



Department  
for Education

# Special free school application form

Published: July 2017

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

**THE AXIS ACADEMY**

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## The application form explained

Before completing your application, please ensure that you have read both the [application guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form.

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

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

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

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

**Section E** of appropriate engagement with parents, LA's and the community

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

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

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

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

#### Submitting Sections A to G

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

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

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

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

You also need to submit three hard copies (of Sections A-G and the budget plans) by a guaranteed method such as 'Recorded Signed For'

Post two hard copies to: Special Free Schools Team, Department for Education,  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

And one hard copy to the local authority.

You may also hand deliver if you prefer.

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

### **Submitting Section I**

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

### **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of consultation and demand	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [The Axis Academy]</b> with all relevant information relating to Sections A to H of your application to both the department and the local authority before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to	<input type="checkbox"/>	<input type="checkbox"/>

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

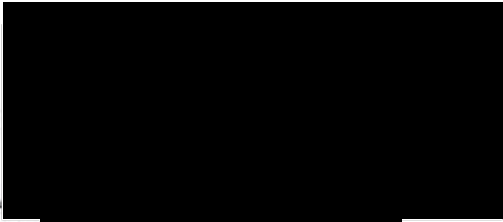
- the requirements outlined in the [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit pupils without an EHCP with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed



Position:



Print name:



Date:

23/11/17

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



# Completing the application form

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

Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

## Section C – vision

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 [application guidance and the criteria for assessment](#) for what should be included in this section.

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

The East Cheshire Youth Achievement (ECYA) Trust proposes to establish a specialist day, co-educational, special school – The Axis Academy – [REDACTED] in Crewe. It will admit 40 Students with EHC Plans, in the 4 to 16 age range, whose primary needs are Social, Emotional, & Mental Health (SEMH) related. Given the typical challenges and difficulties these children and young people face, and in response to the East Cheshire LA specification. We aim to achieve far better outcomes with our specific cohort than is possible for local schools by improving each learner's life chances allowing them to thrive in modern Britain.

The Wider Vision of the Trust: Fundamentally, the ECYA Trust's ambition is to help as many young people requiring specialist support within education as possible. The Trust is relentless in driving the development of successful, resilient, lifelong learners. We strive to make sure that all learners under our care experience an exceptional education, underpinning our unwavering view that every student can succeed.

The Fermain Academy has exciting plans to expand into a Multi Academy Trust and

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

spread its already demonstrated high-quality practice and whole-child approach to learning (academic, personal, social, emotional) into new provisions and expansion. The new plans envision three schools: The (already established) Fermain Academy (TFA) (AP 11-16), successfully opened in 2015, which continues to be oversubscribed; The Axis Academy (SEMH 4-16) to open in September 2019, and The Keystone Academy (AP 13-16) to open in September 2020 (both new schools to be based in Crewe, which localisation will allow for sustained support and leadership direction. Recruitment of passionate staff, further developed in our own training programme, means we grow our staff, drive each school's ethos, support core principles, and drive the highest expectations of progress. In this environment, students not only re-engage with learning, but also enjoy, achieve, and leave as successful, informed individuals. Our principals are:

- To create a tailored education for students unable to access mainstream school
- Nurture and support every student's specific needs and emotional wellbeing
- Ensure every student has opportunities to achieve and realise their potential

### **The Axis Academy - Vision and Ethos**

The Axis Academy will work constantly to provide excellence for every student. With a highly-trained, specialised team, we will support the entire cohort's needs, particularly focusing on those students with mental-health issues, needing a safe, but aspirational, environment to recapture an often lost passion for learning and creativity.

'**Axis**' represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for education we strive to provide; an ethos focused on positive achievement and success at every stage.

Axis – **Centre**: Student-centred education.

Axis – **Turning Point**: Specialist curriculum; engages, inspires and achieves.

Axis – **Support**: Individual support plans engendering emotional resilience.

Axis – **Direction**: Successful learning; leads to positive destinations at post-16

These four core values are deliverable with the suggested staffing structure and budget. The plans will be driven and overseen by the ECYA Trust providing the capability and capacity to develop an excellent school. The LA specification proposes that students would join Axis, in its first 3 years, from Year 5; however, we have drawn up plans to support KS1, from the outset, as well.

At KS1/2, the focus is on a nurturing curriculum and thematic teaching, underpinning literacy and numeracy skills. At KS3, the focus turns to the development of literacy and numeracy skills across all areas of the curriculum. The breadth and depth of learning increases and students start to develop greater interest in option subjects and useful life skills, such as cooking. At KS4, students follow an individual learning pathway, through our '*webbed curriculum*' over a broad range of ELC and GCSE qualifications; the most-able access a full *Progress 8* offer, gaining relevant qualifications to support post-16 destinations. Progression across the curriculum is tracked and monitored, with whole-school data collated every half-term; starting points are identified by a thorough initial assessment.

**Axis – Centre**: Each student is the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed.

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

Throughout the Academy we employ ‘*Quality First* teaching’, building upon the effective planning of learning and skilful design of learning activities, and the efficient and effective tracking of student progress, which is explained more fully in section D2. Planning is revisited as each student progresses, and the curriculum is methodically adjusted to deliver efficient steps of progression. Following high-quality schemes of work at all Key Stages, ‘*Quality First* teaching’ draws on a wide repertoire of teaching strategies and techniques closely matched to the specific needs of the students. We urge students to articulate their ideas, understanding, and critical thinking, by actively promoting engagement and discussion. Our current experience of SEMH needs and AP has highlighted the need to assess individuals throughout this process and specifically target further identified gaps in skills, understanding and knowledge. We continue to develop and extend our approaches to the curriculum and our learning offer, through a personalised approach to learning. We closely match learning with students’ aptitudes. A common theme is the focus on ‘Stage’ not ‘Age’, whereby knowledge, skills and understanding are considered using an overview of ability stages.

**Axis - Turning Point:** We are intending to provide a much-needed, specialist provision with effective curriculum to students who have previously struggled to find any success.

**Emotional Well-being and Resilience curriculum:** In order to create a highly focussed provision, every detail of the Academy’s education plan has been developed in collaboration with students, parents, and experienced professionals. It draws on the experience of existing research, known successful strategies, and recognised qualifications to create an inspiring educational experience for every learner. We will be pioneering in our approach to whole-school emotional intelligence coaching and support, working closely in tune with current developments within Cheshire East – eg, the new CAMHS self-harm pathway, and the Emotionally Healthy Schools initiative. In addition, close connections with medical needs teams and the NHS will help all students get the best-available therapeutic and mental health support needed to become effective and resilient communicators (expanded in D1).

**Personal and Social Development curriculum (PSED):** The curriculum aims to develop relationships with students based on mutual trust and respect, engaging interest and participation in activities, experiences, or on issues, by being rooted in personal experience. It develops inclusive behaviour by involving young people actively in their own development. It further facilitates creation of lifelong learners, who access the wider world appropriately, through encouragement and by allowing reflection on personal progress in social skills, emotional intelligence, and self-efficacy. Reflection affirms learning and promotes confidence and self-esteem. All programmes of PSED result in specified outcomes, which, if they cannot be measured, can at least be identified and recorded through such assessments as *Boxall profiles* and *PASS*.

**Axis – Support:** ALL students get the support needed to become emotionally healthy, and to grow both personally and socially, by means of detailed ILP’s and a mix of in-house and linked support services.

Staff support students during social development times, encouraging appropriate social interaction, and working informally on interpersonal communication. Lunchtimes are a particular opportunity for students to bond and peer mentor/support one another. This develops a supportive, self-regulating cohort of positive role models, growing in

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

confidence and communication skills. It helps teach how to work with others and be respectful members of the whole school and wider community.

Our cohort may well have issues with confidence and self-esteem, requiring staff to create a positive environment, encouraging inclusion and participation. Love of learning is encouraged by belonging, feeling safe, and feeling respected throughout school. Staff acting fairly, respectfully and being excellent role models help guide students to take ownership of their own behaviours and learning. Deploying a restorative approach to behaviour and offering a clean slate each day shows how overwhelming emotions can be dealt with and helps each individual better cope and thrive.

Behaviour policy will clearly and consistently deal with situations positively and in a restorative way. To allow students to spend vital time with peers in caring, supportive and informal settings, the extra-curricular programme will be integrated into a slightly longer school day, a monthly Saturday programme, and additionally be supported by an Easter/Summer school club. At KS2 / KS3 the range of activities will reflect preferences and personal interests of students, at KS4 more of this time will be used for supervised homework / educational advancement, but not to the detriment of PSED. From the outset of KS3, students will be encouraged to work independently and develop organisational skills. There will be high expectations of punctuality and conduct to prepare students for standards required in the workplace and wider world. Older students will be given opportunities to take on further responsibilities .eg: becoming a student leader for a particular point in the school development plan (expanded in D).

**Axis – Direction:**The bespoke curriculum for both academic and vocational learning allows and encourages ALL students’ to progress towards high-quality destinations.

The curriculum structure proposed prompts students to achieve their highest possible qualifications both academically and vocationally, allowing them to assemble a repertoire of skills and knowledge anchored around personal pathways. Students will develop positive learning habits – a basis for effective lifelong learning – when they are able to make links and identify patterns which are transferrable across all areas of the curriculum, and eventually life. Independent learning is a strong feature of all courses at KS4 in preparation for post-16 study, with students experiencing a broad and balanced SMART curriculum, accessing the same learning as their peers in mainstream. It is vital that students become able to make informed choices for their next steps, and are encouraged to be inquiring about learning, themselves, and their teachers and peers.

**Academic curriculum:** All students have an Individual Learning Plan (ILP) incorporating regular target setting and reviews. The Axis Academy will foster close relationships with parents/carers bringing them into our learning community. TFA has 94% parental engagement, allowing parents to see student work / talk to staff through our parental portal; progress reporting is through drop-in sessions, coffee mornings, formal reports, and through regular correspondence/advice on how to support. Opportunities for communication and sharing ideas are regularly promoted. This set-up will form the basis of a vibrant parent partnership to help improve the Academy.

**Dual Placements:** We are seized of the importance of every student accessing the right form of education at the right time. Though we know that SEN students cannot be placed into dual registration, we will maintain and enhance, already established, strong links with secondary schools to ensure that when students are ready to access some learning in a mainstream environment, they are fully supported. (expanded in D1).

## Section D – education plan: part 1

Please:

- use the table below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

In the table below, please provide the proposed place numbers in each year group at the point of opening and an explanation of how place numbers will build up over time. Please add additional rows/columns if appropriate. If you are proposing more than one school you will need to complete a separate table for each.

Please leave earlier year columns blank if they are not relevant.

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024
Reception		0	0	0			
Year 1		0	0	0			
Year 2		0	0	0			
Year 3		0	0	0			
Year 4		0	0	0			
Year 5		2	2	3			
Year 6		2	2	3			
Year 7		5	6	6			
Year 8		4	6	6			
Year 9		4	6	8			
Year 10		4	6	8			
Year 11		0	6	6			
Year 12		0	0	0			
Year 13		0	0	0			
Totals		21	34	40			

## 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.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS1/2 - Reading	2.5	Mandatory	Specific time is set aside for reading in the week, this is done through guided peer led and independent reading, and all students will have reading records.
KS1/2 - Literacy	2.5	Mandatory	Using the <i>Read Write Inc.</i> system students will work on the literacy skills to further access the wider curriculum.
KS1/2 - Numeracy	2.5	Mandatory	Using programs such as <i>Number Shark</i> and <i>My Maths</i> all students will focus on functional numeracy to access the wider curriculum.
KS1/2 - Topic	7.25	Mandatory	Topic based learning let's all students follow a theme to access a half term as part of a broad and balanced curriculum expanded in section D1
KS1/2 - EWB / PESD	2.3	Mandatory	These sessions' help students identify feelings and recognise those feeling in others. These are tailored sessions based on needs
KS1/2 - Outdoor Ed	4.6	Mandatory	Outdoor education follows the forest schools model and allows students to explore, develop and peer learn
KS1/2 - Pastoral time	2.1	Mandatory	Reflection time is important and set pastoral time every day will allow applying consistency in expectations and helping students refocus on their learning.
KS1/2 - Social Development	6.25	Mandatory	The social development built into a student's school week will allow them to play and learn as peers and be supported throughout by adult role models during these times.
KS3 - English	3	Mandatory	Following an enriching curriculum model KS3 English set out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Maths	3	Mandatory	Following an enriching curriculum model KS3 Maths set out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Science	2.5	Mandatory	Following the KS3 national curriculum all students will have access to Physics, Chemistry and Biology
KS3 - Humanities	2	Mandatory	Humanities will predominantly focus on Geography however will cover some areas of modern history such as the battlefields

KS3 – Computing / ICT	2	Mandatory	This curriculum focusing on core skills needed in the modern world such as using Microsoft office to navigating online safely.
KS3 - Food Tech	2	Mandatory	Food technology is mandatory as it is vital all students are able to cook and budget meals to live a healthy lifestyle students will follow an inspiring curriculum and experience cooking from across the world
KS3 - Art	2	Mandatory	Students will get the opportunity to try various ways of expressing themselves in Art through 3-D, 2-D modelling to fine art and urban art.
KS3 - Sport	2	Mandatory	It is important that every student lives and active life from a brisk walk to competitive matches in many different sports
KS3 - Music	1.7	Mandatory	This curriculum is designed to inspire and enrich. Each student will have experiences of playing instruments, pod casting, radio and music mixing.
KS4 - English	3	Mandatory	AQA GCSE English language (8700) AQA GCSE English literature (8702) Functional Skills Exams
KS4 - Maths	3	Mandatory	AQA GCSE Mathematics (8300) – Non-calculator AQA GCSE Mathematics (8300) – Calculator AQA GCSE Mathematics (8300) – Calculator Functional Skills Exams
KS4 - Science	2.5	Mandatory	AQA GCSE Science (Trilogy) (8464) AQA GCSE Science (Biology) (8461) AQA GCSE Science (Chemistry) (8462) AQA GCSE Science (Physics) (8463) Pearson BTEC Exam pathway (600/4787/2)
KS4 - Tier 2 Option Geography	2.5	Voluntary	AQA GCSE Geography (8035)
KS4 - Tier 2/3 Option Computer Science / ICT	2.5	Voluntary	AQA GCSE Computer Science (8520) AQA GCSE Information and Communication Technology (4520) Certificate in Digital Applications (CiDA) European Computer Driving Licence (ECDL)
KS4 - Tier 3 Option Art	2.5	Voluntary	AQA GCSE Art and Design (8201, 8202, 8203, 8204, 8205, 8206) NCFE Level 1/2 Art and Design V-CERT (600/6905/3)
KS4 - Tier 3 Option Sport and Exercise	2.5	Voluntary	AQA GCSE Physical Education (8582) AQA Technical Award Level 1/2 (3750) NCFE Level 1/2 Health and Fitness V-CERT (601/4662/X)
KS4 - Tier 3 Option Design and Technology & Construction	2.5	Voluntary	AQA GCSE Design Tech: Product Design (4555) City and Guilds: Level 1/2 Diploma in Brickwork Level 1/2 Diploma in Joinery Level 1/2 Diploma in Painting and Decorating Level 1/2 Diploma in Floor and Wall Tiling



