership and challenge to the most able we will be presenting young people with throughout the seven years they are at the school.

It is this aim and ethos that has seen the Founder Academy of John Taylor High School achieve prominence in local performance tables, become the largest centre for the Duke of Edinburgh Award Scheme in Staffordshire, and develop more than its share of celebrated alumni – from a West End stage star and an award-winning comic writer, through entrepreneurs and scientists, to the inventor of the ‘Hawkeye’ sports camera system.

We will replicate this aim and ethos in the Free School, believing that it is as relevant in the context of the new community we will serve as the communities served a short distance away by John Taylor High School.



ii) **Admissions and Key Stage 3, the Curriculum**

Admissions

The Free School will provide places to students from the new housing communities in Tatenhill as a priority in Year 7.

Students entering the Academy in Years 7 and 12 will do so through the following procedure:

- Places will be allocated following a standard application to the local authority, through the co-ordinated admissions process.
- If oversubscribed then the judgement will be distance from the Free School and siblings currently at the Founder Academy (for example older children at the early stages of Free School opening). Transition has always been a hallmark of the Founder Academy and runs with the characteristics as outlined in the next section (entitled “Transition”) below.

By Easter 2017 (possibly earlier) – there will need to be staffing provision (at Trust level) in post to support the Free School in its coordination of the new

intake. Staffordshire County Council will administer the application process for Year 7 (as they do for John Taylor High School). Sixth Form applications, and any proposed admissions to children in other year groups would be administered by staff at John Taylor High School in line with existing processes and procedures. The Free School will look to work within the traditional deadline for applications for Year 7 of 31 Oct 2017, and will be marketing and promoting the school, alongside communicating agreed entry criteria well in advance of that date. However, we recognise that there is some latitude for new providers beyond 31st October and, especially as new housing will be being built but is unlikely to be occupied by any residents at this stage, the Free School may seek to take advantage of any extension to the admission deadline that is agreed.

The Free School will not have a 'catchment' area initially (in accordance with Staffordshire County Council's place planning proposals) but in the event of over-subscription (particularly likely as housing growth quickens and the school is established as a high quality provider) the school will favour applications from the new housing developments that it has been primarily created to serve. We are working on the assumption that as families move in to the development from other areas of Burton (appraised by housing developers generally as a highly localised market) they will ordinarily be offered places. The Free School will work with the local authority's admissions team to establish criteria for refusal of places where appropriate, and would look to work positively and transparently with neighbouring schools in order to ensure that the sometimes contrasting priorities of parental choice and efficient place planning are reconciled where possible.

The Free School will promote a series of Open Evenings (initially for Year 7 admissions), but recognise for the initial cohorts of entry that this may need to be done either at John Taylor High School or with limited access to the school site, as construction will still be on-going. For Year 8 and Year 9 admissions, there will be limited promotion – for new and potential residents of the housing development only. In subsequent years, other evenings for other year groups will follow, as the school will seek to add additional forms of entry to year groups already at the school as well as welcoming applications from the next cohort of Year 7s. The proximity of John Taylor High School to the new school site enables us to consider, dependent upon growth projections of the new community, admitting children at the start of Key Stage 4 (i.e. into Year 10) and, were this to be the case, a separate process will be required whereby children will 'opt' before entry to the school as they currently do at John Taylor High School when they apply for places in the school's Sixth Form.

The school's pastoral system will be based around the vertical tutoring model that is long established at John Taylor High School. Initially, students will be divided into four Houses. However, we recognise that as and when the new school moves beyond eight forms of entry, there may be a need – in order to retain meaningful pastoral provision – to extend the number of Houses to six. This is a circumstance that John Taylor High School found itself in as it moved to a ninth form of entry, and the organisational transition was conducted seamlessly.

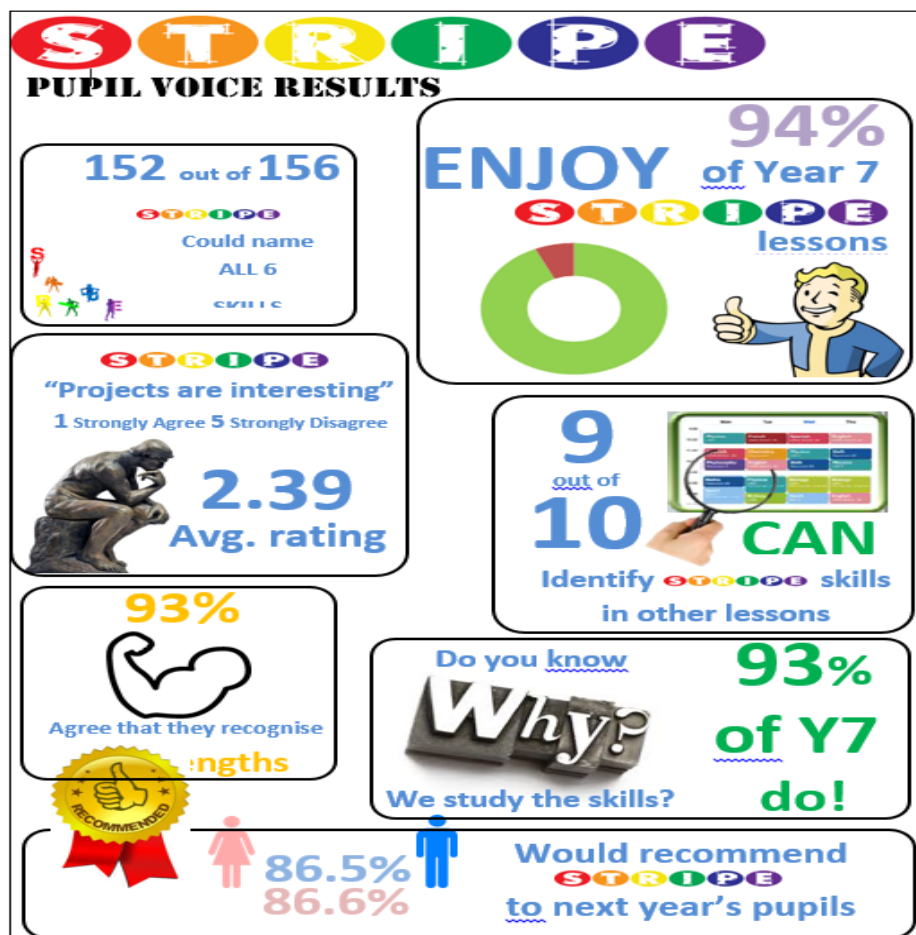
“STRIPE” at John Taylor High School

The Key Stage 3 curriculum would build extensively on a thematic model created in-house at John Taylor High School (‘STRIPE’ – Self Manager, Team Worker, Reflective, Innovate and Create, Participate, Enquirer), but only delivered there to students in Year 7 for ten lessons (i.e. one third) of their curriculum time. The STRIPE programme achieves the following outcomes at John Taylor:

- significant impact on student ‘readiness’ for the secondary curriculum
- more cohesive student interactions as they integrate from up to twenty different local primary schools
- enables students to focus on skills development as much as knowledge and understanding
- heightens appreciation of the links between subject areas across the curriculum
- raises levels of participation, via the ‘passport’ of competencies that compels all to engage
- improves levels of enjoyment in learning
- provides stretch and challenge for children of all abilities and aptitudes

However, unlike some ‘blended’ learning/topic-based study, STRIPE achieves the above without compromising the academic and assessment rigour of a traditional subject-by-subject offer. The programme has been refined by a key group of committed staff year-on-year since its inception in 2011, based at least in part on student voice outcomes (see Fig 11 below):

Figure 11



The Year 7 STRIPE offer at John Taylor High School for 2015/16 is as follows:

Figure 12

Start Date	15/09/2015	10/11/2015	12/01/2016	01/03/2016	26/04/2016	14/06/2016
Mid-Point Review Date	02/10/2015	27/11/2015	29/01/2016	18/03/2016	13/05/2016	01/07/2016
Project Review Date	06/11/2015	08/01/2016	26/02/2016	22/04/2016	10/06/2016	15/07/2016
STRIPE Skill on Sims by	22/10/2015	11/12/2015	12/02/2016	15/04/2016	27/05/2016	15/07/2016
Subject level on Sims by	06/11/2015	08/01/2016	26/02/2016	22/04/2016	10/06/2016	15/07/2016
Finish Date	06/11/2015	08/01/2016	26/02/2016	22/04/2016	10/06/2016	22/07/2016
Extras		Half Day 18/12/15			INSET 29/04/16	Half Day 22/07/2016
	Bonding day 09/10/15 - other lessons that week will be based around bonding day					STRIPE awards w/c 18/07/2016
STRIPE Group	Frontiers	Movement	Image	Festivals	SuperPowers	World at Risk
1	Geog	Maths	Art	Art	Maths	Geog
2	History	Science	English	DT	Computing	English
3	DT	DT	Computing	History	DT	Science
	Movement	Image	Frontiers	Super Powers	World at Risk	Festivals
4	Maths	Art	Geog	Maths	Geog	Art
5	Science	English	History	Computing	English	DT
6	DT	Computing	DT	DT	Science	History
	Image	Frontiers	Movement	World At Risk	Festivals	Super Powers
7	Art	Geog	Maths	Geog	Art	Maths
8	English	History	Science	English	DT	Computing
9	Computing	DT	DT	Science	History	DT

Honing in on a theme ('Super Powers'), the delivery model is outlined below. Please note that in the Free School, due to the need to offer Science GCSE to potential Year 9 entrants from the year of opening, Science will not be a subject included within STRIPE.

Figure 13

Super Powers			
Skill Assessed: Participator			
Duration: 6 weeks	54 periods (36 doubles, 18 singles -one double, one single per subject per week)		
Project Summary:	Pupils create their own super hero through a character 'morph' whilst following a set of mathematical criteria for their logo and page layout.		
	Maths	Computing	D&T
Week 1	Linear and Rotational Symmetry	Collect a range of super hero images and create a short comic strip using comic life	To be able to recognise Smart Materials and their properties
	Symmetry Peer Assessment		To be able to annotate a superhero and highlight their qualities, specifically those which are visually recognisable.
Week 2	Tessellation Pupils create tessellating patterns for use as comic book background	Logical thinking and programming using Flowol to write a sequence program.	To be able to create a character morph and colour it using Photoshop.
	Polygon Tessellation for Comic strip layout		To be able to use designing skills and symmetry knowledge to create a symmetrical logo for your superhero.
Week 3	Creative Tessellation Escher inspired tessellations from polygons	Introduction to scratch and how the software works and the principals behind the code blocks. Planning and preparation Logical thinking and programming	To have an understanding of typography and onomatopoeia and be able to recreate exciting typography.
	Tessellation poster		To be able to design a background for your comic strip which tessellates.
Week 4	Accuracy Analysis Measure accuracy of throwing bean bags at target using pupil suggestions	Logical thinking and programming Create a game using Scratch with a super hero theme using the research previously completed.	To be able to select and use appropriate tools and processes in Adobe Photoshop
	Collate Results of Game		To be able to select and use appropriate tools and processes in Adobe Photoshop
Week 5	Code Breaking using mathematical cyphers	Project development, looking at including variables, making the game 2 player, adding scores etc.	To be able to select and use appropriate tools and processes in Adobe Photoshop
	Re-write and decode messages to each other		To be able to select and use appropriate tools and processes in Adobe Photoshop
Assessments and Sims reports for all subjects completed – Ignore for 2016/17			
Week 6	Polygon Top Trumps Revision of polygons. Create mathematical top trump cards	Completion of Scratch program and evaluation.	To be able to select and use appropriate tools and processes in Adobe Photoshop
	Play mathematical top trumps		To be able to select and use appropriate tools and processes in Adobe Photoshop

STRIPE works by delivering content in several subject areas around a central theme. These themes provide the opportunity to deliver the subject content within a real-world context. Subjects are linked within a theme and each subject has a programme of study that allows pupils to develop their knowledge and understanding of relevant aspects of the Key Stage Three curriculum. In order to develop the six STRIPE areas, each theme provides explicit opportunities to develop a particular skill. In the example above, Super Powers develops the STRIPE skill of Participator through the delivery of content in Mathematics, Science and Design & Technology.

Progress of pupils' knowledge and understanding is tracked through demonstrating competence across a series of age appropriate knowledge statements. This assessment is linked to current National Curriculum levels, but will be delivered in future to the John Taylor High School BASE assessment model. Skills competence is monitored in a similar fashion allowing pupils to demonstrate Bronze, Silver, Gold or Platinum skills level. (See below for examples of the tracked subject content and skill competences for part of the Mathematics content of the Super Powers theme).

Level	Reflection and Rotation Symmetry	Always	Sometimes	Never
L3	Identify lines of reflection symmetry in polygons and logos			
L4	Create patterns and logo with a given amount of symmetry lines			
L5	Identify rotational symmetrical shapes and their order of rotation			
L6	Create shapes and logos with rotational symmetry of a given order			

Level	Tessellation	Always	Sometimes	Never
L3	Recognise a tessellating pattern			
L4	Find regular polygons that tessellate			
L5	Explain why a regular polygons tessellate using angles around a point facts			
L6	Find the interior angles of a polygon by finding the total angle sum with triangles			

Level	Creative Tessellations	Always	Sometimes	Never
L3	Understand vocabulary 'Translate', 'Rotate', 'Reflect', and 'Tessellate'			
L4	Create tessellations by deforming one side of a square using a translation			
L5	Create tessellations by deforming two sides of a square using translations			
L6	Create tessellations by deforming sides using translation, reflection and rotation			

Level	Super Accuracy: Analysing Results	Always	Sometimes	Never
L3	Collect data from an experiment in a clear and structured way			
L4	Find the range of a set of data			
L5	Calculate the mean from data gathered in an experiment			
L6	Compare results using mean and range			

Level	Super Cyphers: Codebreaking	Always	Sometimes	Never
L3	Write a coded message using a given code table			
L4	Crack a coded message when given the code table			
L5	Encrypt and decrypt coded messages when given the 'Caesar shift key'			
L6	Decrypt coded messages that have used a Caesar shift without the key			

Figure 14

1	Listening Actively	Can you listen and follow a discussion or set of instructions?	P	Respond: Give feedback or your opinion using the contributions of others
			G	Evaluate: Ask questions based on information you have heard from others
			S	Interpret: Follow instructions accurately
			B	Hear: Allow others to speak to you without stopping them
2	Contributing	Can you contribute to a discussion to give your opinion?	P	Questions and explanations are used effectively to progress the topic
			G	Contribute consistently to help develop the understanding of others
			S	Answer questions in discussions when correct answer is known
			B	Ask or answer questions but only when instructed
3	Joining In	Do you always join in with an activity no matter what difficulty or interest level?	P	Participates fully and encourages other through enthusiasm for task
			G	Participate fully in all activities and achieve success by trying hard
			S	Participates well initially but needs encouragement to maintain commitment
			B	Joins in, but only when instructed
4	Adapting Behaviour	Can you adapt your behaviour and manage your emotions in order to succeed?	P	Behaviour positively influences others so that all achieve as well as possible
			G	Correct behaviour used and adapted in a variety of activities to be successful
			S	Emotions are well managed to ensure focus is maintained
			B	Behaviour allows you to minimise distractions for yourself & others
5	Combining Participant Skills	Can you combine all your participant skills to achieve successful outcomes?	P	All skill elements employed effectively and used to influence others positively
			G	Evidence of all four elements used consistently and successfully
			S	All four participant skills during the lesson but not consistently
			B	Some evidence of more than one skill elements shown at some point

“STRIPE” at the Free School”:

In the Free School (at the point at which it approaches NOR capacity), we intend to extend the curriculum time given to STRIPE from one third to one half in Year 7 (with dedicated English and Maths time, Science, Physical Education, Music, and Modern Foreign Languages remaining discrete). In Year 8, STRIPE will be reduced to one quarter of curriculum time (with more subject-specific content being delivered outside the programme). In Year 9, there will be a move towards a more traditional curriculum offer, whilst retaining a ‘STRIPE’ element (for example, students will retain their STRIPE passport) to embed skills development, in readiness for Key Stage 4. This is articulated in the tables above (Figs 12, 13 and 14).

In the context of a new school, serving a new community, the STRIPE themes would look to develop a sense of community cohesion, involvement and pride. This will include work with housing developers in the early years of the school, who have committed to supporting student learning in a number of ways – from careers advice and guidance, environmental impact awareness, consultation with student voice over facilities for the area, and health and safety sessions.

Opportunities to dovetail the STRIPE programme with existing organisations in the area – local primary schools, John Taylor High School, Rolls Royce, Toyota, local parish and district councils – will also help young people feel ‘grounded’ in their new community.

Transitional Curriculum Arrangements during the Growth Phase of the School:

As the school curriculum will need to flex according to the age of entrants to it, we propose the following:

Year 1: the curriculum offer for Year 8 and 9 classes mirrors that of the Year 7 model in terms of topic content (“STRIPE A”), but will be pitched at a higher attainment level to reflect the age difference between the year groups. Year 9 students will embark upon GCSE studies in Science (discrete from STRIPE), and Religious Studies (with Tutor Period ‘donated’ to provide a second lesson per week).

Year 2: A new Year 7 cohort will follow the Year 1 curriculum content (“STRIPE A”) and a second set of STRIPE themes will be delivered to Years 8 and 9 concurrently (“STRIPE B”). Again, this will be suitably differentiated by age. Again, Year 9 will embark upon Science and RS GCSEs as described above.

Year 3: A further Year 7 cohort will follow “STRIPE A”. The promoted Year 8s will pursue “STRIPE B” and Year 9 (contingent on sufficient numbers) will follow a subject-specific curriculum (see Fig 7).

The aim of the KS3 curriculum will enable our pupils to be fully GCSE ready by the start of Year 10 and proficient in a suite of skills that will support their development into pupils that are able to make significant contribution to the world around them – commensurate with our vision.

The extension of the ‘STRIPE’ programme throughout Key Stage 3 will give the Free School a distinct curriculum offer that is both innovative but built on the proven track-record of John Taylor High School (see above). However, this extension will be carefully evaluated and kept under regular review in order to ensure rapid, sustained and secure progress is made by all students across the Key Stage.

Enrichment activities, clubs and educational visits will all dovetail into the STRIPE programme via the passport. The message to students, consistent with our aim and ethos, will be that they have “choice over how they participate beyond lessons, but not a choice of whether they do or don’t.”

iii) Key Stage 4, the Curriculum

The Key Stage 4 curriculum (see table above) is designed to ensure all students pursue a broad and balanced offer, enabling them to gain qualifications of high currency – both in terms of transition to Post-16 opportunities and employability. As a result, the Free School will perform well in terms of the proportion of students who take the EBacc suite of courses. Curriculum time will be divided in a similar way to the current model deployed at John Taylor High School. This provides sufficient time for students of all abilities to make high levels of progress in English (Language and Literature) and Mathematics. Separate sciences will be a defined route for the most able (augmented by the opportunity to undertake Astronomy at GCSE).

