Department for Education

Free school application form

Mainstream, studio, and 16 to 19 schools

Published: July 2016

Insert the name of your free school(s) below using BLOCK CAPITALS
PRINCE ALBERT HIGH SCHOOL

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Application checklist

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

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

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	**Yes**	**No**
12. Have you sent: • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	☒	☐

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

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

Signed:

Position: [redacted]

Print name: [redacted]

Date: 26th September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

Introduction

The Prince Albert Community Trust (PACT) would like to establish an 11 to 19 secondary free school in Birmingham for 840 students to address the need for high quality education in the area. We have received a letter from the [redacted] confirming our capacity to apply for a 11 to 19 school in the Birmingham area. We will be working closely with our secondary partner, King Edward VI Aston.

The school will be called Prince Albert High School and will be located at the postcode [redacted] The proposed date of opening of the school is September 2019.

PACT is a multi-academy trust (MAT) of primary school providers in Birmingham that was established in September 2015. There are currently three schools in the MAT consisting of over 2000 pupils in total:

- Prince Albert Primary School: a 3 to 11 provider rated 'Outstanding' in every category by Ofsted in February 2015. The school joined PACT in September 2015 and most recent results show that at the end of key stage 2, 83% of pupils achieved level 4 or above in reading, writing and mathematics. This is above the national average of 80% and the average of 78% in Birmingham. Due to the rapid improvement in pupil outcomes, the school achieved National Support School (NSS) status in 2016, allowing staff of the school to use their success and professionalism to provide additional leadership capability in other schools. The [redacted] at the time who is currently [redacted] and [redacted] of PACT was awarded National Leaders of Education (NLE) status. Results in summer 2016 were:

- Reading: 46%
- Writing: 86%
- GPS: 73%

- Combined reading, writing and mathematics: 35%.

- Heathfield Primary School: a 3 to 11 provider that was judged 'requires improvement' in November 2014. 2015 results show that 75% of pupils achieved at least level 4 in reading, writing and mathematics. During the period 2013 – 2015, there had been a significant improvement in results. It was noted by Ofsted that leaders have made a strong and sustained start in improving the school and have a precise and accurate understanding of the stage of improvement the school is at. This school also joined PACT in September 2015. Results in 2016 were:
- Reading: 49%
  Writing: 80%
  GPS: 82%
  Combined reading, writing and mathematics: 48%.
- Highfield Junior and Infant School: this 4 to 11 provider joined PACT in April 2016. It was judged 'inadequate' and placed in special measures in November 2014. The current [redacted] of Highfield Junior and Infant School is the [redacted] of the MAT and [redacted] for all three schools. In summer 2016, the school achieved the following results:
- Reading: 33%
- Writing: 25%
- Mathematics: 28%
- Combined reading, writing and mathematics: 10%.
- GPS: 46%

With specific regard to the Prince Albert and Heathfield reading results, since the results in July, we have carried out a comprehensive review of reading provision, the curriculum and delivery. A robust plan is already in place to ensure that there is significant improvement in outcomes for our current Y6.

These results confirmed our view that there is significant work to be undertaken to improve the quality of teaching and learning and these results. The trust has in place a recovery plan which is beginning to show positive outcomes. For example, the percentage of lessons observed which have been rated as 'good' or 'outstanding' has risen significantly since we took responsibility for the school in April 2016. We will be working closely with colleagues from the [redacted] to continue to accelerate the improvements in the school.

A new leadership team has appointed at Highfield School, consisting of [redacted]). When we arrived at Highfield, less than half the class teachers were permanent with many being day to day supply. By the time the school joined the trust, the entire

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SLT had gone. Currently (from September 16) every class teacher is a permanent PACT employee. Quality of teaching in January 2016 was:

- Good: 7%
- Requires improvement: 45%
- Inadequate : 45%

In June 2016 this was:

- Good: 41%
- Requires improvement: 48%
- Inadequate : 11%

There outcomes have all been externally moderated by a SIP and through LA review. A number of teachers and SLT starting at the school this September have moved across from other PACT schools and are high performing so the quality of teaching and learning is expected to improve significantly and rapidly from June 2016 figures.

As we currently have three schools in the MAT with two that are in the process of securing a 'good' judgement, we anticipate that our expansion will be as follows to allow ourselves the capacity to make the necessary improvements for our existing schools and to open the new secondary school:

Date of opening/joining the MAT	**School**
2015	Prince Albert Primary School (September) Heathfield Primary School (September)
2016	Highfield Junior and Infant School (April)
2017	
2018	
2019	Prince Albert High School (September)

We believe that as educators and those responsible for building the foundations for future educational success in our children, everything that happens in our schools has to be good enough for our own children. We understand that from time to time some of our children and families experience very challenging circumstances, but we are clear in our

belief that there is no excuse for underachievement and that regardless of individual situations, all of our students will fulfil their potential.

Quality first teaching is an essential part of what we implement in our schools. It is this day-to-day interaction between teacher and pupil that provides the basis for the effective development of personalised learning. In doing this, an educational experience to suit each child is created, leading to excellent progress in all areas.

There is a social need in the area to improve social mobility and raise aspirations. To meet this need, PAHS will offer a traditional curriculum and a vocational offer with extensive support in place to address the needs of students and the community in terms of literacy and to help students from disadvantaged backgrounds. We understand that both can be a barrier to learning and engaging with the school. From time to time, our students and families will experience very challenging circumstances but we believe that there is no excuse for underachievement and regardless of individual situations. All students will reach their full potential with sufficient support, strategies and procedures in place.

Rationale

Much of the Birmingham area to be served by the secondary school is economically deprived. According to the Index of Multiple Deprivation 2015 (IMD 2015), the neighbourhoods where many of the school's students will come from are in the bottom 10%; classed as 'most deprived'. Analysis of secondary provision in the area reveals that of the 28 out of 35 secondary schools that have been inspected within [redacted] of the proposed site, over one third have been judged less than 'good' by Ofsted and within [redacted] of the area, three of the four secondary schools, one was recently judged 'good', two were judged 'requires improvement' and one was judged 'inadequate'. Where provision was judged 'requires improvement' or 'inadequate', it was due to lack of consistency and high quality teaching across the school, literacy levels that were too low due to poor teaching, low standards of student achievement and wide variations between student groups and the need to improve behaviour management. Using the success from our primary schools in these areas and through working with our secondary partners, we will provide a high quality educational establishment that will enable students to reach their full potential and ultimately improve social mobility in the area.

There is also a basic need for more secondary school places in the [redacted] area. According to the Office for National Statistics (ONS) 2014, the current population of 10 to 19 year olds in the area is 321,000. It is anticipated that by 2022, this will increase to 336,000 – an increase of 4.7%. The proportion of students aged between 10 and 14 years old is set to increase by 10.7% by 2022. Following this trajectory in years to come, there will be an even higher demand for high quality secondary school places.

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

See Section E for more details.

Delivery of our vision

The secondary school will provide a structured, caring learning environment that uses experiences that students bring to school. We will be working with our secondary partners, the King Edward VI Foundation, a foundation consisting of two independent schools and five grammar schools, who will provide us with support during this project to ensure that our successes at primary level will be replicated at secondary level. In particular, we will be working with the headteacher and assistant headteacher at King Edward VI Aston who have extensive experience and knowledge of working collaboratively with different institutions and in particular, primary and secondary schools. They will provide us with the help and secondary expertise surrounding curriculum from key stage 3 to 5, safeguarding, pastoral provision and meeting the needs of different student groups at a secondary level.

We believe that forming positive relationships with families and the community is of extreme importance when enabling students to reach their full potential and will ensure that we provide opportunities where they are invited in to familiarise themselves with the school and see the work that we do and how it will enhance the community. We will also reach out and offer services to the community. For example, in order to enhance community support in what we do and involve members of the local area in education, we will be providing courses for the wider community through our community hub for learning.

Students will be confident in the use of their home language and know that it is valued in the school environment. We want to prepare our students for living in a multicultural society and build on the strengths that cultural diversity brings, maximising students' spiritual, moral, social and cultural development. We anticipate that the percentage of students eligible for free school meals will be much higher than national averages as will the proportion of students with special educational needs or disabilities (SEND) or have English as an additional language. To address these needs, we will ensure that the curriculum we provide is appropriate for the students who attend our school, including support for literacy not only for our students but also for their families. We understand that schools may be unfamiliar places for some families which can cause anxiety for them. This makes it even more important that we are supportive and understand how we can help by being personable and provide them with the help that they may need through workshops and regular contact. High quality teaching and learning will evident on a day to day basis, ensuring that the 'daily diet' students are receiving enables them to reach their full potential. Policies and procedures will be consistent across the school, in particular the behaviour policy so that students understand what is acceptable and unacceptable behaviour. Staff working at the school will receive adequate and appropriate training opportunities so that they are fully equipped to deliver outstanding

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results with our anticipated cohort. This will also minimise a potential high turnover of staff which has been highlighted as a significant reason for low student achievement in the area.

Taking local secondary schools of the area into consideration where we believe our student cohort will come from, we anticipate that:

- 86% of our students will speak EAL
- Students eligible for FSM in the last 6 years will be 67%
- SEND students with a statement or educational health and care plan will be 1.9%

All of these figures are higher than national averages, with EAL and FSM students being significantly higher than national averages. We are confident that we will be able to provide successful provision for students who attend PAHS as we currently provide outstanding provision at Prince Albert Primary. To ensure that what we do translates to our secondary provision, we will be working very closely with our secondary partner, King Edward VI Aston and use their expertise in working in a school where the proportion of EAL students is higher than national averages. We want to ensure that like the schools in the foundation, students attending our school will also be able to achieve highly and that PAHS will provide an outstanding level of education.

All students, including those from some of the most disadvantaged backgrounds in the country, will be able to achieve highly and contribute to the economic and social wellbeing of the city. We are certain that we will be able to establish a secondary free school that will change attitudes of low aspirations and bring back a belief that students in the area can achieve. We will break down barriers to learning that economic deprivation can bring. We want to enable all students, including those with special educational needs and disabilities (SEND) and those who qualify for pupil premium funding, to make better than expected progress and narrow any gaps in achievement where they exist. This will be carried out through personalised learning, quality first teaching on a day to day basis and a tailored curriculum that is suitable for our students.

Our core values underpin everything we do:

- Understanding
- Commitment
- Friendship
- Equality
- Respect
- Honesty

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

The curriculum will be broad with a balance of academic subjects that are responsive to the changing needs of each cohort. Delivering a curriculum which is relevant to the students in our care and their communities will enable social mobility and improve life chances. It will increase students' abilities to understand what their role is in society and how to make a positive contribution. We already have links with universities such as Aston University and will use this partnership to gain links with employers using their network to help students understand how school connects to the next stages of life as well as enabling them to apply their knowledge to a different context. See section D for more details.

Students at our school will be literate, numerate and articulate with a broad general knowledge. They will be fully equipped with the skills required for life beyond school and have the appropriate attitudes to learning for living in a modern technological world. As a result of a well-rounded education, students will be independent, confident and enquiring which will lead them to be motivated and disciplined individuals who have a love for learning. Where students arrive at the secondary school without the reading, writing and mathematical skills needed to access the curriculum, intervention will take place so that they can catch up quickly. It is highly likely that this is the case as over 90% of the students in schools nearby speak English as an additional language.

We aim for:

- all students to achieve a progress 8 score of 0.5 or above, indicating 'outstanding' progress
- attainment 8 score of 6
- Ebacc to be 65% (national average 22.9%)
- there to be no gap between the achievement of disadvantaged students and SEND students when compared to their peers
- student attendance to be above 96%
- there to be a high rate of success with students gaining apprenticeship and university places. Students will leave school with a secured destination.
- students to exhibit exemplary behaviour resulting in no permanent exclusions. Fixed-term exclusions, if any, will be below national averages
- there to be no NEETs (students leaving school 'not in employment, education or training')
- the school to be oversubscribed.

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120

Totals		120	240	360	480	600	720	840

We will achieve the retention rate of 100% from year 12 to year 13 because we will put in place high quality processes to ensure that students in the post 16 provision experience a high quality learning and pastoral experience. In order to do this, we will use the experiences of our partner schools including those individuals who will provide bespoke support and challenge as detailed below.

Section D – education plan: part 2

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

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

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per fortnight	Mandatory/ Voluntary	Comments
Key stage 3			
English	8	Mandatory	
Mathematics	8	Mandatory	
Science	7	Mandatory	
Art and design	3	Mandatory	
Citizenship	2	Mandatory	
Computing	2	Mandatory	
Design and technology	4	Mandatory	
Drama	2	Mandatory	
Geography	2	Mandatory	
History	2	Mandatory	

Modern Foreign Languages	2	Mandatory	Where a student's literacy level is falling way below the standard expected, they will receive additional support for 1 hour instead of MFL.
Music	2	Mandatory	
Physical education	4	Mandatory	
Religious Education	2	Mandatory	
Total time:	**50 hours per fortnight** (25 per week)		This excludes tutor time.
Tutor time	3.33 hours (200 mins)	Mandatory	Sex and relationship education (SRE), PSHE and SMSC topics will be covered during tutor times as well as other areas of the curriculum.
Enrichment	1 hour / 2 hours	Voluntary	There will be a menu of different opportunities for students to choose from. These will take place before and after school.
Key stage 4			
English	9	Mandatory	GCSE
Mathematics	9	Mandatory	GCSE
Science (Double or Triple award)	7	Mandatory	GCSE. Both double and triple science will be taught in the 7 hours allocated.
Art and design	4	Voluntary	GCSE

Business Studies (Single)	4	Voluntary	Btec First Extended Certificate
Business Studies (Double)	4	Voluntary	Btec First Diploma. (Students studying the double option must also take the single option)
Citizenship	1	Mandatory	
Computing	4	Mandatory	
Design and technology	4	Voluntary	
Modern Foreign languages	4	Voluntary	Students will be encouraged to follow the Ebacc route if they have the academic ability and therefore, take a MFL. Where this is not suitable for a student, they will be able to opt for another subject.
Geography	4	Voluntary	As above
History	4	Voluntary	As above
Music	4	Voluntary	
Core Physical Education	4	Mandatory	All students will have PE on their timetable. In addition, students may also choose this as an option for GCSE.
Physical Education (Option)	4	Voluntary	GCSE
Sports	4	Voluntary	Btec First Diploma
Religious Education	4	Mandatory	

Tutor time	3.33 hours (200 mins)	Mandatory	Sex and relationship education (SRE), PSHE and SMSC topics will be covered during tutor times as well as other areas of the curriculum.
Enrichment	1 hour / 2 hours	Voluntary	There will be a menu of different opportunities for students to choose from. These will take place before and after school.
Key stage 5			
English Language	12	Voluntary	A level
English Literature	12	Voluntary	A level
Mathematics	12	Voluntary	A level
Further Mathematics	12	Voluntary	A level
Biology	12	Voluntary	A level
Chemistry	12	Voluntary	A level
Physics	12	Voluntary	A level
Applied Science (Single)	12	Voluntary	Btec National Extended Certificate
Applied Science (Double)	12	Voluntary	Btec National Diploma
Art and design	12	Voluntary	A level
Business Studies (Single)	12	Voluntary	Btec National Extended Certificate
Business Studies (Double)	12	Voluntary	Btec National Diploma
Computing	12	Voluntary	A level

Design and technology	12	Voluntary	A level
Health and Social Care (Single)	12	Voluntary	Btec National Extended Certificate
Health and Social Care (Double)	12	Voluntary	Btec National Diploma
Modern foreign languages	12	Voluntary	A level
Geography	12	Voluntary	A level
History	12	Voluntary	A level
Music	12	Voluntary	A level
Physical education	12	Voluntary	A level
Psychology	12	Voluntary	A level
Sociology	12	Voluntary	A level
Sport and Exercise Science (Single)	12	Voluntary	Btec National Extended Certificate
Sport and Exercise Science (Double)	12	Voluntary	Btec National Diploma
Religious education	12	Voluntary	A level
Tutor time	3.33 (200 mins)	Mandatory	Sex and relationship education (SRE), PSHE and SMSC topics will be covered during tutor times as well as other areas of the curriculum.
Enrichment	4	Mandatory	A menu of different enrichment activities will be given to students so that they can choose what they would like to

			do. These lessons will be timetabled into the school day.