KS4 - Tier 3 Option Music	2.5	Voluntary	NCFE Level 1/2 Certificate in Creative Studies: Music Technology V-CERT (600/6904/1)
KS4 – Tier 3 Food Tech	2.5	Mandatory	AQA GCSE Food Preparation & Nutrition (8585) NCFE Level 1/2 Food and Cookery V-CERT (601/4533/X)
KS3/4 - Social Development	4.6	Voluntary / Mandatory	As highlighted in section D1 we see break and lunch time as vital social development time and a key element to building rapport. As our staff will spend all of this time with our cohort, we class this as specific development phase and will help for our culture of constant learning for life.
KS3/4 - EWB / PESD	1.7	Mandatory	Emotional wellbeing sessions will be focused around a CBT approach to identify strengths and areas for improvement, identifying triggers and how to handle emotions. Designed by the on-site councillor in conjunction with other agencies such as Visyon and CAMHS these bespoke sessions will be delivered by form tutors.
KS3/4 - Pastoral time	1.7	Mandatory	Pastoral time is indicated in the way of form time and expanded in section D1 all students will have this pastoral time at the beginning and end of each day so targets can be discussed before school starts and in the afternoon.
KS3/4 - SMSC	0.92	Mandatory	This period students will look at fundamental British values and the social, moral, spiritual and culture aspects of each strand. This is to specifically help them understand the country we live in and to support learning around the PREVENT agenda.
KS3/4 - PSHE	1	Mandatory	The PSHE curriculum will give students an incremental look at the developments within the four areas expanded in D1
KS3/4 - Enrichment	0.6	Voluntary	Enrichment is a reward afternoon on a Friday which will focus on achievement in every lesson as well as across the whole school. Certificates and awards are given out as well as option time for students.
KS4 - Work skills	1	Mandatory	This class is designed to give all key stage 4 students the skills to make informed decisions about their future as explained in our life skills section and work skills section of D1

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

The Axis Academy will stand apart from existing local provision. It will develop a highly-specialised curriculum to support students' specific needs, particularly focused towards students with *Mental Health* difficulties and aim to inspire learning for any ability. Staff will be supported by an effective Executive Leadership Team (ELT) and Senior Leadership Team (SLT) working collaboratively to develop high-level plans, resources, and strategies for teaching. They will draw on the experience of other SEMH schools, personal expertise, external support agencies, and recent academic research. As a result, the curriculum will incorporate focused programmes of study in a multi-functional approach using challenging yet achievable student targets and well-informed IEPs. These SMART targets (as shown in D2) will focus on developing aspirational personal



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

growth so each student, no matter what her or his age or ability, finds an optimal framework to excel, achieve and become a lifelong learner, contributing to the community and modern Britain.

The curriculum will be delivered flexibly, showing consideration for each student's learning profile. Subject Leaders will develop overarching schemes of work that encourage learning outcomes over the entire course of the key stages. Staff will be required to modify curriculum objectives, learning outcomes, activities, resources, and assessment criteria to match students' individual abilities, needs, learning styles and developmental stages.

Assessment will occur at regular, key points within the academic cycle, as highlighted in section D2. Each member of staff will spend a proportion of their time sharing practice and shadowing good practice both within and outside the Academy. This will enable them to plan, prepare and differentiate materials, and will ensure all students have constant access to the highest-quality learning, so achieving excellent, and accelerated, progress.

A typical school day:

Key Stage 1		Key Stage 2		Key Stage 3		Key Stage 4	
Times	Amount (mins)	Times	Amount (mins)	Times	Amount (mins)	Times	Amount (mins)
8:45-9:00	15	8:45-9:00	15	08:45-9:00	15	08:45- 9:00	15
9:00-9:35	35	9:00-9:35	35	09:00-9:10	10	09:00- 9:10	10
9:35-10:10	35	9:35-10:10	35	09:10-10:10	60	09:10-10:10	60
10:10-10:25	15	10:10-10:25	15	10:10-11:10	60	10:10- 11:10	60
10:25-11:25	60	10:25-11:25	60	11:10-11:20	10	11:10- 11:20	10
11:25-11:40	15	11:25-11:40	15	11:20-12:15	55	11:20- 12:15	55
11:40-12:15	35	11:40-12:15	35	12:15-13:10	55	12:15-13:10	55
12:15-12:45	30	12:15-12:45	30	13:10-13:40	30	13:10- 13:40	30
12:45-13:30	45	12:45-13:30	45	13:40-14:30	50	13:40-14:30	50
13:30-13:45	15	13:30-13:45	15	14:30-14:40	10	14:30-14:40	10
13:45-14:20	35	13:45-14:20	35				
14:20-14:30	10	14:20-14:30	10				
Total	345(5.75 hours)	Total	345 (5.75 hours)	Total	355 (5.92 hours)	Total	355 (5.92 hours)

\* Shaded grey is a Social Development (breaks)

\*shaded purple is pastoral / reflection / review time

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During growth, expected grouping based on presented data:

Key Stage	Year group	Number of students	Number of groups	Key Stage	Year group	Number of students	Number of groups
2	Year 5 & 6	4	1	2	Year 5 & 6	4	1
3	Year 7	5	1	3	Year 7	6	1
3	Year 8	4	1	3	Year 8	6	1
3	Year 9	4	1	3	Year 9	6	1
4	Year 10	4	1	4	Year 10	6	1
4	Year 11	0	0	4	Year 11	6	1

At full capacity, expected grouping based on presented data:

Key Stage	Year group	Number of students	Number of groups
2	Year 5 & 6	6	1
3	Year 7	6	1
3	Year 8	6	1
3	Year 9	8	1
4	Year 10	8	1
4	Year 11	6	1

Within the Academy, our curriculum delivery will focus on meeting the four key needs of each student as outlined in our Vision. That Vision will be further divided into seven focal areas.

Vision	Centre	Turning points	Support	Destinations
Student-focus areas	Emotional well-being and resilience	Literacy	Personal, social and emotional development	Academic and vocational learning
		Numeracy		
		Life skills		
Impact on school	Embedded throughout school	Underpinning our practice and informing teaching and learning		High-quality practice allowing all to achieve

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

### **Embedded throughout School**

#### **Centre – Emotional Wellbeing (EWB) and Resilience (ER)**

All elements of the Academy environment will have a core focus on EWB, intending to develop and engage students in their learning curriculum within each key stage, while allowing them to understand and address the nature of mental health needs. EWB is a continuum, not a set need. Students can move up and down that continuum, so our EWB activity impacts more broadly than simply addressing exhibited problems. EWB is a key element in student development, and promoting readiness to learn, particularly for SEMH students, where dynamic support enables them to become resilient learners.

We have mapped out direct-learning time in the curriculum to cover this core value and encourage students to become resilient, mindful, and able to manage life beyond school.

Identifying feelings words	Promoting emotional health during transition into Key Stage 3 & 4
'Big feelings' and expressions	Resilience and reframing failure
Hearing, drawing, and being	Promoting emotional wellbeing
Facial Bingo	Healthy coping strategies
Understanding feelings: body feelings	Unhealthy coping strategies: self-harm
Gauging our feelings	Unhealthy coping strategies: eating disorders
Developing positive coping strategies	Understanding and managing depression and anxiety
	Mindfulness

We see great importance in early intervention measures. This variety of strategies identifies strengths and weaknesses and builds resilience, to nurture learning and coping strategies. A major role of the SLT will be to undertake regular, school-wide mapping exercises, where students are learning about themselves, to highlight appropriate interventions, what strategies are employed, and how opportunities will impact positively.

To support mental-health awareness, we will engage with and support the current and future developments in the County and nationally. In addition, we intend to assist other schools to develop a clear, early-intervention strategy and identification process showing support, robust care pathways, and effective protocols. We seek to be influential in working with and shaping external services to support as many young people as possible.

#### **Types of Support and Services to meet Needs**

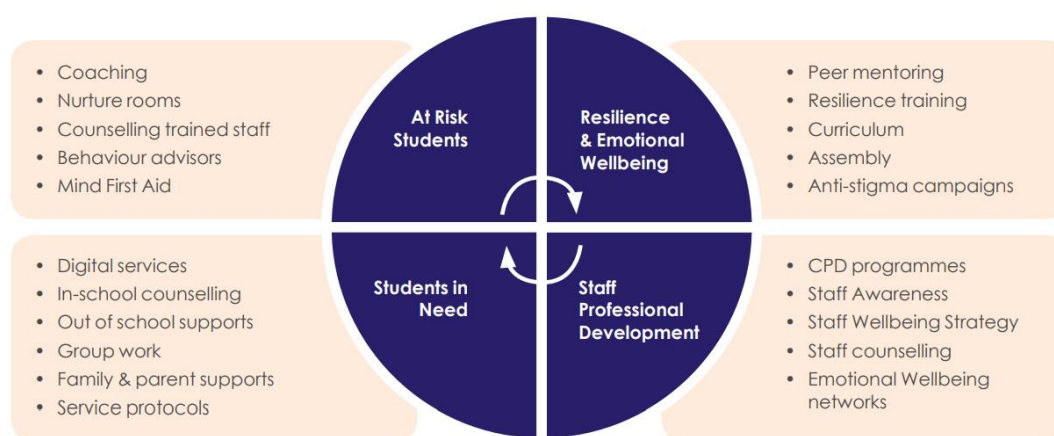
There may be a need to support a student additionally through integrated services. Building external supports, by working in partnership with local, pre-existing specialist

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/mainstream provisions, will enable sharing of expertise such as Educational Psychologists and Speech & Language Therapists. Previously, options seemed limited to in-school counselling or a reliance on local CAMH services. However, access to CAMHS can be problematic where administrative limits and thresholds for treatment can exclude students, even though they may be recognised as being in need or at risk.

The following diagram highlights the different approaches/strategies we intend to utilise throughout the Academy to support early intervention in EWB and ER terms, which in turn will help us to provide supportive and effective responses to student needs.

### Early intervention continuum:



### Tracking progress and identifying change

We feel it is important to have a strategy on how best to monitor and evaluate each individual in order to adapt and create a positive scholastic culture. There are four key areas that teachers and assistants will monitor:

- Student engagement
- Parent/carer engagement
- Development of social and emotional skills of students
- Better provision of targeted help for students with mental health difficulties

Measurable objectives for each of these areas will be personalised for each student. Targets are set to reflect their ILP, and teachers and assistants, in tracking progress, will link with form tutors to determine how effective the planned teaching strategies and interventions are in ensuring that the ILP targets stay **SMART**.

### **Underpinning our Practice and Informing Teaching and Learning**

#### **Turning Point** (Literacy (Lit), Numeracy (Num), Life Skills (LS))

National data trends in SEMH education show that the majority of our cohort are likely to achieve well below their chronological age. To ensure all our students have the best

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chances to progress onto meaningful employment, we are dedicated to making ALL students functional and able to access the wider world.

We will support all staff so that they understand and accept their fundamental role in developing the literacy and numeracy skills across the Academy. To achieve this we intend to embed a Literacy and Numeracy framework (LNF) throughout the school, and across the curriculum. We understand and acknowledge that the development of literacy & numeracy skills, for younger students in particular, can be more erratic, effective cross-curriculum planning of core literacy and numeracy skills, together with a framework for continued development, is crucial for all students.

The LNF will build on the knowledge and quality practice established at TFA, which builds on the positive steps made by staff, informing high-quality practice, and sharing this across the school. The LNF develops continuously; this results in coherent approaches to developing literacy and numeracy across the curriculum, and requires teachers of any subject to provide reinforcing opportunities for students. Thus, planning for literacy and numeracy development is truly cross-curricular, rather than solely in English and Maths.

The LNF will be specifically tailored by the Head of School, in conjunction with the Heads of English and Maths. It will describe in detail the individual skills that students will be expected to acquire and master during their time at The Axis Academy. The LNF also focuses on enhancing students' ability to apply these skills practically:

- Within *Literacy*, we want students to be accomplished in:
  - Articulacy across the curriculum
  - Reading across the curriculum
  - Writing across the curriculum.
- Within *Numeracy*, we want students to be accomplished in:
  - Developing numerical reasoning
  - Using number skills
  - Using measuring skills
  - Using data skills.

### **Literacy**

#### Articulacy across the curriculum

We want all students to be able to communicate their needs, feelings, and thoughts. We want students to be able to share experiences with others, and express their ideas through the power of the spoken word. We want them to explain their intentions by asking questions, voicing and expressing opinions, and making informed choices through use of a variety of media. We want them to be able to build on previous experiences, listening and responding appropriately to others. Ability to use a range of media is essential in the development and use of language, and in supporting the consequent confidence and freedom that brings.

Emphasising *articulacy across the curriculum* focuses particularly on one element – developing and presenting information and ideas. This is subdivided into three aspects:

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- Speaking
- Listening
- Collaboration and discussion

### Reading across the curriculum

Through reading, students access ideas, information, and experiences that help them to understand themselves and their world, and learn and work effectively.