Students will choose three GCSE options from a broad range of subjects available. Some subjects with small take-up rates, particularly as the school's number on roll continues to grow, may be co-delivered with students at John Taylor High School. As a result, the timetabling of these subjects – both at the Free School and at John Taylor High School – will require careful consideration in order to facilitate (albeit modest) travel time. In all likelihood therefore, these lessons will comprise a 'double' lesson (i.e. 100 minutes) and a 'single' lesson that is placed at such a point in the school day as to enable ease of travel (for example, by school minibus, across break or lunchtime). We expect the links between the Free School & the Founder Academy to facilitate a broader curriculum offer to include some subjects e.g. Spanish, Astronomy, Photography, which would not be possible to offer with viability in the individual schools alone (see Part (vi) on Co-delivery for further information).

An extensive enrichment programme will be offered at lunchtimes and after school. During the period of co-delivery with John Taylor High School, consideration will be required for the logistics of managing enrichment activities – with access to the Founder Academy's programme of activities being offered in lieu of or to augment that available at the Free School. Educational trips and visits will be sources of inspiration and great experiences. Termly 'STRIPE Days' where the timetable is re-configured to enable skills-rich delivery, reminiscent of students' experiences throughout Key Stage 3 (see above) will add vibrancy and vitality to the climate for learning across the Free School. Again, there is scope for such days to be co-delivered in conjunction not only with John Taylor High School but also with local primary schools in the Multi-Academy Trust (both within three miles of the proposed Free School site) and Kingsmead School (the other secondary school within the MAT, fifteen miles away) (see Part (vi) on Co-delivery for further information).

iv) Key Stage 5, transitions from Year 11, and the Curriculum

For entrants into the Sixth Form (i.e. Year 12), again we will look to replicate a process that has seen the overwhelming majority of students in John Taylor's sixth form succeed academically and enable them to make effective further transition to Higher Education, apprenticeship, or employment. As with Key Stage 4, we fully anticipate – and hope – that some subjects will be co-delivered with John Taylor High School. This provides more scope for a broad offer through a more viable model, and eases pressures over recruitment of highly-specialist teachers in both schools.

In this context, we fully anticipate attracting students from other providers who wish to join the Sixth Form at the Free School, enabling us to develop a cohort size comparable with that of John Taylor High School (400 students in the Sixth Form). Transition to sixth form will be undertaken with vigour and purpose to the same extent as it is for entrance to the school in Year 7. Every Year 11 student will be consulted twice at key points of the school year in order to discuss their career aspirations, and their preferred pathways for post-16. Parental engagement will be a prominent feature of this process. This dialogue is augmented by a high quality programme of independent careers information, advice and guidance.

The Free School will recognise that not all students in Year 11 will want to continue their education by progressing into the school's sixth form. Ensuring students are informed of, and subsequently equipped to undertake, opportunities presented by other providers is an important aspect of our work, and Table D2 reflects ambitious targets for student retention and NEET. Again, this is the same ambition that is evident at John Taylor High School, where stay-on rates, retention (Y12-13) rates, and NEET rates are all impressive against national outcomes.

Commensurate with our vision (section C), we will offer all our students a range of enrichment opportunities. Their academic achievements, coupled with such additionality, will enable our students to secure places at the most prestigious universities and onto the most competitive courses, where they find themselves against global competition. For those students whose aspirations lie outside university entrance, they too will be well-prepared to secure the best available apprenticeships and work-based training.

v) **Students with Additional Needs (SEN, EAL, LAC, PP/FSM, Catch up), and working with the most able**

SEN

The Free School will have a SENCo in place to oversee the needs of students who have additional needs (LAC, EAL, SEN and catch up). It will also employ a Co-ordinator of provision and intervention for the most able. In the first instance, the SENCO will be the Vice Principal. Students will be assessed to support the identification of additional needs. We will look to assess students in the four broad areas of:

* Communication and Interaction

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

* Cognition and Learning

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

* Social, Emotional and Mental Health Difficulties

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

* Sensory and/or Physical Difficulties

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

This will be done through continuous assessment of student progress against the recognised expected progress of all students, and founded upon effective transition arrangements with students' primary schools.

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

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

The SENCo will also prepare a report on:

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

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

- * Communication and language
- * Physical development
- * Personal, social and emotional development
- * Literacy
- * Mathematics
- * Understanding of the world
- * Expressive arts and design

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

We will work with a range of professionals from education- and health-related organisations to ensure that key milestones are met and that the plans are reviewed every 12 months.

In KS3 and KS4 the SENCO will ensure that the broad areas of need are assessed regularly. These are:

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

EAL

The Free School will make specialist provision using technology and software for pupils with English as an Additional Language (EAL).

Working with the most able

“The most able students also achieve very well and this is because teachers have high expectations of what they can achieve and provide the right challenge and support to enable this. As a result, many of these students make outstanding progress.”

John Taylor High School Ofsted Inspection Report, March 2014

Ensuring that the most able in state schools are given the opportunity to fulfil their potential has become an area of focus in the Education and Adoption Bill (2016) but has long since been a key priority for John Taylor High School, is an area of MAT-wide development and will be a strength for the Free School.

The most able are identified on entry from a range of sources – primary assessment information and baseline testing on entry (CAT4) – and remain a distinct group (“most able on entry”) that we track and monitor throughout their learning journey. However, in addition we will include additional students who, through their own development and our teaching, make greater than expected progress to the extent where they emerge as the most able. This will operate Trust-wide, and therefore present opportunities for these students who, by definition, “stand out” in their own schools to work collaboratively with their counterparts in other MAT schools. There will clearly be opportunities for co-delivery, and competition, between the Free School, John Taylor High School and other schools in the Multi-Academy Trust and beyond.

An outstanding teacher will be appointed “Most Able Co-ordinator” (on a Teaching and Learning Responsibility allowance) and will champion curricular and enrichment opportunities for the most able. Contingent on the scale of the role, there may be scope for this to be a responsibility that the post-holder undertakes across both the Free School and John Taylor High School (where this position already exists in its staffing structure). John Taylor High School has an extensive track record of developing the abilities of the most able and how they are expressed, both within the school and beyond. Examples include successes in public speaking and debating competitions, Mock Trial, Science Olympiads, UK Maths Challenge, Young Enterprise, and other inter-school events. In addition, visiting lecturers, trips to universities and other sites of interest to the most able (e.g. the particle accelerator at CERN, Geneva) add further richness to the school experience

This will be a continuous approach that will ensure that this is embedded in school life and not a testing issue that only happens at certain points of the year. This will help to

avoid us missing the hidden talents of pupils and ensure that there is continuous open dialogue between staff, parents and students.

In accordance with our vision, the Free School will be the hub of these activities. We will look to deliver summer school provision for the most able, guest lectures, foster relationships with universities, and become a regional centre for excellence for the teaching of the most able. Our work will incorporate collaboration with local primary and secondary schools – using the Founder Academy’s teaching school (The National Forest Teaching School Alliance) as a training and school-to-school support delivery arm.

LAC

The Free School will have an Assistant Principal who will, amongst other roles and responsibilities, serve as LAC Co-ordinator. This person will ensure that all Personal Education Plans are completed at appropriate times and ensure that mile-stones are met. The Free School will adhere to the provision for LAC students that is made in the School Admissions Code and the document “Promoting the education of looked after children” DfE July 2012.

Pupil Premium

Last year and in 2014 John Taylor High School was named as a leading Secondary school in the West Midlands in relation to the support offered to Pupil Premium students, being the only non-selective recipient of a Pupil Premium Award in Staffordshire.

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

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

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

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

At John Taylor, there is a clear and firm belief that the single factor that unites all students who receive Pupil Premium is that they are recipients of Pupil Premium. The school recognises that each child is an individual, and as such our provision for and intervention with Pupil Premium students is targeted to address their individual barriers to learning and achievement. We are proud of the fact that statistically it is more

advantageous for achievement to be a Pupil Premium student attending John Taylor High School than a non-Pupil Premium student attending a 'national average' school.

(v) **Co-Delivery Opportunities in Partnership with the Founder Academy (John Taylor High School).**

Collaboration with the founder Academy will also be a feature of the free school. The ability to access specialist facilities across both sites (enabled by their close proximity) will provide strong experiences for the students.

Access to these facilities will be possible as the free school will timetable in conjunction with the founder academy. This will also be a strategy to ensure that appropriate PPA time is available. Joint Curriculum provision in some subject areas (particularly at Key Stages 4 and 5 – see above) and access to existing specialist teaching will bring further benefits and will raise standards.

Furthermore, the scope for students to engage in enrichment and competitive experiences with their counterparts from John Taylor High School, whilst creating and developing a unique identity of their own at the Free School, will further extend opportunity. STRIPE (see above) has at its heart the completion of challenges – often creative, always complex, stimulating, and with the potential to be realised in many different ways – and therefore to collaborate on, disseminate, and showcase the outcomes of these challenges across the two schools is a further way in which learning can be enhanced.

(vi) **Student Voice, Enrichment and Leadership**

Student Voice

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

Again, we would want to exploit the potential for the Free School student council to share experiences with their counterparts at John Taylor High School, via an annual event. In addition, "task and finish" student working parties – already a feature at John Taylor for areas such as the school environment and anti-bullying – could work cross-campus where themes are suitably generic.

Enrichment

The Free School will run the following enrichment programmes:

- Junior Readers Club
- Senior Readers Club
- STEM Club
- Homework Club
- Badminton Club
- Table tennis Club
- A full range of sports teams – football, netball, rounders, cricket, rugby
- Drama Club
- Craft Club
- Astronomy Club
- Computer Club
- Chess Club
- A full range of music ensembles – jazz band, orchestra, junior and senior singers
- Duke of Edinburgh Award
- World Challenge

Many of these will be run in conjunction with the Founder Academy. There is no intention that students will be charged for these activities. All staff at the Free School will be employed on the understanding that they commit to the equivalent of one lesson per week of enrichment activity. All students at the Free School, as per the curriculum model above, will be expected to participate in the equivalent of one lesson duration (50 minutes) of enrichment activity per week on average.

As expressed in our vision (section C), we also would want to encourage other groups – particularly those working with young people - to use our facilities to engage with the new community. In that context, we would look to provide a venue to groups from the Scouting Association (e.g. cubs, guides) and other providers (e.g. Burton Youth Theatre).

The Founder Academy (John Taylor High School) has a long and impressive track record of engagement – both directly and through facilitating opportunities with other groups. It is the largest Duke of Edinburgh Award centre in Staffordshire, it sends two teams on World Challenge every year, and annually is highly successful at sporting competition (currently County rugby champions at a number of levels – including First XV, County rounders champions), subject-specific challenges (UK Maths Challenge, Biology/Chemistry/Physics Olympiads, ICAEW accountancy competition) and more recreational opportunities (Lichfield District Public Speaking competition, mock trial, poetry and art competitions etc.). The replication of our structures and systems will be founded upon the mirroring of our culture – one of participation, activity, engagement, and personal and collective endeavour.

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

Leadership

Leadership development will be a key feature of our Free School – from primary transition to sixth form.

The ‘STRIPE’ curriculum of skills development overlaps significantly with the enhancement of the personal qualities and attributes drawn upon by successful leaders – being a team player, being innovative, self-managing, communicating effectively, showing resilience, tenacity, and curiosity. This, augmented by an enrichment programme of sports and clubs, coupled with further opportunities via school council, and (from Year 9) Duke of Edinburgh Award will enable young leaders to flourish at the Free School.

Added to the above, our sixth formers (including new entrants to the school post-16) can experience Duke of Edinburgh Award Scheme to Gold level, World Challenge, House Leadership, the National Citizenship Service and Sports and Community Leadership. At John Taylor High School, students are acutely aware that they create the contents of their UCAS personal statement and CVs every day they are at school. This ethos of participation will extend to the Free School – facilitated in part through co-delivery of courses and experiences. As with the Founder Academy, there will be extensive opportunities for sixth form students to mentor younger students in a multitude of ways. This is a philosophy that is well-embedded at John Taylor High School, and one which we believe is highly relevant in the context of the Free School and its community.

Transition

Transition has been a real strength of John Taylor High School. In addition to the two-day induction activities of summer term of Year 6, John Taylor also undertakes the following in order to ensure children arrive at their chosen secondary school feeling confident, happy, safe, and ready to excel:

- Maths sessions for the most able in Years 5 and 6
- Science practicals and investigations with all Year 6 children transferring
- Library literacy projects for potentially-vulnerable children and those transferring to John Taylor without any primary school classmates
- Multi-skills sports days
- Visits to Year 6 children and their parents at all partner primary schools located in John Taylor’s catchment area by the Principal
- Parents’ reception evening to meet their children’s pastoral leaders

It would be our intention to replicate this transition process for entry to the new Free School for those joining Year 7. Annual questionnaire responses indicate academic, social and emotional readiness for secondary school following transition by the overwhelming majority of children and their parents, and high levels of satisfaction in the transition activities and events undertaken within the process. The Free School will also look to engage with younger children, particularly those in Year 5, as part of a wider transitional role. This may, if replicating the provision at John Taylor High

School, include multi-skills sports days, science and reading workshops, and maths challenge classes for the most able.

Once the September intake each year has been completed (see Admissions section earlier), it is the intention of the Free School to have calendared intake dates. Whilst there is an obligation for students to be in education, the management of irregular and unplanned admissions could be educationally detrimental to both the incoming child and their established peers, and would prove organisationally challenging. The Free School will operate in-year admissions via alternate weeks – week 1 as ‘viewing week’ and week 2 as the “admission week” – providing plenty of scope for enquiries to be correctly managed and children to be effectively inducted into the school. Especially in its early phase, we would will also open the school for viewings at weekends and during school holiday periods – times typically used by prospective homebuyers to view properties and the facilities surrounding them. We will liaise with housing developers to ensure a coherent offer is presented to families in this situation.

D3: Measuring Pupil Performance

“The academy’s systems for monitoring the progress of students are extremely rigorous and effective. Students who may need additional help are identified quickly and provided with targeted support that is carefully monitored.”

John Taylor High School Ofsted Inspection Report, March 2014

Based on current assessment metrics and accountability indicators, the Free School will seek to achieve the following targets:

Figure 15

Measure	Free School	John Taylor HS 2015	Other Burton Schools 2015⁸	National 2015
Expected progress (English)	80	77	65	71
Expected progress (Maths)	80	79	66	67
% EBacc success	80	50	21	24
%5A*-C inc English & Maths	80	77	54	57
% 3 A levels A*-E	85	82	65	77
%AAB or higher in 2+ facilitating subjects	20	18	4	12
% Attendance	98	97	95	95

⁸ Based on averages weighted by school populations for JTHS ‘v’ The five Burton schools (Abbot Beyne, Blessed Robert Sutton, Paget, Paulet, and De Ferrers)

% Pupils with Fixed Term Exclusions % of Population	1	1.7		3.68
Pupil Premium Achievement	Achievement in line or better than non-PP national			
% Outstanding Teaching	60	49		
% Stay on Post-16	98	97	90	90
%NEET	0.5	1		3
% University destinations Russell Group universities	50	48		
Ofsted Judgement	Outstanding	Outstanding	Requires Improvement	Good

Assessment and Data Tracking

Data systems and assessment tracking at the Free School would replicate those already embedded at John Taylor High School. In March 2014, Ofsted reported:

“The academy’s detailed and rigorous data analysis shows that progress of all groups of students is improving strongly after a very slight decline in 2013. For the very few who fall behind, highly effective monitoring ensures that action is taken rapidly. Consequently, excellent achievement is sustained across all key stages and almost all subjects.”

John Taylor High School, March 2015

Assessment for learning within lessons is a strength at John Taylor High School, and through the appointment and training (in conjunction with our Teaching School) of high calibre staff, we anticipate it becoming a strength at the Free School. Formative and summative data is recorded, analysed, and turned into information upon which intervention and reporting can be conducted. An experienced Data Manager will co-ordinate the collection and analysis of data across both the founder academy and the Free School. In this context, comparisons, competition, and co-operation over strategies can be established.

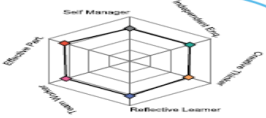
For non-STRIPE assessment (i.e. discreet Key Stage 3 subjects, GCSE, BTEC and A Level), half termly assessments or exams will form the basis of current/“working at” and projected/estimated grades and the analysis thereof against rigorous and externally-validated targets. John Taylor High School has an impressive track record of successfully tracking students towards value-added outcomes.

As expressed in Section D1, the STRIPE curriculum is underpinned by assessment that carries the same degree of rigour as any other ‘subject-based’ assessment. Below is an example of learner feedback provided following the completion of a series of STRIPE challenges:







Competency Based Assessment – STRIPE – Figure 16

Personal, Learning and Thinking Skills

Learner Name: [REDACTED]
 Date of birth: [REDACTED]
 Gender: [REDACTED]
 Cohort name: [REDACTED]
 Date of quiz: 22 April 2016

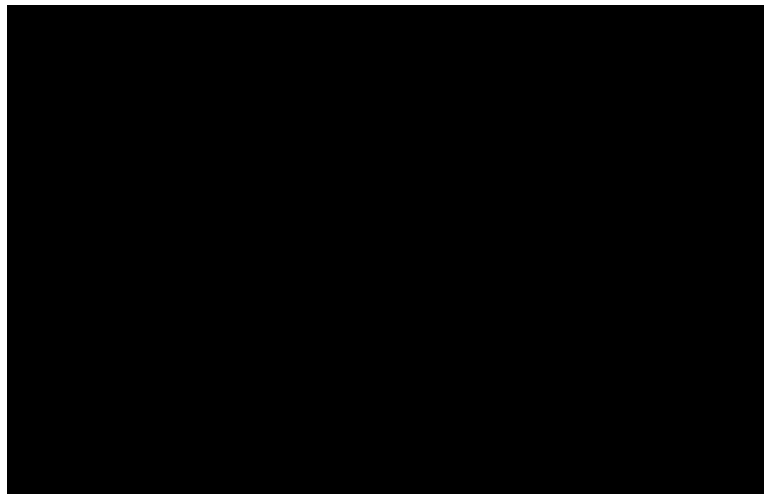


LEARNER FEEDBACK
 Everyone can get better at learning by becoming more aware of their learning qualities. This profile describes how you are using your Personal, Learning and Thinking Skills.