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

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

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake
Introduction and expected student characteristics The areas that the schools of the Prince Albert Community Trust MAT serve are diverse and multi-cultural with a large number of students and families who speak English as an additional language (EAL). There are also large proportions of students who currently qualify for free school meals (FSM) or have done in the last 6 years. Prince Albert Primary School: 93.7% of students speak EAL compared to the national average of 19.4% and the proportion of students who have qualified for FSM over the last 6 years is also high at 44.3% compared to national averages (26.4%). The proportion of students with special educational needs (SEN) is also higher than the national average (13.4%) at 21%. Heathfield Primary: 94.4% of students speak EAL, similar to Prince Albert Primary School and Highfield Junior and Infant School, where the proportion of EAL is high compared to national averages. The number of students qualifying for FSM over the last 6 years is high at 38.1%. Like Prince Albert and Highfields, the proportion of students with SEN is higher than national averages. Highfield Junior and Infant School: 91.3% of the student population speak EAL with 49.8% qualifying for FSM over the last 6 years. 0.7% of students in the school have SEN. Prince Albert High School (PAHS) will be located near Highfield Junior and Infant School and it is expected that the student population will most closely resemble this school and the surrounding providers. The three other primary schools located nearby (Nansen Primary, Leigh Junior and Infant School and St. Saviour's Church of England School) also show a similar student profile; high levels of EAL students, high levels of students who have qualified for FSM over the last 6 years and approximately 22% of students with SEND. Absence is higher than national averages in the four schools.

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

There are four state secondary schools within a [redacted] of the chosen location (Rockwood Academy, Al-Hijrah School, Bordesley Green Girls' School and Saltley Academy). Again, all of these schools have a high proportion of students who speak EAL and who have qualified for FSM in the last 6 years. Two of the schools, Rockwood Academy and Bordesley Girls', have a higher proportion of students with SEN at 2.8% and 4.3% respectively. Looking at the student make up at these schools, we anticipate that the cohort at PAHS will be:

- 86% EAL
- FSM in the last 6 years will be 67%
- SEND students with a statement or educational health and care plan will be 1.9%

All of these figures are higher than national averages, with EAL and FSM students being significantly higher than national averages.

To improve social mobility and raise aspirations in the area, PAHS will offer a traditional curriculum with extensive support in place to address the needs of students and the community in terms of literacy and to help students from disadvantaged backgrounds. We understand that both can be a barrier to learning and engaging with the school. From time to time, our students and families will experience very challenging circumstances due to economic deprivation, lack of employment and inadequate housing but we believe that there is no excuse for underachievement and regardless of individual situations. All students will reach their full potential with sufficient support, strategies and procedures in place.

We aim to:

- provide a structured, caring, learning environment, using those experiences which students bring to school.
- form positive partnerships between home, school and community.
- prepare students for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development.
- deliver a curriculum which aims to provide opportunities for all students to learn and to achieve.

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

- prepare students for their future role in society developing their knowledge, skills and attitudes.
- increase the membership of potentially vulnerable pupils and those with protected characteristics in clubs, activities and roles of responsibility

We will seek to ensure that students are:

- literate, numerate and articulate with a broad general knowledge.
- equipped in knowledge, skills and attitudes for living in a modern technological world.
- fit, healthy, positive and happy.
- independent, confident and enquiring.
- self-confident, self-motivated, self-disciplined.
- able to respect and work with others.
- fair and objective and able to make informed choices.
- positive in their attitude towards issues of race, gender and disability.
- confident in the use of their home language and knowing that it is valued in the school environment.

Introduction on the curriculum

Our curriculum will be broad and balanced with a focus on developing independence and a love of learning. In addition to the traditional subject offer, we will also provide opportunities for students to participate in extra-curricular activities. Many of our students will have limited opportunities to access broader enrichment activities outside of school. It is therefore our responsibility to ensure that the curriculum is supplemented with a wide range of extra-curricular activities available to all students. In some inner city communities, life can be insular and it is important that we encourage our students to be outward facing. Such opportunities will include trips to different parts of the country including camping, visits to museums, theatres and universities.

To enhance community support in what we do and involve members of the local area in education, we will be providing courses for the wider community through our community hub for learning. We believe that this will help with creating links and raise aspirations and achievement in the area. These courses will include:

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- English
- mathematics
- computing

The curriculum throughout key stage 3, 4 and 5 will include opportunities to promote British values so that our students are prepared for life in modern Britain. In addition, social, moral, spiritual and cultural (SMSC) understanding will be developed through all subjects, enrichment activities and tutor time. Personal, social, health and economic education (PSHE) and sex and relationships education (SRE) will be taught as discrete sessions during tutor time but will also feature throughout the curriculum as with SMSC. More details of this can be found in section D4.

The key stage 3 curriculum (Years 7 and 8)

The key stage 3 curriculum will be broad and balanced and follow the national curriculum. Subjects that we will offer will include:

- Core: English, mathematics and science
- Foundation: art and design, citizenship, computing, design and technology, modern foreign languages, geography, history, music, physical education and religious education.

Every student will study the subjects on offer and will be put in sets accordingly for the core subjects, MFL and humanities where viable as the school reaches full teaching staff capacity. There will be a focus on the core subjects, particularly English, because of the expected high proportion of EAL students. Teachers will work closely with the SENCo and HLTAs and LSAs in ensuring that students catch up quickly with their language skills so that they are able to access the wider curriculum. Where students are not yet at the standard that they need to be as identified through KS2 results and our own baseline testing, they will participate in small group sessions and one to one work with HLTAs/TAs. At the end of year 8, students will be able to choose the subjects that they wish to specialise in for study at KS4. In addition to the traditional subjects that we will offer, SRE and PSHE will be taught as discrete lessons during tutor time and across the curriculum in different subjects throughout the year.

Enrichment activities at KS3 are optional and will take place before school and after school. Activities offered will include:

- sports
- music
- drama
- debating
- science

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- Duke of Edinburgh
- voluntary work
- student mentoring

These activities will be offered to help boost the confidence of our students, help them work together as teams and provide them with the skills that they may not necessarily use in day to day lessons. In activities such as sport and music, it will allow students who want to enhance their skills further to compete against other schools and perform for a wider audience.

The key stage 4 curriculum (Years 9, 10 and 11)

At key stage 4, students will study the following mandatory core and foundation subjects:

- Core: English, mathematics and Science
- Foundation: citizenship, computing, physical education and religious education.

All students will take the core subjects, computing and religious education as a GCSE as we believe that these subjects are vital for students living in the 21st century. As we move to an ever increasing technology driven work environment and as we work with many different people from all over the globe, our students need to be able to compete with their peers and show a tolerance and understanding of others. In religious education, students will also regularly debate various issues in a considered manner, where there may not be a right or wrong answer again, building on skills required for the ever-changing, fast-paced 21st century work place.

All students will study citizenship as it is important that our students understand their place in the world and learn how to be responsible citizens. For those who are able to take it as a GCSE, they will be entered for the exam.

All students will take core physical education so that they continue to develop their co-ordination and keep fit and healthy not only physically but mentally. There will be no examinations for physical education unless students decide to choose it as an option.

The following subject options will be offered at GCSE level:

- Foundation: art and design, design and technology, modern foreign languages, geography, history, music and physical education.

SRE and PSHE will be studied during tutor times and in other subjects throughout the curriculum as with key stage 3 and 5.

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PAHS will encourage students to opt for English baccalaureate subjects (English, mathematics, science, history or geography and a language) so that they can gain this qualification, have a well-rounded education and increase their chances of attending the top universities, including those in the Russell Group. Where any Ebacc subjects may not be suitable for a student, they will study subjects covered by the Progress 8 measure, including Btec subjects:

- Btec First Extended Certificate in Business Studies
- Btec First Diploma in Business Studies
- Btec First Extended Certificate in Sport
- Btec First Diploma in Sport

Option choices and the number of classes for each option will change from year to year to reflect the changing cohorts of students. We want our students to be able to choose the subjects that will benefit them in later life but that they also enjoy as they have selected them.

Like KS3, enrichment activities will be optional:

- sports
- music
- drama
- debating
- science
- Duke of Edinburgh
- voluntary work
- student mentoring

The key stage 5 curriculum

As with our key stage 3 and key stage 4 curriculum, the key stage 5 curriculum will be traditional to maximise the chances of students going to university and improving social mobility. In 2023, we will welcome our first cohort of 120 students to the sixth form. To ensure that students are able to access the A level courses on offer, there will be an entry requirement of at least at least a B (or grade 6 in the new measures) in the subjects they wish to take plus at least a C (at least grade 4) or above in English and maths. Where the subject was not offered at GCSE, the student's overall grades will be considered and teachers will help them to make an informed choice. Where there is a significant written element in a subject, students will need to have attained at least a

grade B (grade 6) in English. Btec subjects will have a slightly lower entry requirement of grade Cs (grade 4). We would expect the retention rate to be 100%.

As with key stage 4, the key stage 5 curriculum and number of classes for each subject will be dependent on individual cohorts and student choices. PSHE and SRE will be taught during tutor time. Details of subjects offered are in the table at the beginning of section D1.

In addition to the traditional subjects, students will participate in two hours of timetabled enrichment activities each week at KS5. We will include activities of all ranges:

- sports
- music
- drama
- debating
- science
- Duke of Edinburgh
- voluntary work
- student mentoring
- teaching assistant. This will involve planning with teachers and helping them and students during lesson time.

Timings for the school day

The school day at Prince Albert High School will be as follows:

Time	Duration	Activity	Voluntary/Mandatory
7:45 – 8:25	40 mins	Morning Enrichment	Voluntary
8:25 – 8:45	20 mins	Tutor time	Mandatory
8:45 – 9:45	1 hour	Lesson 1	Mandatory
9:45 – 10:45	1 hour	Lesson 2	Mandatory
10:45 – 11:10	25 mins	Break Time	
11:10 – 12:10	1 hour	Lesson 3	Mandatory
12:10 – 13:10	1 hour	Lesson 4	Mandatory
13:10 – 14:00	50 mins	Lunch Break	
14:00 – 15:00	1 hour	Lesson 5	Mandatory

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15:00 – 16:00	1 hour	Enrichment	Voluntary

Enrichment activities are voluntary for students at KS3 and 4. However, they are mandatory at KS5. KS5 activities will take place throughout the timetable during periods marked 'lesson'. KS5 students are welcome to participate in further voluntary enrichment activities after school if they wish, including leading sessions.

External links

PACT have established links with the Schools of King Edward VI Foundation and Aston university. Having external links is of utmost importance to us as we know that this will encourage students to think about life after school and raise their aspirations. It also helps to familiarise themselves with different contexts and to meet new people.

The Schools of King Edward VI Foundation: the foundation is located in Birmingham and currently consists of two independent schools, King Edward's High School and King Edward's High School for Girls and five free grammar schools. Having links with the foundation will all of our students to benefit from working with others but in particular, it will enable our most able and gifted and talented students to collaborate with others like them through the events and work that we carry out. It will also enable our teachers to observe the pedagogy of colleagues working in grammar schools and share good practice, including schemes of learning. The foundation have offered to support the new school by sharing resources, facilities, staff and expertise. This will be carried out through a CPD programme that we will bring together through collaboration.

Aston University: the transition between school and university can be very difficult for some students, especially if they are the first in their family to attend a higher education institution. Having links with universities helps to ease students into this so that they are prepared. Regular visits for students from key stage 3 to 5 will be arranged as we believe that the more exposure they receive, the more confident they will become in wanting to attend university and raise their aspirations. This will be part of our rigorous IAG programme. These links will also enable teachers to see how and what is being taught at university and make adaptations to what they are doing in school as appropriate. The university has also agreed to allow students from PAHS to use their facilities as part of enrichment and taster days as well as having access to their links with employers. This will be organised through day trips from school to the universities.

We also have links with teacher training providers such as the University of Birmingham and Birmingham City University to ensure that we can recruit the very best teaching graduates who have been through a rigorous selection process. Teachers who we have recruited through these institutions so far have been very good or outstanding teachers. The University of Birmingham successfully set up a free school that opened

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in September 2015. Like their curriculum model, our curriculum will also be traditional with a strong element of independent study so that students are ready for university.

Teaching and Learning at Prince Albert High School

We will set out clear expectations and provide a uniform approach that can be easily monitored, promotes consistency and ensures equal opportunities for all our pupils.