*Reading across the curriculum* focuses on two elements – locating, selecting and using information, and then responding to what has been read; it is subdivided into:

- Reading strategies
- Comprehension
- Response and analysis

### Writing across the curriculum

Students write to record and explore their thoughts, feelings, and opinions, and to communicate with others. It is the power of language that will enable them to express their ideas. *Writing across the curriculum* focuses on the following elements:

Organising ideas and information:

- Meaning, purposes, and readers
- Structure and organisation

Writing accurately:

- Language
- Grammar, punctuation, spelling, handwriting

## **Numeracy**

### Developing numerical reasoning

The LNF focuses on four areas of numeracy, each with distinct elements within its strands. In some cases, that is composed of related areas reflecting the fact that they are interconnected and should not be broken up further. The curriculum's expectations reflect that connectivity. So this curriculum area is focuses around three elements:

- Identifying processes and connections
- Reviewing
- Representing and communicating

### Using number skills

Fundamental skills are needed to be comfortable with using and manipulating numbers to carry out procedures. It is here that students will grasp: how to count; that numbers come in a certain order; that non-whole numbers can be represented in different ways; and, how to use checking strategies to ensure they have carried out the procedure correctly.

Also reflected in this area are the specific framework of money, leading to the building blocks of financial education. *Using number skills* operates within these it five elements:

- Use number facts and relationships
- Fractions, decimals, percentages

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- Calculate using mental and written methods
- Estimate and check
- Manage money

### Using measuring skills

*Measuring skills* address the importance of knowing what measurements are required, in which context, and what standard units to employ. This strand focuses on four elements:

- Length, weight/mass, capacity
- Time
- Area and volume; Angle and position
- Temperature

### Using data skills

The results of tackling any problem or question involves handling data, which can be done in a variety of ways. Whether through a single number, or by means of a table or chart of some kind, applying the correct – or best – data-handling procedure is a procedural skill in itself. It is focused over three elements:

- Collecting and recording data.
- Presenting and analysing data.
- Interpreting results

## **Life Skills**

### Preparing for Adulthood

*Life skills* describe a capacity for adaptive and positive behaviour that will enable our students to deal effectively with the demands and challenges of everyday life.

They include social, emotional, and thinking skills such as self-awareness, empathy, critical thinking, decision-making, and coping with stress all within the following areas, particularly focused through our work skills and PSHE curriculums:

- Travelling independently – learning how to use public transport facilitating students travelling to school independently; planning trips and itineraries for residential visits.
- Living independently – understanding how to pay bills and set up direct debits; understanding credit ratings; having a personal bank account; looking at basic needs, and how to shop appropriately; developing a greater sense of self-awareness and appreciation for others.
- Domestic skills – carrying out household chores, and understanding why it is important; how to take care of basic maintenance & repair; how to shop and prepare food; how to stay safe at home, especially in the kitchen; how to do laundry and clothing selection (eg. for work).
- Being healthy – looking at being a healthy individual with the right balanced diet; meal planning; why it is appropriate, and how to maintain, good hygiene; smoking, drug and alcohol misuse; understanding healthy relationships, and safe sex (age appropriate).
- Applying for college/employment – access high-quality careers advice so all students can make an informed choice about their next steps into adulthood; visiting post-16 providers, and completing high-quality work placements (where appropriate).

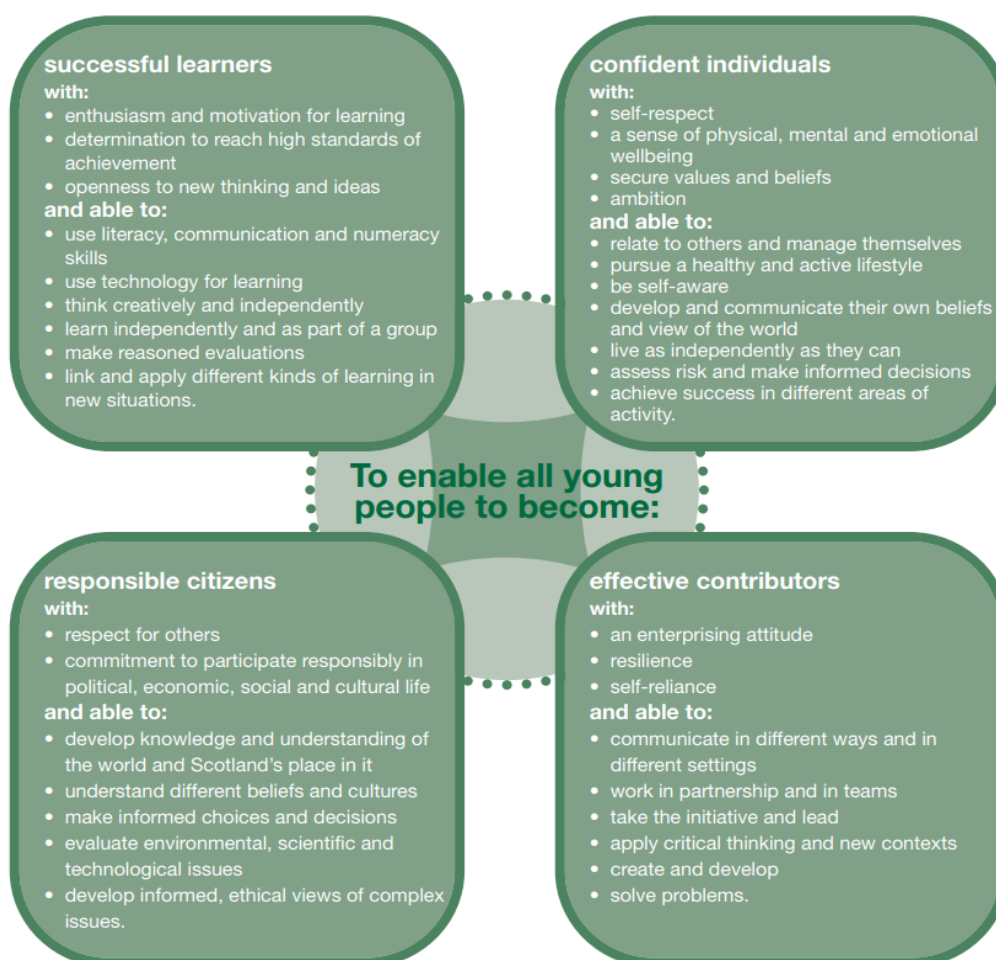


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- Employability skills and work experience – build confidence both in spoken skills, and for group collaboration and cooperation; the ability to self-manage, solve problems, and understand the business environment.
- Budgeting and financial education – learning the importance of saving/budgeting, living within your means; how pensions work, so and understanding loans/mortgages.
- Participating in, and contributing to, the local community – co-ordinating events to support local communities, and take part in activities; develop cross-generational learning.

The Academy will focus on four key areas *[detailed at page 7]* in promoting these life skills, helping all to become confident, effective and skilled members of their communities.

Our drive to create lifelong learners:



To support the **‘Turning Point’** element in our vision the following will be core elements of our practice:

- The skills and attributes which students develop will provide them with a base for development in their adult, social, and working lives, enabling them to reach their full potential.



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- All students will have opportunities to develop skills for learning, life, and work. These skills will be developed across all curriculum areas, integrated throughout every context and setting where students engage and learn.
- Our assessment process will ensure students understand why the above skills are important, reflect on how they are developing them, and identify the next steps in their progression. They should come to understand how the skills they have and are acquiring can be used.

### **High-quality Practice allowing All to Achieve**

#### **Destinations – Academic and Vocational Learning**

The Academy truly believes that every student should have the opportunity to reach their full potential and that no student should be disadvantaged by attending special education provision.

We understand learning takes place not only through formal lessons, but informally through positive interactions and well-structured social time. The Academy will strive to provide an ambitious curriculum, informed by the successfully implemented curriculum at TFA. This curriculum will not only provide high quality learning, outcomes and worthwhile qualifications, but also provide the social structures to help all students with their Social, Emotional and Mental Health needs.

By implementing the National Curriculum, the Academy will provide important support for the fundamental areas of education for a demanding, and quite often misunderstood cohort. It will ensure all students have a high-quality environment in which to learn, drive them to reach their potential, and promote their spiritual, moral, social and cultural development, in preparation for the opportunities, responsibilities and experiences of life.

The Axis Academy will always be committed to:

- meeting fully all student needs,
- raising student aspirations,
- raising the quality of their education and maintaining standards, and,
- promoting fundamental British Values.

We believe inclusion in this manner is vital to advance learning for our cohort. Staff will work flexibly across their subjects to make sure all course material is accessible for all students. We will ensure the work is challenging and stretches students, whilst guaranteeing it is appropriate to their stage of education.

#### **Approach**

The core team will draw on the considerable experience at TFA, and other serving head teachers and specialists in SEMH schools, so enhancing learning for all students. This passionate team have a strong, local understanding around the working processes and support networks based in Cheshire East, and currently work very closely with a

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

large proportion of the Local Authority.

Based on the knowledge and aspirational vision of this special SEMH provision, we have structured the curriculum and overall approach to be highly personalised. By doing this and providing a highly supportive learning environment each student can have their particular needs – medical, mental, social, and learning – identified and supported. Flexibility within the timetable will allow students to access courses which meet their different needs and interests, allowing a wider range of courses to be offered across the Trust, and in partnership with TFA (eg, Hair & Beauty highlighted in D3).

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### **Type of Curriculum**

From the very first day, the curriculum forms the basis of the learning journey, based on initial and continuous assessment of students' academic ability and behaviour, enabling development of SMART targets for each student, implemented through their personal ILP.

Many students, at some time in their school career, can experience difficulties which affect their learning, and we recognise that these may be long- or short-term. Moreover, there are many factors affecting achievement, including but not limited to, ability, emotional state, age and maturity. We aim to identify these needs before or as they arise, and adjust teaching and learning contexts to enable each student the chance to achieve full potential.

### **Broad and balanced curriculum**

The curriculum at KS1 & 2 will focus on the LNF and topic-based learning, incorporating other subjects within a theme. The KS3 curriculum will offer a broad subject base to enrich learning further, incorporating nurture work in Year 7, and so help transition between a single, primary classroom, and secondary multi-classroom activity. In KS4, students will select their study options and be given more time to focus their learning in those subjects, aiming to achieve high-quality qualifications to fit them for the next steps in education. To do anything less, we believe, would place our

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students at an unacceptable disadvantage compared to other school leavers.

### **Transition and Induction**

Everything the Trust aims to achieve as The Axis Academy is designed to help some of the most vulnerable and misunderstood students reach and progress through to a successful future, where normally they may not be afforded those opportunities. However, no student can progress unless they are in school and enjoy learning, so our drive is to make this happen for all our students.

*Key Stage 1&2* – For students joining our Academy at this stage of their educational journey, there is a key significance to educational success through a highly diligent safeguarding process, allowing everyone to feel safe and secure. Due to the age and often complex needs of younger students with SEMH, our induction process will comprise a week-long integration involving an incremental day based on personal need. We aim to create several fun “wow” opportunities that will encourage our students to mix in a relaxed, but purposeful, atmosphere whilst meeting others, and familiarising themselves with key staff and their surroundings. One size does not fit all, and this is why we see the need to create a bespoke transition process for all our students.

*Key Stage 3&4* – Every student will have a two-day induction which will take place on a one-to-one basis with the Pastoral Co-ordinator. A single-page profile will be produced for all staff. This will indicate apparent working levels in English and Maths, reading age, cognitive ability, and attitudes to self and school, highlighting as well influential people in the student’s life (including other professionals), strategies that have proven successful from any previous education, and any fears the student may have voiced on starting full time at the Academy. Behaviour expectations are discussed with both student and parents, at the end of which students, parents, and the Academy sign a Home-School Agreement. In practice this has proved most successful at TFA, with students responding very positively to the timetabled one-to-one support, whereby any academic weaknesses can be quickly highlighted and addressed. In student-specific terms, a wholesale and dramatic increase in attendance has been demonstrated at TFA by using this process.

### **Extra-Curricular**

As well as re-engaging students, helping them realise their potential, and recognising their achievements, we also want to inspire them to be as successful as they can be. Our intention is to offer an extensive extra-curricular programme, with multiple, whole-day activities and experiences, occurring once a month on a Saturday. Additionally, Easter holiday club, and a two-week summer school will be provided. These sessions will be delivered by learning mentors and pastoral staff to help develop wider learning skills to emphasise and foster a love of learning beyond the classroom.

Group activities help our students to appreciate the culture around them, to participate

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in other local and community-based events, and both understand and celebrate diversity.

The Axis Academy will engage students in residential activities, such as camping at a youth hostel, or visiting Christmas markets in, say, France. TFA has seen a large uptake in these activities with 75% of the cohort attending the summer residential.

### **Curriculum structure**

#### Key Stage 1 & 2

##### **Literacy**

Literacy empowers students: the ability to communicate, read and write opens the doorway to learning and exploring the world in which we live. Literacy is fundamental to students' learning across the curriculum, their ability to be independent and their future success. Through the system *Read Write Inc.* Literacy and Language for Years 2 to 6 students' comprehension, writing and spoken language develops. This system allows us to use a unique layered approach to build student's comprehension and writing. It will allow for the teaching of grammar in context, with a comprehensive grammar bank to build a student's knowledge. Our students will develop their key skills including vocabulary using drama and discussion. Preparing students in this way will make sure they have the best chance at KS2 SATs and progress assessments. *Read Write Inc.* allows us to use electronic picture books; wider reading lists and rich stories by famous authors all instil a love of reading and encourage wider reading. Students will read complete fiction and non-fiction texts from a range of classic and contemporary leading children's authors and poets.

Writing – At Axis, we follow the *Talk4Writing* principles to develop the student's storytelling skills, and to make links between reading and writing. During Literacy lessons, and throughout the curriculum, students are taught spelling and composition skills using high-quality texts, so they will be able to write confidently and accurately for a range of purposes. Students have the opportunity to plan, draft, edit, and revise their writing, and demonstrate their abilities, by producing a final, independent piece of work.

##### **Reading and Phonics**

Reading – The students are encouraged to develop their reading skills so they will be able to read fluently and with good understanding. Students are taught through individual or guided reading sessions, as well as through engaging texts during reading lessons where they develop a love of books and learn key skills such as recall and inference. Reading is also promoted throughout the curriculum. All students will have reading records and share reading targets with parents/carers who, in turn, will be invited to participate in regular 'Reading Mornings'.