<p>SELF MANAGER</p> <p>Your quiz results suggest that you are using many of these skills independently. You think that your strongest skill is the inclination to deal effectively with competing pressures.</p> <p>You think that the area you most need to develop is the inclination to respond positively to change, seeking support when needed.</p> 	<p>INDEPENDENT ENQUIRER</p> <p>Your quiz results suggest that you are using many of these skills independently. You think that your strongest skill is the inclination to support your conclusions using well-reasoned arguments / evidence.</p> <p>You think that the area you most need to develop is the inclination to explore issues from different perspectives.</p> 
<p>CREATIVE THINKER</p> <p>Your quiz results suggest that you are using many of these skills independently. You think that your strongest skill is the inclination to ask questions to extend your thinking. You think that the area you most need to develop is the inclination to make connections in inventive ways.</p> 	<p>REFLECTIVE LEARNER</p> <p>Your quiz results suggest that you are really in the habit of using these skills. You think that your strongest skill is the inclination to invite feedback and deal positively with setbacks. You think that the area you most need to develop is the inclination to talk to others about your own learning in appropriate ways.</p> 
<p>TEAM WORKER</p> <p>Your quiz results suggest that you are really in the habit of using these skills. You think that your strongest skill is the inclination to take confident responsibility for your own actions. You think that the area you most need to develop is the inclination to show fairness and consideration to others.</p> 	<p>EFFECTIVE PARTICIPATOR</p> <p>Your quiz results suggest that you are really in the habit of using these skills. You think that your strongest skill is the inclination to discuss issues that concern you and other people. You think that the area you most need to develop is the inclination to negotiate with others to reach workable solutions.</p> 

Information relating to assessment of STRIPE units is inputted and analysed via our assessment tracker (currently in SIMS – which will be used also by the Free School [see 'MIS' section below]).

Figure 17



Intervention

The Free School will adopt and adapt the intervention strategies deployed by John Taylor High School that have delivered added value outcomes to all significant student groups – including boys, SEND, and Pupil Premium. An Assistant Principal will lead whole-school intervention work. However, each subject area will have within its staffing at least one colleague whose remit includes the identification of and intervention with students at risk of underachievement.

A Year 7 to 13 'pathway' of interventions will be mapped out, with students joining a variety of programmes as their need dictates (identified through regular and accurate

tracking). These programmes range from ‘nurture groups’ through off-site short term projects aimed at improving motivation, communication and team working skills, to a ‘personal best’ mentoring system that sees some of the most vulnerable students regularly, and assertively, mentored by appropriate and trained school staff throughout the duration of Key Stage 4.

Sixth Form intervention will be similarly bespoke and, whilst age appropriate, will remain assertive in approach.

MIS

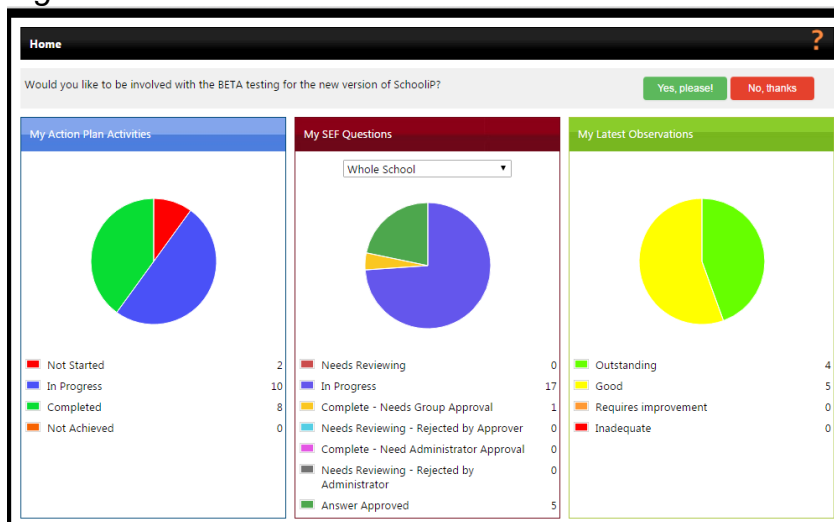
All schools in John Taylor MAT use Capita’s SIMS information system, and this would be incorporated into the new Free School, enabling a coherent approach to student monitoring and reporting, and presenting shared training opportunities for administrative, support, and teaching staff across all MAT schools.

School Improvement Planning, Appraisal, Self-Evaluation

All schools within John Taylor MAT use an online resource (SchoolIP) for its school improvement planning, staff performance management processes and self-evaluation. Details can be found at: <http://www.derventiosolutions.com/what-we-do/educational-software/what-we-do/school-improvement-software/>

The following section describes how the system is used within the MAT, and – as with the MIS that underpins it – we anticipate that the Free School will also utilise SchoolIP. As such, the MAT Board will be well-placed to support the construction of the School Improvement Plan (and ensure its alignment to the key priorities established at MAT level in its three-year Strategic Plan), cascade performance management targets (particularly those relating to student progress) to all staff across the MAT’s schools including the Free School, and provide a repository for self-evaluation evidence (including lesson observations) and documentation. The MAT Board and its CEO will also be in a position to monitor completion of activities, performance management interim and final reviews, and self-evaluation updates (see Fig 18 below).

Figure 18



Home screen ‘dashboard’ – showing completion levels against the School/Team Improvement Plan, SEF completion, and lesson observation findings.

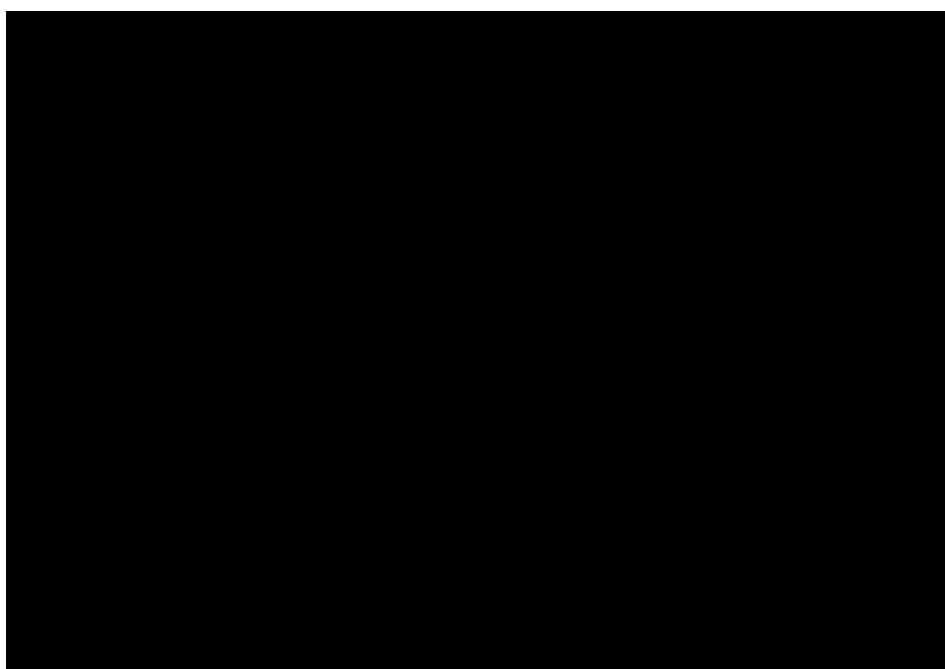
Appraisal

All teaching and support staff will have targets set, monitored, and evaluated via SchoolIP.

“The use of a wide range of monitoring activities ensures that leaders know the academy well. As a result all teachers are set challenging targets that are clearly linked to the academy’s development priorities and to students’ achievement. Only those who achieve the high standards expected move up the pay scale.”

John Taylor High School Ofsted Inspection Report, March 2014

Figure 19



Appraisal target dashboard, showing total number of staff targets, completion status and staff assigned to them.

There is a strong culture of accountability that permeates throughout John Taylor High School and is increasingly prominent across all schools within the Multi-Academy Trust. Performance targets based on external student outcomes (e.g. GCSE results) take precedence, and there is clarity of expectation amongst staff that successful appraisal – and pay progression – are contingent upon meeting quantifiable targets.

Formal lesson observations (see below) are rigorous and conducted by colleagues with experience and training in doing so. Annual training is undertaken by all assessors in order that we retain confidence in our quality assurance and standardisation mechanisms. Successful strategies and approaches are celebrated and disseminated, and areas for development are discussed frankly, recorded, and followed by appropriate remedial actions.

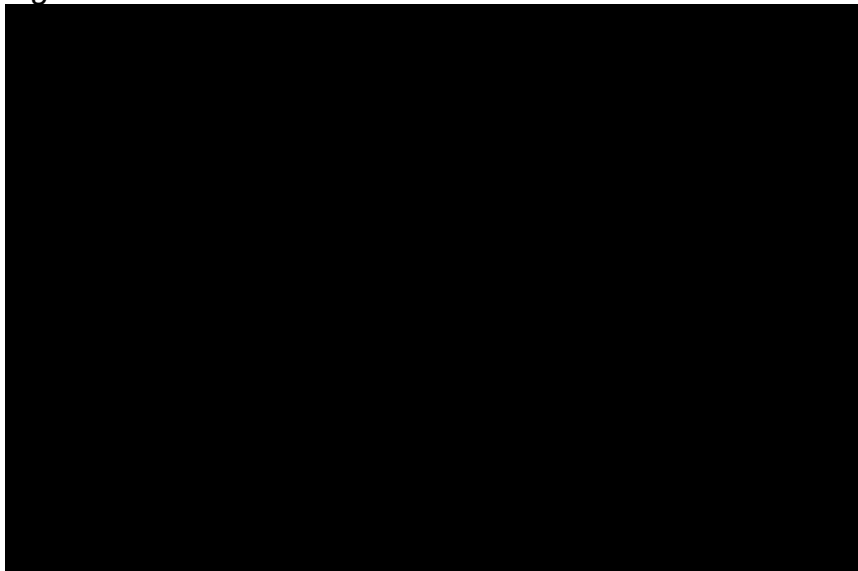
Other performance management targets are aligned with school and departmental priorities.

Interim performance management reviews are held, and the outcomes recorded. Again, remedial action where necessary is undertaken to place targets vulnerable to failure back on track.

Observations and Monitoring

Formal lesson observation information (twice yearly) will be stored in SchooIP

Figure 20



Observation summary, denoting staff observed, overall 'rating', date of observation and name of observer.

John Taylor has moved to a system of observing lessons without grading. In line with Ofsted, we appraise the quality of teaching, not the quality of teachers. A revised lesson observation form, created by two Teaching School SLEs based at John Taylor and supported by feedback from senior and middle leaders, has been rolled out and is incorporated into SchooIP for use with all observations. We retain accurate records in order to self-evaluate our quality overall, and also to 'broker' partnerships between those most proficient in an area and those requiring support.

The school is building an increasingly-impressive repository of 'model' lessons and learning episodes through our use of IRIS (a digital recording system) and these are used for training and self-development purposes.

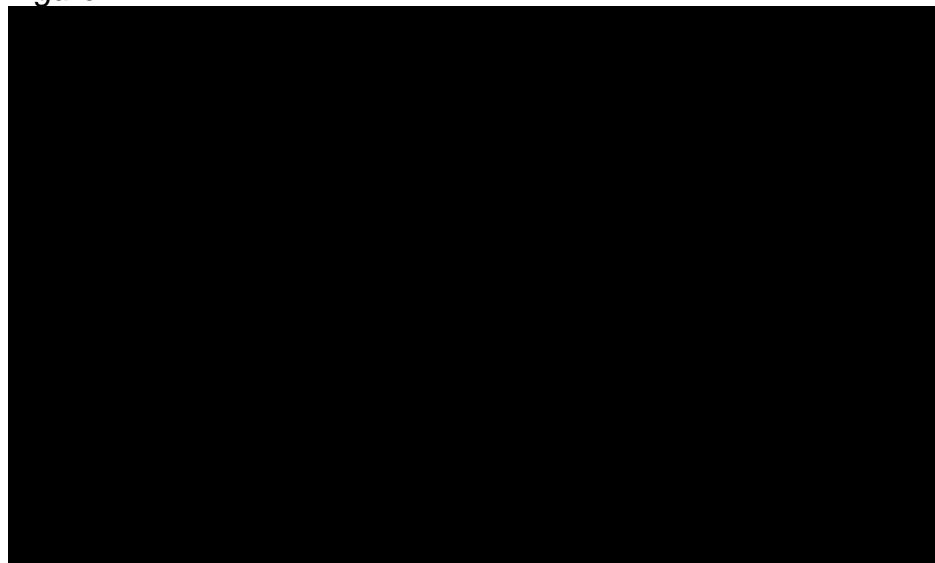
In addition to formal lesson observations, learning walks are a daily feature of our monitoring of the quality of teaching and learning, and the climate within which it takes place. These are conducted by all senior leaders, the outcomes shared weekly at our main business meeting, and also by middle leaders in their own areas.

Finally, Joint Practice Development lesson observations are conducted in peer 'triads', whereby an agreed area of lesson focus and action research is undertaken, with colleagues from a diversity of subject areas and with a variety of experiences improving one another's practice through mutual support.

Self-Evaluation and External Review

The Free School's SEF, its evidence base, and Departmental/Subject SEFs will be stored on SchoolIP.

Figure 21



Home page for the school SEF, with the separate headings, pre-populated and aligned to the latest Ofsted inspection framework.

There is a clear self-evaluation process that is embedded at all levels at John Taylor High School, and we will look to replicate this at the Free School. Subject and other teams have their own self-evaluation documents to maintain and those, and the school's is informed by the four key evidence sources of quality assurance: examination, achievement and progress data; lesson observation and learning walk evidence; survey outcomes – staff, student and parent; and work scrutiny findings.

As a partner school within John Taylor Multi-Academy Trust, the Free School will be subject to a regular review cycle that, once the school reaches maturity, will take the form of both external review commissioned by the MAT, or MAT-to-MAT review (whereby a reciprocal arrangement for a 'peer review' is undertaken). However, as the school is in its growth phase, review will be both by Ofsted (after five terms) and externally commissioned reviews – envisaged to take place both before and after the Ofsted monitoring visit. Findings of reviews are shared with the MAT Board, and noted by the Audit Committee also, with action points reviewed regularly in order that both school and MAT leaders are held to account for progress against areas for development.

Reporting to parents

Parents will receive a written report on a termly basis, focussing on both academic progress and attitude to learning. The Free School will use – as is the case with John Taylor High School - the "Go4Schools" attendance, behaviour monitoring, and reporting interface that sits above SIMS.

Feedback will indicate current "working grade" (based on assessment data contained in teachers' online mark books), a "projected grade" (i.e. the most likely outcome at the end of the year or course), and how this compares against a target grade

(generated by CAT4 baseline tests undertaken – see above) so that parents know whether their child is ‘on track’ ‘working above’ expectations or ‘working below’.

This system has been adopted with significant staff and parental input, and provides all stakeholders – including the student – with clarity over their achievement, progress, and areas for improvement (also contained within the report).

D3: The Staffing Structure

The phasing plan for staffing will allow the Free School to deliver a suitable curriculum plan as we have built in part-time teaching for the Vice and Assistant Principals until the school is at capacity, by the fourth and fifth years. We are intending to deploy Salaried School Direct trainees across the year groups to support staff and students. These will act as additional staff in these lessons and will support targeted interventions at an individual student level. We will, however, ensure that they receive sufficient experience across all secondary year groups to qualify as secondary teachers with a given specialism and the ability to teach across the age and ability range. STRIPE provision across Key Stage 3 will create significant staffing flexibility, particularly important as the school is in its initial phases of growth.

Our partnerships with local universities (University of Birmingham, University of Derby, Birmingham City University) to deliver School Direct has produced a significant number of exceptional young teachers, and this is further enhanced through our ability to accredit initial teacher training ourselves via the John Taylor SCITT. We would look to use this vehicle to recruit outstanding teachers to the Free School.

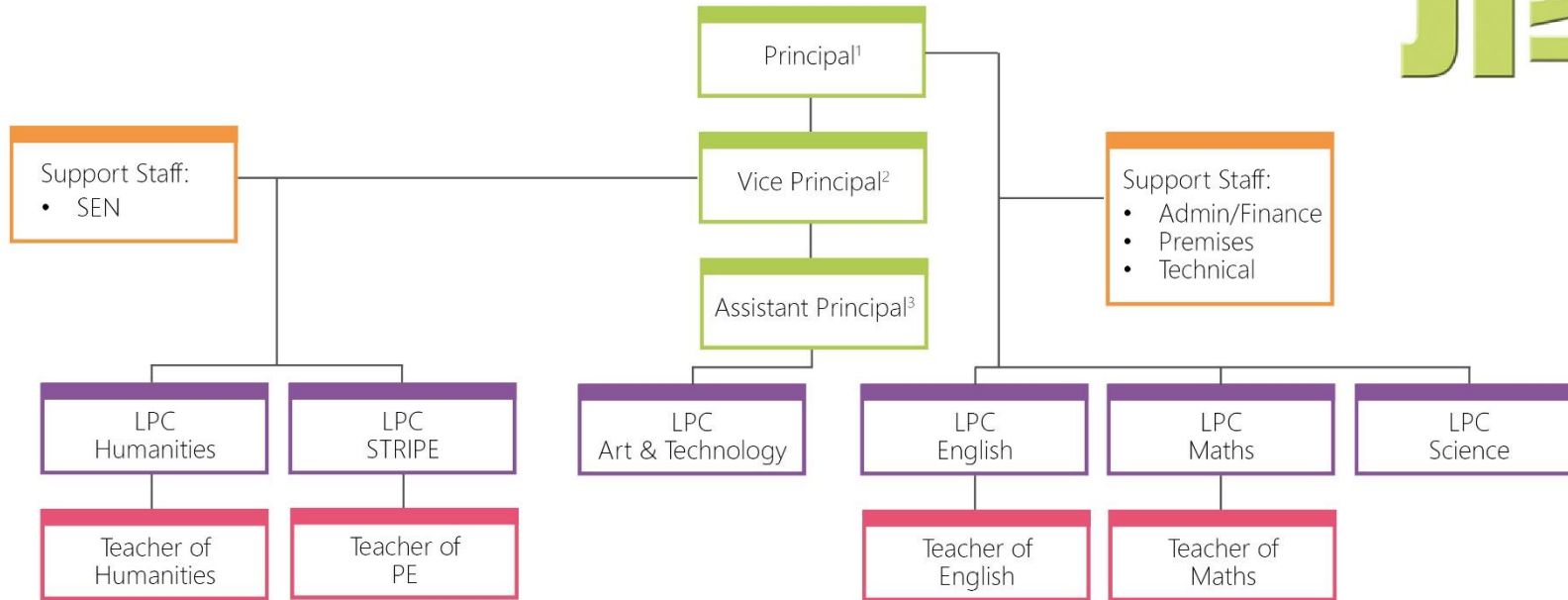
Our links through our National Forest Teaching School Alliance to excellent local schools and their leaders allows us access to a breadth of expertise in assessment moderation across the three secondary key stages to ensure trainee teachers have the appropriate experience to qualify, and then to be successful in their NQT year and beyond.