We believe that pupils learn best in a range of different ways. We aim to provide a rich and varied learning environment that allows pupils to develop their skills and abilities to the fullest. Through our teaching, we will aim to develop key aspects that are present in a successful learner:

- enable students to become aspirational, confident, resourceful, enquiring and independent learners
- develop students' self-esteem and help them build positive relationships with others
- develop students' self-respect and encourage pupils to respect the ideas, attitudes, cultures and religion of others

Quality first teaching is central to all that we will do at PAHS. To encourage effective learning, first we must acknowledge that students have different preferred learning styles. The planning and resourcing of lessons is therefore aimed at ensuring that all students are engaged and learning in every lesson. We will encourage students to take responsibility for their own learning, make sure they understand their personal targets and use both oral and written feedback to improve their work. We will teach students to reflect on their personal learning and that of their peers so they become full partners in their learning. We believe that this will enable them to be confident learners who will be able to cover the main aspects above. Most importantly we will have policies, procedures and staff who are committed to safeguarding every child so that they can focus on learning in a safe, caring environment.

Effective teaching will happen in all lessons. Agreed requirements will include:

- high expectations for all students at all times
- effective use of AFL and assessment data. This will allow teachers to understand the abilities and needs of students in their class, adapt their teaching during lessons and plan for the next session
- a clear learning objective and success criteria shared with the pupils both visually and verbally so that they are fully aware of the aims and outcomes of the lesson.

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- a clear link to previous and future learning to enable students to see the progression in what they are studying and how it links to what they have previously learnt or another subject
- a purposeful well-prepared plan built on formative and summative assessment
- appropriate challenge for all students so that students do not become bored because the work is too easy or because they cannot access it
- precise teacher modelling so that students can see the steps to reach the main outcome
- higher order questioning planned for every lesson that will stretch students' thinking. This may take the form of differentiated learning objectives or through teacher questioning in class. Students may also ask questions to further enhance their knowledge and skills.
- excellent standard of spoken and written English
- interaction between teacher student and student in all lessons and around the school building
- effective use of learning support assistants and higher level teaching assistants. This will be during timetabled lessons and in small group session and one to one work
- appropriately and readily resourced including ICT development of knowledge and skill
- enthusiastic delivery of every lesson
- fun involvement of all the students so that they enjoy learning
- clear evidence of progress

Each of our teachers will make a special effort to establish good working relationships with all students in the class by promoting a positive learning environment. We will treat students with kindness and respect. We will treat them fairly and give them equal opportunity to take part in class activities. All our teachers will follow the agreed school policy with regard to behaviour and classroom management. Students and their families will agree to the class code of conduct and we expect all students to comply with the rules that we jointly devise to promote the best learning opportunities for all. Students will be praised for their efforts and by doing so we will help to build positive attitudes towards school and learning.

Homework policy

We believe that setting homework and giving students the opportunity to learn away from the classroom is very important as it:

- supports classroom practice enabling students to extend learning.

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- enables students to practise skills learned in the classroom, embedding knowledge.
- promotes personal and independent research and learning.
- allows for differentiation where the most able can extend their learning.
- encourages key behavioural skills such as self-reliance, time management and personal organisation.
- encourages the development of research and presentation skills.
- allows for the testing of knowledge and the practising of techniques pertinent to criteria for assessment in examinations.
- promotes enjoyment of learning

Homework planned will be relevant to the learning that is happening in the classroom and have a purpose. It will be planned throughout schemes of learning and be meaningful. At key stage three, students will be expected to complete 45 minutes of homework for each subject per week. On average, students will have two pieces of homework each day. At key stage 4, this may increase to 3 pieces of homework on some days and at key stage 5, approximately 3 hours of homework a day.

Homework activities may include:

- a consolidation exercise
- practising for mastery
- revising information about a current topic
- practising words of phrases learned in a language other than English
- reading for pleasure
- essay writing
- background reading
- researching topics for a class unit of work
- making or designing something
- investigations

English as an additional language

Due to the high proportion of students who will speak EAL, we will regard all our teachers as EAL teachers – it is the responsibility of everyone in the school. It is therefore important that we model high levels of written and spoken English at all times and that we provide professional learning opportunities throughout the year that will support teachers with this. Students arriving with little or no English will be given intensive support in order to accelerate their English language development.

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Once these students have been identified through data from previous schools or from our own baseline assessment in lessons and reading age testing, additional intervention will take place for students to be able to improve their literacy skills. This will ensure that they build their confidence and grow in self-esteem which will in turn impact positively on their subjects across the curriculum and wellbeing. Intervention may include individual or small group work, additional support within class from HLTAs or LSAs, breakfast clubs in addition to differentiation of work from the class teacher.

The marking policy will be used consistently across the school. Teachers will pay attention to spelling, grammar and punctuation and students will be made aware of the process to create a successful piece of writing. For marking to be effective and have an impact on literacy levels in particular, it needs to be timely and relevant. As a result, it is expected that student work is marked once every two weeks as a minimum. This is in addition to the assessment that takes place during a lesson.

The marking of literacy will be the responsibility for all teachers, no matter what their subject. To ensure that there is consistency throughout the school, the following marking code will be used:

Code:	Explanation
Sp (with word underlined)	Try this spelling again
o	Missing full stop or comma
//	Begin a new paragraph
exp	Awkward expression
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
ss	Sentence structure is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
✓✓	Indicates excellent section of work or a particularly well chosen word or phrase (Primary Phase only)
^	word missing/insert word or letter

In order for students to have time to respond to their teacher's marking, dedicated improvement and reflection time (DIRT) will be planned for within lessons. This time will allow students to reflect on what they have done, look at what others have written and think about what it is they need to do to improve their work or to deepen their understanding further. This may take the form of answering a question that their teacher has posed, re-drafting a piece of work or developing an answer that they have previously written.

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Opportunities will be planned in lessons for students to practise their reading and communication skills as this is also paramount to the development of literacy skills. One tutor period a week will be dedicated to reading and students will be given the opportunity to communicate what they have read to the rest of the class.

Each subject will have a list of key terms that will be used. These will be reiterated throughout lessons and displayed in the students' exercise books and planners. Connectives and sentence starters will be displayed as well as exemplary pieces of work.

Special educational needs and disabilities (SEND)

We will appoint a full-time special educational needs co-ordinator (SENCo) from year 1 who will work closely with the deputy headteacher to establish an inclusive school and making students of all abilities and needs feel welcome. The SENCo will be up to date with policies and inform staff of any changes there may be with regards to special needs education. In addition, the SENCo will organise support for students who require additional help, including the deployment of higher level teaching assistants (HLTA) and learning support assistants (LSA). Links will be made with feeder primary schools and schools that students have been to previously if they join mid-year so that teachers at Prince Albert High can plan accordingly and differentiate their lessons.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Taking the local area into consideration and looking at data for current schools, it is expected that we will have students in all these categories of SEND in the school. We will consider a student to have a special educational needs and place them on our special support database if:

- a student is assessed as requiring universal support, targeted support or specialist support on the Birmingham Language and Literacy Toolkit.
- a student has significantly greater difficulty in learning than their peers.
- a student is consistently making less than expected progress, given their age and individual circumstances.
- a student has an emotional, social or behavioural difficulty, that prevents him / her from fully accessing the curriculum.
- a student has a physical or sensory difficulty.

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- a student has a medical condition that has a significant impact on their ability to access the curriculum, attend school or may impair their development. Alternatively, it may require a significant level of special provision in order to access the curriculum.

Students with SEND will be identified in one of four assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- the progress and attainment of every student is monitored every term through pupil progress meetings. Where students are not making progress in spite of quality first teaching, they will be referred to the inclusion team consisting of the Deputy Headteacher, SENCo, HLTAs and TAs for further support. If a student, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will be placed on the special support database and the inclusion team will seek to identify and remove their barriers to learning through intervention delivered. This could be an intervention to target specific gaps in learning, an intervention delivered by learning support assistants or the pastoral team (including tutors and the deputy headteacher) to improve attendance and punctuality. Less than expected progress will be defined as progress which:
- is significantly slower than that of their peers starting from the same baseline
- fails to match the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- a social, emotional or mental health need is identified through a referral to the SENCo for mentoring support where the student requires a block of mentoring to enable them to access the curriculum fully.
- a parent asks us to look more closely at their student's learning. Frequently these concerns can be addressed through quality first teaching and some parental support but there will be times when the student is placed on the special support database.
- an outside agency such as social services or health professional informs us of a new diagnosis or a development in a student's condition where the student will need alternative provision, additional support or adaptations to the curriculum in order to access education at our schools.

Although the school will be able to identify special educational needs and make provision to meet those needs, we will not able to make a diagnoses. What we will do however is signpost parents to the most appropriate route in order to pursue a diagnosis if necessary.

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Types of SEND that we have in our existing primary schools include:

- communication and Interaction
- autistic spectrum disorder
- significant language delay
- speech and language disorder
- dyslexic/dyscalculic difficulties
- moderate learning difficulties
- global developmental delay
- Downs syndrome
- attention deficit hyperactivity disorder (ADHD)
- attachment disorders
- emotional difficulties
- social difficulties
- anger management difficulties
- school refusers
- significant self-esteem and confidence issues
- mental health difficulties
- visual Impairment
- feeding disorders
- mobility difficulties
- medical needs
- epilepsy
- blood clotting disorder
- diabetes
- genetic disorder

In our current primary schools, the most prevalent conditions that we would expect to see in our secondary cohort are emotional and social difficulties, moderate learning difficulties and self-esteem and confidence issues. Staff at our primary schools are well trained and experienced and will work with staff at the new secondary school to share good practice. SENCos across the MAT will work closely together to share good practice and will also be able to share information easily about students who move from one of our primary schools to PAHS.

When a student has been identified as needing SEND support, some or all or the following paperwork will be completed:

- class provision map: students with cognition and learning difficulties will have targets set on the class provision map which will be reviewed half termly. The targets will be set specifically to close the gaps in learning and skills and to

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outline personalised provision. They will be shared with parents every term and progress discussed at events such as parents' evening.

- mentoring Support Plan and PASS assessment: students with social, emotional and mental health difficulties will have a PASS assessment (Pupil Attitude to School and Self) completed at the start of a block of mentoring. They will also have a personal mentoring support plan written in conjunction with their class teacher, detailing the targets that they will be working on. This will be shared with parents and reviewed regularly on at least a termly basis.
- individual Health and Care Plan: Students with a medical or physical need will have an individual health care plan detailing all aspects of their medical care, health and safety issues, fire evacuation plans, reasonable adjustments required. These will be discussed and agreed with parents and reviewed annually or more frequently if needed.
- one page profile: Students with a more complex need will have a one page profile that details their likes and dislikes, what they find difficult, how best to support them and what is important to them as well as their short term targets. Any professionals who support the student will be encouraged to contribute to their one page profile along with their parents. The profile will be written in collaboration with the student so they have ownership of it and they decide who they would like to share it with outside of their immediate teachers.
- education, Health and Care Plan (EHCP): if students fail to make progress, in spite of high quality, targeted SEND support or if a student is identified as having a complex need, we may apply for the student to be assessed for an EHCP. This is known as a request for statutory assessment and the assessment is made at the local authority. We will apply for an EHCP if:

- the student has a disability which is lifelong and which means they will always need support to learn effectively
- the student's achievements are so far below their peers that they need individual, specialist input for a large proportion of every day
- they are looked after, additionally vulnerable and failing to make progress.

If the school thinks an assessment for an EHCP is needed the SENCo will call a team around the student meeting where all professionals for all agencies who have been involved with the student and family will meet together with the parents and student (if appropriate) to discuss the student's needs and provision. A decision will be made about whether a request for EHCP assessment should be made. The request will be partially prepared at this meeting and will be completed by the SENCo. If the request for assessment is accepted the local authority will begin to prepare the EHCP. A draft plan will be discussed 12 weeks after the assessment begins at an additional multi

agency meeting. If the request for EHCP is denied by the local authority, parents will have the right to appeal and will be supported in this.

We aim to have good and informative relationships with all of our parents/carers. If a student is experiencing difficulties, parents/carers will be informed either at parents' meetings or during informal meetings to discuss the student's progress. Once a student has been identified as having SEND and has been placed on the special support database, the SENCo will formally notify parents via letter. Once the student's targets have been established the SENCo will arrange to share them with parents. All parents/carers of students on the special support database will be given the opportunity to meet with the SENCo by making an appointment during regular drop in sessions every week or every fortnight. For harder to reach parents/carers, the SENCo will try and find out the underlying issues as to why the parent/carer does not want to attend meetings and address these through contacting them directly as well as building a positive relationship with the student and encouraging them to invite their parents in.

Most students with a statement of SEND or an EHCP will have their needs met within their class with some additional support available to them. This support may be in a small group intervention, through mentoring or on an individual basis and will be tailored to meet the student's individual needs. Where support is required on an individual or small group basis, it will be provided by a learning support assistant or higher level teaching assistant. Speaking and listening interventions and parallel curriculum interventions will be provided by a learning support assistant.

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently, in class, at the cusp of their potential. Students with SEND are entitled to be taught by a teacher, not always by a TA. Teachers will aim to spend time each day working with all students with SEND, individually or as part of a group. At times, students on the special support database may need to take part in an intervention that takes place outside of their classroom. The school will have a range of interventions available which will be listed and tracked on an intervention map. When considering an intervention, we will look first at the student's profile of learning in order that we can select the intervention which is best matched to the student. Interventions will be planned in six week blocks. At the end of each block, students' progress towards their targets will be assessed and recorded. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo will monitor all interventions to identify what is having a positive effect.

Adaptations to the physical environment will be made, as appropriate, to accommodate students with physical or sensory disabilities. All of our students will access the full national curriculum and will be recognised for achievement and expertise in all curricular areas. As part of class differentiation, curriculum content and ideas will be

simplified and made more accessible by using visual, tactile and concrete resources if necessary.

All of our students have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Educational visits and residential visits will be part of our curriculum and we aim for all students to benefit from them. No student will be excluded from a trip because of SEND or medical needs.

All of our teachers will be trained to work with students with SEND. Every member of staff will have access to advice, information, resources and training to enable them to teach all students effectively. We will offer training and self-help opportunities through access to bespoke in house CPD opportunities, provision of books or leaflets and guidance towards useful websites. Staff will also be given the opportunity to develop their skills by working with our outside agencies for either individual, paired, year group, phase or whole school training opportunities.

Most able students (gifted and talented)

At Prince Albert High School, we will identify most able students as students who show high levels of performance when compared to those of their age. Usually, this will be the top 3 to 5% of each cohort.