Phonics & Spelling, Punctuation, and Grammar (SPaG) – The teaching of Phonics is a daily part of the curriculum in KS1. Through fun, practical activities, students engage in sounding out, blending, writing and putting new words into context. We follow the National phonics programme, '*Letters and Sounds*', with support from '*Lighthouse*' reading books. Students will move up through the phonics phases and are taught the 44 phonemes that make up all the sounds required for reading and spelling. Students are challenged in their comprehension and understanding of what they have read through verbal and written questioning. Students take part in guided

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reading daily where they express their own ideas about books and develop skills such as inference, prediction and character relationships. These Phonics lessons continue in Key Stage 2 where needed.

Students from Years 1 to 6 are taught discreet sessions of SPaG. We also embed the teaching of SPaG in Literacy lessons and in all other subjects. We feel it key that all students learn spelling patterns, a range of punctuation, and the correct grammatical terminology. They will be supported to learn weekly spellings, in partnership with parents.

### Numeracy

At The Axis Academy, we will teach numeracy to allow all our students to develop a deep understanding of number from which they can apply their learning in a flexible way. Within lessons, students will be given the opportunity to see how different mathematical ideas are linked through practical and exciting learning contexts. Our aim is that students should know all of their times tables to x12, this starts in KS1 with number bonds. When our students are challenged to recall these facts we want to minimise thinking time: eg, 80 x 70 is easy, if you know 8 x 7. When this understanding is achieved, it opens the door to a whole new world of numeracy.

As the students pass through the primary phase of school they will focus on different number bonds and times-tables suitable for their year group. Students will practise these as part of their Numeracy lesson and have regular tests. In Year 5 and 6, they will take on times tables challenges once they are secure with all number facts. The curriculum will back this learning through a *My Maths portal* that will be used throughout the Academy and also be made available to parents/carers to support learning at home.

All students will have dedicated time every week to progress and gain confidence within the subject. As well as this, cross-curricular teaching allows Numeracy and Maths to be taught through academic and vocational learning.

### Topic

Most of the primary curriculum will be focused around topic-based learning as a mechanism for engaging with all areas of a broad and balanced curriculum. These topics are designed to engage and excite the students to make curriculum content relevant and encourages students to make links and apply learning in multiple areas. Through topic teaching and learning we want to develop the inclusive classroom further, all students will have their learning experience personalised and have their ability stretched. Topics provide students with relevant skills such as cooking, sewing and drawing. Each topic is focussed around a subject or group of subjects and includes a visit or visitor as a stimulus to bring learning to life and an opportunity for students to present their learning through an outcome.

Where appropriate students share their learning through topical learning with parents/carers e.g. a KS2 play on Romeo and Juliet whilst studying Shakespeare or a puppet show of Pinocchio whilst studying Toys in KS1. All work generated will be celebrated and cover the classroom walls helping praise and support the learning further, creating a beautiful and rich learning environment, these will be changed at least each term.

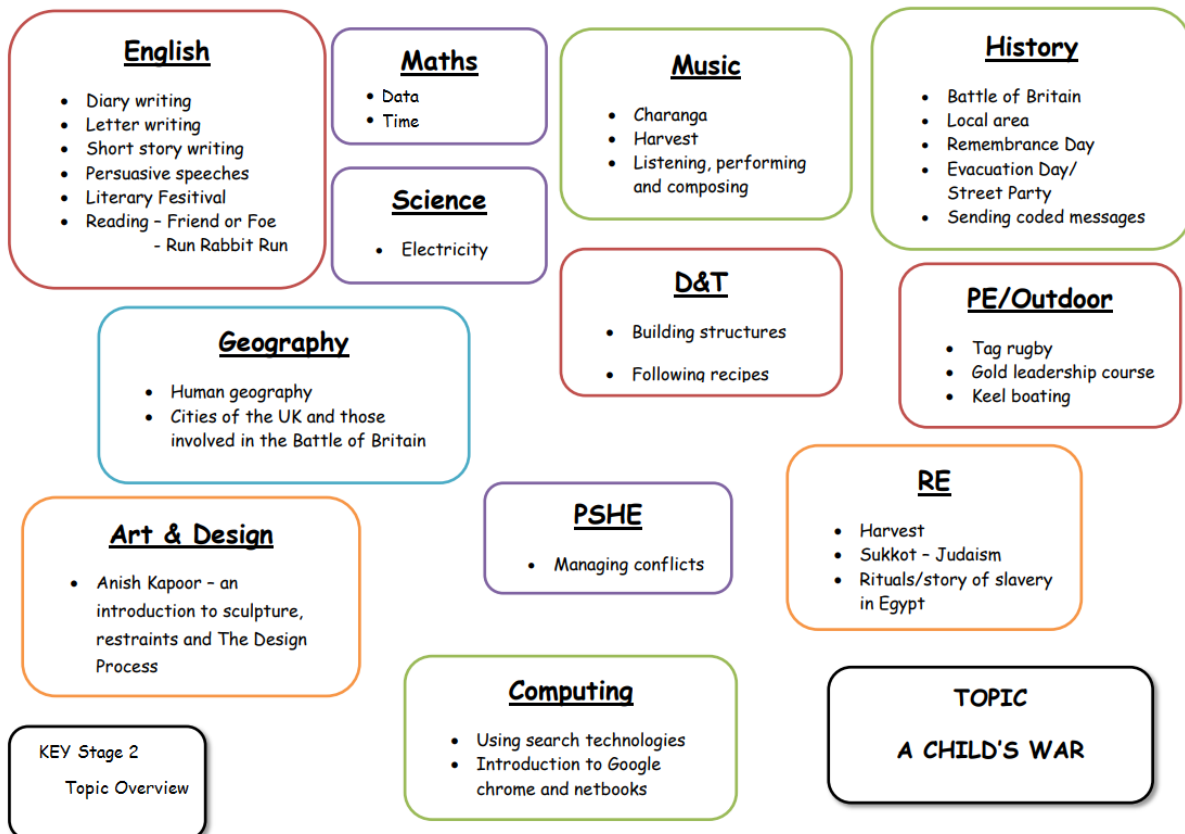


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## The topic-teaching year overview

<p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Reading &amp; discuss a broad range of genres &amp; texts</li> <li>Identifying &amp; discussing themes</li> <li>Make recommendations to others</li> <li>Learn poetry by heart</li> <li>Draw inference &amp; make predictions</li> <li>Discuss authors' use of language</li> <li>Retrieve &amp; present information from non-fiction texts</li> <li>Formal presentations &amp; debates</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Secure spelling, inc. homophones, prefixes, silent letters, etc</li> <li>Use a thesaurus</li> <li>Legible, fluent handwriting</li> <li>Plan writing to suit audience &amp; purpose</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Use consistent appropriate tense</li> <li>Proof-reading</li> <li>Perform own compositions</li> </ul> </li> <li><b>Grammar</b> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use model &amp; passive verbs</li> <li>Use relative clauses</li> <li>Use commas for clauses</li> <li>Use brackets, dashes &amp; commas for parenthesis</li> </ul> </li> <li><b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>Give well-structured explanations</li> <li>Command of Standard English</li> <li>Consider &amp; evaluate different viewpoints</li> <li>Use appropriate register</li> </ul> </li> </ul>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems</li> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>	
<p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Secure place value to 1,000,000</li> <li>use negative whole numbers in context</li> <li>use Roman numerals to 1000 (M)</li> <li>use standard written methods for all four operations</li> <li>confidently add &amp; subtract mentally</li> <li>Use vocabulary of prime, factor &amp; multiple</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Convert between different units</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>Estimate volume &amp; capacity</li> <li>Identify 3D shapes</li> <li>Measure &amp; identify angles</li> <li>Understand regular polygons, reflect &amp; translate shapes</li> </ul> <p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>Compare &amp; order fractions</li> <li>Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>Multiply fractions by units</li> <li>Write decimals as fractions</li> <li>Order &amp; round decimal numbers</li> <li>Link percentages to fractions &amp; decimals</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Interpret tables &amp; line graphs</li> <li>Solve questions about line graphs</li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross section diagrams &amp; computer-aided design</li> <li>Analyse &amp; Evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, inc programming</li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Name &amp; locate counties, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc</li> <li>Use 4-and 6 figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>	
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Life cycles of plants &amp; animals (inc mammal, insect, bird, amphibian)</li> <li>Describe changes as humans develop &amp; mature</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Classify materials according to a variety of properties</li> <li>Understand mixtures &amp; solutions</li> <li>Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Understand location and interaction of Sun, Earth &amp; Moon</li> <li>Introduce gravity, resistance &amp; mechanical forces</li> </ul>	<p><b>History</b></p> <p><b>British History (taught chronologically)</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain, Scots invasion</li> <li>Invasions, settlements &amp; kingdoms</li> <li>Viking invasions; Danegeld</li> <li>Edward the Confessor</li> </ul> </li> <li><b>Broader History Study</b> <ul style="list-style-type: none"> <li>Ancient Greece, i.e. <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul> </li> <li>Norman Britain 1066 and beyond <ul style="list-style-type: none"> <li>Middle Ages</li> <li>Tudors</li> <li>Victorians</li> </ul> </li> </ul> </li> </ul>	<p><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Perform with Control &amp; expression solo &amp; in ensembles</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>
	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Take part in Outdoor &amp; adventurous activities</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Follow the SMSC curriculum linking key themes to topic</li> </ul>	

## Specific topical learning



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**Example Year 1 & 2 curriculum overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Descriptive writing	Labels. Lists and signs	Information Text	Songs and repetitive poems	Tales from other cultures	Report writing
	Recounts	Fiction	Letters, postcards and invitations	Persuasive writing	Argumentative text	Diary writing
<b>Numeracy</b>	Sequencing and place value	Tens and units	Money	Multiplication and division	Time	Data and Graphs
		Addition and subtraction	2D and 3d shapes	Fractions	Length and Weight	Symmetry
<b>Topic</b>	All about me	Extreme Earth	Arctic Adventures	Pirates	Get digging	Vikings
	Music through the ages	Space	Toys	Fur, Skin and Scales	Myths and Legends	We are Britain

**Example Year 3 & 4 curriculum overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Non-fiction texts Diary writing	Poetry	Explanation texts Adverts for transport	Image and metaphor Creating settings, characters and plot	Design a cartoon strip (story board)	Myths and legends. Non-fiction texts.
	Story writing (character sketches, paragraphs, sequencing narrative)	Comprehension Dictionary work	Organising paragraphs around a given theme.	Ordering a story and Poetry.	Dialogue and direct speech	Newspaper reports.
<b>Numeracy</b>	Compare and order numbers to 1000.  Number patterns Add & subtract numbers up to 3 digits	Place value of each digit of 3 digit numbers.  Position & direction	Area of shapes  Addition & subtraction  Convert hours to minutes	Multiplication & division Complete symmetric figure with line of symmetry.	Order and compare numbers beyond 1000.  Place value of 4 digit numbers	Addition & Subtraction Time  Solving problems
	Money Measure weight, distances & time	Grid co-ordinates  Handling Data Statistics	Equivalent fractions; recognise decimal equivalents	Read Roman numerals to 100.	Solve addition & subtraction two step problems	Number sequences
	<b>Topic</b>	Antarctica	What's on the Menu?	History of Transport	Mountain, Rivers, Coasts	Hot and Cold

**Example of a year 5 & 6 curriculum overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Space Poetry	Non-fiction texts	Narratives – describe settings, characters & atmosphere	Fact or opinion Structure & punctuation of complex sentences	Explanation texts Spoken and written language	Poetry – class anthology Informal and formal speech Information texts
	Adventure stories	Plan, draft & write for a particular audience				

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<b>Literacy</b>	Retrieve, record & present information from non-fiction texts	Use organisational & presentational devices to structure text & to guide the reader	Roman Soldier Profiles: Researching information	Journalistic writing	Converting nouns or adjectives to verbs using suffixes or prefixes	Comprehension work Statements of fact and opinion
<b>Numeracy</b>	Position of shape following a reflection or translation	Solve problems involving calculation of percentages	Read Roman Numerals to 100 and years. Interpret negative numbers	Handling data (statistics) Properties of numbers. Round whole numbers	Properties of shapes – angles Read, write, order numbers	Calculate the area of parallelograms and triangles. Compare & classify geometric shapes.
	Add & subtract 4 digit numbers, using formal written methods. Fractions and decimals Measuring mass	Shapes, lines and angles. Area & Mass Addition & subtraction multi step problems	Multiplication & division. Use vocabulary of prime numbers, prime factors etc. Convert between miles and kilometres	Multiplication & division Compare & order fractions	Add & subtract fractions. Algebra - using simple formulae – estimate to check answers	Position & direction Solve problems involving addition, subtraction, multiplication and division
<b>Topic</b>	Our Planet	Dinosaurs & Fossils	Romans	Comparing People & Places	Earth Matters	Our Bodies

**Outdoor education – Forest Schools**

Forest School is a long-term approach to educating students that maximises the benefits of learning in the outdoors. The general practice will put the student at the heart of their learning experience. From this fundamental platform, Forest School offers children and young people the opportunity, over repeated visits, to engage with the rich natural diversity of the woodland environment to help build confidence, sensitivity, resilience and curiosity.

Forest School is an inspirational process and is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

**Example activities for Key Stage 1:**

- Woodland walks and nature trails; 'minibeasting'
- Exploring and collecting woodland materials to make natural art (nature crowns, making teddy homes ,clay creatures)
- Shelter building
- Forest School stories
- Using tools to create: minibeast hotels, wooden snakes, leaf presses
- Hide and seek game, puddle splashing, mud painting, mud sliding
- Scavenger hunts
- Natural music

**Example activities for Key Stage 2 (as above, plus the following):**

- Nature detectives
- Constructing ovens and cooking food on fire



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- Building wooden and rope bridges
- Blindfold / trust games
- Using tools to create: woodland crafts e.g. whistles, charcoal pencils, mallets etc.
- Willow weaving
- Exploring habitats

By taking part in Forest Schools students become more physically active and their stamina improves as they go through their Forest School sessions. Their experience can also help to lead to the development of healthier lifestyles as students ask parents to take them on trips to woodlands and green spaces outside of school times. As the students gain confidence and improve their self-esteem this can impact on their emotional and mental well-being.