The founder academy is clear as to the necessary attributes of a potential Principal Designate and those of the posts of Vice and Assistant Principals which will be phased in from Years 2 - 4. John Taylor High School has an exceptional record of successfully recruiting high calibre individuals, retaining them, and developing their potential so they can move forward seamlessly to the next stages of their career. We envisage an open national recruitment process for the post of principal and would hope to attract a person of considerable experience and expertise who could build a school community with the support of the existing school and the CEO. We are cognisant of Alistair Smith’s “ten features of Outstanding schools”: Feature #1: They recruit well. John Taylor High School would look to support recruitment for staff at every level at the Free School, and will look to incorporate the new school into its Multi-Academy Trust and Teaching School succession planning and talent management strategies.

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

Figure 22

Year 1



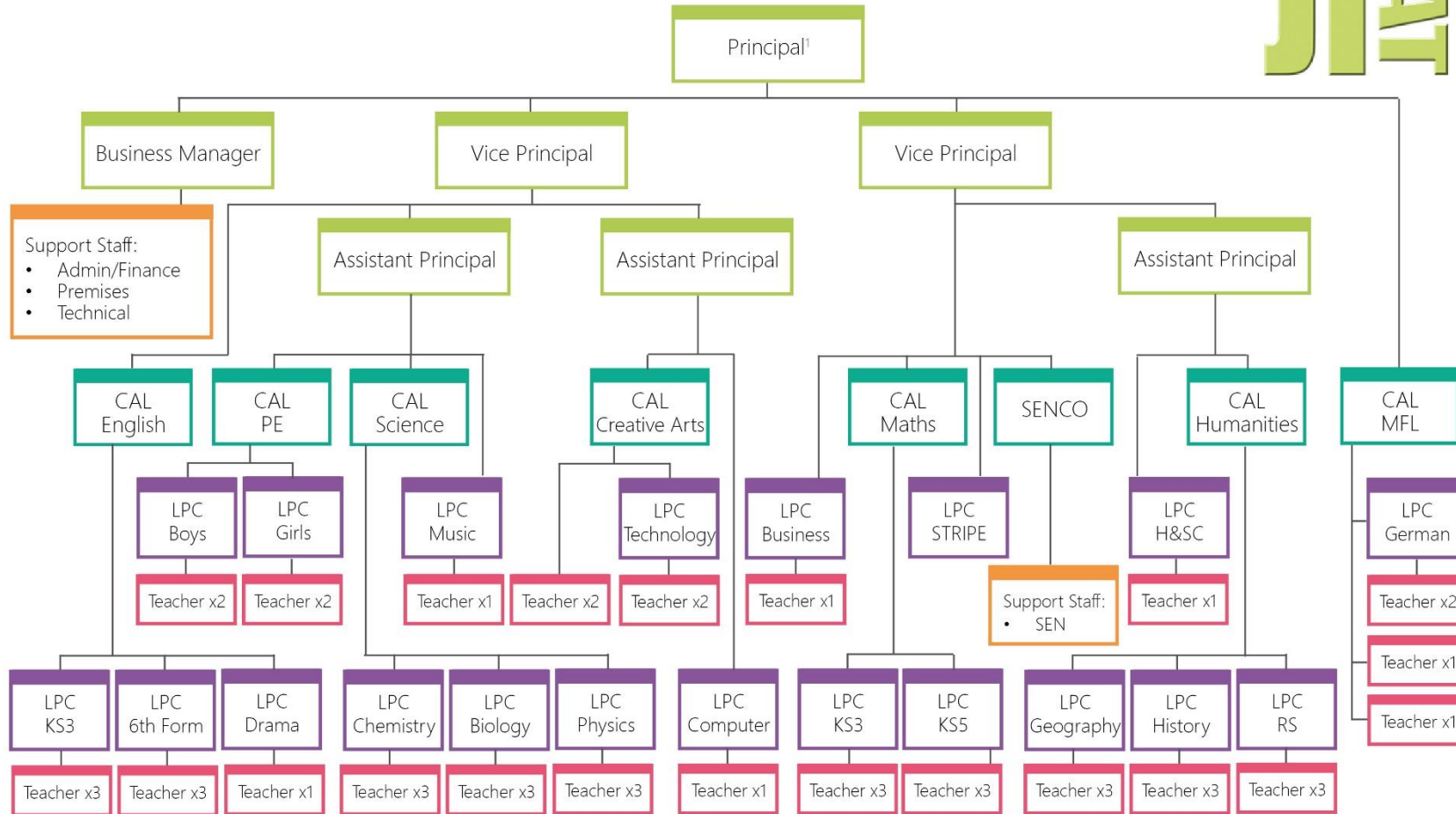
¹Line managed by CEO

²Vice Principal also SENCO

³ 0.5 split with John Taylor High School

Figure 22

Year 5



¹Line managed by CEO

Figure 23

	Sept 18/19	Sept 19/20	Sept 20/21	Sept 21/22	Sept 22/23
Principal (line managed by CEO)	1	1	1	1	1
Vice Principal	1	1	1	2	2
Assistant Principal 1 (6 th) ⁹	0.5	0.5	1	1	1
Assistant Principal 2	0	0	1	1	1
Assistant Principal 3	0	0	0	1	1
SENCO	0	0.5	1	1	1
PA to Principal/Clerk to LGB	1	1	1	1	1
Teaching Staff ¹⁰					
Key Stage 3					
Year 7	7.5	8.1	9	10	10
Year 8	1.5	8	8.6	10	10
Year 9	1.5	2	8.6	10	10
Key Stage 4					
Year 10	0	0	0	9	10
Year 11	0	0	0	0	10
Key Stage 5 (Vocational)					
Year 12	0	0	0	6	8
Year 13	0	0	0	0	8
KS 5 (Co-delivery w/JTHS)	0	0	0	8	8
Total Teaching FTE ¹¹	12.0	21.1	31.0	60	80
School Direct - Paid – KS3	1	1	1	1	1
School Direct - Paid – KS4	0	0	2	2	2
Supply - Cover/ Release	0	0.2	1	1	1
Classroom support KS3-KS5 /School Direct					
Learning Support Assistants (G4 term time)	2	3	4	5	5
Higher level Learning Support Assistants/ Assistant SENCO (G7 term time)	0	0.5	1	2	2

⁹ A shared position with John Taylor High School

¹⁰ Teaching staffing will be bolstered, especially in the early years of the Free School through Vice Principals and other senior staff (Assistant Principals and SENCO) teaching a third and half teaching staff timetables respectively – built into FTE calculations.

¹¹ Based on assumption of an average allocation of 21 lessons per teacher per week (which therefore accounts for TLR holders and LG staff)

School Direct - Trainee – KS3	1	1	1	1	1
School Direct - Trainee – KS4	0	0	2	2	2
Total:					
Premises staff					
Site Supervisor	0.5	0.5	1	1	1
Caretakers	0	0	0	1	1
Janitors	2	2	2	2	2
Cleaning (via SLA?)					
Total:					
Admin/Finance staff					
Business Manager/Fin & Office Manager	0	0.5	1.5	2	2
Librarian/ Assistant	0.5	0.5	1	2	2
Receptionist/Admin support	1	1	2	2	2
Data/attendance/exam staff	0.5	0.5	1.5	3	4
Exam Invigs (casual)		5	10	15	15
Canteen provision	Outsourced				
Minibus driver	1	1	1	1	1
Lunchtime Supervisors	2	2	4	4	4
ICT Technician	0.5	1	1	1	1
Science Technicians	1	1	2	3	4
General Technician	1	1	1	1	1
Other					

If the school did not admit the projected number of students (for example, due to a slowing down in the housing development schedules of contractors), our sensitivity analysis indicates that our staffing for 70% NOR would be as follows:

Figure 24

	Sept 18/19	Sept 19/20	Sept 20/21	Sept 21/22	Sept 22/23
Principal (line managed by CEO)	1	1	1	1	1
Vice Principal	1	1	1	2	2
Assistant Principal 1 (6 th) ¹²	0.5	0.5	1	1	1
Assistant Principal 2	0	0	0	1	1
Assistant Principal 3 (Post removed)	0	0	0	0	0
SENCO	0	0.5	1	1	1
PA to Principal/Clerk to LGB	1	1	1	1	1

¹² A shared position with John Taylor High School

Teaching Staff ¹³					
Key Stage 3					
Year 7	4	5	6	7	8
Year 8	1	5	6	7	8
Year 9	1	4	6	7	8
Key Stage 4					
Year 10	0	0	0	7	7
Year 11	0	0	0	0	7
Key Stage 5 (Vocational)					
Year 12	0	0	0	4	5
Year 13	0	0	0	0	4
KS 5 (Co-delivery w/JTHS)	0	0	0	4	4
Total Teaching FTE	7.5	15.5	21	41	57
School Direct - Paid – KS3	1	1	1	1	1
School Direct - Paid – KS4	0	0	2	2	2
Supply - Cover/ Release	0	0.2	1	1	1
Classroom support KS3-KS5 /School Direct					
Learning Support Assistants (G4 term time)	2	3	4	5	5
Higher level Learning Support Assistants/ Assistant SENCO (G7 term time)	0	0.5	1	2	2
School Direct - Trainee – KS3	1	1	1	1	1
School Direct - Trainee – KS4	0	0	2	2	2
Total:					
Premises staff					
Site Supervisor	0.5	0.5	1	1	1
Caretakers	0	0	0	1	1
Janitors	2	2	2	2	2
Cleaning (via SLA?)					
Total:					
Admin/Finance staff					

¹³ Teaching staffing will be bolstered, especially in the early years of the Free School through Vice Principals and other senior staff (Assistant Principals and SENCO) teaching a third and half teaching staff timetables respectively – built into FTE calculations.

Business Manager/Fin & Office Manager	0	0.5	1	2	2
Librarian/ Assistant	0.5	0.5	1	2	2
Receptionist/Admin support	1	1	2	2	2
Data/attendance/exam staff	0.5	0.5	1.5	3	4
Exam Invigs (casual)		5	10	15	15
Canteen provision	Outsourced				
Minibus driver	1	2	1	1	0.5
Lunchtime Supervisors	2	2	4	4	4
ICT Technician	0.5	1	1	1	1
Science Technicians	1	1	2	3	4
General Technician	1	1	1	1	1
Other					

The table below provides a year-by-year summary of teaching requirements (measured in hours) on a subject-specific basis, based on the curriculum models presented earlier in this section. The Free School will look to deploy teaching staff to their areas of specialism wherever possible, but as the school grows it will also rely on staff competencies in ‘companion’ subject areas – especially at Key Stage 3/STRIPE – and will utilise the opportunities for shared staffing and co-delivery with John Taylor High School where educationally and financially appropriate.

Figure 25

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
English	5.8	25.0	46.7	115	170	Includes Literature and Language GCSE for all
Mathematics	5.8	25.0	46.7	108.3	156.7	
Science	23.3	46.7	70.0	166.7	246.7	Double and Triple Award GCSE taught in parallel
STRIPE	87.5	138.3	140.0	160	160	Incorporating subject content as stipulated
History	0	0	11.7	13.3 (27.5)	13.3 (55)	Discrete from Y9 (KS4 and 5 options)
Geography	0	0	11.7	13.3 (27.5)	13.3 (50)	Discrete from Y9 (KS4 options)
Religious Education/RS	6.7	18.3	29.2	50	66.7	GCSE for all, commencing in Year 9
D & T / Food & Nutrition	0	0	11.7	13.3 (12.5)	13.3 (25)	Discrete from Y9 (KS4 and 5 options)
Drama	0	0	0	(7.5)	(15)	(KS4 options)

PE	11.7	30.0	46.7	65.8 (25)	78.3 (45)	Core (KS4 and 5 in brackets)
Art & Design	0	0	5.8	6.7 (7.5)	6.7 (15)	Discrete from Y9 (KS4 and 5 options)
Music	5.8	11.7	17.5	20.0 (7.5)	20 (15)	(KS4 and 5 options)
Computer Science	0	0	5.8	6.7 (7.5)	6.7 (15)	Discrete from Y9 (KS4 and 5 options)
MFL (French for all initially)	23.3	45.0	64.2	73.3 (17.5)	73.3 (35)	(KS4 options)
SEN (Taught provision)	20	20	20	20	20	(Includes progress units and literacy for life lessons at KS3)
Tutor period (incl. PSHE)	5.0	10.0	17.5	33.3	46.7	
Other(e.g.KS4 option only Business/H &SC)				7.5	15	Subject offer contingent on aptitudes, aspirations, and performance measures
Sixth Form (incl.Vocational)				40	75	Indicative only – offer based on take-up viability and co- delivery opportunities

D4: Ensuring Inclusivity

It is the committed aim of the Free School, as espoused in its vision (section C) to serve the children and families of the local community within which the school resides. The school will aim to be the school of choice for these families – irrespective of their social, economic, religious, ethnic or cultural background.

The school will regard all its students, as staff, as of equal value, and will promote the British Values of inclusion, tolerance, respect, and the celebration of diversity. It will do so with specific regard to gender and sexuality, religion and ethnicity, and physical and mental disability.

The Free School will be proactive in providing a high quality formal and informal education for all its children and will audit curricular, cross-curricular and extra-curricular delivery of its inclusion agenda. In addition, the school will take its responsibilities seriously to challenge stereotypes and prejudice. We will have clear and appropriate sanctions in place, aligned to those of the Founder Academy, for students who are openly intolerant, abusive or aggressive in a manner aggravated by their prejudices. The Free School will report to the local authority all such instances in its annual return, again as John Taylor High School does.

As at the Founder Academy, all staff at the Free School will be appropriately and effectively trained in order to work positively and proactively in the context of the 'Prevent' agenda of anti-radicalisation. Extremist views and behaviours of all descriptions will be challenged and – where appropriate – escalated and reported. Activity under 'Prevent', as with safeguarding, will be securely logged and recorded. Senior and pastoral leaders in particular, but all of the school's community – including the members of its Local Governing Body – will ensure that the school's procedures and practices are based upon the most current requirements and best practice. This is undertaken under the auspices of the Multi-Academy Trust Board and its senior leadership.

Below is outlined some of the key tenets upon which John Taylor High School's inclusive approach is based:

INCLUSION STATEMENT

John Taylor has an inclusive, supportive and caring school ethos. An extract from our vision statement reads:

'Our students: confident, mature, well-rounded individuals. Happy and caring; mutually respectful and self-disciplined.'

This ethos is nurtured in all aspects of school life, from policy to classroom.

POLICIES

Equality Policy:

2.1 We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- having consistent expectations of the pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- actively tackling discrimination and promoting equality through our curriculum;
- making clear to our pupils what constitutes aggressive and discriminatory behaviour;

- ensuring class and school resources reflect society as a whole;
- having clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- ensuring all pupils develop mutual respect through the school ethos, teachings and adult example.

2.2 These aims are designed to ensure that the school meets the needs of all of its community, taking account the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnerships and gender reassignment. The philosophy of John Taylor High School is based on inclusive principles which strive to promote equality. Equality of opportunity at JTHS is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.

Behaviour Policy:

“Praise me more, criticise me less, I’m still learning” is a phrase which epitomises the school’s approach to positive behaviour.

The overarching aims are:

- To enable effective teaching and learning;
- To promote good behaviour and encourage achievement;
- To create a safe and secure environment for pupils and staff;
- To support pupils in learning self-discipline;
- To teach pupils to understand, accept and tolerate differences in individuals.

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

Anti-Bullying Policy:

JTHS aims:

To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, discrimination, victimisation, oppression and abuse.

To create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift, effective in halting the bullying and sensitive to their needs.

To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.

To teach pupils that causing avoidable distress to others is wrong.

To ensure that all pupils, parents, staff, governors and others are aware of this policy and know that action will be taken to prevent bullying.

To raise awareness of the anti-social nature of bullying.

PSHE & Sex Education policy:

Sex Relationship Education is always taught with due regard to moral values and legal considerations.

Among the values promoted are:

- Respect for oneself and other people;
- Taking responsibility for one's actions in all situations;
- Honesty and loyalty in relationships;
- The importance and responsibilities of the family unit for all members;
- Sensitivity towards the needs and views of others;
- The recognition of physical, emotional and moral implications and risks, of certain types of behaviour;
- The recognition and acceptance of differences of others;

PASTORAL SYSTEM

John Taylor High School moved from a horizontal year-based system to a vertical mixed age group system in September 2009. Our rationale for doing so was based on our belief that such a system would further improve relationships within our school community. Extracts from our rationale:

“More opportunities for leadership throughout age groups. Older students able to mentor younger ones, sharing experiences of previous year (eg Y10s helping Y9s with option choices; Y8s helping new Y7s settle in.)

Greater sense of whole school community (and more like “life”) – each tutor group more like a family of brothers and sisters rather than peer rivals.

Better relationships between students (with younger students more confident and reassured) – greater tolerance and understanding (less bullying).

More opportunities for sixth-form to help and influence younger students and support tutors e.g. fully integrated sixth-form buddy and mentoring programmes; checking planners.

Children from one family in one house so that parents have one point of contact.”

N.B: Whilst the difficulties of implementing a vertical system in a new and growing school are acknowledged, it would be our intention to build vertical ‘Houses’ for pastoral and identity purposes at the Free School. These Houses may, for the first years of the school’s life at least, be the same Houses as those at John Taylor High School. This would give greater opportunity for children attending the new school to become engaged in opportunities that they otherwise may not be able to take advantage of in the earliest stages of the Free School’s growth e.g. House matches and other competitions, House charity fundraising opportunities, some House assemblies. As the new school grows, naturally its pastoral system would become detached from the founder academy’s, but the House names, colours and symbols may (should the staff and students so determine) remain.

SCHOOL PRACTICE

We embed our ethos through regular assemblies (reinforcing our mantra of ‘turn up, work hard, be nice, take part, focus, aim high) our excellent whole school PSHE programme (attached), British Values posters, regular celebration events, student leadership opportunities and whole school events.

Visitors regularly comment on how pleasant and polite our pupils are and how helpful and tolerant they are towards each other. In the school’s Ofsted Inspection (March 2014), the report noted:

“The behaviour of students is outstanding. They behave impeccably in lessons and around the school at different times of the day. Students have the utmost respect for each other, for teachers and other staff so that the academy is a harmonious and positive environment for learning at all times.”

And

“Students have a very good awareness of different types of bullying, including cyber bullying and homophobic bullying and report that this seldom takes place.”

The school works hard every day to maintain and further this positive environment. A key platform of delivery is the school’s Tutor Programme, through which PSHE is delivered. An extensive part of our PSHE programme is inclusion awareness and Citizenship with every year group having 8 x 50 minute lessons promoting these important values (see below).

Again, we would look to largely replicate this in the Free School, recognising opportunities to make the programme bespoke to the context of the students and their surroundings.