The most able student co-ordinator will compile a database of most able students through coordinating the identification process. The identification process is the responsibility of all teachers and the SENCo who will have information of students' achievements from their previous school. Students will be identified through:

- identification of high level performance in their subject(s)
- teacher nomination
- parent nomination. This will be a question that will appear on the paperwork when a student starts at PAHS.
- high scores in the cognitive ability test (CATs)
- high key stage 2 results
- identification from their previous school

An up to date register of students identified as most able will be available to all teachers on the school information management system (SIMS). The most able student coordinator (a teacher with this additional responsibility) and individual departments will monitor the progress of most able students to ensure that they are being challenged and reaching their full potential. It will be the responsibility of every teacher to ensure that most able students are stretched in their class as work that has been repeated or not challenging enough can be extremely frustrating. Tasks in lessons will be differentiated accordingly and the types of questions that teachers ask

students will encourage them to use higher order thinking skills. We believe that it is the daily diet that students receive that will enable them to reach their full potential.

Where a student is not making the necessary progress, they will be identified and the relevant interventions put in place.

Parents/carers will be informed that their child is on the most able register and will be invited to contribute to strategies that work for their child. These strategies will be shared with staff so that they are able to use them in their planning and when engaging with students.

Pupil premium and bursary students

Pupil premium and bursary funding helps students from disadvantaged backgrounds who may underachieve due to their personal circumstances to reach their full potential. These students include those who are eligible for pupil premium (PP) funding, looked after children (LAC) and children of armed service personnel. We anticipate that approximately 67% of our students will be eligible for this funding. Pupil premium students will be treated equally and this funding will address the challenges that they face and help them to overcome them.

The funding will be used in the following ways:

- tuition in school to allow students to catch up
- mentoring/counselling
- emotional support
- learning support
- transport to/from college placement
- educational psychology assessment
- other educational assessments
- internal educational assessments
- instrumental lessons for those who want to learn how to play a musical instrument
- Duke of Edinburgh award
- ICT equipment to aid with work at school
- Curriculum based trips

The funding will also enable smaller class sizes and a higher teacher:pupil ratio (see financial plans in section G). In addition, all teachers are responsible in ensuring that pupil premium students reach their full potential through their day to day teaching. All teachers will have information on who PP students are and will take this into consideration in their planning, including seating plans, making sure that they are not disadvantaged in any way. SLT and Heads of House will also track and analyse data

to see what progress these students are making. Where there is a concern, it will picked up on quickly and addressed so that the student is able to catch up on any learning lost.

Looked after children (LAC)

Looked after children are those who are with foster parents, with their own parents but under the close supervision of social services and those in residential units. They are incredibly vulnerable and it is essential that we promote their achievement. Historically, looked after children have:

- poor exam success rates in comparison with the general population
- a high level of disruption and change in school placements
- lack of involvement in extra-curricular activities
- inconsistent or no attention paid to homework

In addition to the barriers that they already face with inconsistency in their life, they may face additional barriers because of their race, ethnicity, religion or beliefs, sexual orientation or because of a learning need or disability. We are committed that students are not disadvantaged and ensure that they participate fully in school life so that they reach their full potential.

We expect to have some looked after children at PAHS and we will have a designated teacher who will be responsible for overseeing the provision for our LAC, tracking their progress and identifying times when intervention will need to be put in place. The designated teacher will also make the appropriate staff aware of any changes that might affect learning so that they can plan accordingly and minimize any negative impact on the student's progress.

Liaising with parents/carers

We view parents as an integral part of the life and development of the school. Members of the leadership team and middle management will meet and greet students every morning which will help foster an air of open communication. We will hold regular workshops to support parents with their understanding of approaches to learning and hold termly parents' meetings. Student assessment information and reports will also be sent home. More information on this is detailed in section D2.

Transition from primary school to Prince Albert High School and beyond

We will establish strong links with our feeder primary schools so that the individual needs of our students and particularly those with SEND are known before they arrive with us. Students in our feeder primary schools will have the chance to meet with our SENCo and other key members of staff who will be linked with transition in the Spring

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake
and Summer terms prior to their arrival. Parents and personnel from external agencies will be involved at this stage so that they can meet staff at PAHS. Any additional transition arrangements will be made. Students joining PAHS will have the opportunity to choose two friends that they wish to be in a tutor group with; this will be especially helpful for students who may have come from schools outside of the PACT MAT and know far fewer students than their peers. Where students are the only student coming from an individual primary school, they will be given a buddy in the first few weeks. Once the school is opened, there will be taster days in the Summer term for primary school students to see what secondary school is like and familiarise themselves with the building and staff. During the transition days, there will be a number of team-building activities so that students get to know one another which will help with their start in September. At the beginning of term, in addition to the one professional learning day for staff, there will be one day where only year 7 students attend so that they can familiarise themselves with the school again before the rest of the students begin. Staff at PAHS will work with the next school students go to as appropriate so that suitable planning can be put in place. The assistant headteacher in charge of curriculum and standards will arrange visits to higher education establishments so that students feel confident and know what to expect when they begin their education there through links that we have established as part of their information, advice and guidance remit. We will also forge links with local employers and expose our students to the world of work as much as possible through work placements so that they are ready for the workplace when they leave our sixth form.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

It is our aim to ensure that all students, including those with special educational needs and disabilities, make better than expected progress and narrow any gaps in achievement where they exist.

A number of ways will be used to ensure that student performance is measured effectively:

- prior attainment data and information
- formative assessment (assessment *for* learning)
- summative assessment (assessment *of* learning)

Prior attainment information such as key stage 2 data, CATS, SEND information, most able/gifted and talented and EAL information for students will be used as they enter the school. In addition, each subject will also carry out their own standardised tests and assessments in the first two weeks of term. As well as subject specific skills, students will be assessed on reading, writing, and mathematical skills. The triangulation of this information will be used to baseline in which we set their targets and decide on which classes they will be in. For students joining Prince Albert High school during a key stage, we will also use information from their previous school in addition to their key stage 2 data and assess the work that they produce in the first few weeks ourselves so that adjustments can be made if necessary. This will also be carried out for students where key stage 2 data is unavailable. Teachers will plan for opportunities for formative and summative assessment to take place throughout the year so that student progress can be measured throughout the year.

Data collection and setting targets

There will be six data collection points each year and data will be entered by our teachers onto our electronic school information management system (SIMS). Information that will be entered into the system for all year groups will include the grade that the student is working at, their targeted grade and their predicted grade if they continue to work at the level they are displaying during the time of the data entry. In addition, student conduct, presentation of work, effort and homework. These will be on a scale from 1 to 5, with 1 being excellent and 5 being poor. Throughout the year, teachers will also be able to input data for their subject so that whenever SIMS is accessed, the information is live and up to date. The system will allow teachers to track the progress of students and compare their results to previous years. GCSE results will be compared to national averages and target grades for students in key stage 3 and 4 will be set against the FFT20 benchmark, indicating 'high progress' according to the FFT, a not for profit charity who have been processing the national student data base for the department of education since 2004. Targets for key stage 5 students will be set against the ALPS system which indicates outcomes against their GCSE results.

D2 – measuring pupil performance effectively and setting challenging targets

We aim for the school to achieve an ALPS score between 1 and 3 through creating student targets at the upper quartile of national benchmarks.

Using the methods above, we expect the school to achieve the following targets:

GCSE and equivalent	**Target**	**National Average (2015)**
Progress 8	0.5	Not available
Attainment 8	6 points	4.7 points
Ebacc	65%	22.9%
5A*-C inc. English and Maths	85%	53.8%

A Level	**Target**	**National Average (2015)**
Average point score (APS), points per entry (PPE)	230	216.1
Average point score (APS), points per student (PPS)	810	778.3
3 A levels A*-E	100%	78.7%
Vocational qualifications	**Target**	**National Average (2015)**
Average point score (APS), points per entry (PPE)	230	219.5
Average point score (APS), points per student (PPS)	810	577.4
3 substantial vocational qualifications	100%	79.3

These targets will be set and agreed during the first full LGB meeting and updates of the progress towards these targets will occur at six points throughout the year at LGB meetings but also during more frequent committee meetings. The targets that we set our students will enable them, no matter what their backgrounds, needs or abilities, to

achieve their full potential and in line with our vision, attend the university, training or employment route that they wish to follow.

Formative assessments

We believe that formative assessment should be developmental and supportive, encouraging students to make improvements to their work. It is a continuous process that will happen throughout lessons, the term and the school year. Formative assessments can take place in a number of ways:

- through written feedback: this could be a comment a teacher writes on a piece of work or through report writing to parents/carers
- verbally during or after a lesson: this is one of the most effective ways of assessing what students are doing and providing feedback as it is immediate. It also allows students to ask questions if there is anything that they still do not fully understand or need clarifying.
- questioning: this can be used by the teacher, students or their peers. Questioning can be based on Bloom's Taxonomy to encourage students' higher order thinking skills and can be used to differentiate the questioning. Students may also ask questions to further enhance their knowledge and skills.
- self-assessments: this puts ownership on the student's work and allows them to reflect. This can be carried out using a set of criteria which will help students familiarise themselves with it and understand what they need to do further.
- peer-assessments: this enables students to clarify their thinking and understand what it is they are looking for. It also develops their social skills on how to provide feedback to others sensitively yet effectively.

Summative assessments

These assessments indicate the outcome of what students have achieved, usually by a test score or a grade. These assessments will be carried out in a number of ways:

- end of unit tests
- examinations
- multiple choice questions
- peer-marking
- self-marking

Summative assessment allows teachers to analyse data, such as whole class data for a unit of work, to see which areas students did well on and which areas need to be covered again.

D2 – measuring pupil performance effectively and setting challenging targets

Assessment data for all year groups will be shared through local governing board meetings where the LGB will hold the headteacher and members of SLT to account. They will scrutinise the data and information presented, ensuring that This information in turn will be presented to trustees

Monitoring, evaluation and review (MER) to ensure consistency and high standards.

In order to continually raise standards, we will implement a monitoring, evaluation and review (MER) schedule. This ensures that all members of the school community are involved with this continuous process of reflection and improvement and are able to look at their current practice and make adjustments as necessary. We will check the progress of new and established initiatives, target areas of weakness, recognise areas of strength and come up with ways to improve the quality of what has been put in place. This will help to improve student attainment and progress as well as develop staff.

We will have a rigorous MER schedule involving the following:

- lesson observations: these will be carried out by the senior leadership team and middle managers. All staff will have three lesson observations each year.
- Work scrutiny: will be carried out during middle management meetings where staff will carry out a work scrutiny on student books in a subject different to their own.
- learning walks will be carried out by the senior leadership team and middle managers at six points in the year
- moderation: this will occur within departments in the school and with other local schools to ensure that marking and assessment is accurate.

Individual feedback will be given to each teacher in order to celebrate strengths and set areas for development. Areas for development will be reviewed in the subsequent round of monitoring in order to identify progress. Where necessary, teachers requiring additional support will have a plan put in place outlining ways that the school will help them. We will have a system of coaching to support underperforming teachers and further develop good and outstanding teachers. A range of bespoke training sessions will be timetabled and staff will be able to choose what it most relevant to them. Professional learning opportunities will reflect the needs of individuals which will be analysed through the records we will keep on teaching and learning, our school development plan, and key areas for improvement.

Results from MER will be reported across the year to the LGB so that if any issues should arise, the trust board can intervene quickly.

Using data to inform planning and teaching

D2 – measuring pupil performance effectively and setting challenging targets

Students are all individuals, who have different needs and abilities. To ensure that we differentiate work appropriately and drive progression and attainment for all students, current and previous student information will be used in our planning for provision and individual lessons. Teachers will take into consideration the available data on the school system when planning each lesson so that students are not disadvantaged in any way. Failure to do so may result in students not being able to access the work because it is too difficult or result in students easily completing the work as it is too simple. Each teacher will have a teaching and learning folder which will include all of this data alongside seating plans and other useful information such as SEND information and most able/gifted and talented information. Using data will enable teachers to challenge and stretch students of all abilities and those who are falling behind can be identified quickly, with additional support put in place as appropriate. Additional information on intervention strategies and additional support can be found in section D1.

Reporting to parents and carers

Teachers will input data for each of their classes six times a year. Grades for attainment and how students are progressing towards their target will be sent to and be available online for parents and carers along with a grade for student conduct, presentation of work, effort and homework. These will be on a scale from 1 to 5, with 1 being excellent and 5 being poor. Once a year, teachers will write a full written report detailing what the student needs to do to improve and where the student's strengths lie. In addition to this, there will be a number of events where parents/carers will come to the school, including parents' evenings and academic review days where students can directly speak with teachers about their child's progress. It will be encouraged however, for parents/carers to contact the school at any point in the year if they are concerned about any issues that may arise. Parents' views are very important to PACT and parental questionnaires will be sent out to parents so that their views can be collated and relevant information disseminated to staff. These will also form part of subject reviews where we will assess the quality of teaching and learning and achievement in each department.

Data, standards and reporting will be the responsibility of the Assistant Head teacher in charge of standards and curriculum.

Behaviour targets and monitoring

It is primary aim of PACT that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We promote good relationships so that people work together with the common purpose of helping everyone to learn. This will be no different for out new 11 to 19 school.

D2 – measuring pupil performance effectively and setting challenging targets

We believe that the most effective way to promote positive behaviour is through rewarding students. Staff members at the school will:

- praise and congratulate students when they do well.
- implement the 'daily ladder of success' that students can climb when they display good effort, attitude, progress and behaviour.
- display excellent work
- nominate students for rewards assemblies

In instances where there is inappropriate behaviour, a sanctions ladder will be used. Where the student misbehaves once, a verbal warning will be given. On a second occasion, the student will be given a yellow warning and a red card on the third warning. A red warning will mean removal from the lesson by a pastoral member of staff. The student will complete their work in the dedicated inclusion room. At the end of the day, the teacher who has asked for the student to be removed will speak to the child, ensuring that restorative work is carried out so that the student understands why their behaviour was inappropriate and why they were removed.

Records of students who have been set detentions or removed from the classroom will be analysed and monitored so that staff can pick up on any patterns and resolve any issues where they may arise. Parents/carers and other agencies may be involved where appropriate where there is concern. All information regarding fixed term exclusions and permanent exclusion will also be recorded. We will aim for there to be:

- no permanent exclusions
- no fixed term exclusions

Attendance target and monitoring

The target for attendance that we will set for the Prince Albert High School will be 96%. This is above the national average of 94.7% and the local average of 93.8% (schools with 1.5 miles of PAHS). We believe that due to the excellent teaching, opportunities created by outstanding practitioners, our school ethos where all students will feel welcome and our ability to form fantastic relationships with families, students will want to come to school as they will feel a part of the school community. Attendance will be monitored in several ways, depending on the level of concern:

- by the form tutor
- by the head of house
- deputy headteacher

These members of staff will speak with the student and their families and work with pastoral team where appropriate to ensure that attendance improves where it is falling below 95%. Attendance will also be promoted during assemblies, tutor time and events

D2 – measuring pupil performance effectively and setting challenging targets
where parents/carers come to school. The negative impact on learning of non-attendance will be highlighted so that everybody is aware of its importance. Where attendance is an issue, the school will strive to find out what the underlying issues are which is causing poor attendance.