### **Curriculum structure**

#### **Key Stage 3 & 4**

The Axis Academy will motivate all students to reach their full potential in every subject area. We are aware of the stereotype that students from an SEMH background do not generally pursue purely academic pathways when they move on to further education. However, whilst we predict (based on destinations of SEMH students from 4 different schools in the Northwest) that most students who complete Year 11 at the Academy will move into practical college courses or apprenticeships. It is important that our curriculum is set out to allow all students to succeed in both academic and vocational pathways. In KS3 and 4 all students will have core learning in English, Maths, Science and EWB. KS3 will sample a broad range of vocational subjects and from this will select 3 options to take forward at KS4, working toward GCSE or equivalent. We will make sure all qualifications are viewed as high quality by post-16 providers', working to maintain and build on our already established links with businesses. This will equip our students with the best opportunities for a successful future life beyond the Academy.

### **English**

To communicate competently and coherently in a range of contexts is vital both to exam success and to participating in an ever changing world. Thus, we aim to integrate a wide range of skills, speaking, reading and writing into the curriculum for our students.

English language and English literature are both essential subjects in enriching the lives of our students and also enabling them to access further study and careers. The English teacher will be a subject specialist and will communicate their enthusiasm for the subject through delivering imaginative, challenging and engaging lessons.

#### **Key Stage 3**

At KS3, students will experience a wide range of stimulating reading material from Shakespeare to Dickens and then contemporary fiction and non-fiction. They will be

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given the opportunity to explore and analyse the writers' ideas, methods and styles while developing their own personal responses. Students will also develop their own communication skills through writing for a range of purposes and audiences.

Year 9 is spent preparing for the GCSE courses by developing the skills needed. These skills are developed through the following units:

Class Novel: *"Of Mice and Men"* or *"Romeo and Juliet"*

Comparison work: *"Boy"* by Roald Dahl & *"Nicholas Nickleby"* by Charles Dickens

War Poetry

Modern Poetry

**Key Stage 4**

At GCSE, we want all students to study literature and engage with our rich literacy heritage. We aim, therefore, that all students will experience a range of texts and that where possible most will be entered for both GCSE English Language and English Literature.

Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

**Extra-curricular plans:**

Through the work completed in English we plan to establish a 'Drama Club' to link with a creative arts programme. This will include trips to the theatre and small theatrical performances.

**Maths**

Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. By putting students at the heart of everything we do, our aim is to support students to shape what success in maths looks like for everyone.

**Key Stage 3 – Topics covered:**

Multiplying and dividing negative numbers	geometric properties of quadrilaterals	multiplying and dividing fractions	use of index notation with algebra
Highest common factor and lowest common multiple	constructions	percentages	area of a triangle

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Powers and roots	probability and probability scales	percentage increase and decrease	parallelogram and trapezium
Prime factors	mutually exclusive events	real life problems	volume of a cuboid
fractions and decimals	calculating probabilities	algebraic short hand	imperial units
Sequences	experimental probability	like terms	linear functions
Angles in triangles and quadrilaterals	Alternate and corresponding angles	expanding brackets	finding a function from its inputs and outputs
Geometric proof	adding and subtracting fractions	using algebra with shapes	graphs from functions
Gradient of a straight line (steepness)	real life graphs	powers of ten	Creating your own expressions and formulae
Estimations	adding and subtracting decimals	efficient calculations	multiplying and dividing decimals
Congruent shapes	combinations of transformations	enlargements	shape and ratio
Solving equations	equations involving negative numbers	equations with unknowns on both sides	substituting into expressions and formulae
large numbers	stem and leaf diagrams	pie charts	scatter graphs
Adding and subtracting fractions	order of operations	multiplying decimals	dividing decimals
Expanding and simplifying	solving equations	constructing equations to solve	problems with graphs
Real-life graphs	changing the subject of	number and	using algebra

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	a formula	measures	
logic and proof	Graphs and diagrams to solve problems	proportion	ratio

**Key Stage 4**

The course should provide a broad, coherent, satisfying and worthwhile course of study, encouraging students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society thus providing a strong mathematical foundation for students in their future endeavours in life.

**Extra-curricular plans**

STEM – Development of a STEM projects working in partnership with Science and Design Technology. Rather than teach the subjects always as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world.

**Science**

In today's society we need to give our students the skills and knowledge to look critically at the information they are exposed to in the media. There are challenges like climate change and antibiotic resistance that students should understand to become active citizens. Beyond this we want students to go onto to use their science skills to help change society for the better.

**Key Stage 3**

All students start with Health and Safety and an introductory course about working in laboratories, they will then learn about cells and organisms, chemicals and their reactions, forces and energy. Students will move onto learning about key organ systems in our bodies, relationships between species, understanding the periodic table, heat and electromagnets.

**Key Stage 4**

A suite of science qualifications to suit all abilities and all aspirations allow flexibility to co-teach subject content and to move students between courses if needed. Practical activities set by the exam board form part of the content. Questions relating to these practical tasks will make up at least 15% of the marks in the final examinations.

**Extra-curricular plans**

STEM – Development of a STEM projects working in partnership with Science and Design Technology. Rather than teach the subjects always as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world

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**Geography**

Geography is one of the most essential subjects in today's ever changing world. Faced with population issues, global climate change and environmental degradation, citizens of the 21st century need to understand the interconnectedness of our biome. Students will not only master the basic skills of map reading, place and space but also extend their abilities outward to problem solving specific case studies.

Students will identify geographical patterns and processes and how social, economic and environmental factors affect the world we live in. Students will practice geographical enquiry both inside and outside the classroom, and use a range of geographical skills and resources to develop a deeper understanding of the world around us.

**Key Stage 3:**

Topics last approximately six weeks, covering multiple focus areas where students can explore different mediums of presentation, for example; debates, posters and role-plays as well as leaflets, group presentations, newspaper articles and letters. Below is an example of these topics and focus areas:

Example topics	Example focus areas		
Explore and map the world	Atlases	Map skills	Longitude and latitude
Environment, atmosphere and climate	Ecosystems	Rainforests	Weather
Changing environments	Agriculture / Industry	Sustainability	Transport / Regeneration
Global issues	Energy	Migration	Population

**Key Stage 4:**

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher-income countries (HICs), newly emerging economies (NEEs) and lower-income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Extra-curricular plans**

We plan to set up an ECO Group as a means of allowing students to become involved in ECO issues: to make the school and local area more ECO friendly. Activities will be planned and completed by the students.

**Computer Science & ICT**

The Axis Academy are committed to providing excellent teaching staff and computer science/ICT facilities. We will be committed to give all students, regardless of ability,

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an understanding of the role that computing plays in the world in which they live alongside practical understanding of the uses of a range of computing technologies and their applications. Students will have an electronic baseline assessment of their level in computing/ICT

### **Key Stage 3**

**E-Safety** - all students will be given opportunities to understand the important and inherent dangers of modern technologies; e-safety will be embedded across all curriculum.

**Scratch** - block based programming language *Scratch*. Students may have used *Scratch* before in Primary school. Here we teach a range of programming techniques that will enable students to plan, create and evaluate a game. We would encourage use of *Scratch* or other block based programming at home. *Scratch* resources are freely available on the Internet.

**Spreadsheets** – students will look at the use of spreadsheets for the collection and analysis of data. Excel will be used as an investigation tool and developing a range of skills that are needed to answer questions sets efficiently.

**Technology and Networks** – students will learn about hardware including input, output and storage devices. They will also look at software including operating systems, applications software and utilities software. This unit will give the pupils a deeper understanding of technology.

**Database** – students learn about using a relations database. They create a simple flat file database, look at data types and properties and the best ways inputting and interrogating information.

**Website** – students will be shown how to create a professional looking website. They evaluate existing websites and use that knowledge to plan, create, test and evaluate their own websites.

### **Key Stage 4**

A variety of courses are available covering both computing and ICT. The courses will deliver; in-depth understanding of how computer technology works, critical thinking, analysis and problem-solving skills.

Extra-curricular plans

**Computer Building:** Students will be given the opportunity to build and restore old computers, upgrading the hardware and software. When students have rebuilt their computers they will have the opportunity to take them home as a personal computer.

### **Art**

All students have the opportunity to work with a wide variety of media and techniques with specialists in subject specific areas including: Fine Art, Textiles, Fashion, Printmaking, Ceramics, Mixed Media, Three Dimensional and Photography. Students

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are encouraged to develop their own ideas and skills throughout the course in order to become independent in Art and Design, and in turn develop their confidence, imagination and creativity.

### **Key Stage 3**

All students are given a broad art education that allows them to explore a wide variety of materials and techniques developing an active interest in the subject. Some areas that will be explored are: Mark making, Aboriginal Art, Landscapes and Pop Art. Students will study work of artists such as Kandinsky, Hundertwasser, Warhol and many more.

### **Key Stage 4**

GCSE Art and Design will be available to all students who will work with a wide range of media, from painting and drawing to three dimensional work, photography and more mixed media based art. Many of these skills will be developed fully to GCSE

Students will complete project based sketchbooks and this will be around the theme of African/South American/Australian Art. Students will study a number of areas within this topic including masks, patterns, animals and they will look at the work of culture specific artists. These starting points will lead them to produce their first controlled exam piece.

### **Extra-curricular plans**

Photography Club: Students will have access to high quality camera equipment and a range of editing software to create masterful work.

Urban Art Club: Developing the art of Spray paint, helping students understand that this is a form of art work not just a form of marking territory. Students will be able to work with a range of materials and techniques to master the spray can and produce a range of fine art work, whilst understanding the impact of urban art on the local community.

## **Physical education**

Physical Education allows students to learn new skills and achieve success in a caring environment. For those students that enjoy competitive sport they will be able to take part in extra-curricular activities, and be encouraged to join community clubs. Students will learn how to live a healthy lifestyle, understand the importance of fitness, teamwork and promote confidence through leadership opportunities. We will pride ourselves on offering expert teaching and coaching with challenging competition opportunities to promote personal and social development, reflecting an ethos of respect, fair play, determination and excellence.

### **Core PE - Key Stage 3**

All students will take part in a variety of physical activities, both individual and team. The focus of core PE is to make sure all students understand a healthy lifestyle and how to become and stay active throughout life. Students will have access to teaching



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in multiple games such as Football & Hockey, Gymnastics, Athletics and health related fitness i.e. gym work.

Lessons will focus on improving individual performance, promoting active and healthy lifestyles and developing fitness. Students will be encouraged to develop their leadership skills during lessons by taking on other roles, such as an official or a coach wherever possible.

### **Key Stage 4**

Students will have access to a range of different qualifications depending on their ability levels. Students have every opportunity to succeed and excel in competitive sport, and other physically-demanding activities. Students will be provided the chance to compete against other schools, build character and to develop values such as fairness and respect throughout KS4.

### **Extra-curricular plans**

Sporting clubs and activities: Development of a healthy life style is important, we will offer a range of different sporting clubs, looking to link with a local gym to take part in personal fitness, set up after school football to compete against other schools and a gymnastics club engaging with a local gymnastic club.

## **Design Technology & Construction**

Design and Technology is a key component to foster interest and excitement in the creative subjects and to develop innovative and independent thinking. Thorough coverage of technological principles, across all areas of Design and Technology, will be used to encourage and stimulate students. This will equip them with a breadth of knowledge to keep abreast of an ever changing world.

### **Key Stage 3**

Students are encouraged to think imaginatively to design and make products using a wide range of materials. Students will be taught how to problem solve covering themes such as health, typography and mechanisms. Cooperative projects enable students to develop transferrable personal skills that can be used within any subject area. Students will learn from first-hand knowledge and experience working with tools and modern equipment that can be found in the Design and Technology industry.

Students will gain valuable workshop experience and will be introduced to the equipment and machinery used within this specialist subject area. Students will develop basic skills in computer aided design (CAD) and computer aided manufacture (CAM) as well as drawing in Photoshop. These skills will enable students to produce products to a professional standard. Students will be encouraged to design innovative and imaginative products for industry. They will build on the practical skills developed to plan, design and make quality products that



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utilise problem solving skills.

Covering projects such as:

- Mechanical Toy
- Sustainable project design and creation
- Clock design and product
- Mini Light project
- Fair trade packaging
- Garden Tool

### **Key Stage 4**

Students will be enthused and challenged by the range of practical activities possible. They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make products using graphic media and new technologies to prepare them for the world of work. We want to allow all students to design and make quality products and is designed to foster awareness amongst students of the need to consider sustainability and the environmental impact of their designing.

### **Construction**

At key stage 4 students will get the opportunity to specialise in a construction field. The construction trade has increased over the last five years and continues to do so, for building and there is a big demand for young people with recognised trade qualifications and practical skills. Jobs in construction are well paid and offer good career paths.

### **Extra-curricular plans**

STEM – Development of a STEM projects working in partnership with Science and Design Technology. Rather than teach the subjects always as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world.

## **Food Technology**

Food Technology is the most popular subject at TFA and is enjoyed by all students. We want to continue this love of learning at The Axis Academy. There will be the same emphasis on developing student's practical skills and their understanding of food as part of a healthy diet. Students will learn the basics about health, safety and hygiene. Using the *'Eat Well Guide'* they will plan, prepare and cook a range of predominantly savoury dishes. Students will be encouraged to develop their practical skills and understanding of equipment and ingredients.

### **Key Stage 3**

Students will develop a basic understanding of food safety and the nutritional requirements of a healthy diet through practical sessions. Students will use the departmental recipe and theory books to learn basic food preparation techniques with particular focus on fruit and vegetables. They will learn how to use the cooker, hob

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and grill and a variety of smaller pieces of equipment. Food science will be introduced during the course with the students taking part in experimental work.

The skills learnt in Food Technology will be developed and additional skills introduced along with costing recipes. This is supported by instruction on a range of more advanced food preparation and cooking techniques as the students' progress with knowledge and skills.

The final development in Key Stage 3 will be to increase the complexity to include skills such as sauce making, curries and pastry making, with the emphasis on international cuisine. This will prepare students for further study at GCSE level along with a more in depth knowledge of food science.