Tutor programme 2016/17: Figure 26

	YEAR 7	YEAR 8	YEAR 9	YEAR10	YEAR 11	YEAR 12	YEAR 13
7 Sept	First day for most pupils. With tutor.	First day for most pupils. With tutor.	First day for most pupils. With tutor.	First day for most pupils. With tutor.	First day for most pupils. With tutor.		House Leaders in.
14 Sept	Learning to Learn HB	Drugs Ed	IAG: CK	Study Skills: CB	Revision: HALL: CB	Look Back/Move Forward	UCAS + in computer rooms
21 Sept	Learning to Learn HB	Drugs Ed: Resolve: Sports Hall	IAG: CK	Study Skills: CB	CSE: HALL: outside speaker	Review bridging work	UCAS + in computer rooms
28 Sept	Learning to Learn HB	Drugs Ed	IAG: CK	Study Skills: CB	Pink ½ on activity 1* Purple ½ in RS lessons*	Review subject choices	UCAS + in computer rooms
5 Oct	Learning to Learn HB	Sex Ed	IAG: CK	Inclusion Awareness: TJ	Activity 1	Organisation	UCAS + in computer rooms
12 Oct	Learning to Learn HB	Sex Ed	IAG: CK	Inclusion Awareness: TJ	Activity 1	Memory	UCAS + in computer rooms
19 Oct	Learning to Learn HB	Y8 In HALL 'SHEP' HB	IAG: CK	Inclusion Awareness: TJ	Activity 1	Feedback/sharing	UCAS + in computer rooms
Half term							
2 Nov	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL
9 Nov	Learning to Learn HB	Sex Ed	IAG: HALL: JT	Prejudice/stereotyping: LW	Activity 1	Stress	UCAS + in computer rooms
16 Nov	Learning to Learn HB	Sex Ed	IAG: Options: JT (in rooms)	Prejudice/stereotyping: LW	RS lessons	Rotation 1	Rotation 1
23 Nov	IAG: CK	Study Skills: HB	Inclusion Awareness: TJ	Drugs Ed	RS	Rotation 2	Society: HALL
30 Nov	IAG: CK	Study Skills: HB	Inclusion Awareness: TJ	Drugs Ed	RS	Activity 1	Driving - HALL
7 Dec	IAG: CK	Study Skills: HB	Inclusion Awareness: TJ	Drugs Ed	Private Revision	Review Report	Driving - P1 (swims in hall)
14 Dec	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL
Xmas							
4 Jan	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL
11 Jan	IAG: CK	Study Skills: HB	PREVENT: CB	Sex Ed	Results: HALL: MDO	Rotation 3	Rotation 3
18 Jan	IAG: CK	Study Skills: HB	PREVENT: CB	Sex Ed	RS	Holocaust	Rotation 4
25 Jan	IAG: CK	Study Skills: HB	PREVENT: CB	Sex Ed	RS	Activity 1	Sex Ed - HALL
1 Feb	IAG: CK	Money: GC	Prejudice/stereotyping: LW	Sex Ed	Activity 2	RS	Rotation 4
8 Feb	IAG: CK	Money: GC	Prejudice/stereotyping: LW	Sex Ed	Activity 2	RS	Rotation 5
15 Feb	Inclusion Awareness: TJ	IAG: CK	Drugs Ed	Money: GC	Activity 2	RS	Exams/private study
Half term							
1 Mar	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL
8 Mar	Inclusion Awareness: TJ	IAG: CK	Drugs Ed	Money: GC	Activity 2	RS	Rotation 6
15 Mar	Inclusion Awareness: TJ	IAG: CK	Drugs Ed	Money: GC	Activity 2	RS	Rotation 7
22 Mar	Anti-bullying: PT	IAG: CK	Sex Ed	Healthy Lifestyle: CB	RS	Activity 2	Time Management
29 Mar	Anti-bullying: PT	IAG: CK	Sex Ed	Healthy Lifestyle: CB	RS	Activity 2	Revision/essay skills
5 Apr	Anti-bullying: PT	IAG: CK	Sex Ed	Healthy Lifestyle: CB	RS	Activity 2	Review report
Easter							
26 Apr	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL
3 May	Prejudice/stereotyping: LW	IAG: CK	Sex Ed	Revision Skills: CB	RS	Activity 2	Rotation 8
10 May	Prejudice/stereotyping: LW	IAG: CK	Sex Ed	Revision Skills: CB	RS	Activity 2	Oral presentations
17 May	Drugs Ed	Inclusion Awareness: TJ	Money: GC	IAG: CK	Private Revision	Profile cards	Private study
24 May	Drugs Ed	Inclusion Awareness: TJ	Money: GC	IAG: CK	Private Revision	Advisary of Uni: re-group	Private study
Half term							
7 Jun	Drugs Ed	Inclusion Awareness: TJ	Money: GC	IAG: CK	Y11 staff available to cover	UCAS+ in computer rooms	Y13 staff available to cover
14 Jun	Sex Ed	Conflict Resolution: PT	Healthy Lifestyle: CB	IAG: CK		UCAS+ in computer rooms	
21 Jun	Sex Ed	Conflict Resolution: PT	Healthy Lifestyle: CB	IAG: CK		UCAS+ in computer rooms	
28 Jun	Sex Ed	Conflict Resolution: PT	Healthy Lifestyle: CB	IAG: CK		UCAS+ in computer rooms	
5 Jul	Sex Ed	Prejudice/stereotyping: LW	Preparing for KS4: SPORTS HALL: JT	IAG: CK		UCAS+ in computer rooms	
12 th July is SPORTS DAY so the tutor programme session will only run if sports day is cancelled for wet weather							
12 Jul	Sex Ed	Prejudice/stereotyping: LW	Preparing for KS4 (in rooms)	IAG: CK		UCAS+ in computer rooms	
19 Jul	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL	VERTICAL

Section E: Evidence of need

Section E1

The Basic Need in the Area

East Staffordshire is experiencing sizeable and sustained population growth – through a combination of natural increase and inward migration opportunities via extensive housing development. In response to this, Staffordshire County Council in its capacity as the provider of school places have worked to secure suitable provision. Below is an extract from the planning application (“the applicant” being Staffordshire County Council) for the proposed new Free School (referred to here as the “Branston Road High School”) and a primary school to be located also in the vicinity (also driven by basic need).

It is worth stating at this point that other options (expansion of existing provision, alternative sites) were explored at length by the local authority. Consequently, their commitment to this proposition, and our role in leading it, is fully endorsed (see letter of support) and based on extensive due diligence. It is worth noting that the planning authority for housing growth, to whom this application is made, is East Staffordshire Borough Council (referred to below as the “Borough Council”) – a different political and legal entity. Sections of the application (approved in May 2016) have been copied verbatim for the purpose of clarity:

“Need for a Secondary School to the West of Burton-upon-Trent (SP10)

93. Local Plan Policy SP10 anticipates that new primary school provision will be located in the strategic locations identified in the Plan or by enlarging a local school in a strategic location. As far as additional primary and secondary school provision is concerned the Local Plan suggests that the Borough Council would work in partnership with Staffordshire County Council to bring forward additional new schools and extensions to existing schools. SP10 requires proposals for ‘additional schools’ to be supported by evidence to demonstrate:

- a) the need for the school;
- b) the role of the school within a wider strategy for education provision; and,
- c) the suitability of the location of the school to meet the identified need – in terms of accessibility.

94. SP10 requires the sustainability principles in Strategic Policy 1 to be used to assess the suitability of the location and the impacts. The evidence in support of a, b and c is considered below. The relevant SP1 principles are similar to the SP8 criteria and relate to ‘the effects on local amenity, the effect on the local highway network and the effects of the design on the surroundings’ which are discussed later in the report.

The need for the school

95. The Local Plan and the Delivery Plan recognise that there is a need for a secondary school to the west of Burton-upon-Trent and, based on calculations using the existing primary school population, the latest forecast for secondary school aged pupils and the Borough Council's latest housing projections, the applicant contends that this remains the case – see the table below.

Figure 27

Year	Cluster PAN	Projected Year 7 places needed	Surplus/deficit	The number of FE's Required
2015	772	806	-34	1 FE
2016	798	787	11	0
2017	751	838	-87	3 FE
2018	751	904	-153	5 FE
2019	751	984	-233	8 FE
2020	751	997	-246	8.2 FE
2021	751	1028	-277	9.2 FE
2022	751	1017	-266	9 FE
2023	751	1075	-324	11 FE
2024	751	1065	-314	10.5 FE
2025	751	1076	-325	11 FE
2026	751	1089	-338	11.3 FE
2027	751	1100	-349	11.6FE
2028	751	1106	-355	12 FE
2029	751	1112	-361	12 FE
2030	751	1119	-368	12.3 FE

96. The applicant also explains that the west of Burton has seen the largest increase in population growth at primary school phase which will feed into secondary schools, and this is where a large proportion of housing growth is planned or proposed to take place. By way of example, the applicant cites 5 large housing developments, from which, in accordance with the new planning regulations, the County Council has request that East Staffordshire Borough Council (and in one case South Derbyshire District Council) (the Charging Authorities), pool developer contributions worth [REDACTED] million towards the cost of providing the Branston Road High School.

[Note: there is a separate report to this Planning Committee on an application for a 2 FE primary school at Henhurst Ridge.]

The role of the school within a wider strategy for education provision

97. The Borough Council has objected to the proposals on the grounds that the application is not supported by robust evidence about the role of the school within the wider strategy for education provision and point to the joint study carried out in 2013 which identified the need for a 14/15 Form Entry ('FE') secondary school over the Local Plan period to 2031.

98. In response the applicant contends that an extensive site search was undertaken which confirmed that the potential for further expansion of existing secondary schools in the town is very limited (ref. Amec Study) and that the new school would address the immediate need for additional secondary school

places. In addition, in making strategic decisions about school places, the applicant contends that decisions are based on best information available from developers and the Borough Council and given the protracted process, school places need to be delivered ahead of the time that housing development would deliver pupils.

The latest estimates shown in the table above shows that there is a short term need to increase capacity equivalent to a 5 FE secondary school by 2018, 8 FE by 2019 and 8.2 FE by September 2020 which would be met by:

- the 8 FE capacity from the Branston Road High School (the subject of this application); and,
- expansion at Paulet High School and/or Blessed Robert Sutton Catholic High School*.

[* Note: The need to expand capacity in the east of Burton-upon-Trent at Paulet High School and/or Blessed Robert Sutton Catholic High School is the result of a shortfall in that part of the town mainly due to the additional pupils generated by the large Drakelow development just over the county boundary in Derbyshire.]

99. The current longer term strategy is to provide the additional capacity before the end of the Local Plan period (2031) by:

- expanding two of the following three high schools - De Ferrers, Abbot Beyne and Paget by September 2023, assuming the continued housing growth; and,
- further expansion to existing schools from September 2027 to address the demand from the remaining housing developments

...

108. The Transport Assessment (TA) (table 9-2) explains in more detail that the school is intended to serve the needs of following existing locations and new housing sites up to 2022:

Figure 28

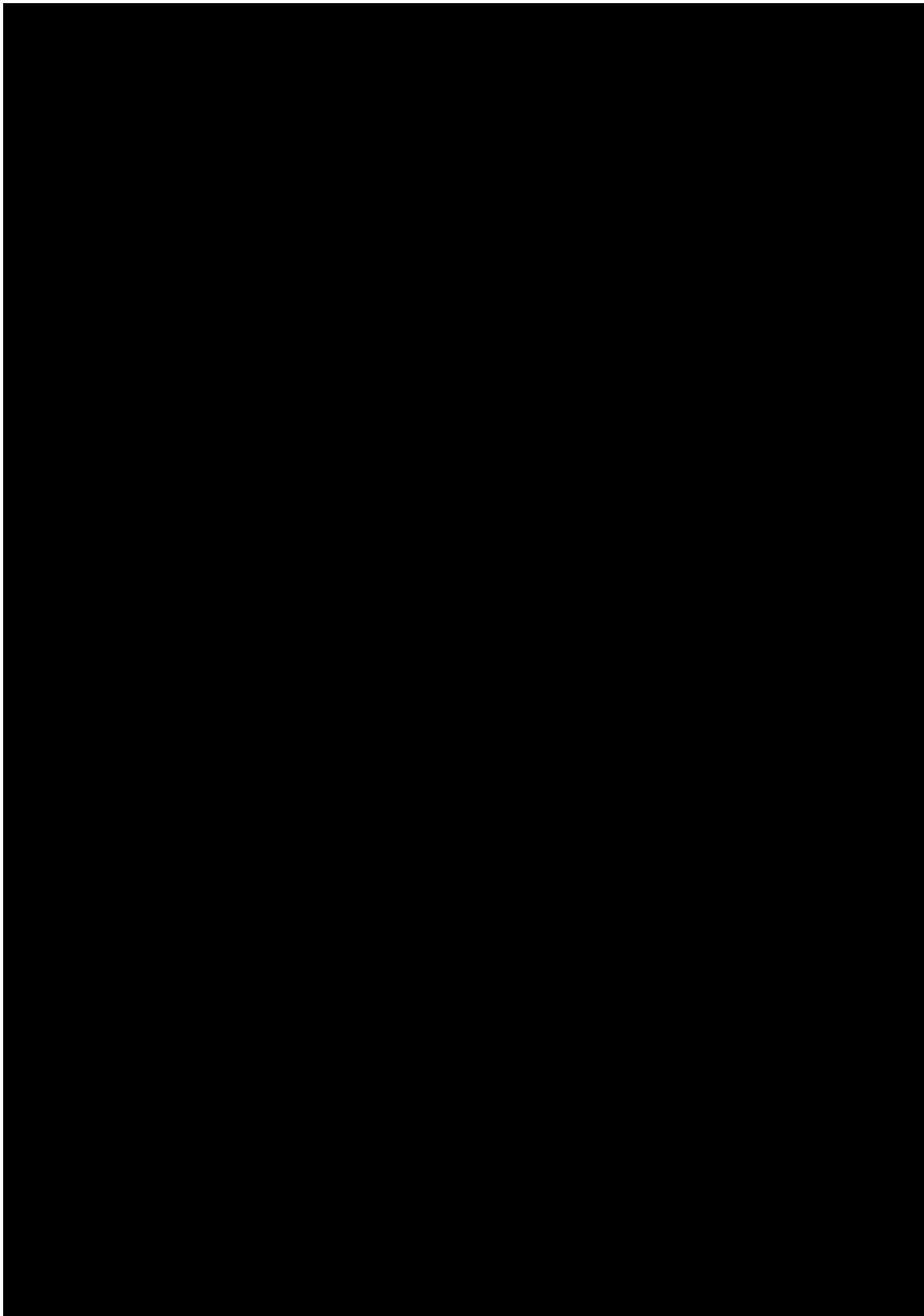
Student Distribution Residential Areas	Number of dwellings completed by 2022	Total Pupils
Lawns Farm adjacent to Shobnall Road	250	45
Lawns Farm adjacent to Branston Road	850	153
Tatenhill Lane	53	10
Land South of Branston	610	110
Forest Road and Land South of Forest Road	383	69
Red House	250	45
WJ Howard Transport	83	15
Existing residential area west of the rail line, south of the A5189	1659	299
Existing residential area surrounding A5121	1740	313
Existing residential area surrounding Hospital	2115	381
Total	7993	1440

...

112. Conclusion: Having regard to the East Staffordshire Local Plan (Strategic Policy 10) and the other material considerations referred to above, it is reasonable to conclude that: the applicant has demonstrated the need for an additional school; the role that the school would have within the wider education strategy; and, the general suitability of this location to meet the need.”

We believe that the above extract best demonstrates the need for the new school. Furthermore, it is worth noting that John Taylor High School, the current catchment school of the housing development, serves an area that extends beyond East Staffordshire into the neighbouring Borough Council district of Lichfield. Here also, albeit to a lesser extent, there is housing development that would limit the scope for further expansion of John Taylor High School and would enhance the case for the provision of a new school. The tables below (Figs 29 and 30) illustrate additional housing development – beyond that described in the application above – that will impact on John Taylor High School. This includes (Fig 29) the strategic village allocation (Barton, Efflinch Lane), Barton Marina and smaller village expansions not specified by name in this document (we are aware, for example, of 80 homes that will be built in the village of Yoxall, three miles away from John Taylor High School and within the school’s catchment area).

Figure 30: Burton and District (including Barton) school catchment areas and proposed housing development (source: Staffordshire County Council)



Lichfield Borough Council Local Plan 2012-2031 Housing Trajectory

A NEIGHBOURHOOD PLAN for ALREWAS PARISH FEBRUARY 2015 Prepared by The Neighbourhood Plan Steering Group on behalf of Alrewas Parish Council cites as below:

“The emerging Lichfield District Local Plan has identified a proposed allocation of 90-180 for new housing numbers and growth within Alrewas, which it identifies as a key rural settlement. This proposed allocation has been formally challenged by the Parish Council on the basis of a lack of consultation and an unreasonably high allocation being proposed. The Local Plan (Alr 4) states that the eventual allocation would be determined by a Local Plan Allocations process and subject to extensive public consultation (assumed to be in accordance with the ‘Community Involvement Process’ described in the local development framework document published by Lichfield District Council in 2006). This has not yet been carried out. Protecting open space and ensuring expansion is modest and proportionate. February 2015 Page | 39 In a written response, Lichfield District Council has advised the Parish Council that the Neighbourhood Plan is an alternative basis for establishing the allocation.”

Alrewas expansion, and other village developments in Lichfield District will also impact on John Taylor High School’s ability to meet local need, as these settlements also reside in the school’s catchment area, with no viable local alternative school setting available.

Lichfield District Council have provided the following in respect of proposed new housing within their district which is within the catchment of John Taylor High School:

Figure 31

	5 Year Supply (October 2015)		
	number of dwellings with planning permission	number of dwellings on deliverable sites	Local Plan proposed allocation
Alrewas	11	16	90 - 180
Kings Bromley	23		
Total dwellings	34	16	90 - 180
Total Number of pupils likely to be generated	6	3	16 - 32

“Alrewas is considered as a key rural settlement for Lichfield and as such an allocation of dwellings for the village has been provided as part of the Local

Plan. It should be noted that whilst the Local Plan identifies a proposed allocation of between 90 and 180 dwellings, the Alrewas Neighbourhood Plan Feb 2015 notes that a reasonable allocation of housing for the village over the length of the Local Plan to 2030 would be 90 dwellings.

A development at Land North of Dark Lane which proposes to deliver 140 dwellings has been refused and gone to appeal, as yet the outcome of the appeal is still pending. At its current state we would not count this in future projections but I just thought it would be helpful for you to know about it.

As Kings Bromley is not considered to be a key rural settlement, housing information beyond the current planning applications that will be delivered in the next 5 years is not available.”