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

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

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

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

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

The number of staff for each year as the school grows to full capacity is demonstrated in this table:

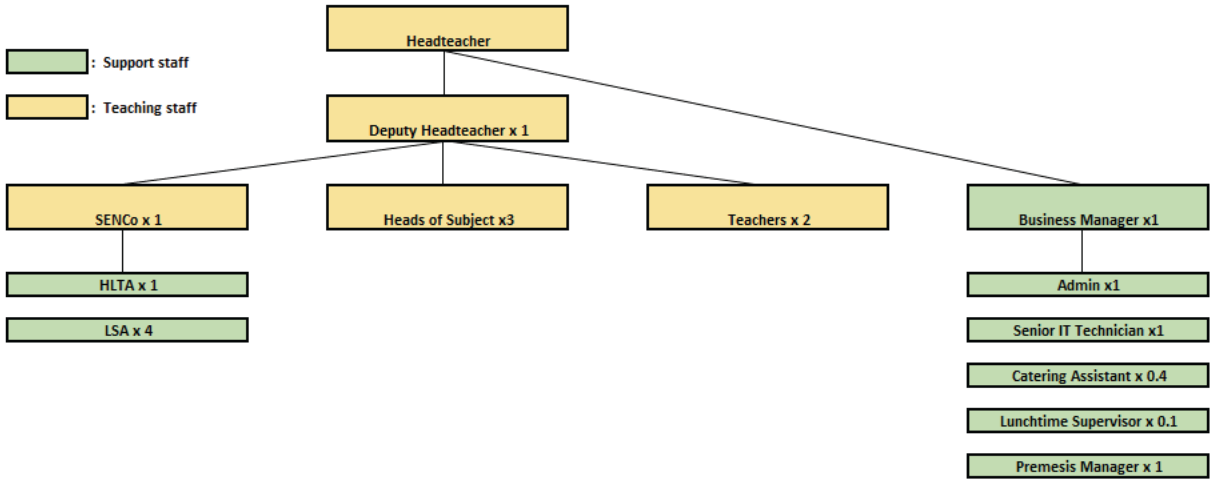
	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025	2025 - 2026
Head	1	1	1	1	1	1	1
Deputy	1	1	1	1	1	1	1
Assistant	0	0	1	2	2	2	2
SENCo	1	1	1	1	1	1	1
Head of Subject	3	9	11	11	11	11	11
Head of House	0	0	2	2	2	2	2
Teacher	2	3	5	12	21	26	28
HLTA	1	1	2	2	2	2	2
LSA	4	7	8	9	9	13	20

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

Business manager	1	1	1	1	1	1	1
Admin assistant	1	1	2	2	3	3	4
Head's PA	0	0	0	1	1	1	1
Senior IT Tech.	1	1	1	1	1	1	1
IT Tech	0	0	1	1	1	1	1
Premises Manager	1	1	1	1	1	1	1
Caretaker	0	0	0	2	2	2	2
Catering	1 x 0.4	1 x 0.4	1 x 0.4	2 x 0.4	3 x 0.4	3 x 0.4	3 x 0.4
Lunch supervisor	1 x 0.1	1 x 0.1	2 x 0.1	2 x 0.1	3 x 0.1	3 x 0.1	3 x 0.1

In year one, there will be 17.5 members of staff. The lines of accountability and structure are detailed in the organogram below:

2019 to 2020



There will be:

- headteacher
- deputy headteacher
- SENCo
- 3 heads of subject
- 2 teachers

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

- 1 higher level teaching assistant (HLTA)
- 4 learning support assistants (LSA)
- 1 business manager
- 1 administrative assistant
- 1 senior IT technician
- 0.4 catering assistant
- 0.1 lunchtime supervisor
- 1 premises manager

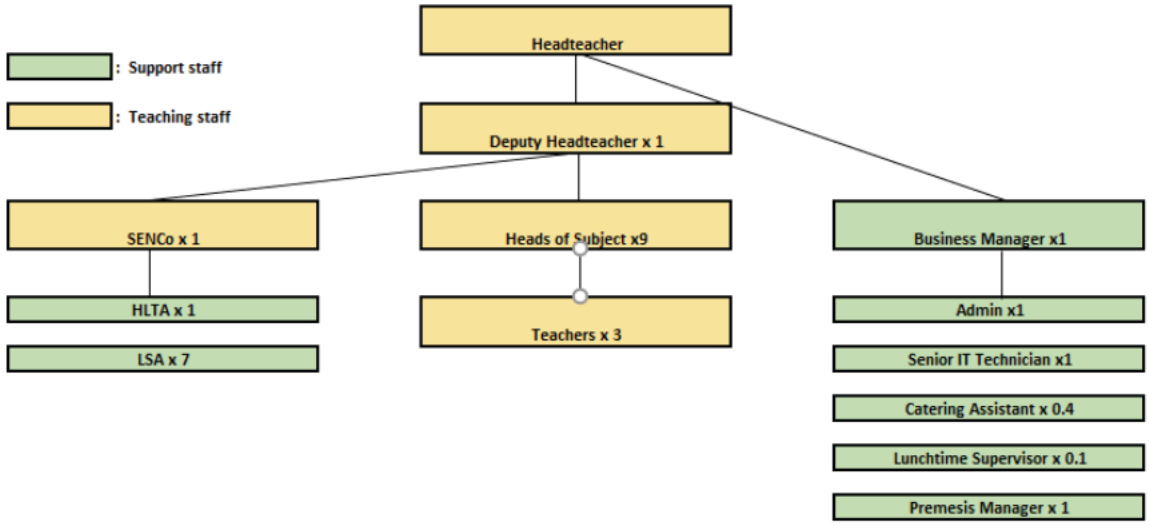
In year one and subsequent years until the school is at full capacity, staff will be required to teach across subjects. This is an example of how the subjects would be distributed in year 1:

Role	Subjects to teach	Hours per week
Head of English	English and Drama	20 hours
Head of science	Science	16 hours
Head of mathematics	Mathematics	16 hours
Mainscale teacher	Art / design and technology /music	20 hours
Mainscale teacher	Humanities (Citizenship / Geography / History / RE)	16 hours
Headteacher	Modern Foreign Languages	4 hours
Deputy Headteacher	Physical Education and Computing	8 hours
SENCo	Literacy support during MFL time	4 hours

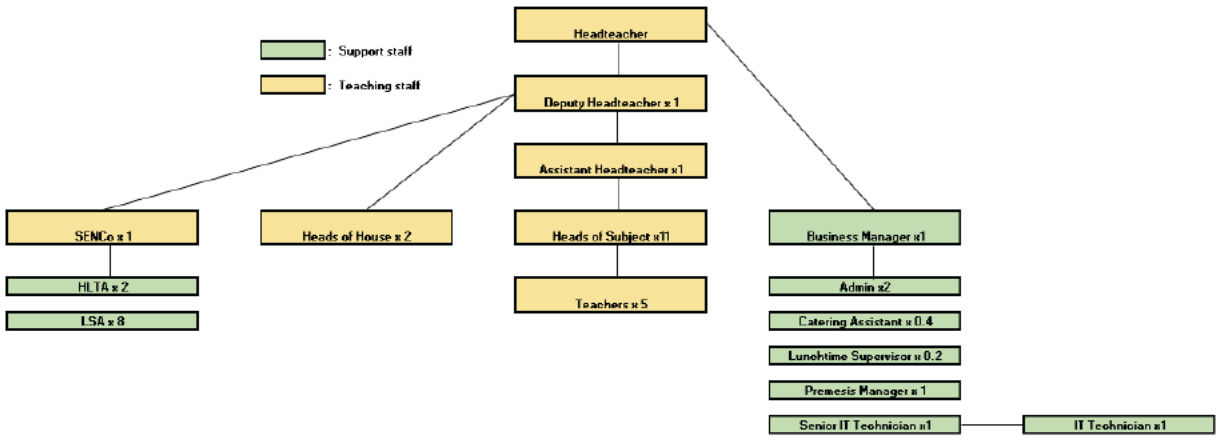
All staff except for the Headteacher would be teaching under their allocated hours in their first year to allow more time for planning as many will be teaching more than one subject.

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

2020 - 2021

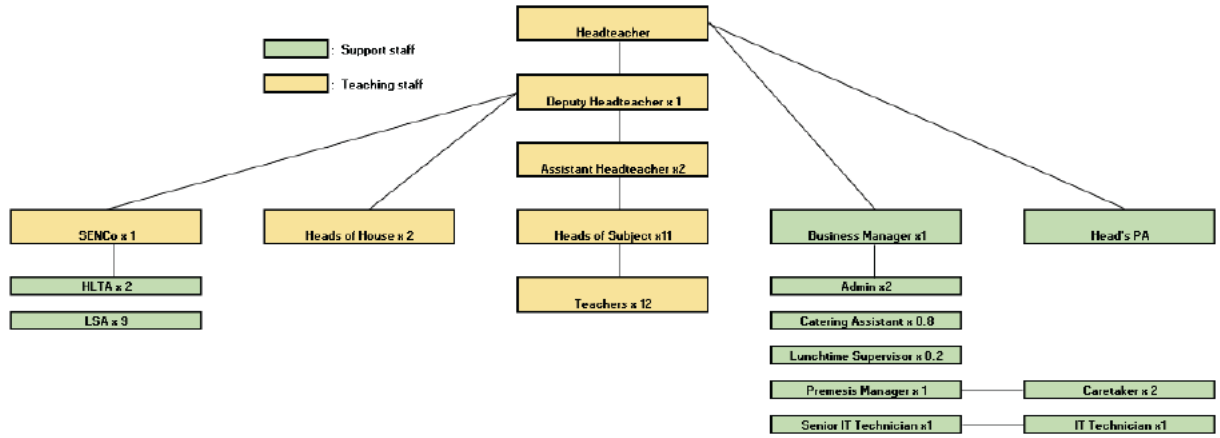


2021 - 2022

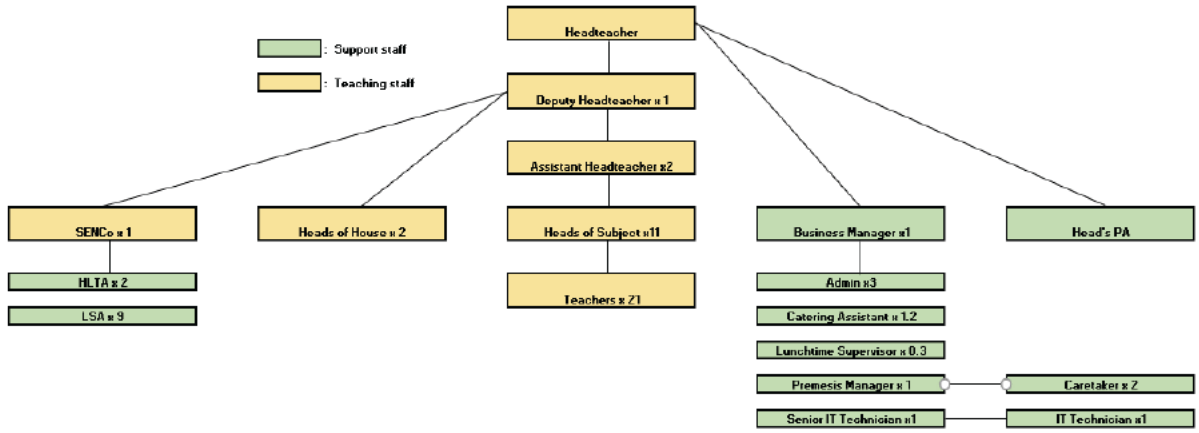


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

2022 - 2023

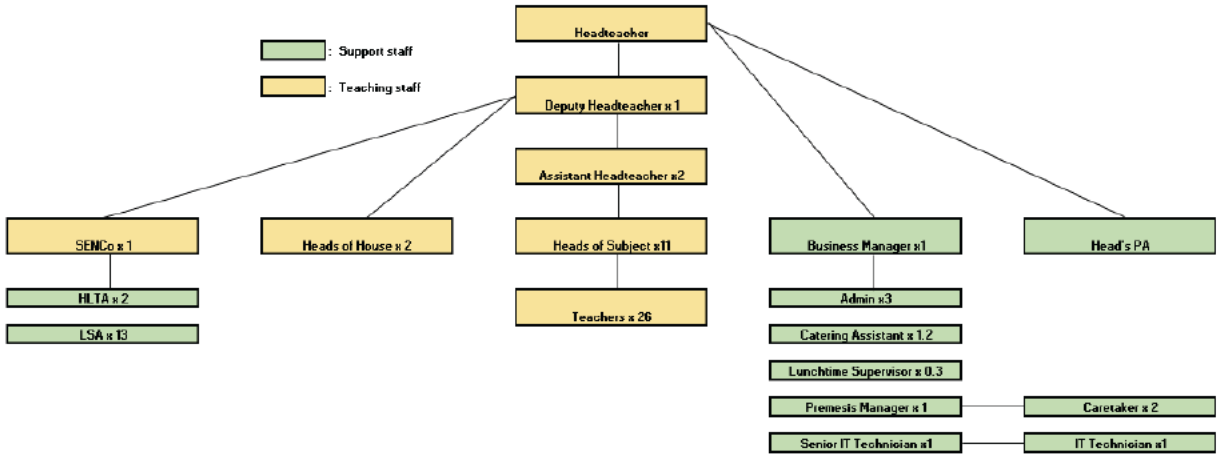


2023 - 2024



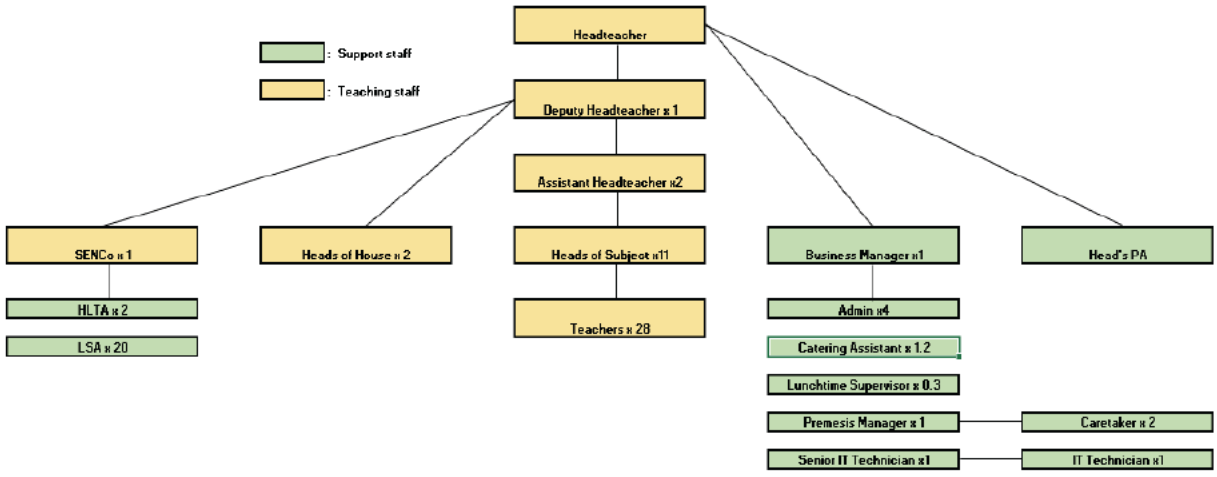
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

2024 - 2025



At full capacity in 2025, there will be 80.5 members of staff. The structure and lines of accountability are shown here:

2025 to 2026



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

As the school grows to full capacity, more roles will gradually be added year by year. In addition to the staff in year one, there will also be:

- 2 assistant headteachers
- 2 heads of house
- 1 head's PA
- 8 heads of subject
- 26 teachers
- 1 HLTAs
- 16 LSAs
- 3 admin assistants
- 0.8 catering assistants
- 0.2 lunchtime supervisors
- 2 Caretakers
- 1 IT technician

As more roles are added over the seven years until the school is at full capacity, the roles will evolve and change to meet the new demands and needs of the school.