Main areas of Study:

- Food safety
- Main meals
- Basic food preparation skills
- Nutrition
- Healthy eating

### **Key Stage 4**

Students can opt to study GCSE Food Preparation & Nutrition. This offers an opportunity for candidates to develop their knowledge and extend their skills within a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress in this field either to further education or as valuable preparation for those entering the world of work.

### **Extra-curricular plans**

*Master Chef*: where students can try and cook a recipe of their choice and it is taste tested. All the finalists receive a *Master Chef* recipe book and the winner receives a *Master Chef* trophy.

*Can't Cook, Won't Cook*: After school joint cooking classes where parents can cook with their child and prepare food that has been learnt through the curriculum being led by the student.

## **Music Technology**

The aim of music lessons will engage and inspire students to develop a love of music. They will be supported in developing their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As students' progress, they will learn to sing/rap, play various instruments, compose, digitally edit and listen to a wide variety of musical styles. Music Technology provides opportunities for students to learn how to record music in a studio environment, then mix and master it ready for a CD. They will also learn how to manipulate sounds using cutting edge software, how to use samples and sequencing and will finally produce their own EP albums.

### **Key Stage 3**

The music technology course will allow students a chance to create something

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

personal that is of real interest to themselves and become able to master using music technology for recording and producing music. Students will have access to a variety of different music avenues including instruments i.e. electronic drum kit and guitars, a recording and singing booth. Digital music hardware such as CDJ's and Midi controllers and software programs like *Garageband*, and *Traktor* to digitally produce their own music.

Main areas to be covered at Key Stage 3 are:

- Creating music
- Producing music
- Digital recording
- Digital editing
- Production
- Marketing

### **Key Stage 4**

With the use of the recording studio combined with a dedicated music technology learning mentor, the music department will be able to offer every student, the fantastic opportunity to take the skills they have developed in KS3, to the next level and beyond by studying a NCFE V-Cert.

This qualification is designed for students wishing to gain an understanding of the music industry and develop the basic skills across a range of areas within the subject. The Level 1 / 2 qualification aims to introduce students to the subject who may wish to continue their studies in further education or move into a career in the music industry.

### **Extra-curricular plans**

Radio and Podcasting: we want to further inspire students to run an in-house school radio that can broadcast at social times. This will correlate with them producing their own shows via a podcast media. We will run this extra-curricular activity in conjunction with English creative writing.

## **Social and Pastoral development through Form, Breaks and Lunch**

Informal learning is pervasive; an ongoing occurrence of 'learning' via participation, interaction, and self-discovery. Informal learning is not regarded as an inferior form of learning or precursor to formal learning. It is seen as fundamental, necessary and valuable in its own right, with the positives helping students gain relevant skills for employment and future life as an active member of modern British society.

### **Pastoral Time**

**Form** – Form Time has an important role to play for every student. Not only does it prepare students, getting them in the right frame of mind to learn, it helps us identify if something is wrong emotionally with a student before formal lessons begin and gives staff an opportunity to address any complications, set targets and reminders before the day begins. Form time gives students additional opportunities to participate in reading, behaviour review and personal target setting.

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

Monday – Behaviour review and personal target setting – To start the week, students will review the previous week's behaviour score and focus on a strength and an area for improvement. The common language used across school will be a positive one talking about students' behaviour as 'how positive are you this week' rather than 'how many negatives do you have'. Targets will be recorded within a form achievement record, shared with parents through the online active behaviour portal, and students will be reminded each morning about targets set by the Form Tutor.

Tuesday, Wednesday, Thursday – Reading – Being able to read often, has been proven to improve: concentration, analytical thinking, memory, writing skills, vocabulary, knowledge and mental stimulation.

The students will have the opportunity to use an online reading scheme through an App called 'Hooked'. This App has proven successful at motivating students to read often, with students talking about the stories, wanting to read more, increasing memory retention and using their social time (breaks and lunch) to read more of the stories.

Friday – Open Discussion – Students will have open, peer discussions, structured to their age and ability, about current world events with particular focus on 'British Values'. This peer interaction will give all students the opportunity to input, students will be encouraged to give their views on a subject, allowing staff to challenge misconceptions and radical views. One of the major advantages of peer learning in this way allows for effective communication promoting students to 'have a go' at answering more questions in class, as they are not afraid to voice their thoughts. This type of experience has shown there is far more likelihood of continued positive interaction outside school, and in further life.

### **Social Development**

Staff are always accessible to supervise the students but this is not in an autocratic way, instead staff will be relaxed, but vigilant and engage with the students in a social capacity. Staff will eat lunch with the students and will take part in activities such as football, board games, pool and darts

Rapport building - The most important factor to re-engage disaffected vulnerable students. When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Teaching is a social endeavour, and some measure of teaching and learning success rests on recognising the importance of our relationships with students.

Leading positive conversations - One reason for student disengagement is "what's the point?" This needs to be actively disputed and students need to believe that they can learn and get smarter. Having teachers lead them in a conversation about this, is

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

powerful to challenge negative thoughts SEMH students often associate with learning.

Positive role models – All members of staff will aspire to be role models who students admire as someone they will want to be like. We want students to learn through the staff, through their commitment to excellence and through their ability to make each student realise their own personal growth.

A sense of belonging - By engaging all students socially and personally, investing staff are able to counteract possible previous negative stereotypes by discussing how to learn from failure and praise success. This in turn raises their aspirations, makes them feel happy about learning and consequently, increases attendance and academic success.

### **Academy Outreach**

To support other schools within the locality and across Cheshire East, we will look to provide a range of different support to engage and improve outcomes for students who have SEMH or are heading toward assessment, supporting schools to employ the Cheshire East '*SEN Tool Kit*'

#### First concerns

- Advice: When a school has concerns with an individual student and would like an external viewpoint on strategies to be implemented or new approaches, we will provide advice and a range of strategies they can employ in school.
- CPD: We also intend to offer CPD sessions to schools wishing to gain further knowledge about supporting students with SEMH, these will be mostly delivered in twilight sessions and can be tailored to a range of individuals from student support to senior leaders.

#### SEN Support

- Shadow Practice: For schools wanting to expand the practice with certain individuals within their respective schools, we will be able to support through a shadowing programme including reflection time with senior leaders within the academy, this can be specialised to key stages or subject area to make it more bespoke to each school need.
- Outreach Class: For students still struggling in their mainstream school we will offer a 6 to 12-week intervention support class that will allow each student to access education for 2 days a week within the school. This will help schools generate additional supporting evidence toward an EHCP through a plan, do, review cycle. These placements will be in direct consultation with the Head of School and local authority.

#### Complex

- Assessment Place: Students at the complex stage of assessment and struggling to avoid permanent exclusion from their mainstream school will be able to access a total of three assessment placements within the school. These placements will be directly identified by Cheshire East – SEN commissioning services and agreed by the parents/carers. Once placed it would be a condition

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

of the placement that the Local Authority immediately conducts an EHC needs assessment / re-assessment as per the guidance in the SEN code of practice 1.29 and students will be enrolled if needs can be met within school as per their EHC plan.

### Additionally

- Forest Schools: As an additional outreach service we would look to support our Primary colleagues with a forest schools intervention package where available, this would be a bespoke 6-8 week 1 day a week session for up to 6 students to allow schools to implement changes at their home school, facilitate further intervention and allow The Axis Academy staff help develop the students to be successful on their return to mainstream education.

### Dual Placements

As mentioned in Section C, we want to make sure all students who attend The Axis Academy will be given the opportunity to succeed in mainstream education if able to do so. TFA currently links to 21 secondary schools in Cheshire East and have already had initial discussions with Head teachers about facilitating access to mainstream learning and potential transition back if fully successful. This will be supported in conjunction with the student through our Pastoral Team. Discussions will be held with the mainstream school, which will have access to our tracked data (highlighted in D2) to promote and sustain this destination. Additionally if mainstream is too much of a leap for some students we will utilise our AP provision to help facilitate further steps in transition where needed.

## **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.

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

### ILPs

An Individual Learning Plan (ILP) is a personalised document. Students, parents, the school and other professionals develop ILPs to chart students' progress toward goals during each school year, to ensure they are on target, and to determine what resources and tools are needed to prepare for a successful pathway post-16. An ILP has four sections: setting destinations, identifying potential barriers, identifying strategies to reach destinations, and preparing for success. ILPs for each student will be reviewed annually by the SENCo, supported by form tutors.

### Key Performance Indicators and Targets

Key Performance Indicators (KPIs) are embedded throughout our practice as fundamental building blocks for our Vision. We have also set ourselves the challenge of linking Targets to mainstream standards, hoping to outperform them wherever possible. The schools we have partnered with are graded 'Good' or 'Outstanding' by Ofsted.

Students will be provided with a high-quality, wraparound approach to learning and to social and emotional development. TFA has a proven track record of 'engaging the disengaged', turning negativity into positivity, and encouraging students to reach their potential and often surpass what they might believe possible.

- 100% of able\* students achieve 5 GCSEs A\*-G: To achieve this we want every student capable of GCSEs to achieve at least 5 with those more able achieving a full progress 8 suit of GCSE qualifications, showing accelerated progress across the curriculum in particular in core English and Maths.  
(able\* = GCSE ready)
- 100% of less able students pass a qualification in English and Maths: Those students who come into the academy, vastly below their chronological ability, obtaining Entry Level 1 or low level Entry Level 2 baselines on entry, will pass functional skills exams in English and Maths at least Entry Level 3 with every student being pushed to achieve Level 1.
- 100% of teaching is high quality: Offering the highest quality teaching, never delivering less than 'Good' lessons, with the majority delivering outstanding engagement, enjoyment and outcomes for every learner.
- 100% of students make national average progress (85% of students making outstanding progress): Setting students SMART targets that stretch them to their full potential. Every student should make at least 0.6 of a level's progress a year (in line with mainstream national average) with the majority of students making additional progress.

These aspirational targets are benchmarked from similar schools and cohorts we link with and work with at TFA. We understand we may receive students late into the academic year, particularly in KS4, where we will have limited time to provide interventions and show the same impact. These students will be case studied to show the impact we have during this limited time.

Students will realise their potential through enjoyable personalised education, helping them establish secure and productive relationships in and out of school with their families, friends, academy staff and the wider community.

- 90% attendance for the school: A key issue of our expected cohort of students is a general lack of engagement with education, which generally culminates in poor



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

attendance.

- 100% of students move into Education, Employment or Training (EET): For all students who complete their education with the Academy to make a successful transition to other education, employment or training. This will be tracked by our pastoral co-ordinator at 3, 6 and 12 month intervals.
- 100% additional support where needed: Though all our cohort will have a statement of SEMH, there will be individuals who need further support and intervention work. These individuals will be closely tracked by our SENCo and placed on targeted programmes of support wherever needed.
- 100% of students gain and understand Life Skills: Students will develop and understanding fundamental life skills to make all students ready for a successful adult life.

We want all our students to be enthused and passionate about learning again, we will strive to make all students feel more informed and able to make informed choices in school and in the future.

- 100% of students show improved personal and social development (PSD): through our rigorous learning package and wrap around support students progress and become more self-aware and engaged learners. Self-control, self-awareness, social skills, skills for learning and approach to learning will be tracked half-termly.
- 90% good or better behaviour: in all observed lessons we see good or outstanding behaviour from all students. Staff will deal with all issues successfully so that any impact on learning is managed to a high level.
- 95% of poor behaviours are dealt with restoratively: students need to be able to talk through their issues as well as face up to any poor conduct in a way that helps them understand themselves better and not repeat their transgressions.

### **Assessment and Data Tracking**

#### **Central Databases**

At the heart of our assessment and monitoring processes will be a central database that feeds three whole school spreadsheets that profiles every learner, provides a range of high quality informative data in EWB, academia, PSED and behaviour. We are able to see the latest data assessment quickly through these data bases, formative or summative, showing the level each student is working at across the curriculum, behaviour across school, personal and social approach to learning and life, attendance, and any multi-agency work in which the student is currently engaged.

These forms are all part of an intricate network of Excel documents that have two-way feed from a master template to populate subject specific or student specific spreadsheets, these in turn, when inputted on, feed back to give the SLT a whole school view in all key areas. The purpose of holding top-level data will be to give senior managers oversight of all learner achievement, which can then be used either to trigger an intervention on behalf of an individual or provide support to a member of staff where they and their group might be underperforming.

#### **Baseline Testing**

When a student starts at The Axis Academy we will collate a range of baseline

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

information covering all English, Maths and reading ability, social and emotional development and attitudes to learning (from a student's point of view and referring schools) this can then be used to set realistic targets for improvement as well as accurate starting points for measuring progress.

To begin this process, information will be gathered from parents, carers, previous and existing schools and services such as Educational Psychology and Social, Care and Health. However, experience suggests that there might be gaps and possible errors in documentation received, and so the main thrust of information gathering will be from our in house testing and organisation as outlined below.

### All Key stages

Accelerated Reader - The *Accelerated Reader* software will be used across school to assess and raise standards of reading to ages expected and or functional levels. *Accelerated Reader* produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University - "The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."

The Key aspects of this system fall under:

- Star Assessments: Computer-adaptive tests which incorporate learning progressions to bridge assessment and instruction.
- Star Reading: A computer-adaptive test for reading for students in Years 2 – 13, built for the new national curriculum.
- Star Maths: A computer-adaptive test for maths for students in Years 2 – 13, built for the new national curriculum.
- Star Early Literacy: A computer-adaptive test for students with a vocabulary of fewer than 100 words.

This system is accessible for all age ranges and all key stages will have reading tests on entry and twice annually.

PASS - Robust research shows that students who do not have high self-belief tend to underachieve significantly compared to their ability. The *Pupil Attitudes to Self and School* (PASS) survey is a short self-evaluation survey that we will use to gain insight into attitudes that could be hindering achievement. PASS highlights nine standardised factors and suitable for all age ranges:

- Feelings about school
- Self-regard as a learner
- Attitudes to teachers
- Confidence in learning
- Perceived learning capability
- Preparedness for learning
- General work ethic
- Attitudes to attendance
- Response to curriculum demands

CAT4 - The Cognitive Abilities Test provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. CAT4 gives an invaluable insight into students' ability to reason across four distinct batteries: verbal, non-verbal, mathematical, and spatial, when compared to the National average.