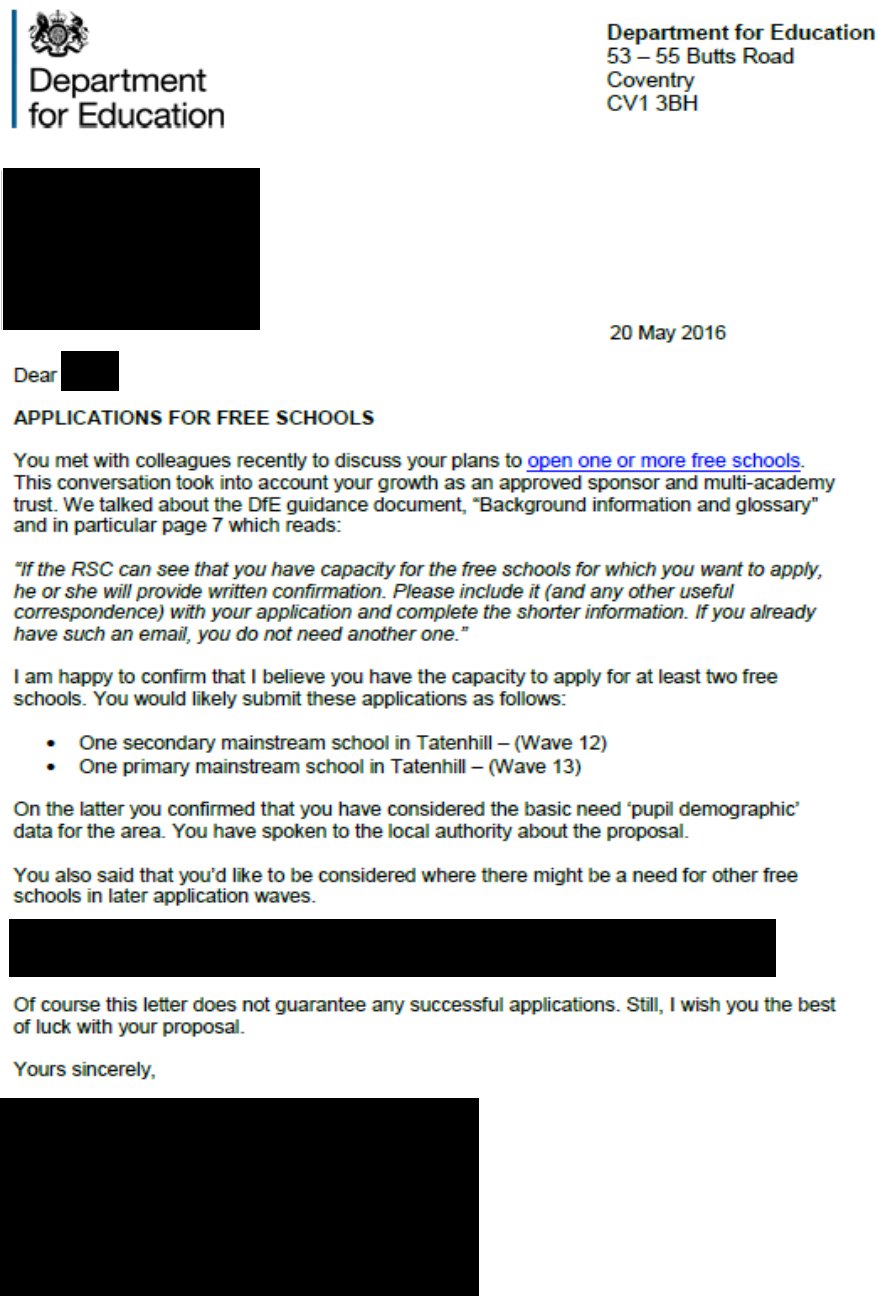
It is worth noting, as Staffordshire County Council and East Staffordshire and Lichfield District Councils do, that the above detail and statistics only contains known and provisionally/finally approved housing developments. It is anticipated by all interested and informed parties (planning authorities, housing developers, local residents) that further planning applications for housing will be made, and approved, in the forthcoming months and years. As a result, the need to draw students from existing housing (and therefore existing educational providers) is likely to diminish significantly throughout the growth period of the school (i.e. 2018-2022).

As stated in both our vision (Section C) and earlier here, the local authority recognise the need for this school, and are fully supportive of our application to lead and manage provision within it. A copy of a letter of support from the [redacted] is presented below:

Figure 32



JTMAT has received the following letter from the Regional Schools Commissioner (West Midlands), recognising the Trust's capacity to open this school:
Figure 33



Evidence of Standards Issues Locally:

The information below has been taken from the Department for Education Performance Tables 2015, and compares standards in key outcome measures across all schools in

the Burton-on-Trent area. John Taylor High School compares favourably to its local neighbours in every key measure. A summary table is presented in Section C:

Key Stage 4 Achievement and Progress:

Figure 34

2015 headline performance at key stage 4 (KS4) - all pupils							
School name	Type of school	Number of pupils at the end of key stage 4	Made expected progress between KS2 and KS4		Achievement		
			English	Maths	5+ A*-C GCSEs or equivalent inc English & maths GCSEs	English Baccalaureate	A*-C in English and maths GCSEs
England - all schools		611024	NA	NA	53.80%	22.90%	55.80%
England - state-funded schools only		553446	71.10%	66.90%	57.10%	24.30%	59.20%
Abbot Beyne School Remove	Maintained School	108	76%	67%	60%	20%	61%
Blessed Robert Sutton Catholic Sports College Remove	Maintained School	116	67%	74%	59%	20%	62%
John Taylor High School Remove	Academy	214	77%	79%	77%	50%	77%
Paget High School Remove	Maintained School	149	42%	49%	28%	3%	30%
Paulet High School Remove	Maintained School	119	62%	68%	46%	9%	47%
The de Ferrers Academy Remove	Academy	310	74%	69%	66%	37%	67%

A-Level Results 2015:

Figure 35

A level results									
School name	Type of school	Number of students at the end of A level study	Average point score per			% of A level students achieving			
			A level entry	A level entry expressed as a grade	A level student (full-time equivalent)	at least 3 A levels at A*-E	at least 2 A levels at A*-E	at least 1 A level at A*-E	grades AAB or higher in at least 2 facilitating subjects
England - all schools		NA	216.1	C+	778.3	78.7%	92.2%	99.6%	14.7%
England - state-funded schools only		NA	211.9	C	763.9	77.2%	91.5%	99.6%	11.8%
Abbot Beyne School Remove	Maintained School	52	207.7	C	717.7	63%	85%	100%	4%
Blessed Robert Sutton Catholic Sports College Remove	Maintained School	26	177.8	D	701.7	54%	85%	100%	0%
John Taylor High School Remove	Academy	141	224.5	C+	814.6	82%	87%	100%	18%
Paget High School Remove	Maintained School	30	197.3	C-	685.4	50%	70%	100%	0%
Paulet High School Remove	Maintained School	29	179.4	D	693.8	69%	76%	97%	0%
The de Ferrers Academy Remove	Academy	134	210.6	C	763.0	70%	93%	100%	6%

Destinations after Key Stage 4 in 2013:

Figure 36

Destinations after key stage 4 for pupils who completed key stage 4 in 2013					
School name	Type of school	Number of KS4 pupils	Pupils staying in education for at least two terms after key stage 4	Pupils not staying in education for at least two terms after key stage 4	Activity not captured in the data
England state funded schools		571810	90%	7%	3%
Abbot Beyne School	Maintained School	140	87%	8%	5%
Remove					
Blessed Robert Sutton Catholic Sports College	Maintained School	120	92%	6%	SUPP
Remove					
John Taylor High School	Academy	230	97%	3%	SUPP
Remove					
Paget High School	Maintained School	150	88%	9%	3%
Remove					
Paulet High School	Maintained School	130	90%	8%	SUPP
Remove					
The de Ferrers Academy	Academy	310	92%	7%	1%
Remove					

Pupil Absence Data 2014/15:

Pupil absence in secondary schools 2014/15			
School name	Type of school	Overall rate of absence	Persistent absence
England - state-funded schools only		5.3%	5.4%
Abbot Beyne School	Maintained School	4.9%	3.9%
Remove			
Blessed Robert Sutton Catholic Sports College	Maintained School	4.9%	4.3%
Remove			
John Taylor High School	Academy	3.3%	1.2%
Remove			
Paget High School	Maintained School	5.1%	4.4%
Remove			
Paulet High School	Maintained School	5.8%	7.4%
Remove			
The de Ferrers Academy	Academy	5.1%	5.7%
Remove			

Figure 37

Latest Ofsted Inspection Ratings:

Figure 38

School name	Ofsted rating	Date of inspection	Link to report
Abbot Beyne School Remove	3 Requires Improvement	08/05/2015	Ofsted Report
Blessed Robert Sutton Catholic Sports College Remove	3 Requires Improvement	18/09/2014	Ofsted Report
John Taylor High School Remove	1 Outstanding	20/03/2014	Ofsted Report
Paget High School Remove	3 Requires Improvement	25/06/2015	Ofsted Report
Paulet High School Remove	3 Requires Improvement	18/09/2014	Ofsted Report
The de Ferrers Academy Remove	2 Good	25/04/2012	Ofsted Report

E 2 Community involvement and engagement

John Taylor High School:

John Taylor High School has been at the heart of its community for almost sixty years, serving villages in the rural areas of East Staffordshire for generations. The school hosts community groups and clubs, and contributes enormously to the life of Barton-under-Needwood and neighbouring villages – everything from ‘open gardens’ festivals, through our school orchestra performing at village fetes, to art- and sports-based projects with local primary schools.

The school’s reputation in the locality – within and beyond its own catchment – is strong. The school has been consistently over-subscribed for many years (irrespective of demographic trends in its own catchment). This over-subscription, coupled with increasing demographic growth as described above, led to the school moving to a ninth form of entry from September 2015. “First choice” applications are shown below (with the total number of applications – first, second, and third choice – regularly exceeding 400):

2014/15

Pan 224 (8FE) – admitted 227 – (258 first choice)

2015/16

Pan 258 (9FE) – admitted 265 – (297 first choice)

2016/17

Pan 258 (9FE) – admitting 262 – (283 first choice)

Teaching School and Multi-Academy Trust:

In 2013, the school became a cohort three National Teaching School (The National Forest Teaching School), and previous collaborations with other local schools became more firmly cemented, to mutual benefit. The power of such collaborations with our neighbours led in no small part to the formation of John Taylor Multi-Academy Trust. The trust has its roots firmly in the community of local schools and villages, crucially including the village of Tatenhill where most of the proposed new housing and school will be located.

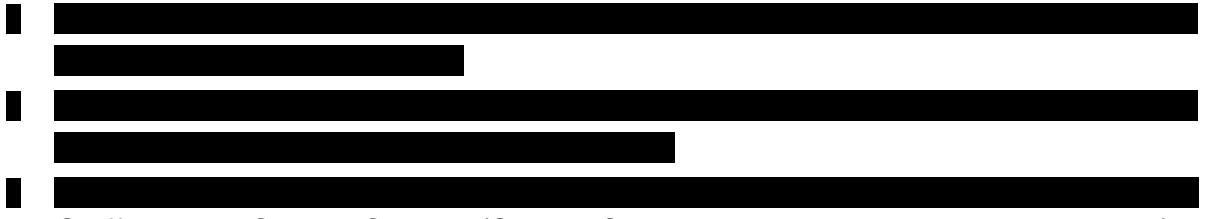
John Taylor High School, and subsequently JTMAT, also have positive and warm relations with Staffordshire County Council, as alluded to in their letter of support – a copy of which is included above. This too augurs well for the successful development and growth of the Free School, planned and delivered with co-operation and support (from the approval in concept through to technical expertise for delivery) being forthcoming.

Engagement to date - John Taylor Free School:

The MAT Board, being cognisant of its responsibilities as expressed in the Company's Act 2006 Director's Duty 172, directors have a duty to have regard to 'The likely consequences of any decision long term', and 'The impact of the school's operation on the community and the environment. Have met on numerous occasions to ensure that this directive is adhered to with our Free School proposition.

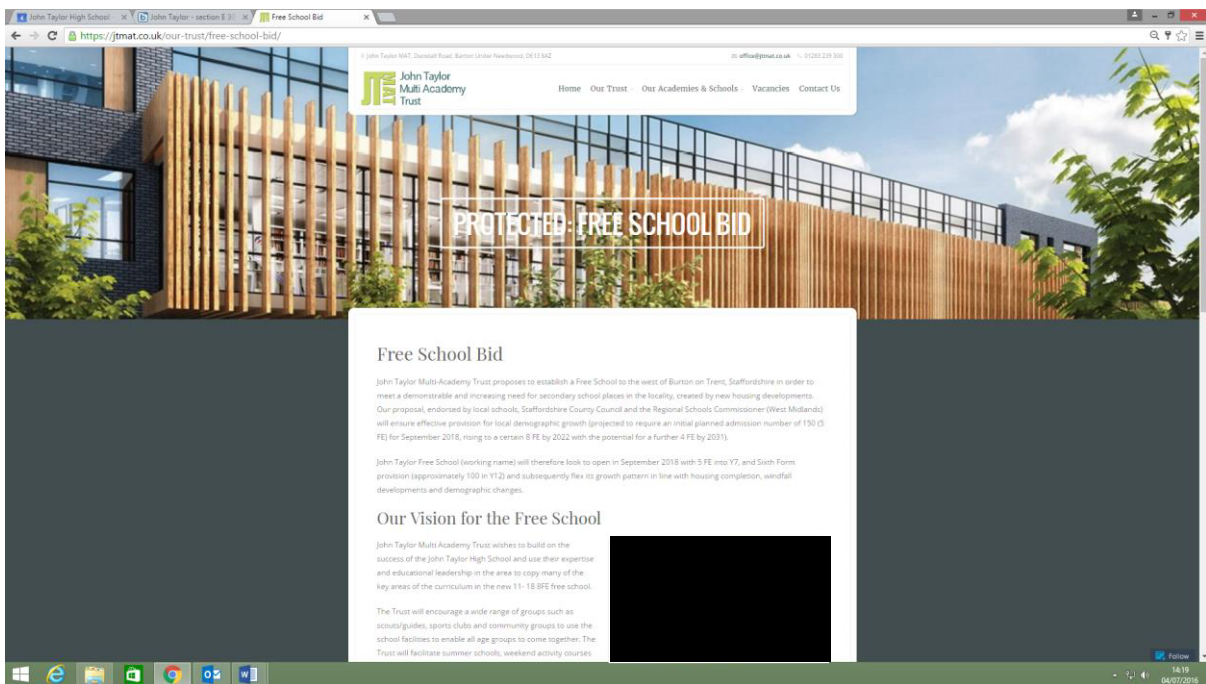
Engagement has taken place with a number of key stakeholders and community groups to date. A list of those with whom we have shared our aspirations is shown here:

- Partner primary school headteachers (i.e. those eight schools in the current catchment of John Taylor) - who are supportive of the opportunity for more children to transfer to a John Taylor school
- District secondary headteachers and principals – who have been aware of the demographic imperatives for several years, and the County proposal for a new school.
- John Taylor MAT Executive Group (headteachers and principals of the current JTMAT academies) – all fully supportive
- John Taylor High School staff – who can see opportunities for collaboration and professional development
- Local press (Burton Mail, Lichfield Mercury) – see below
- Tatenhill Parish Council – who accept that in the event of a school being deemed necessary, they would value it being associated with the founder academy, their current catchment school
- Cameron Homes (one of the three housing developers) – enthused about the prospect of working with us both pre- and post-opening.



- Staffordshire County Council (School Organisation and Place Planning Team) – providing a range of information and expertise to assist our application (demographics, site plans etc.)
- An area of the JTMAT website (<https://jtmata.co.uk/our-trust/free-school-bid/>) has been dedicated to the Free School application:

Figure 39



- Interest can be followed up via an online leaflet (below):

Figure 40



**John Taylor Free School
Expression of Interest Form**

We hope that after reading about the plans for John Taylor High School Trust and seeing the detailed information on the Trust website you are able to support the plans for us to open a comprehensive school for 11 – 18 year olds in September 2018. The details of the exact site will be decided by the Education Funding Agency and the local government.

Are you supportive of the proposal that JTHS Trust should open a new school 11-18 School to primarily serve the new community of houses being built in the area.

Yes:

The School is planning to admit its first year 7 pupils in 2018. Please tick here if you would want your child to attend the school.

Name of child	Current School	Date of birth

*This will not guarantee a place but just registers interest. Admissions will be through the normal process.

Name	
Current address	
Postcode	
E mail	
About You- (Delete)	Parent of future pupil / local community member/ person moving into area/ representative of an organisation / governor/teacher at local school



- A leaflet highlighting the vision and key concepts of the Free School has also been produced:

Figure 41

John Taylor Multi-Academy Trust proposes to establish a Free School to the west of Hurton on West Cliff Road in order to meet increasing need for secondary school places in the locality. Our proposal, endorsed by local schools, Southdown County Council and the regional School Commissioner will ensure high quality education for local growth.

John Taylor Free School (pending name) will therefore look to open in September 2016 for children in Key Stage 3 (Year 7, 8, and 9) and subsequently expand to take children up to the age of 16 into our Sixth Form, a site has been identified by the local authority and has received planning permission.

Our Vision for the Free School

John Taylor Multi-Academy Trust wishes to build on the success of the John Taylor High School and use their expertise and educational leadership in the area to copy many of the key areas of the curriculum in the new 11-16 Free School.

The Trust will encourage a wide range of groups such as scout groups, sports clubs and community groups to use the school facilities to enable all age groups to come together. The Trust will facilitate further academic, weekend activity courses and some evening opportunities for the local community.

The Curriculum will mirror many of the successes of the broad and balanced curriculum on offer at John Taylor High School and build on the broad-based '100%' curriculum (Self-Managed, Well-Managed, Inclusive and Caring, Participative, Engaging), skills curriculum that enables young people to become independent learners with excellent attitudes to their own learning. The new free school will follow and further develop the high quality student leadership programmes at all levels.

The new John Taylor Free School will work closely with John Taylor High School at part 16. The two schools will share aspects of their timetables and employ some key staff across the schools to enable the Trust to offer a wider range of A level and support those courses that would be difficult to sustain in any single school.

The Trust already has strong relationships with students, universities and is the host school the National Forest Learning School Alliance. We will use these relationships and expertise to enable the Trust to push all students, whatever their background to achieve their very best. The Trust has already been praised for its work with disadvantaged students and intends to develop this strongly in the new free school.

The school will...

- Have an inclusive approach that offers the best education for all local 11 – 16 year olds.
- Be non-selective, welcoming children of all faith, social, ethnic and cultural backgrounds.
- Offer a broad, balanced, high quality curriculum, underpinned by exceptional support, care and guidance.
- Be a learning hub for the wider community seeking to contribute to cohesion in an area of new housing development with limited alternative local amenities.
- Work effectively alongside neighbouring schools.
- Equip its young people with the knowledge, experience, skills and attributes to enable success beyond school.
- Further the innovative heritage of John Taylor High School, through the extension of its broader schools strengths, the achievement and progress of the most able, the acquisition of key learning skills, and the development of leadership attributes and experience – both within and beyond the taught curriculum.