Description of roles

Headteacher: the headteacher is responsible for communicating the vision of the trust and that of the school. In year one the headteacher will line manage the Deputy headteacher and the business manager. They will have oversight of the strategic direction of the school and ensure that monitoring processes are in place. They will lead the self-evaluation work and ensure that staff are aware of how this is done through professional development. At full capacity, the headteacher will line manage the deputy headteacher, business manager and head's PA.

Deputy headteacher (DH): this role will commence in year 1. The DH role will have a pastoral focus, with behaviour and safety as priorities. They will be the designated safeguarding lead along with the headteacher, ensuring that procedures and policies are up to date and followed. They will lead on training regularly, ensuring all staff are aware of updates. The SENCo will be line managed by the DH. So that there is consistency within the pastoral work of the school, the DH will line manage the heads of house when they join the school in year 3. The DH will lead some student voice work on how to establish houses within the school. Line management will include the assistant headteachers who will join the school in year 3 and 4.

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

Assistant headteachers (AH): there will be two assistant headteacher posts. In year 3, a post will be created for an AH responsible for curriculum and standards and in year 4, an AH post with responsibilities in teaching and learning and professional development. Both assistant headteachers will line manage heads of subject.

Heads of house (HoH): the heads of house will encourage healthy competition between students and give them a sense of pride and belonging within their vertical tutor groups. HoHs will monitor the pastoral care of students in the houses that they are responsible for and lead a team of tutors. Their role is to promote the safety and wellbeing of students and lead meetings to ensure that the ethos of the school and the individual houses are embedded. Along with tutors and the DH, HoHs will develop a pastoral programme that will be covered during designated tutor periods, ensuring that students receive the sex and relationship and PSHE education that they are entitled to. The quality of this provision will be monitored through the school's MER schedule.

Heads of subject (HoS): heads of subject are responsible for the academic achievements of the students in their care. Along with the teachers in their department, they will create and update schemes of learning that cover the national curriculum and examination specification. HoSs will monitor and evaluate the work of their department and identify any issues that need addressing. They will support staff who may be struggling and put a plan in place to support them. HoSs will line manage teaching staff, lead meetings and quality assure what is being done to ensure that there is consistency across the board.

Special educational needs co-ordinator: the SENCo will work closely with the deputy headteacher to establish an inclusive school and making students of all abilities and needs feel welcome. The SENCo will be up to date with policies and inform staff of any changes there may be with regards to special needs education. In addition, the SENCo will organise support for students who require additional help, including the deployment of higher level teaching assistants (HLTA) and learning support assistants (LSA). Links will be made with feeder primary schools and schools that students have been to previously if they join mid-year so that teachers at Prince Albert High can plan accordingly and differentiate their lessons.

Subject teachers: teachers will plan lessons according to students' needs using the information they receive from prior data and additional notes from the SENCo. This enables them to differentiate the work for all students, ensuring that they feel challenged and move forward with their learning. Subject teachers will assess the progress students have made and adapt what they are planning to do accordingly should any misconceptions arise. Six times a year, subject teachers will input data for

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
their students and once a year, they will write a report which will be sent to parents/carers. Higher level teaching assistants (HLTA): HLTAs will plan and prepare lessons with teachers and support students in lessons. They will have extensive knowledge of students' needs and abilities, especially those with SEND and understand what they need to do to enable students to reach their full potential. HLTAs will have a range of classroom behaviour management strategies and in the absence of a teacher, may take on whole class teaching. The HLTA will work closely with the SENCo and learning support assistants. Learning support assistants (LSAs): Like HLTAs, LSAs will plan and prepare lessons with teachers and support students in lessons. They will also have extensive knowledge of the students in their care and use a variety of behaviour management strategies in lessons. Business Manager: the business manager is part of the senior leadership team and will be responsible for finance and budgeting along with the headteacher. They will also be responsible for any human resource (HR) issues, including recruitment. Line management responsibilities include the administrative assistants, premises manager, lunchtime supervisors, catering assistants and senior IT technician. Head's personal assistant (PA): the head's PA provides a full and confidential secretarial service for the headteacher. They will maintain the headteacher's diary and communicate with parents/carers. This role will also have an HR element to support the school business manager as the school grows in year 4. Administrative assistant: the administrative assistants will complete day-to-day administrative tasks such as photocopying resources, filing and ordering equipment. Catering assistant: catering assistants will manage and prepare food and drink for the school restaurant. They will also ensure that all health and safety guidelines are met. Lunchtime supervisors: duties of the lunchtime supervisor include managing the lunch queue and ensuring that the behaviour and discipline of students at lunchtime are appropriate. They will work alongside teachers in allocated areas of the school. Premises manager: the premises manager will work closely with the business manager and headteacher in ensuring that all aspects of the school site meet health and safety requirements. They will also maintain the school grounds and carry out works on any repairs when necessary. Where specialist work is required, the premises manager will organise for a professional to come in and carry out the works. The premises manager line manages the caretaker.

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

Caretaker: the caretaker maintains the grounds and buildings of the school. This includes heating and lighting.

Senior IT technician: the senior IT technician will set up and maintain all of the technological equipment in the school. This also includes being on hand should any equipment fail to work and setting up specialist equipment for teachers when it is needed. The senior IT technician will line manage an IT technician from year 3 as the school grows and this additional role is created and will contribute to the strategy of the school's IT.

IT technician: the IT technician will support the senior IT technician in maintaining and setting up technological equipment in the school.

We believe that these roles will cover the needs of our school from year one to when the school is at full capacity in 2025. There is a good balance of teaching staff and support staff and a broad range of roles which will allow the school to have a staff group with varying experiences.

We are confident that if our academy has to operate at less than full capacity because we have fewer pupils than expected, we will still be able to deliver a high quality curriculum and an outstanding educational experience for all our pupils. academy school will therefore be resilient to changes in income as a result of having fewer pupils than we expect.

For example, if we were only to receive 70% of our income as a result of reduced numbers of pupils, in each year, we would prioritise reducing our expenditure on staffing costs (i.e. salaries and other staff costs), simply because this is the largest cost for any school. We would also reduce premises costs, the cost of educational resources, and the allowance for a contingency in direct proportion to the amount of funding we would lose as a result of the reduction of pupil numbers. We will also be able to save an appropriate amount each year for the pupil determined cost of depreciation.

For example, a 30% reduction in pupils in year 1 of the academy's operation would necessitate savings in staff costs as follows:

- 1 deputy headteacher
- 1 head of subject
- I teacher
- 2 LSAs
- 1 admin assistants

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
• 1 HLTA. Similarly, a 30% reduction in pupils in the year when the academy is full would necessitate savings in staff costs as follows: • 2 assistant headteachers • 4 heads of subject • 10 teachers • 7 LSAs • 2 administrative assistants • 1 technician • 1 caretaker For bother of these years of operation, we are confident that we can keep the appropriate staff student ratio. We do understand that in the first year of operation we would be looking to recruit a certain number of part time teachers in order to ensure full curriculum coverage.

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

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

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

D4 – the school will be welcoming to pupils of all faiths/world views and none
The Prince Albert Community Trust (PACT) is committed to ensuring equality of opportunity and the absence of unfair discrimination, in line with the Equality Act 2010. The new 11 to 19 school will be welcoming to students of all faiths, world views and none. We aim to demonstrate this through equality of opportunity with all aspects of school life by removing barriers to learning and success through our work in the classroom, our pastoral and inclusion support systems, out of hours learning opportunities, links with the wider community and our recruitment and retention of staff. Staff will have training on equality so that they are able to demonstrate this and be positive role models to our students.

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

We believe that all students are of equal value regardless of disability, ethnicity, gender, religion. We will foster positive attitudes and relationships, ensuring that there is a shared sense of belonging in the school community. All policies and procedures will be followed by staff and will help them in all aspects of their work. We recognise, respect and value difference and diversity and aim to raise standards for all students, removing barriers to learning and ensuring their success. Any barriers students may face whether it be in relation to disability, ethnicity, gender, religion, belief, faith or sexual orientation will be removed. We see diversity as a strength that should be respected and celebrated by those who learn, teach and visit our schools. We have the highest expectations of all our students and expect all of them to make good progress and achieve to their highest potential no matter what their background, needs or ability.

We seek to demonstrate our commitment to providing equality of opportunity by:

- ensuring that everyone – students, staff, parents/carers and other stakeholders – are treated fairly and with respect.
- making sure that our school is a safe, secure and stimulating place for everyone.
- recognising that people have different needs, and understanding that treating people equally does not always involve treating them all exactly the same.
- recognising that some students need extra support to help them make progress and be successful.
- aiming to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our school council.
- Aiming to make sure that no-one experiences harassment, less favourable treatment or discrimination because of:
    - Age
    - Disability
    - Race
    - Gender
    - Gender re-assignment
    - Religion, belief or faith
    - Sexual orientation
    - Marriage and civil partnership
    - Being pregnant or having recently had a baby

Our equality objectives are:

1. to ensure that all students, including those with special educational needs and disabilities (SEND), make better than expected progress, narrowing gaps in achievement if they exist.

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

2. to promote spiritual, moral, social and cultural (SMSC) development through all appropriate curricular opportunities with references to issues of equality and diversity. These will be shown in schemes of learning.
3. to narrow any gaps in attendance between different student groups by fostering good relationships with parents/carers and seeking to understand the barriers to good attendance.
4. to increase the membership of potentially vulnerable pupils and those with protected characteristics, in clubs, activities and roles of responsibility.
5. to reduce prejudice and increase understanding of equality through direct teaching across the curriculum

We will contribute to safeguarding our students and promote their welfare by:

- establishing a safe, resilient and robust ethos in the school, built on mutual respect, and shared values to prepare students for life in modern Britain. This includes promoting the fundamental British values of:
    - democracy
    - the rule of law
    - individual liberty
    - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- introducing appropriate work within the curriculum and ensuring that it develops students' personal, health, social and economic PSHE skills. This will be present at various points throughout all subjects and an hour of tutor time will be dedicated to the teaching of this each week for all students.
- incorporating learning in the curriculum that fosters students' spiritual, moral, social and cultural (SMSC) awareness. This will be embedded throughout the curriculum in all subjects and enrichment activities. Schemes of learning will indicate where these opportunities are.
- providing staff with appropriate, regular safeguarding training so that they are able to identify signs and indicators that all might not be well. This includes the Prevent duty, female genital mutilation (FGM) and forced marriages.
- developing staff awareness of the causes of abuse.
- developing staff's awareness of the risks and vulnerabilities their students face.
- addressing concerns at the earliest possible stage.
- making students aware of who they need to speak to if they ever find themselves in a vulnerable position, reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation.
- Working with external agencies such as social services, children and adult mental health services (CAMHS) and educational psychologists.

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

Prevent Duty

All responsibilities outlined in 'The Prevent duty. Departmental advice for schools and childcare providers' (DfE June 2015) will be followed. All staff will receive the Home Office Prevent training (WRAP – Workshop to Raise Awareness of Prevent) and safeguarding training so that they are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. This training will also include information on child sexual exploitation (CSE), female genital mutilation (FGM) and forced marriages. All staff will also complete annual e-safety training and members of the leadership team will complete safer recruitment training.

Spiritual, moral, social and cultural development (SMSC) and British Values

SMSC will be taught and shown through a number of ways in the curriculum:

- Spiritual: students will be provided opportunities to share their personal beliefs, including religious beliefs. Students' willingness to reflect on these experiences, compare their beliefs with those of other students and how they are able to communicate and share their beliefs will indicate the impact of the opportunities. Although religious studies as a subject covers this aspect, spiritual development is the responsibility of all at every PACT school.
- Moral: throughout the whole curriculum, there will be opportunities for students to debate and discuss issues so that they have an understanding of what is right and what is wrong. They will understand the importance of truth and respect and know how failure to be truthful or respectful can have a negative impact on others.
- Social: this will be developed through the relationships students have in school with their peers and adults in the school. Students will work together in lessons, listening to the views of others and be able to reach an outcome that all in the group are happy with. They will understand how their contributions impact the school community and society.
- Cultural: students will have an understanding of culture and diversity through attending a very diverse school and developing their knowledge of what cultural understanding is in lessons. Students will be given opportunities to share their cultures and listen to those who are different and understand that they must be respectful and tolerant.