This allows the Academy to highlight and address patterns and adapt our teaching

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

methods to suit individual needs, ensure feedback is appropriate, and that targets are achievable.

### **KS1 & 2**

On entry to The Axis Academy, we will also use age-appropriate systems to evaluate robustly a student's needs and flight path, using the following systems:

*Baseline and Baseline Progress* - *Baseline* and *Baseline Progress* provides an efficient, child-friendly, and reliable way of assessing literacy, language and communication, and mathematics on entry to school (*Baseline*), and at the end of the first year in school (*Baseline Progress*), using three short, picture-based, evaluations that require no reading.

Fully standardised for pupils aged 4-5 years, *Baseline* is delivered in a unique, dual-tablet format. In the same way, *Baseline Progress* assesses progression in literacy and mathematics, enabling us to measure and quantify the often excellent progress made by young learners. *Baseline Progress* can also be a stand-alone measure. Both assessments can be completed in one session, or in separate sessions if the student's needs so demand.

The assessment contains a mixture of oral and touch-based questions with full-colour illustrations to engage young children fully. The complete *Baseline* solution includes assessments, training and support materials, automatic scoring, and instant reporting. This system was fully supported by the DFE from 2016.

### Assessments

As KS1/2 students are young, we want to minimise upset and reduce early 'exam' pressure, so tests are referred to as 'quizzes'.

Towards the end of KS1, Year 2 students take KS1 external assessments; they are assessed between early January and up to 4 weeks before the end of the summer term. In KS2, students will take 'quizzes' in the middle of May of Year 6.

Key Stage 1 tasks and tests cover:

- Reading • Writing
- Speaking and listening • Maths and Science

Key Stage 2 tests cover:

- English reading • English grammar, punctuation, and spelling
- Maths (including mental arithmetic)

### **KS3 & 4**

*BKSB* – *BKSB* have written, developed and supplied interactive solutions to improve English, Maths, and ICT skills. The product TFA already use is designed to support the Functional Skills Criteria and GCSE curriculum. In 2016 and 2017, *BKSB* was named 'ICT Company of the Year' at the BETT Awards. By undertaking these skills assessments on entry, we gain an accurate picture of the level at which the student is currently working [see over]. The system also indicates gaps in knowledge (English and Maths), quickly allowing us to set up appropriate interventions or to structure customised work to address these areas.

Students achieving below Entry Level 3 - 85% would be not GCSE ready and there are generally core interventions that need to take place to address specific issues with their learning.

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

Once initial tests are complete, all learners are continually assessed on academic progress in the classroom, alternating between formative and summative assessments. These assessments are also externally moderated with other schools and school improvement partners to validate our own in-house data.

Following these tests, we identify a level – ranging from Entry Level 1 to Level 2 – with a % score indicating how far on the student is within that unit. This is calculated in school as follows:	Former Grade	New Grade	Baseline Equivalent
	U	U	≥ Entry 3 85%
	G	1	Entry 3 86% - Level 1 20%
	F	1.5	Level 1 21% - 50%
	E	2	Level 1 51% - 80%
	D	3	Level 1 81% - Level 2 10%
	C	4	Level 2 11% - 40%
	B	5 or 6	Level 2 41% - 70%
	A	7	Level 2 71% - 93%
	A*	8 or 9	Level 2 94% ≤

Through use of these assessment methods, student progress can be calculated as a % of a level, so we can detect even the smallest amount of improvement. Rather than the usual 3 sub-levels per GCSE level, we apply 10 sub-levels per GCSE level.

Grading	Code	%	An example of this system: should a student move from a grade 1.5 (F) below emerging to 1.5 (F) high secure they will have made approximately 90% of a level.
High Secure	S3	91<100	
Secure	S2	81<90	
Low Secure	S1	71<80	
High Developing	D3	61<70	
Developing	D2	51<60	
Low Developing	D1	41<50	
High emerging	E3	31<40	
Emerging	E2	21<30	
Low Emerging	E1	11<20	
Below Emerging	BE	0<10	

Half termly progress expectations		
Full Time	Outstanding	+16.6%
	Good	14% - 16.5%
	Improve needed	11.5% - 13.9%
	Underachieving	8% - 11.4%
	Inadequate	-7.9%



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

### PSD tracking at all ages

SCHOOL PSD	Student 1	Student 2	Student 3	Student 5	Student 6	Student 7	Student 8	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 21	Student 22	Student 23	Student 24	Student 25	Student 26	Student 27	Student 28	Student 29	Student 30	Student 31	
English	36	32	34	32	41	44	26	36	32	29	42	34	39	29	40	25	44	45	46	40	34	37	44	37	32	38	30	28	
Maths	35	29	37	31	40	41	28	33	36	23	39	30	42	27	37	35	48	40	45	40	33	36	36	38	36	43	37	37	
Science	30	28	33	27	37	38	29	26	28	23	35	31	43	28	33	33	40	40	42	42	37	38	32	38	33	38	30	34	
ICT			33		38				33		43	36	44	32	42		43	45			33	42	42	35	30		36	23	
History	27	9	24		34	38	14	17			40	30				25	38			42	41	22	25		32		42	39	
PE	42							24	32	6	43	40	40											40					
DT & Construction		18			40			30	25		29	41	38									30	41		34		45	41	
Art	35	22	26		35	44	31	33	26	22			46	22	43	43	45	34	47	46			25	27		21	40	10	33
Hair & Beauty				36		38														36	39					35	39	8	25
Food & Nutrition		15			41		31	30	34	30	37	36	43		41	35		45	46	8	31	39	46	35	36	44	41	23	
Enterprise	37	24	30	36	39	43	34	35	30	31	42	37	40	28	45	37	44	42	47	40	36	40	39	34	39	45	38	38	
PSHE	38		40		39	44	31	28	33	33	45	43	38	25	41	34	45	39	49	45	41	41	33	39	36	40	38	24	
Average	35	22	32		38	41	28	29	32	25	41	36	42	27	40	33	43	41	44	38	34	36	37	36	33	41	32	29	

EWB and PSED for every student is a key focus across the Academy and plays an active part in target setting, data tracking, and interventions. Above is an example of a whole-school snap shot for each subject, showing an overall average for each student. Senior leaders can use this to identify students that are struggling with PSED to help set up early pastoral interventions.

Staff are asked to grade students over 5 key areas; self-control, self-awareness, social skills, skills for learning and attitude to learning. Each area has 10 statements that represent ‘a student with expected levels of personal and social skills for their age’. These statements roughly follow the *McCreedy* scale and have been further refined by number of practising Head teachers.

An example of this is below:

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
<b>SELF CONTROL AND MANAGEMENT OF BEHAVIOUR -</b>										
Can arrive in classroom and settle down quietly and appropriately	3	2	3	5	2	4	3	5	3	3
Does not leave the room without permission	4	2	1	5	1	5	4	3	1	3
Shows some self-discipline when others try to encourage deviation	2	1	2	5	0	3	4	4	0	3
Is aware of normal sound levels, listens attentively and respond appropriately	5	4	5	5	3	5	5	3	2	1
Behaves in a socially acceptable manner in public	4	4	4	5	4	5	5	3	3	3
Can maintain appropriate levels of behaviour when the class routine is disrupted	3	3	4	5	2	3	4	5	2	2
Will abide by the accepted rules of an organised group game	4	3	3	5	1	3	4	4	4	4
Behaves appropriately at break times	4	4	2	5	5	5	5	4	5	4
Goes to and stays in designated areas when requested (seat/other room)	2	2	3	5	1	3	1	5	5	3
Controls emotions appropriately when faced with difficulties	4	2	4	3	1	3	3	4	1	3

The scale used is simple, and depicted below:

0	Does not do the following
1	Rarely does the following
2	Can do the following but generally doesn't
3	Does the following but needs prompting
4	Generally does the following
5	Almost always does the following unprompted

Behaviour

Tracking



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

Within the Academy we will always start from a positive opinion that all students can achieve 5 points in a lesson, and receive 5 points for being on time for school. At each lesson they get a positive for: being on time, contributing, positive behaviour, working hard, and achieving the learning outcomes set for them. If a student doesn't quite make one of these points in a lesson they are given a '0' score for that behaviour; not a 'negative' assessment, yet it still allows us to track all aspects of their behaviour, i.e. if they get '0' for achievement in every lesson in Science, we would need to re-examine the targets set to confirm, for example, that they are appropriate. The following figure shows an example of the assessment process.

An example of the positive behaviour award system is depicted here

Positive		Needs work	
1 - On time for lesson <span style="color: green; font-weight: bold;">1</span>	2 - Contributing <span style="color: green; font-weight: bold;">1</span>	2a - Contributing <span style="color: orange; font-weight: bold;">0</span>	3 - Positive Behaviour <span style="color: green; font-weight: bold;">1</span>
3a - Positive behaviour <span style="color: orange; font-weight: bold;">0</span>	4 - Working Hard <span style="color: green; font-weight: bold;">1</span>	4a - Working hard <span style="color: orange; font-weight: bold;">0</span>	5 - Achievement <span style="color: green; font-weight: bold;">1</span>
5a - Achievement <span style="color: orange; font-weight: bold;">0</span>	Back in class <span style="color: orange; font-weight: bold;">0</span>	Educational Visit <span style="color: green; font-weight: bold;">5</span>	Enrichment <span style="color: green; font-weight: bold;">5</span>
Exam <span style="color: green; font-weight: bold;">5</span>	Induction Day <span style="color: green; font-weight: bold;">5</span>	On time for school <span style="color: green; font-weight: bold;">5</span>	Edit skills <span style="color: green; font-weight: bold;">5</span>

If a student shows certain behaviours that are below our high expectations, they will be given a 'needs work' –1 mark. For example, these would be given for aggressive language or behaviour, disrespect, distracting others, or misuse of equipment.

An example of the 'needs work' behaviour assessment system is depicted here

Positive		Needs work	
Aggressive language/behav <span style="color: red; font-weight: bold;">-1</span>	Bullying <span style="color: red; font-weight: bold;">-1</span>	Disrespect <span style="color: red; font-weight: bold;">-1</span>	Distracting others <span style="color: red; font-weight: bold;">-1</span>
Double Dojo <span style="color: red; font-weight: bold;">-1</span>	Left classroom <span style="color: red; font-weight: bold;">-1</span>	Mis-use of equipment <span style="color: red; font-weight: bold;">-1</span>	Mobile phone use <span style="color: red; font-weight: bold;">-1</span>
Not arrived in lesson <span style="color: red; font-weight: bold;">-1</span>	Off Task <span style="color: red; font-weight: bold;">-1</span>	Refusal to come to class <span style="color: red; font-weight: bold;">-1</span>	Refusal to work <span style="color: red; font-weight: bold;">-1</span>

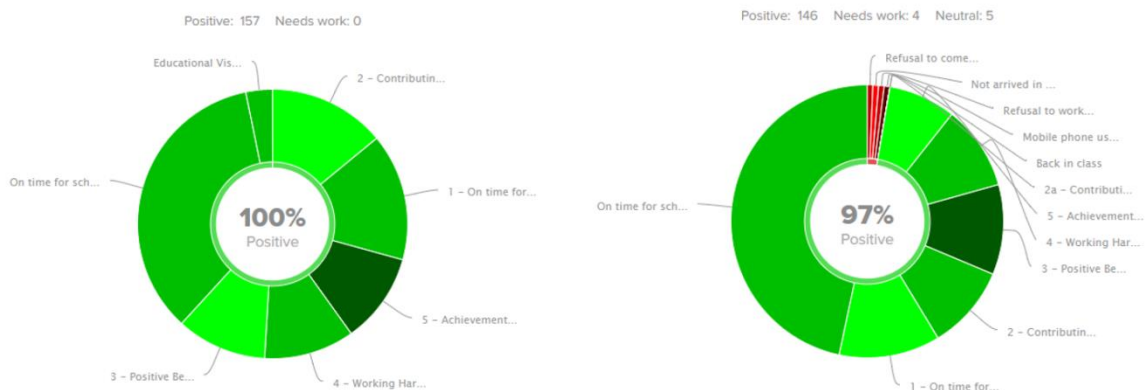


## D2 – measuring pupil performance effectively and setting challenging targets

Student points are collated weekly, with the highest point scorer each week achieving the *Star of the Week* award, celebrated at the whole-school assembly. Students can view their profiles online at any time, and each student's parent/carer can see in real time their child's behaviour over a day, week, month, or year.

The two profiles below highlight the behaviour system at work, focusing on the positives so that the majority of assessments are green. This system is tracked and presented half termly, and is coloured in the same way as all other systems to provide continuity and ease of assessment. A whole-school snapshot will show overall a positive % (with the proportion of positives vs needs work), which lets us

identify students not meeting our expectations, challenge where needed, and provide appropriate interventions.



An example of a whole-school, snapshot for behaviour is depicted below:

### MIS

Gender	LAC	SEN	Plan	FSM	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1		
					Positive	Needs Work	Percentage	Positive	Needs Work	Percentage	Positive	Needs Work	Percentage	Positive	Needs Work	Percentage	Positive	Needs Work	Percentage
M					331	0	100%	463	0	100%	455	0	100%	340	0	100%	224	0	100%
M				Y	341	7	98%	300	10	97%	251	11	96%	249	16	94%	177	4	98%
F					539	4	99%	598	4	99%	405	5	99%	466	3	99%	254	1	100%
M					218	13	94%	316	7	98%	404	16	96%	345	16	96%	229	8	97%
M					581	5	99%	714	6	99%	575	21	96%	539	24	96%	305	0	100%
M					457	8	98%	436	4	99%	502	24	95%	165	7	96%	145	4	97%
M				Y	309	10	97%	421	9	98%	517	20	96%	223	24	90%	52	10	84%
F	Y			Y	514	52	91%	584	42	93%	153	39	80%	176	4	98%	227	8	97%
M					558	19	97%	372	5	99%									
M			Y		620	24	96%	792	7	99%	568	21	96%	508	16	97%	453	11	98%
M					563	17	97%	484	21	96%	428	27	94%	602	19	97%	286	8	97%
M					178	6	97%	177	3	98%	148	6	96%	171	19	90%	69	5	93%
M				Y	643	11	98%	177	0	100%				191	3	98%			
M			UR		543	5	99%	575	16	97%	450	20	96%	483	34	93%	270	41	87%
M			Y		460	10	98%	341	13	96%	326	10	97%	175	12	94%	236	7	97%
M					598	1	100%	540	0	100%	394	5	99%	412	4	99%	213	3	99%
M					529	8	99%	689	10	99%	502	2	100%	717	1	100%	511	0	100%
M			Y		516	4	99%	568	8	99%	535	5	99%	659	14	98%	343	10	97%
M					299	0	100%	554	0	100%	500	0	100%	470	2	100%	345	0	100%
M					477	2	100%												
F			Y		394	3	99%	269	1	100%									
M			Y		537	6	99%	679	24	97%	515	26	95%	592	28	95%	440	20	96%
F					208	0	100%	637	0	100%	659	1	100%	582	7	99%	242	1	100%
F					225	2	99%	694	0	100%	482	23	95%	426	11	97%	312	1	100%
M					360	2	99%	669	8	99%	574	13	98%	601	22	96%	475	10	98%
M					232	5	98%	634	6	99%	607	19	97%	633	5	99%	570	7	99%

The Axis Academy will use the same MIS system as TFA – *Arbor*. This system has been designed for single school and multi-academy use, and provides a one-stop shop for securely held information. All school information will be held on this system with headline figures being input to produce year-on-year comparison data, as well as comparison data between the two Academies. By using the same system in both schools, training becomes easier, while remaining cost effective.