Any questions?

Please email info@jtmulti.academy-trust.org or visit our website www.jtmulti.academy-trust.org for more information and to register your interest and receive regular updates. We will respond to your enquiry as soon as possible.

John Taylor Free School Ltd, John Taylor Multi-Academy Trust, Dursell Road, Barton-under-Redbourne, Duffield, DE11 9AU

Press coverage: [URL: <http://www.burtonmail.co.uk/burton-academy-makes-bid-to-take-on-brand-new-school-planned-for-tatenhill/story-29525319-detail/story.html>] 19th July 2016]

Figure 42

Burton academy makes bid to take on new school planned for Tatenhill

By **Burton Mail** | Posted: July 19, 2016

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 4 COMMENTS  6 SHARES



John Taylor High School.

Comments (4)

A TOP school has revealed it hopes to run a new £25 million secondary school set to be built near Burton.

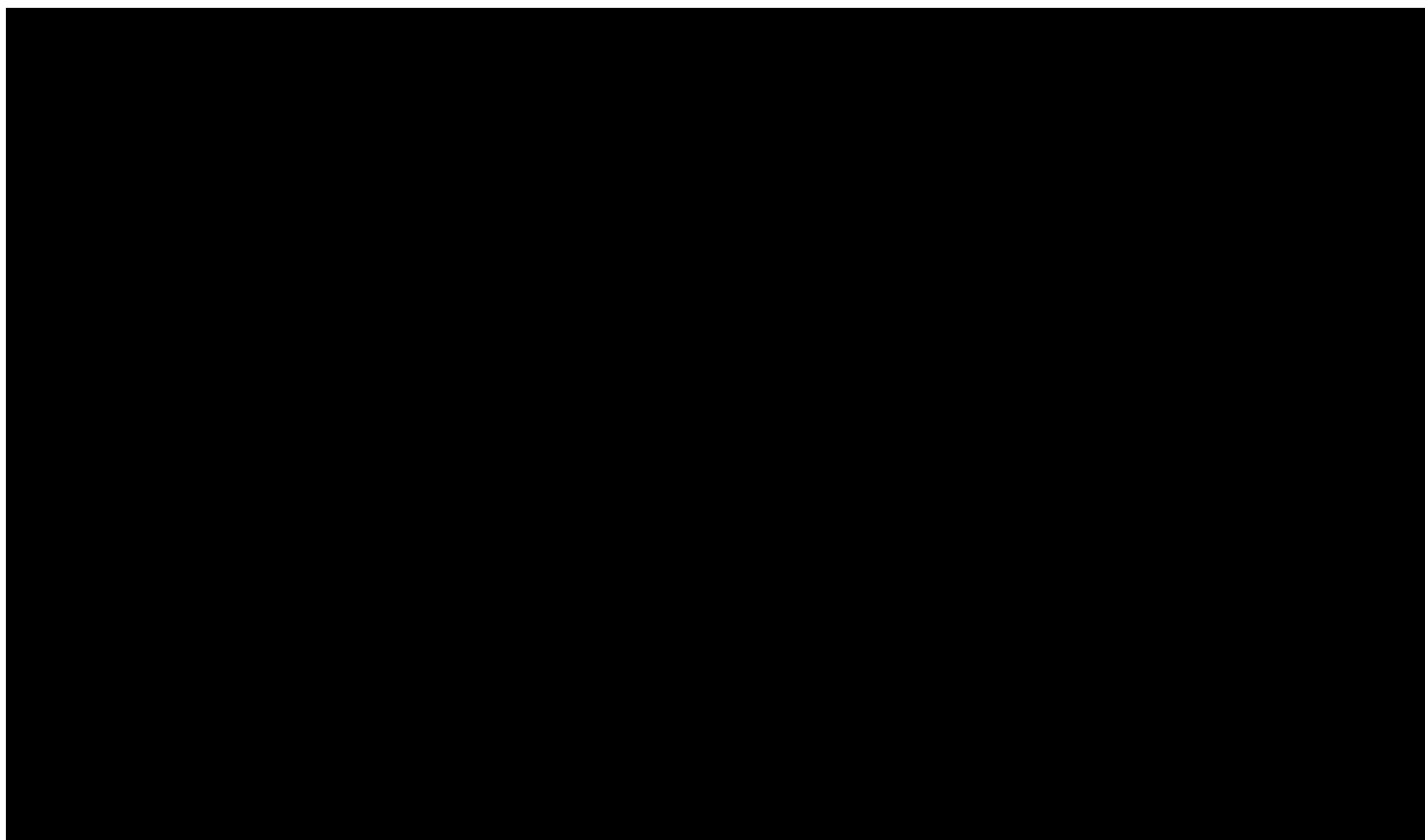
The John Taylor Multi-Academy Trust, which runs **John Taylor High School**, in **Barton under Needwood**, has said it is to submit a bid to the Department for Education to run the Branston Road High School planned for Tatenhill.

If approved, the **Tatenhill** school would be named the John Taylor Free School.

 said: "We view this as a really good opportunity to share the skills and expertise as part of the multi-academy trust

Nurton Developments, the main landowner and key development partner for the Branston Locks housing scheme, have provided the Trust with the following endorsement:

Figure 43



However, we are aware that much more vigorous consultation will be required in the pre-opening phase should the application be successful. This becomes somewhat more straightforward as housing is constructed and potential residents begin to identify themselves. To this end, we will look to work with housing developers and constructors to promote our proposal (via show homes, their prospectuses and web presence, home buyers welcome pack information etc.), which we are assured will be welcomed (on the premise that the “proposal for a free school” is promoted as such at this stage).

Engagement Timeline (Post-application):

Between September 2016 and December 2016, JTMAT will seek further engagement with the following:

- Additional housing developers once publically identified as committed to the Branston Locks scheme
- Provident Land – Property developers leading on a number of village expansion programmes in the vicinity of the Free School

- Primary school headteachers from schools beyond the footprint of John Taylor's catchment area.
- Tatenhill Parish Council – further engagement at a full council meeting.

Furthermore, we will look to host open days and evenings (initially at John Taylor High School, but closer to completion at the free school site itself) for prospective parents once in the pre-opening phase, gaining momentum as houses begin to be built in the summer of 2017. Regular events will be hosted to promote the school, particularly in the emerging 'village centre' of shops and recreational facilities.

These events will also be used to forge links with the wider new local community of residents (i.e. those families and individuals who do not have children of an age eligible for admission to the Free School) and local businesses. Again, housing developers have assured us that as part of their corporate social responsibility, they would wish to engage with young people over matters such as playground design, environmentally-friendly construction, health and safety around building sites, and careers in construction amongst other things. There is an indication of willingness to serve on the new school's Local Governing Body from one housing developer, and we would welcome and value direct and long term involvement at this stage of the school's growth.

F1 (a) Pre-opening skills and experience

Figure 44

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	Aldridge, Walsall	[REDACTED]	[REDACTED]	10
[REDACTED]	Y	Cheslyn Hay, Staffordshire	[REDACTED]	[REDACTED]	10
[REDACTED]	Y	Alrewas, Staffordshire	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	Needwood, Staffordshire	[REDACTED]	[REDACTED]	10
[REDACTED]	Y	Derby	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	Kings Bromley, Staffordshire	[REDACTED]	[REDACTED]	5
[REDACTED]	N	Barton-under-Needwood	[REDACTED]	[REDACTED]	5

[REDACTED]	N	Yoxall, Staffordshire	[REDACTED]	[REDACTED]	5
[REDACTED]	N	Kings Bromley, Staffordshire	[REDACTED]	[REDACTED]	3
[REDACTED]	N	Alrewas, Staffordshire	[REDACTED]	[REDACTED]	3

*Organisational capacity has been created to enable these post-holders to continue to work against the agreed weekly hours throughout the pre-opening phase.

F1 (b) Skills gap in pre-opening

Figure 45

Skills Audit - John Taylor MAT Board

Level of experience/skill: 1 =none, 5 = extensive

A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.

A-H represent the personnel on the MAT Board

	Desirable or essential?	OVERALL	A	B	C	D	E	F	G	H
Essential for all governors/trustees										
Commitment to improving education for all pupils	E	5	5	5	5	5	5	5	5	5
Ability to work in a team and take collective responsibility for decisions	E	5	5	5	5	5	5	5	5	5
Willingness to learn	E	5	5	5	5	5	5	5	5	5
Commitment to the school's vision and ethos	E	5	5	5	5	4	5	5	5	5
Has basic literacy and numeracy skills	E	5	5	5	5	5	5	5	5	5
Has basic IT skills (i.e. word processing and email)	E	5	5	5	5	4	5	5	5	4
Should exist across the governing board										
Understanding/experience of governance										
Previous experience of being a board member in another sector or a governor/trustee in another school	D	5	3	5	5	5	5	5	5	5
Experience of chairing a board/ governing board or committee	D	5	5	1	5	5	5	5	5	5
Experience of professional leadership	D	5	5	5	5	5	5	3	5	5

<i>Vision and strategic planning</i>											
Understanding and experience of strategic planning	E	5	5	5	5	4	4	4	5	5	
Ability to analyse and review complex issues objectively	E	5	5	5	5	5	5	4	5	5	
Ability to identify problems	E	5	5	5	5	5	5	3	4	4	
Ability to propose and consider innovative solutions	E	5	5	5	5	3	5	4	5	5	
Experience reviewing the impact of new ideas and initiatives	D	5	5	5	5	4	5	4	5	5	
Ability to learn from failure	E	5	5	5	5	5	5	4	5	5	
Ability to make difficult decisions in the best interests of pupils	E	5	5	5	5	5	5	4	5	5	
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)	D	5	5	5	5	5	5	4	5	5	
Understanding of current education policy	E	4	5	5	4	5	4	4	4	4	
<i>Holding the head to account</i>											
Communication skills, including being able to discuss sensitive issues tactfully	E	5	5	5	5	5	5	4	5	5	
Ability to analyse data	E	5	5	5	5	5	5	3	5	5	
Ability to question and challenge	E	5	5	5	5	5	5	4	5	5	
Experience of project management	D	4	5	5	4	4	5	1	5	5	
Performance management/ appraisal of someone else	E	5	5	5	5	4	5	3	5	5	
Experience of being performance managed/appraised yourself	D	5	5	5	5	4	5	3	5	5	
<i>Financial oversight</i>											
Financial planning/management (e.g. as part of your job)	E	4	5	3	4	5	5	1	3	5	
Experience of procurement/purchasing	D	4	5	5	3	3	4	1	4	4	
Experience of premises and facilities management	D	3	4	5	2	3	4	1	4	4	

Knowing your school and community										
Links with the community	D	4	4	4	4	4	5	3	5	3
Links with local businesses	D	3	4	4	3	2	3	3	5	3
Knowledge of the local/regional economy	E	4	5	4	4	4	4	3	4	4
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)	D	3	5	1	5	3	3	2	3	4
Understanding of special educational needs	E	3	4	3	4	3	3	2	3	3

Skills/experience missing	How you plan to fill the gap
Limited understanding of SEND provision across the MAT Board	Extensive understanding at both LGB level and within schools. Invite attendees to relevant items and seek external input where necessary.

The format of the above skills audit would be replicated to recruit personnel to the Local Governing Body of the free school. An emphasis would be given by the MAT Board, facilitated by the resources available through the Teaching School (e.g. NLG support), to training and development. Free School LGB members would be encouraged to access the MAT’s annual governance event. They would also, prior to the opening of the Free School, be expected to attend LGB meetings (at least one meeting of each committee – see below) at John Taylor High School in order to understand the prescribed format, and the culture and ethos espoused by its membership.

Project Delivery Team:

Should our Free School application be progressed to the pre-opening phase John Taylor Multi-Academy Trust, in addition to the appointment of a Project Manager and Principal Designate (see below), would constitute a Project Delivery Team comprising at least one Member, trustees, senior leaders from the Trust, members of JTMAT’s local governing bodies with relevant experience and other individuals as appropriate to meet on a regular basis to receive updates on progress, monitor developments against agreed timescales (including recruitment of students and staff, building works, compliance and assurance matters), and propose remedial and additional measures where required. The CEO will chair this group.

Section F – capacity and capability

F1 – the necessary experience and credentials to deliver the school to opening

John Taylor MAT has at its disposal the expertise, experience, and attributes of its Board and senior executives (see Table F1, Fig 44). The Multi-Academy Trust Board is composed of high calibre individuals who understand implicitly the requirements of effective governance and trusteeship, and the need to be actively engaged in the holding to account of the Trust's senior staff – including its Chief Executive Officer. The Board is currently being re-modelled (post-Single Academy Trust) to ensure sufficient and transparent separation between Members and Directors of the Trust. It is anticipated that this process will be concluded by June 2017.

At its core, the MAT Board retains within its Members the key individuals who worked with vigour and skill throughout the summer of 2010 to secure John Taylor High School's academy conversion. As one of the first 100 'converter' academies nationally, there was no clear blueprint to follow, and no slipstream to ride in. In this context, our governors showed the initiative and courage to innovate, alongside the project management and administrative skills, not only for our conversion to take place on time, and with very limited turbulence, but also with a Headteacher only six months into his first headship.

Subsequent to this, the Governing Body has continued to develop, securing new governors of similar acumen as and when required. In March 2014, Ofsted concluded that:

“The governing body has an in-depth understanding of the academy. Governors ensure that they are very well informed about the quality of teaching and of students' achievement, offering both support and robust challenge of performance data to secure further improvement. They ensure that the performance of teachers is well matched to salaries and promotion. Careful recruitment of new governors means that there is a wide range of experience and expertise which is put to effective use in support of the academy and its students. They have a detailed understanding of the way in which pupil premium funding is used and its impact on students' progress. Governors have strong links with subjects and areas of responsibility in the academy and work closely with senior leaders to set the academy's ambitious strategic vision.”

John Taylor High School Ofsted Report, March 2014 p7

The movement to Multi-Academy Trust articles was equally effective, and the Board has demonstrated to the Department for Education (via securing sponsorship status) and the Regional Schools Commissioner (see attached letter of support) that it has both the capacity and capability to undertake the further expansion of the Trust to include this Free School in Wave 12. With four schools already under the auspices of the Board, and a highly developed governance structure (see Section F2 below) within which they are controlled, the Trust would look to replicate the existing local governance arrangements in the new Free School, and align their meeting structures, cycles and documentation with the existing schools of the MAT. However, the Board

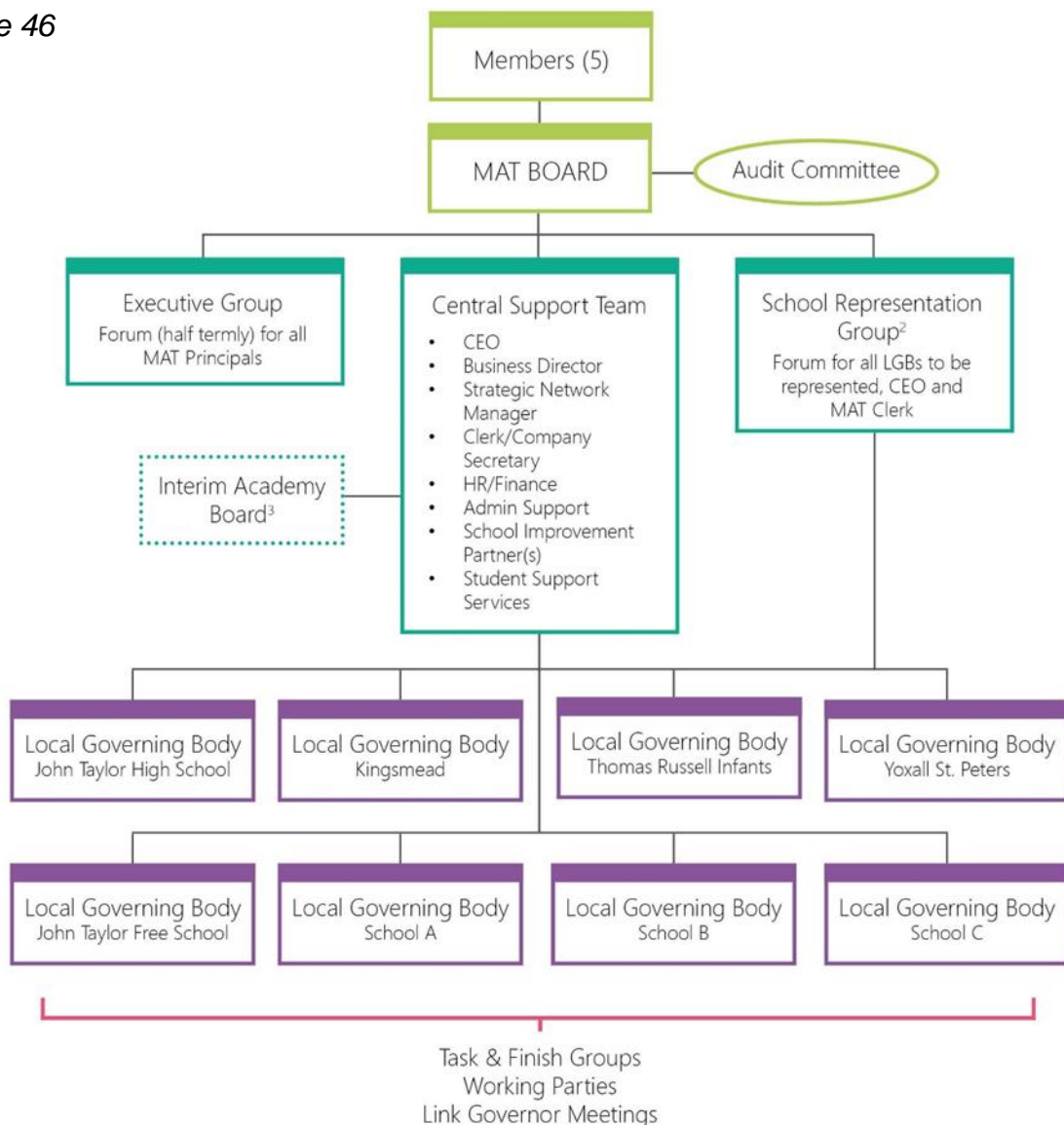
is acutely aware that effective governance has at its heart individuals of high calibre who are ambitious for their school and able to drive forward that ambition through effective and selfless support and challenge of the school's community.

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

The organisational chart below (Fig. 46) illustrates the structures within John Taylor Multi-Academy Trust. The Multi-Academy Trust Board, comprising five Members, two Executive Directors (CEO and Business Director) and four Non-Executive Directors (three drawn from existing academy local governing bodies) sets the strategic vision, ambition and drive for the Trust. All of the key individuals in the Project Group (Table F1, Fig 44) are trustees on the Board, attending regularly, contributing fully.