The teaching of British values is closely linked to this and will also be taught throughout the curriculum. To ensure that British values are promoted, we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England

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

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Personal, social, health and economic education (PSHE)

Like SMSC, PSHE will be taught a number of ways through the curriculum to ensure that students develop their knowledge, skills and attributes required so that they stay healthy and are prepared for life in modern Britain. This includes sex and relationships educations (SRE):

- two tutor periods a week (40 mins) will be dedicated to PSHE/SRE for all year groups. A scheme of learning will be devised by our pastoral team as part of the tutorial programme.
- throughout the curriculum
- subject enhancement days
- cross-curricular projects
- involvement in the school community and the wider community

Student voice work will allow us to cover topics that students feel are the most important to them. Topics will be centred around health and wellbeing, relationships and living in the wider world and include:

- how to keep physically and mentally healthy
- healthy eating
- managing change, such as puberty, transition, loss, divorce and bereavement
- how to manage a range of emotions within a range of relationships
- how to develop and maintain healthy relationships in different social and cultural contexts
- how to respond to risky relationships and how to ask for help
- the importance of responsible behaviours and actions
- to respect equality and how to be a productive member of the community

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

- how financial choices can have an impact on yourself and others around you
- how to develop parenting skills

The work will be carried out through questionnaires that students may complete online in tutor time.

Tackling discrimination

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms, including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. All of which make others feel uncomfortable and not welcome to the school community.

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

PACT will not tolerate any behaviour like this. If we discover that an act of discrimination, bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all students attend the school free from fear, feel welcome and part of the community. All schools in PACT employ a sanction ladder that is easy for students to understand, helping to ensure a safe and positive learning environment. We will employ each sanction appropriately to each individual situation where necessary.

Section E – evidence of need

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

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

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

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

E1 – provide valid evidence that there is a need for this school in the area
■ **Summary of Key Evidence** ■ **Need for More School Places** – **Population data and projections** – **Proposed new housing developments** – **Department for Education SCAP analysis** – **Analysis of need and forecasts originating via Birmingham City Council** – **Reported pressure for secondary school places** ■ **Quality and Performance of local Secondary Schools** ■ **Summary of Key Evidence** There is a clear rationale for establishing a secondary school in the Hodge Hill district of the City of Birmingham. Specifically, in terms of the Hodge Hill district – which is (a) one of ten planning districts incorporated within the document Birmingham Mainstream Primary and Secondary Education Sufficiency Requirements 2016 and (b) is the (planning) district in which the proposed Prince Albert High School would be located, the following is expected: • There will be a need for a minimum of 3 more forms of entry at secondary level for the school year 2018 – 2019 (which Prince Albert High School will help to address) • **In the forthcoming 2016 – 2017 school year, the Washwood Heath ward – which is situated within the Hodge Hill district – is classified as being at *medium risk* in terms of not having sufficient capacity for secondary school places**

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

- **In the 2017 – 2018 school year, the Hodge Hill *ward* is classified as being at *high risk* in terms of not having sufficient capacity for secondary school places**
- **In the 2018 – 2019 school year, both the Hodge Hill *ward* and the Washwood Heath are classified as being at *high risk* in terms of not having sufficient capacity for secondary school places**

In terms of educational standards, three of the five secondary education providers that are located within 2 miles of the proposed location for Prince Albert High School had KS4 (GCSE) results for 2015 which were *below* the average percentage for the local authority area. The number of pupils currently on roll at these three establishments (i.e. 3,377) exceeds the proposed number of places proposed to be available at Prince Albert High School when it reaches full capacity (i.e. 840). One of the local secondary education provider's most recent Ofsted judgements, i.e. Kingsbury School and Sports College was evaluated as: Requires Improvement.

In terms of localised sixth form provision, in summer 2016 Bournville School – which is located in the south of the City approximately 9 miles from the Washwood Heath locality – announced the closure of its sixth form, effective as of September 2016 (although their existing Year 12 pupils would continue their studies in 2016 – 2017 as a final cohort of sixth form pupils), leaving a gap in such provision for the city as a whole.

Ultimately the structured community engagement undertaken by the Prince Albert High School project team in summer 2016 indicated that enough (a) registrations of interest in the school and (b) expressions of parental/community support for the school exist to make its establishment in the Hodge Hill vicinity of the City of Birmingham a viable undertaking. Indeed a number of existing resident local parents have registered an interest in their children attending Prince Albert High School.

■ **Need for More School Places – Population data and projections**

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

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

Table E1 indicates that in volume terms, the **number of 10 – 19 year olds resident in the City of Birmingham locality is projected to increase by 10,000 children** between the years 2016 – 2022, which in turn, will have an impact on secondary school capacities across that local authority area. Birmingham City Council's own population projections

indicate that *"the greatest* [population] *increase will be amongst 10 – 15 year olds… numbers will rise rapidly up to 2032".*

■ Need for More School Places – Proposed new housing developments

In March 2015, an article in the *Birmingham Mail* reported on the local authorities plans to build 80,000 homes *"to meet the population explosion".* A number of new housing developments are set to take place within reasonable commutable distance to the target locality of [redacted] in the east/central vicinity of the City of Birmingham/Hodge Hill district. These will increase the local population of young families and children – for example:

- The Birmingham City Council Housing Development Plan outlines how a number of localities which are in commutable distance to the [redacted] area will account for major new housing development/expansion in the forthcoming period. For example, *"housing developments along the key arterial* [redacted] *will see a focus on family housing projects and developments".*
- The Birmingham City Council March 2015 Housing Prospectus also outlines how a number of localities which are in commutable distance to the [redacted] area will account for new housing development/expansion in the forthcoming period – for example, specifically:

[redacted]

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

Table E2 - potential number of new secondary pupils that proposed new housing developments within commutable distance to the proposed site for Prince Albert High School could ***theoretically*** *yield*

Name of Housing Development within commutable distance	**Expected number of resulting new dwellings**	**Potential secondary pupils numbers (yield) assuming 4 new pupils per year group 100/dwelling**	**Distance from proposed location of Prince Albert High School (miles)**
Erdington former allotments site	124		2 1/2 miles

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

		25 new secondary pupils	
Alum Rock Road industrial site	124	25 new secondary pupils	0.5 miles
Bordesley Park Development	750	150 new secondary pupils	1 1/4 miles
Cincinnati Building development	430	86 new secondary pupils	3 3/4 miles

■ **Need for More School Places – Department for Education SCAP analysis**

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

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

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

Additionally, the Department for Education's annual school capacity survey published (February 2016) provided increasing pupil number forecasts up to 2021, for secondary school level, in the Birmingham City Council local authority area.

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

E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

E2 Contents

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

■ Introduction to Engagement Phase

The Prince Albert High School community engagement team carried out significant community engagement and demand gathering activities online and in the locality where the school will be located. This underlined our expectation of significant support for the educational provision that is proposed and provide valuable input into the application for the school.

As our team was drawn from staff and volunteers who are already closely involved with Prince Albert High School and others who have had direct input into the application, we were able to quickly and widely disseminate the vision and ethos of Prince Albert High School within our local community.

■ Marketing Strategy

During the Summer 2016 the Prince Albert High School team carried out the following actions in order to attain (a) community support (b) registrations of interest and (c) gain feedback and suggestions for the proposed school:

- An online community survey and registration of interest process, via the dedicated website for the proposed school
- Face-to-face engagement using structured materials – including an informative flyer (see annex)
- Engagement with the local media which promoted the ambition to establish Prince Albert High School within the locality
- Consultation with other providers including primary schools and early years settings.

During this engagement activity, the Prince Albert High School team ensured that all activities were focused on the community as a whole, including those of no faith and no faith and disadvantaged groups within our community.

Marketing materials including a specific information flyer were designed to provide information on the key elements of the proposed Prince Albert High School Primary,

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

- Is proposed to open in 2019 with an initial Year 7 intake of 120
- Will provide an exciting, highly motivating and challenging education
- Will be working in close partnership with a number of well-established educational institutions such as the King Edwards Foundation.

The support for our proposed school was hugely encouraging. A significant number of firm registration of interests were gained via the various channels, including through members of the Prince Albert High School community engagement team canvassing local parents and community members both (a) via the online survey/registration of interest response form and (b) face-to-face within the local community.

Supplementary marketing involved:

- Leaflet drops to houses in the locality
- Leaflet distribution in local areas of high footfall
- Materials sent to local primary schools

The website: www.pahigh.co.uk provided prospective parents and members of the local community with the opportunity to (a) learn more about the proposed school (b) to provide their feedback about the local secondary educational sector and (where applicable) to register their interest via a dedicated webpage: www.pahigh.co.uk .

Parents and stakeholders who wished to learn more about the proposed establishment of Prince Albert High School potentially before registering their interest, were directed to the website for more information about the school. The Prince Albert High School community engagement team also sent out communications through social media including via the school's Facebook page.

Regular updates and communications are being (and will continue to be) sent to those who have registered an interest in Prince Albert High School.

■ **Evidence of Community Engagement including supplementary Parental Survey**

A Community Engagement Survey Form invited supportive parents and members of the local community to provide the following details and feedback (*where applicable* for

both): Name; Number and date(s) of birth of child(ren); Postcode; Contact e-mail; Personal views on the standards of local secondary phase schools; and suggestions as to how Prince Albert High School could be used as a community resource.

It should be noted that over 600 parents and community members – the majority of whom are resident in the B8, B6 and B19 postcode area – have, at the time of this application's submission, supported the establishment of Prince Albert High School and/or registered an interest in the school. Additionally, 536 children being raised by the parents represent a pipeline cohort (from September 2019 onwards) for Prince Albert High School for its first two years of operation. Responses on Facebook about the proposed Prince Albert High School can be viewed in the annexes.

■ Summary of Community Engagement

Essentially, we believe that the open, inclusive and educationally sound ethos of the proposed Prince Albert High School attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – and our engagement team – that the school will enhance/provide choice, improve academic standards and develop community cohesion for local families.

The table below summarises the methods and marketing/communication actions undertaken by the Prince Albert High School community engagement team, in summer 2016.

Distribution of flyers and face-to-face canvassing	5,000 information flyers (and accompanying posters) which explained the ethos of Prince Albert High School and which promoted the school website were distributed: throughout the Prince Albert High School community.
Electronic canvassing and registration of interest collation	Prince Albert High School website hosted a registration of interest page during the period leading up to the application. The website link was also published on the information flyer (see annexes). The website was viewed over 1180 times and there were 521 likes. See appendix for images taken from the website and Facebook page.
Facebook/Social Media	The local community was informed about the proposal via the Prince Albert High School Facebook page: https://www.facebook.com/PAHighSchool/ The page has been liked 521 times. Text messages asking Year 4 parents to register interest have been sent out to all MAT schools.

E2 – successful engagement with parents and the local community	
	There was a twitter feed: @PAHS PACT with 336 followers.
Promotional/Open Events	The Prince Albert High School community engagement team facilitated 3 Open Events at the three primary schools. The events were cumulatively attended by 135 parents, educational professionals and members of the community. General feedback was very positive. Y4 workshops will be going on at all 3 schools during September. [redacted] has met with the headteachers at 4 local schools and all have sent out materials to their Y4 pupils this term.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

  If you do not meet the criteria set out above, please:

  - complete the table below; and
  - provide a short commentary on your plans to manage the pre-opening project.

  You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

We received a letter from the [redacted] which confirms our capacity to apply for a 11-19 mainstream secondary school in Birmingham planned to open in September 2019. This letter is attached as an annex.

As a type 5 applicant, we have therefore completed section F according to the DfE guidelines.

The table F1(a) below provides details of those colleagues who will have oversight of the project during the preopening period.

We have identified individuals with specific expertise in secondary education who will be supporting and challenging the trust during the preopening period and after the school is open. These individuals are:

- [redacted]
- [redacted]
- [redacted].

Name	**Where they live** (town/city)	**Member of core group**	**Role(s)** (pre-opening team, member, trustee, principal designate, local governor once school is open)	**Summary of relevant expertise** Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	**Available Time** (hours per week)
[redacted]	[redacted]	Yes	[redacted]	[redacted]	5
[redacted]	[redacted]	Yes	[redacted]	[redacted]	10
[redacted]	[redacted]	Yes	[redacted]	[redacted]	8

[redacted]	[redacted]	Yes	[redacted]	[redacted]	8

[redacted]	[redacted]	Yes	[redacted]	[redacted]	8

				[redacted]	
[redacted]	[redacted]	Yes	Preopening team.	[redacted]	8
[redacted]	[redacted]	Yes	[redacted]	[redacted]	8
[redacted]	[redacted]	Yes	[redacted]	[redacted]	8

		Yes			8

F1 (a) Skills and experience of your team

F1 (b) Skills gap analysis

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

- complete the table below; and
- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Skills/experience missing	**Where is the gap?** i.e. pre-opening team, trustees, local governing body	**How and when do you plan to fill the gap**
Marketing specific to the education context	Trustees and preopening team	We will fill this gap as soon as possible during the preopening period. For more details, see below.
Project management	Trustees and preopening team	We will consider taking on the services of a project management company in order to support the colleague we have identified as above who will take responsibility for the day to day management of the preopening period.
		More generally, during the preopening period, we will undertake a skills audit of the trustees and the members of the local governing board to identify any skills gaps and we will then advertise for colleagues to fill these gaps. We will work closely with the National Governors' Association (NGA) to do this.
		Please note that we have already identified gaps in our team with regard to secondary education and we have filled those gaps.

Skills/experience missing	**Where is the gap?** i.e. pre-opening team, trustees, local governing body	**How and when do you plan to fill the gap**
		period and after the school is open.

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

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

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

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school
We received a letter from the [redacted] which confirms our capacity to apply for a 11-19 mainstream secondary school in Birmingham for a planned opening in September 2019. This letter is attached as an annex. In order to ensure that we continue to have in place a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in the academy trust and drive improvement in the new free school, we will implement some changes to the governance structure. In particular, we will: • increase the size of the board of trustees from its current with the addition of [redacted] and [redacted] as noted above; each of these will also be governor once the school is open. • ensure that [redacted] takes on a key role during the preopening period and once the school is open in his role as lead on education matters during the preopening period and trustee and governor once the school is open. For example, he will play key role in the recruitment of the principal designate and the senior staff and the development of education policies and plans. To ensure that we appoint a high quality principal designate, we will advertise nationally on websites such as the TES and Eteach as well as paper published media. The candidate will need to have the experience and expertise to undertake this role and propel the school forward. We will advertise during periods that we believe will be the prime times for staff looking for new opportunities and take resignation dates into

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

consideration. The proposed timeline for the recruitment of the principal designate is as follows:

- We will advertise for the role in late September 2018 so that the successful candidate can take up post from the spring term of 2019. This will mean that they have two terms to prepare for the opening of the new school in September 2019. This also allows time for the candidate to hand in their resignation for their current post by May 2019. Advertising in September 2018 also means that if we are not able to appoint a suitable candidate, we will be able to have another opportunity in January 2019.

- It is unlikely that we will not be able to appoint a suitable candidate. However, if this is the case, we will consider appointing an interim headteacher.

The following will be used to select the best candidate:

- Application form
- References including a structured request for a reference against selection criteria
- Structured panel interview
- Psychometric test online
- In-tray exercise
- Presentation
- Assessment of candidate's evaluation of a lesson.

- implement a continuing professional development plan for all trustees and governors to focus on their new role in overseeing a secondary school

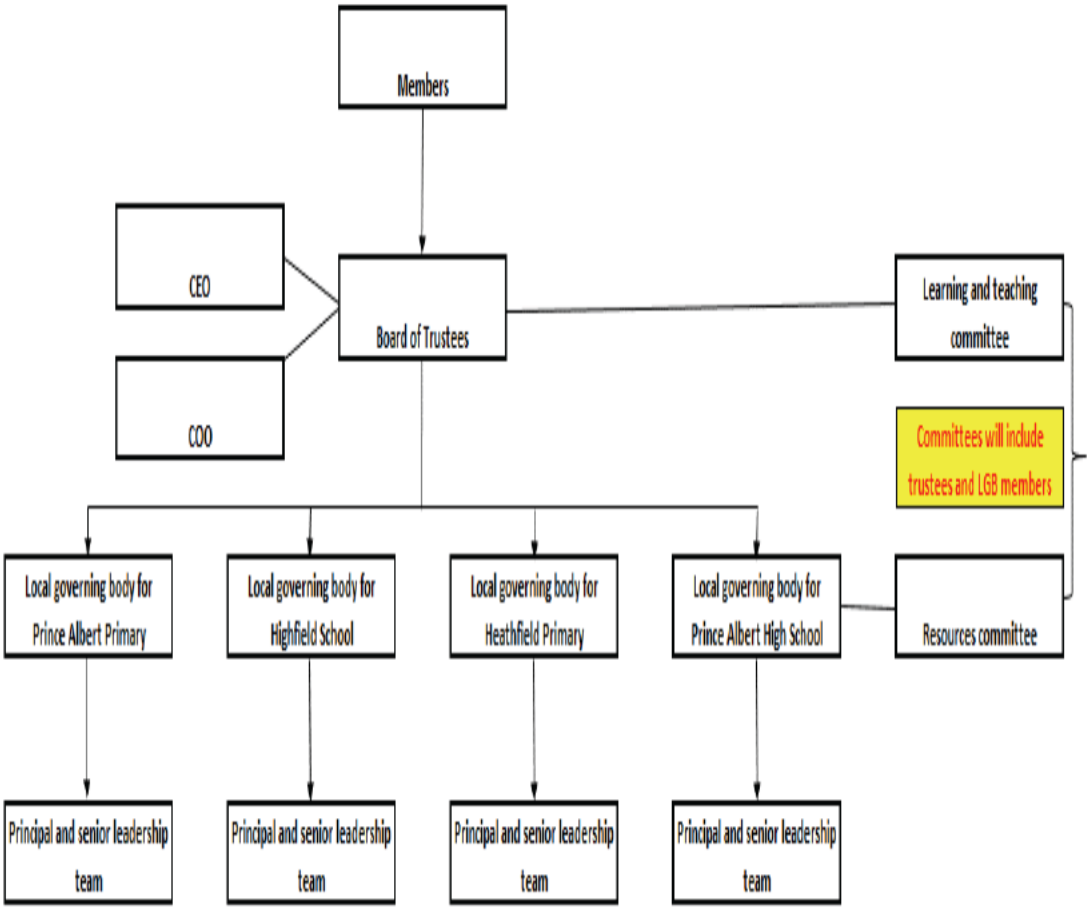
- revisit our scheme of delegation so that the scope of the powers and responsibilities initially devolved to the LGB of the new secondary school take account of the fact that we will want to retain more responsibility at the trust level during the early stages of the growth of this secondary school. We will then monitor progress of the school as we consider whether the LGB should have more powers and responsibilities.

- carry out an audit of trustees' and governors' skills and expertise on a termly basis so that any gaps can be identified quickly. This will include skills and expertise related to a secondary context such as use of data and school development planning. This may mean that

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
additional professional development opportunities need to be put in place or that new trustees or governors need to be recruited. The main areas that we will be looking to ensure that we have in place the required expertise are: - human resources and recruitment - marketing - finance - legal - building/capital works - IT hardware and software - school improvement - education - curriculum - safeguarding Professional development opportunities provided by the trust may therefore include: • safeguarding • staff appraisal • financial management • staff recruitment • annual planning/meeting statutory responsibilities • working within a MAT • preparation for Ofsted inspections (especially secondary inspections)

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

Trust governance structure



We have no conflicts of interest. The trust will have a clear policy to identify, manage and record any conflicts of interest should they arise. Interests of all members, trustees and senior employees will be kept in a register and updated on a termly basis. Where an interest arises during a term, individuals will be obliged to update the interest as soon as they become aware of it. A robust strategy will be maintained to avoid and minimise conflicts of interest and secure independent challenge. The following strategies may be appropriate to manage any conflicts of interest that may arise:

- not taking part in discussions of certain matters
- not taking part in decisions in relation to certain matters

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

- referring to others certain matters for decision
- divesting or placing in trust certain financial interests
- publishing a notice of interest
- standing aside from any involvement in a particular project
- declaring an interest to a particular sponsor or third party.

We will ensure that all members, trustees and senior members understand their statutory duties and what a conflict of interest is so that they do not accept benefits from third parties and declare any interests in proposed transactions or arrangements. There will be no payments made to any individual unless these payments are allowed according to the Articles of Association. Individual gain through connection with the trust is not permitted.

The declaration form for members, trustees, governors and senior employees will register relevant business and pecuniary interests stating any directorships, partnerships and employments with businesses, trusteeships and governorships at other educational institutions and charities. Where there are interests, they will name the organisation, the nature of the interest and the date in which they began. These will be published on the trust's website.

A financial scheme of delegation will be in place to detail the responsibilities of the board of trustees.

Relationships between members, trustees and senior leaders including those who are related will also be kept in a register. Relationships include those who are a family member or a member in the same household who may influence or be influenced by the individual.

The '7 principles of public life', also known as the 'Nolan principles' will be adhered to by all individuals. .

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

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

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

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

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

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

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

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability
Please see the enclosed financial plan including the various realistic and appropriate assumptions which have been made regarding items of income and expenditure. These include benchmarking information for expenditure. We are not dependent on borrowing or third-party income to break even in any year. The plan is reasonable, represents good value for money and is prudent. For example, we have allowed for a contingency of 1% of total income to help us to deal with any unforeseen problems. We do not show a deficit in any year and so do not show any cumulative deficits. Details provided in the 'summary' tab show how we think that items which have been 'red flagged' are reasonable e.g. with regard to staffing costs. As we move into and through the preopening period, we will engage in an ongoing process of updating our financial and other plans for the school (such as our curriculum plans) and also as staff are appointed, site plans are developed, and other costs are more firmly established. We will also update our financial plan as further details of funding arrangements are confirmed. In particular, throughout the preopening period, we will regularly review the financial plan to ensure that it reflects the likely number of pupils based on the number of pupil applications at any point in time. This will include financial modelling based on the lowest viable number of pupils for the first year of our operation. This will also include evidence to underpin our pupil number assumptions which will be realistic and achievable. As part of this process, we will demonstrate that our school will not go into deficit at any point.

G1 – budget planning and affordability
We have included in our education plan in Section D3 an explanation of the changes we would make if we had to operate with less income. This shows that the school will be resilient to changes in income as a result of having fewer pupils than we expect. In order to do this, we have used Row 62 on the 'budget' tab on the financial plan which gives details of the 70% figure to indicate the sort of savings we might need to make.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

Letter from RSC

[redacted]

11 August 2016

Dear [redacted]

APPLICATIONS FOR FREE SCHOOLS

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

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

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

1 x 11-19 mainstream secondary school (Birmingham, site tbc), planned opening Sept 2019 – wave 12

You confirmed that you have considered the basic need 'pupil demographic' data for the area and have spoken to [redacted] from Birmingham City County Council.

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

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

Yours sincerely

[redacted]

[redacted]

[redacted]

CVs

CV template		
1.	Name	[redacted]
2.	Area of expertise (ie education or finance)	[redacted]
3.	Details of your last three roles including: ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: [redacted] Position: [redacted] Dates: [redacted] Name: [redacted] Position: [redacted] Dates: [redacted] Name: [redacted] Position: [redacted] Dates: [redacted]
4.	**For finance only**: details of professional qualifications, including: ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained	
5.a	**For education only:** if you are in a leadership position in your	[redacted]

CV template		
	latest school (where available): ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable	[redacted]
5.b	**For education only:** if you are in a teaching or head of department role in your latest school (where available): ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]

CV template		
		[redacted]
7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[redacted]
8.	Reference names(s) and contact details	[redacted]

End of Key Stage Data

Prince Albert Primary School

KEY STAGE 2	Level	2008	2009	2011	2012	2013	2014	2015	2016*
Reading	4+	*63	*73	67	84	75	86	88	46
Writing	4+			67	85	87	90	91	86
Maths	4+	69	75	70	83	84	89	88	67
Combined RWM	4+	57	65	55	76	68	83	83	35

Heathfield Primary School

KEY STAGE 2	Level	2013	2014	2015	2016*

Reading	4+	81	82	82	49
Writing	4+	56	80	88	80
Maths	4+	59	79	85	79
Combined RWM	4+	44	67	75	48

CV template		
1.	Name	[redacted]
2.	Area of expertise (ie education or finance)	[redacted]
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CV template		
6.	Brief comments on why your previous experience is relevant to the new school	[redacted]
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CV template		
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CV template		
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CV template		
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CV template		
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CV template		
8.	Reference names(s) and contact details	[redacted]

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5.a	**For education only:** if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should	N/A

CV template		
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6.	Brief comments on why your previous experience is relevant to the new school	[redacted]

CV template		
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CV template		
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7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	See above
8.	Reference names(s) and contact details	[redacted]

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CV template		
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CV template		
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6.	Brief comments on why your previous experience is relevant to the new school	[redacted]

CV template		
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7.	**Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[redacted]
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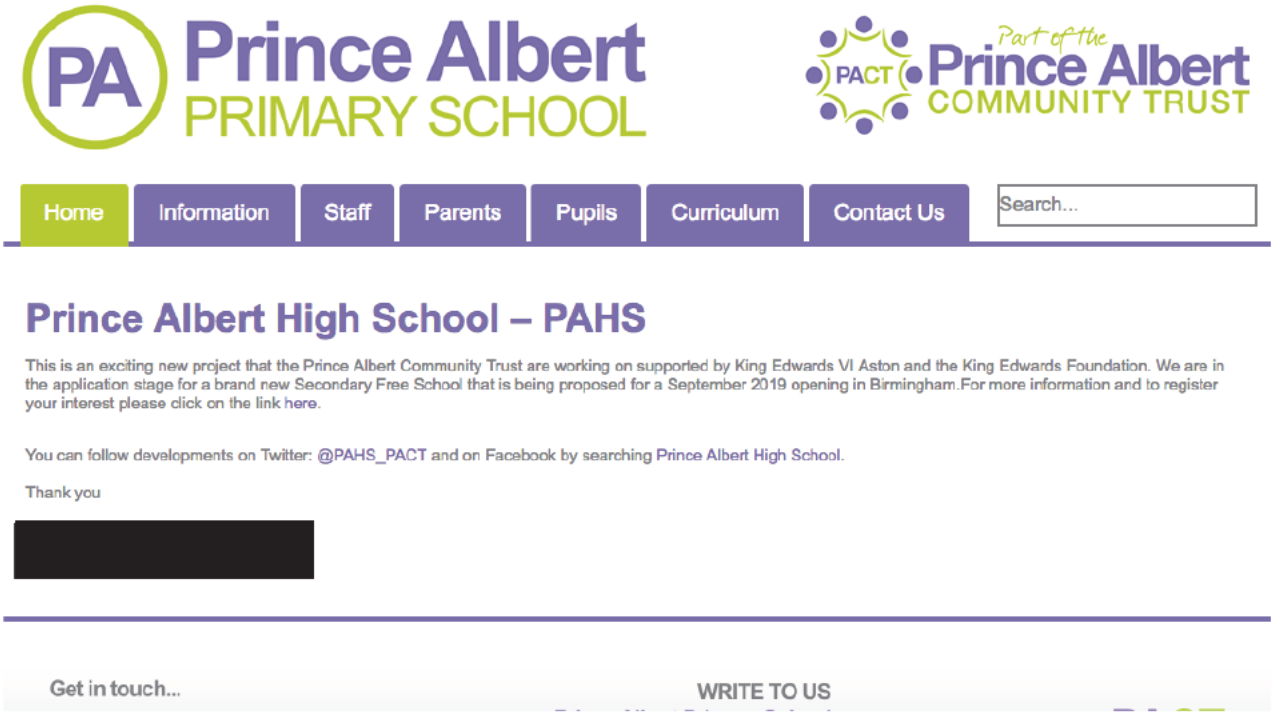
Website:



Facebook:

Self-assessment form for independent schools

<table>
<tr><td>Name of school</td><td colspan="6"></td></tr>
<tr><td rowspan="2">Girls/Boys/
Co-educational</td><td rowspan="2"></td><td>% Special Educational Needs</td><td>% Free School Meals (or pupils on bursaries)</td><td>% English as an Additional Language</td><td>% Persistent Absence</td><td>% Attendance</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of principal</td><td></td><td colspan="5" rowspan="4">Additional information about the school
[Please provide details about your school’s site, physical environment and any finance issues, including any debt you may have.]</td></tr>
<tr><td>Chair of governors</td><td></td></tr>
<tr><td>Number of pupils currently on roll</td><td></td></tr>
<tr><td>Capacity</td><td></td></tr>
</table>

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values		

	please delete this guidance before submitting this form]		
Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		

Quality of leadership in, and management of, your school	[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning. The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]		

The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]		

Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account		

2. Structure of the board	Accountability system Structure of decision making		
3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework;		

	• Contingency and business continuity plan; • Insurance cover		

Department for Education

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