The MAT's Audit Committee includes an individual drawn from both a Local Governing Body (i.e. an interested party, but not a Director of the Trust) and a further individual with no direct association with the MAT or any of its schools, but with the skills in accounting and finance to add value to the Committee's work.

Figure 46



A Strategic Plan (2016-19, the successor to John Taylor High School's own academy plan 2011-15) provides a clear roadmap for growth, with regard to both the size of the MAT (the diagram below indicating four new academies incorporated by 2019, including a Free School) and also with regard to infrastructure development and, crucially, learning and standards innovation and improvement. A copy of the Strategic Plan, alongside other key documents and information, can be found at www.jtmat.co.uk in the section entitled "Our Trust" under "Our Ethos & Vision".

Systems are in a state of maturity for crucial aspects of effective governance and trusteeship, including the management of conflicts of interest, risk, whistle-blowing mechanisms, and anti-bribery safeguards.

Terms of Reference

The Terms of Reference of the Multi-Academy Trust are reviewed by the Board annually, and set out the parameters within which the executives (including the CEO) will operate, and how the Trust Board will discharge their responsibilities and duties, centred on moving the Trust and its academies towards its vision, within the framework of its values and ethos.

The MAT Board currently (due to the limited size of the Trust) holds direct financial and quality assurance control within its own remit. Specifically, the Terms of Reference indicate that financial control includes:

- "to approve the trust's annual budget and keep it under regular review by receiving a financial report at every board meeting;
- to approve each trust academy's bottom line annual budget, review annually and endorse plans to address identified over or underspends;
- to agree the scheme of financial delegation to trust academies and review this annually;
- to receive the annual report from the trust's auditors and take the appropriate actions to respond positively to any recommendations;"

With regard to ensuring educational quality, the Terms of Reference include responsibility to:

- "to ensure that all academies in the trust are effectively challenged and supported to maximise outcomes of children and young people who attend trust academies through target-setting and other mechanisms;
- to receive reports at every board meeting in order to review regularly outcomes and impact against key performance indicators as identified in the trust's strategic plan;
- to challenge and support the trust's senior officers and academy leaders to achieve best value in terms of impact, outcomes, quality and cost."

It is anticipated that these key functions may require additional organisational architecture at Trust level (i.e. a Finance Committee and an Achievement and Standards Committee) when the Trust approaches a scale at which the scrutiny of these areas cannot effectively be undertaken in Board meetings.

Local Governing Bodies (LGBs)

JTMAT believes wholeheartedly in the Department for Education's concept of "earned autonomy": that good schools, supported by effective local arrangements, are the most appropriate way to secure high quality and relevant provision and ensure stakeholder accountability. Only where such autonomy would create risk to the delivery of such provision and outcomes would the MAT Board exercise its right to withdraw aspects of, or all, delegated responsibilities from local governing bodies (LGBs), replacing them with an IAB (Interim Academy Board) until such a time that autonomy could be restored. However, in the case of a new school such as the free school proposed here, the Board recognises that this autonomy has yet to be 'earned', and as such only limited delegation would be granted to the free school in the first instance.

The proposed free school will adopt the terms of reference in order to create coherence and alignment with the existing four academies in the Trust. These structures, and the relationship between LGBs and the MAT Board are clearly understood and embedded. In addition, common agenda setting and minute formats enhance the efficiency and effectiveness of the trust organisationally, and more importantly are a valuable assurance mechanism for the quality of governance across the Trust's schools. This is augmented by the position of the Chair of the MAT Board also being Chair of John Taylor High School LGB and a National Leader of Governance (NLG – see Table F1, Fig 44)

Naturally, there are aspects of organization within the MAT that fall outside the remit of LGBs to determine. Most obviously, as the employer of all staff across all its schools, the MAT must directly have oversight of policies and procedures pertaining to human resource. Extracts from the Terms of Reference for LGBs within the MAT, written with the assumption of maximum autonomy are detailed below:

Roles and Remits of the Local Governing Body within John Taylor MAT

- 1.1 Legal responsibility for the Academy lies with the Company (John Taylor MAT). It is governed by the Directors, who rely on advice and support from the Academy Local Governing Bodies, particularly (but not limited to) strategic planning and the specific matters delegated under these Terms of Reference.

...

Local Governing Bodies shall discharge its responsibilities primarily, but not exclusively, through both collegiate activity in formal and informal committee and individual engagement (see below):

Committee Structure for each LGB:

Learning and Standards Committee

Managing and Organising Committee

Local Governing Body Committees: Terms of Reference

...

Specific Responsibilities:

Learning and Standards Committee

Mission: To improve, monitor and evaluate the quality of provision and teaching, and the resulting achievement and attainment standards.

In practice, this will involve improving, monitoring and evaluating:

- rates of progress and standards of achievement by students, including any underachieving groups
- the effectiveness of whole-school raising achievement strategies and to receive reports from lead staff.
- the quality of teaching and the impact of continuing professional development on improving staff performance
- the effective implementation of appraisal procedures
- that the curriculum is balanced, broadly based, maximises achievement, and meets the needs of all students and complies with statutory requirements
- the promotion of Spiritual Moral Social and Cultural education, preparing students for life in modern Britain and inclusive practice relating to race, gender and disability equality
- the scale, scope and effectiveness of parental engagement
- links with the local community including other schools within and beyond the MAT.
- the views of stakeholders, in order that outcomes are effectively used to inform planning
- the effectiveness and impact of curricular and extra-curricular visits
- the extent to which students develop workplace and other skills that will contribute to their future economic well-being
- the quality of the school's assessment provision
- the effectiveness of curriculum areas
- the effectiveness of provision for children with special educational needs
- the identification and celebration of student achievements

Managing and Organising Committee

Mission: To improve, monitor and evaluate the efficiency and effectiveness of systems, procedures and structures of the Academy and the deployment of resources required to ensure them. In practice, this will involve improving, monitoring and evaluating:

- all matters relating to budgeting, finance, academy premises and grounds, security and health and safety
- the budget allocated to the academy to achieve value for money
- the proposed annual budget prior to recommendation to MAT Board.
- spending against the academy budget, upon receipt of a report from the Principal
- that the principles of 'best value' are adhered to, as are the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty and leadership)
- the annual maintenance programme and its implementation
- academy compliance with health and safety standards

- the staffing structure and costings for proposed staffing levels
- safe recruitment procedures for staff appointment
- lettings and charging arrangements within the academy
- the academy's risk management strategy and strategic risk register
- progress towards the achievement of attendance targets
- the impact of the school's punctuality, attendance and behaviour policies
- the quality of the school's provision for personal development and well-being
- the effectiveness of care, guidance and support for learners
- the school's guidance and inclusion systems
- the extent to which students feel safe
- the effectiveness with which the school promotes equal opportunity and tackles discrimination
- the effectiveness of safeguarding policies

Appointment of Governors to the Free School LGB:

The importance of local representation upon the Local Governing Body of the proposed free school is acknowledged. However, given that the community that the school will primarily serve is still to come together, the MAT will wish to place within the membership of the LGB several experienced governors from its existing local schools (John Taylor High School LGB, Yoxall St Peter's LGB, Thomas Russell Infants School LGB, and indeed the MAT Board itself) to ensure that the systems and structures of the committees, the organisational mechanisms, and most importantly the ethos and culture of the existing governing bodies is replicated effectively in the Free School. Expressions of interest to join the free school's LGB are being sought. Three experienced members of John Taylor High School's Local Governing Body have conveyed their enthusiasm for joining the Free School's LGB. Significantly, a senior executive representing one of the local housing developers has also expressed a willingness to join the Local Governing Body. The Trust recognises the potential risk of conflict of interest for the period in which house building by this specific provider is being undertaken. However, our robust procedures and requirements in the management of any potential conflict are sufficient for this risk to be mitigated. Augmented by local residents, parents and community representatives (ideally, including Tatenhill Parish Council representation), the Local Governing Body will have both the experience brought by individuals of high calibre from the Founder Academy, but also be representative of the local and emergent community which the school is primarily designated to serve.

The Free School LGB will also have drawn from its number a non-executive director who, alongside their counterparts, will sit on the MAT Board for a four-year tenure. This is not an automatic consequence for new entrants to the MAT (hence the School Representation Group in Fig 46), but the free school project will require such elevation in order to ensure it is grounded in the MAT's structures and sufficiently monitored throughout its initial period of growth. As is the case with existing academies in the Trust, we envisage the LGB of the Free School to comprise between 12 and 14 individuals.

A core Project Delivery Team (in essence the continuation of the existing planning group) will remain active throughout the pre-opening phase and into Year 1 in order to continue moving all leadership, management and governance structures forward. From pre-opening, they will be augmented by the recruitment of a Project Manager with experience of successful delivery of similar projects.

Scheme of Delegation

A detailed and coherent Scheme of Delegation has been produced, delineating powers and responsibilities at every level of the organization. Specifically, there are clear remits and authorisation levels placed upon the following: the MAT Board; the MAT Audit Committee, Local Governing Bodies' Managing and Organising Committees (see below); the CEO, individual academy Principals; the MAT Business Director; and other staff. It also stipulates the level of autonomy individual academies can expect, contingent upon their track record (financial and educational) and current position. Five degrees of autonomy are stipulated, from 'none', through 'minimal', 'reduced' and 'largely', and to 'complete'.

It is envisaged that the free school should be granted only 'reduced' delegation status in Year 1, through 'largely' in Year 2 if quality assurance and audit deem this acceptable, to 'complete' by Year 3 – again if the Trust's risk management appraisal deems this acceptable (see Scheme of Delegation table below).

The MAT Board will have access to a sophisticated 'dashboard' of information – financial, student progress and achievement, performance management and improvement planning etc. and through this can demonstrate assurance – beyond the school's Principal – that the school resides within parameters within which autonomy is granted.

Figure 47

Level of Financial Autonomy	Control Over	Identification	Notification of move reducing autonomy to next level down
4 – Extensive (Year 3)	All aspects of financial and budgetary management, staff employment, resource procurement, capital programmes, capitation, et al under the full control of the Head/LGB	Through regular financial and budgetary monitoring and evaluation undertaken by JTMAT Business Director/CFO Ultimate budget setting and accountability remains with the MAT Board	Verbal highlighting of issues by JTMAT Business Director to Principal/Head/ LGB to enable remedial actions before next LGB meetings
3 – Largely (Year 2)	Largely full autonomy with most aspects of financial and budgetary management, resource procurement, capitation, et al under the full control of the Head and LGB but with wider controls/some restrictions on some high level staff employment, capital programmes and larger expenditures or virements of the budget	Through regular financial and budgetary monitoring and other internal evaluation undertaken by BD/ CFO	Written reports of JTMAT BD detailing recommendations to remedy any issues identified. Followed by a recorded letter of extent of reduction in autonomy from CEO to LGB
2 – Reduced (Year 1)	Reduced autonomy in many areas of financial and budgetary management as well as most large financial expenditures including most high level staff employment, larger resource procurement, capital programmes and any larger expenditures or virements of the budget	Through regular financial and budgetary monitoring and evaluation by BD/ CEO plus Chair of Audit Committee to identify remedial actions	Letter from CEO to LGB outlining issues and detailed recommendations of BD and the Chair of the Audit Committee to remedy issues identified in order to regain greater autonomy
1 – Minimal	Significant reductions in all areas of financial and budgetary management as	Following extensive monitoring and	Letter from Chair of Trust Board to LGB outlining issues and

	well as most large financial expenditures including all staff employment, larger resource procurement, capital programmes and all larger expenditures or virements of the budget	evaluation by BD/CEO and Chair of Audit Committee to make recommendations for necessary reductions in autonomy	detailing recommendations of CEO/ BD and Audit Committee that must be immediately implemented in order to address serious weaknesses identified
0 - None	Zero autonomy with all aspects of financial management, staff employment, resource procurement, capital programmes, capitation, etc under the full control of the CEO/CFO and MAT Board	Following extensive monitoring and evaluation by BD/CEO and Audit Committee all financial autonomy is removed to prevent further financial risk/ damage to the Trust	

Financial Management: MAT Audit Committee

A Committee meets regularly, calendared to be aligned to internal and external audit reports and MAT Board meetings, with the purpose of ensuring compliance and regularity in all the MAT's undertakings – both financial and otherwise. Its specific responsibilities are:

- To ensure the establishment and operation of the policies, registers, and procedures comply with all regulatory requirements and to report to the MAT Board any non-compliance, or risk thereof, that become apparent as a result of ongoing scrutiny
- To approve the Value for Money statement as contained in the accounts
- To scrutinise and advise on the MAT's management responses to audit reports and other regulatory documents
- To ensure compliance of the risk management process and liaise with the relevant committees.

(source: MAT Audit Committee Terms of Reference)

Conflicts of Interest

The MAT is aware of the importance of maintaining a current, complete and accurate list of pecuniary and other interests that all governors, employees and trustees may hold. This is issued to all annually for updating and confirming. All MAT and LGB meeting agendas feature declarations of interest as a standing item. Conflicts of interest are, where at all possible, avoided. In the event that this is not possible,

appropriate actions are undertaken and reported. The Trust, and the founder academy that preceded it, have an exemplary track record of transparency and compliance in this.

School Representation Group/Executive Group

The development of ‘middle tier’ structures:

The incorporation of additional schools to the Trust has meant that systems, rather than people, needed to be at the heart of our structures. These ‘middle tier’ groups can be found on the organizational chart (Fig 46). The two structures are:

A) An Executive Group

B) A School Representation Group

The **Executive Group** is essentially the “senior leadership team” for the MAT. It comprises the CEO, Principals of MAT academies, and other senior figures (e.g. JTMAT Business Director) that the MAT Board deems appropriate. This group discuss the implementation of MAT strategy in its academies, progress against key objectives, and opportunities for collaboration. It ensures that every academy's leadership team has a clear route through, via the CEO, to the Board. Meetings will be regular (approximately half termly) and agenda-driven, with minutes presented to the MAT Board. The Principal Designate of the Free School will join this Group upon appointment in order to become familiar with the working relationships and structures of their counterparts in existing MAT schools.

A **School Representation Group** will meet half termly, with the CEO and the Clerk to the MAT Board. With members from each academy's Local Governing Body, this group will receive the agendas from the MAT, discuss local items to add to them, and provide an opportunity for representatives from other schools to discuss the minutes from LGB committee meetings. It is from this group that representatives from school LGBs to sit on the MAT Board (for four year tenures, on rotation – as per the Articles of Association) will be drawn. Again, this provides all academy LGBs with direct access to the MAT Board, provides feedback on the effectiveness of governance arrangements, and opportunities for collaboration and sharing of effective practice. A representative from the free school's LGB will sit on this group also.

Appointment of a Principal Designate:

The Trust acknowledges the pivotal importance of leadership in all its academies, and the distinct skills set required for the role of Principal in a new, growing, and innovative 11-18, 8 form-entry free school. To that end, the following profile will be sought when recruiting an exceptional individual to lead the school:

Figure 48

	Criteria	Essential (E) Desirable (D)
Education & Qualifications	Qualified Teacher Status	E
	Degree or equivalent	E
	Evidence of continuing professional development including preparation for a senior management role	E
Work related experience	Experience as a Head / Deputy Head/Assistant Head	E
	Experience of responsibility in more than one school.	D
	Experience of teaching all secondary key stages up to and including Key Stage 5	E
	Experience of successful strategies for raising pupils' achievement with innovative pedagogy.	E
	Experience of promoting pupils spiritual, moral, social and cultural development and their good behaviour.	E
	Experience of implementing and overseeing successful school improvement initiatives	E
	Experience of the strategies for improving the quality of teaching and learning including promoting excellence and challenging poor performance	E
	Experience of monitoring and evaluating the effectiveness of teaching and learning including its outcomes in terms of standards, achievement, personal development and well being	E
	Experience of strategies for curriculum enrichment that have shown successful impact for all age groups. Knowledge of integrated curricula and student leadership development preferred.	E
	Experience of and strategies for effectively managing a wide range of staff both teaching and non-teaching.	E
	Experience of thinking and planning strategically for the future.	E
	Experience of leading innovation, creativity and change in school.	E

	Experience of the impact of equality of opportunity, British values and inclusion policies on pupils and staff.	D
	Experience of developing new educational provision from concept to delivery.	
Skills & Abilities	Able to nurture, inspire, challenge and motivate pupils and staff	E
	Able to be an exemplary role model to pupils and staff	E
	Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding	E
	Have an in depth knowledge of how technology can transform learning.	D
	Able to consult and negotiate to achieve the best possible outcomes for children (including the most able) and their families	E
	Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils. Including those with a national profile.	E
	Able to work in partnership and accept appropriate support from all stakeholders including the local community.	
Knowledge	Knowledge of the principles and practice of Quality Assurance systems including school review, self-evaluation and appraisal	E
	Knowledge of the school's local area, its communities and the issues within those communities.	E
Work Circumstances	Requirement to work flexibly to meet the demands of the post including some evening and weekend work	E
	An enhanced DBS disclosure is required	E

Timescales for the appointment will be contingent on free school approval and viability of opening. However, on the assumption of such approval, and a September 2018 opening, we would look to appoint against the following:

September 2017: National advertisement for suitable candidates (potentially supported via recruitment agency – advice to be sought in the pre-opening phase re: this)

October 2017: Three-day recruitment process, following longlisting and shortlisting activities undertaken by CEO, project team and external advisor(s)

The recruitment process will involve:

- Teaching of lessons (including to the most able)
- Student leadership panel interview

- Series of interviews with MAT Board members, members of LGBs, senior staff and external advisors on matters such as:
 - A) curriculum;
 - B) leadership and management;
 - C) intervention, achievement, and standards;
 - D) working with parents and the community;
 - E) governance, compliance and administration
 - F) financial planning, management and probity
 - G) Data handling and analysis
- An in-tray prioritisation activity
- A timetabling and staffing deployment activity
- A values and ethos activity (as determined by our HR provider)

January 2018: Successful applicant (now Principal Designate) begins to liaise with emergent community, and joins project team. [N.B: They may still be in their current post]

March/April 2018: Principal Designate employed full-time, and joins John Taylor High School senior team for a term in order to become familiar with the area, the personnel of the 'hub' school of the Trust, the associated Teaching School (National Forest Teaching School Alliance), and to use the school as a base from which to operate during the construction phase – e.g. to recruit new staff for the free school.

It should be noted that due to the pivotal importance of this role in the development of the Free School, the MAT will only appoint a candidate that they regard as being of the required calibre – as demonstrated via the person specification overleaf. In the event that a first round of applications fails to secure such an appointment, the Trust will look to in-fill roles and responsibilities of existing senior leaders in order to provide sufficient capacity to appoint a temporary/acting Principal Designate from within the organisation. It would naturally look to re-engage with a nationwide recruitment process at the earliest opportunity.

The Principal of the Free School, commensurate with other John Taylor MAT principals, will be line- and performance-managed by the Chief Executive Officer (CEO), an NLE and (currently) member of the Regional School Commissioner's Headteachers Board.