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

### **Reporting**

The Axis Academy will report in the same manner as is currently employed at TFA.

Parents and Carers – Parents and Carers of all our students can expect half-termly formal reports and, additionally, they will be connected to our parent portal, There they will be able to monitor their child's behaviour in real time every day and talk to an appropriate staff member, or governor, or both immediately. A weekly phone call is made highlighting how the week has progressed, and explaining what is going on in each subject throughout the school every day (part of our online community outreach). Parents who cannot access the internet will receive the weekly phone call from the form tutor, and a print out of the week's behaviour sheet for their child, together with any photos that have been taken of their work, to make every effort to fully involve them in their child's education.

Looked After Children (LAC) – *Looked After Children* are subject to regular review. We will hold a personal education plan meeting (PEP) every term, setting SMART, consistent targets and reviewing their successes and needs.

Special Educational Needs (SEN) – Educational, Health and Care Plans (EHCP) will be reviewed annually, led by the SENCo with support from the form tutor, to make sure all needs of an individual student are being addressed within school. This review will also ensure that any allocated additional funding has been spent to support that student. This annual process will address all other applicable statutory requirements.

### **School Improvement Planning**

The Academy will have two whole-school overview documents: the self-evaluation form (SEF) and the school development plan (SDP). The SEF and SDP will directly involve Governors and be shared with staff and student leaders. These will also be scrutinised by and developed with partner Head teachers.

SEF –The SEF is a working document, updated half-termly by the SLT, and termly, with an external partner Head teacher, and the Governors (normally at separate meetings). This enables the school's strengths and weaknesses to be accurately understood and addressed.

SDP – The SDP documents a set of initiatives aimed at constantly improving the quality of learning within school. These initiatives centre around the areas of leadership and management, teaching, learning and assessment, behaviour, welfare and safeguarding, outcomes, SMSC, and British values. Each initiative generates SMART targets, clearly outlining impact, milestones, responsibility, and costs.

### **Monitoring high-quality practice**

An vital part of the work of the ELT and SLT is monitoring the impact and quality of teaching and learning within school, and holding our staff to our aspirations.

Performance management: - Performance management is an important part of staff management, setting out as it does the expectations we as a school want to see achieved. SMART targets will be set for specific areas: subject teaching, whole-school additional responsibilities, and continued professional development. Performance management actions have a direct link with performance-related pay, and allow senior leaders to hold staff to account, and reward success. Staff failing to meet a set target will undertake rigorous remedial action plans setting out specific steps to be achieved,

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

as well as being afforded more personal time with an outstanding practitioner, or senior leader.

Data trends: - A clear sign of effective teaching is given by positive data trends. Our data-collection system and review process ensures we are a data-rich school. Regular review of this data allows senior leaders to intervene swiftly to ensure that standards are maintained and improved, and that minimal learning time is lost.

Learning Walks: - As we are only a small setting, learning walks can take place frequently to monitor general classroom behaviours and challenge learning. It will be commonplace, so as to be un-intimidating, to challenge students openly on what they feel they are learning, and the how and why of that learning.

Planning scrutiny: - A well-planned lesson leads to a positive learning environment. A positive learning environment stretches students to achieve and ultimately to succeed. We require a planning document to be submitted to the Assistant Head not later than the Sunday night before the week's plan commences. These documents will be actively checked for quality; certain plans will be chosen at random by the Head of School and checked during the lesson.

Marking scrutiny: - Together with planning, marking completes the paradigm of high-quality teaching. Books are scrutinised twice a month by senior leaders. All subjects will have customised workbooks where the marking policy is clearly set out.

Formal lesson observations: - Once a term every member of staff will be subject to a full-length formal lesson observation. Staff will have to prepare a detailed lesson plan, highlighting all key areas of their lesson, and including all appropriate differentiation and SMSC/BV links. Staff will also complete a pen profile of their learners. This will give an overview of the students' working abilities, working level, and aspirational targets, as well as any specific strategies used within the class to manage behaviour. Formal lesson observations will be conducted by senior leaders, with some joint lesson observations taking place to standardise findings. Additionally the Academy will have SIPs complete learning walks and lesson observations for further validation.

## **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.

Please:

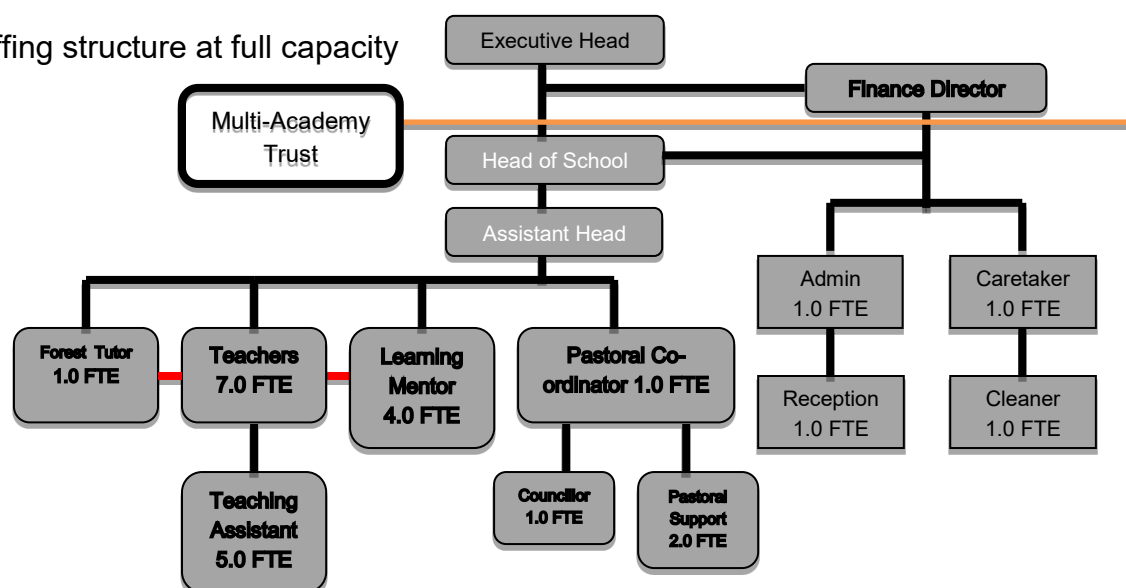
- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

The Staffing structure for The Axis Academy will promote unity, provide support for one another, and be overseen and reinforced by an executive MAT team.

The Axis Academy – Staff growth plan (3-year)				
	Roles	2019-2020	2020-2021	2021-2022
	Number on role	21	34	40
ELT	Executive Head / CEO	1	1	1
	Finance Director	1	1	1
	<b>Executive Leadership</b>	2	2	2
SLT	Head of School	1	1	1
	Assistant Head	1	1	1
	<b>Senior Leadership</b>	2	2	2
Teaching Staff	Teachers: Core Eng/Maths/Primary/Sci	3	4	4
	Class Teacher Tier 2/3 subjects	0	2	3
	Learning Mentors	4	4	4
	Forest Schools Tutor	0	0.6	1
	<b>Teaching Staff (less SLT)</b>	7	10.6	12
	<b>Ratio of teaching staff to students (incl SLT)</b>	1:2	1:3	1:3
Support Staff	Pastoral Co-ordinator	1	1	1
	Mental Health Councillor	1	1	1
	Teaching Assistants TAs	1	3	5
	Pastoral Support	1	2	2
	<b>Support Staff</b>	4	7	9
	<b>Ratio of support staff to students</b>	1:5	1:5	1:4
Admin & Site Staff	Finance/Senior Admin	1	1	1
	Receptionist	0	1	1
	Site Supervisor	1	1	1
	Cleaner	0	1	1
	<b>Admin &amp; Site Staff</b>	2	4	4

Staffing structure at full capacity



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

**Curriculum offer during growth:**

Subject	Year 1	Year 2	Year 3
English	Full – Teacher	Full – Teacher	Full – Teacher
Maths	Full – Teacher	Full – Teacher	Full – Teacher
Science	0.8 – Learning Mentor support by TFA	Full – Teacher	Full – Teacher
Geography	Full – Learning Mentor	Full – Teacher	Full – Teacher
Computer Science / ICT	Support curriculum through TFA	Full – Teacher	Full – Teacher
Art	Full – Learning Mentor	Full – Learning Mentor	Full – Learning Mentor
PE	Part Time – 0.6 Assistant Head	Part Time – 0.6 Assistant Head	Full – Learning Mentor
Design Technology	Support curriculum through TFA	Full – Teacher	Full – Teacher
Food Technology	Full – Learning Mentor	Full – Learning Mentor	Full – Learning Mentor
Music Technology	Full – Learning Mentor	Full – Learning Mentor	Full – Learning Mentor
Forest School	0.2 – Learning Mentor	0.6 – Tutor	Full time – Tutor
PSHE / SMSC	Full – Pastoral team	Full – Pastoral team	Full – Pastoral team
Workskills	Full – taught by form tutors	Full – taught by form tutors	Full – taught by form tutors

**Growth Capacity**

During the growth phase of the Academy, we will have considerable capacity to support students even though not at full staffing.

In the first year there will be 5 classes across the Academy, all accessing 25 lessons a week, this means the teaching staff delivering 125 lessons. Within the staffing structure, there will be 7.5 FTE teaching staff meaning the delivery of just under 17 lessons a week, this equates to staff having a 70% teaching timetable (without the Assistant Head teaching) this will allow plenty of capacity to conduct further support roles that will eventually become the role of teaching assistants.

For specialist support in Hair and Beauty, we would take a group of students over to The Fermain Academy (TFA) to be supported in our bespoke Hair and Beauty studio with the subject specialist; there is a current capacity for one and a half days teaching within the Fermain's curriculum.

For the Computing and ICT specialist curriculum, a member of staff from TFA would spend a day a week at The Axis Academy broadening the curriculum further; this

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

capacity has already been built into the Fermain curriculum and will be easily sustained for the first year.

In the second year we will add an additional class but increase staffing within school allowing pastoral staff to focus fully on creative interventions to meet the needs of the increased number of students but still allow staff to have no more than an 80% teaching timetable, thus again, allowing staff to contribute beyond the classroom through activities such as further support, interventions and outreach.

At full capacity teaching assistants will support the ILP process, during growth this will be additionally supported by Learning Mentors.

#### **Staffing Strategy**

As described throughout Section D, personalised education is the heart of our provision and involves tailoring learning to the needs of each student. The pastoral co-ordinator will provide the first part of this key role by collecting baseline data on entry. After supplying document overviews, teachers, learning mentors, and TAs will help provide a personalised learning experience and, where needed, targeted interventions. The social and emotional growth of our students, through the delivery of a strong behaviour code centred on a coaching and restorative methodology, will be reinforced at every level within school by the staff's operating as 'one united team'. Additionally, we have an extensive extra-curricular programme to help support engagement and personal learning. These sessions are designed to develop effective relationships, by allowing students to participate in a range of activities they would not normally have the opportunity to experience. All elements of the sessions are designed to stretch their understanding and appreciation of spiritual, moral, social and cultural issues.

#### **Why our structure**

The staffing structure is designed to give all students a broad and balanced curriculum, delivering high-quality teaching and, in due course, qualifications that will ensure our students go on to lead effective and fulfilling lives. To achieve this, we will ensure that all learners by KS4 have access to a minimum of 5 GCSE subjects, or Progress 8 equivalents, and that learners at KS 1, 2 & 3 make excellent progress across the whole of the curriculum the better to prepare them for KS4. We therefore recognise the need to recruit high quality teachers, learning mentors, and TAs, led by an effective Senior Leadership Team (SLT), directly overseen and supported by an Executive Head and Finance Director (ELT), and the Governors. The Assistant Head will be the designated SENCo and will lead the review process, and initiate and implement changes to any EHCP.

#### **Phased Growth**

The organisational table shows the proposed staffing structure for The Axis Academy on a 3-year growth plan enrolling 21 FTE placements in year one, 34 FTE placements in year two and 40 FTE (full capacity) placements in year three. In essence, we expect to appoint most key posts from year 1, including SLT, core teachers, the pastoral support team, and learning mentors to allow extension of the curriculum. The sustainable scale of growth has been costed using the EFA budgeting sheet and provides robust structures as we go through our growth cycle to full capacity. With this staffing plan and an effective support team, we are confident we can offer an



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

exceptional learning experience to every learner from Opening Day. As we grow the teachers will pick up more teaching time, and so we plan for the steady addition of more support staff, who will help with academic and personal growth and allowing, where needed, structured interventions and engagement. As highlighted earlier, this approach is calculated to maintain effective adult/student ratios, whilst at the same time providing full leadership and individually focused learner-support arrangements from the outset.

The Axis Academy aims to be predominantly self-sufficient from the outset; as such, our recruitment strategy prior to opening will focus on *core curriculum* areas to ensure all Key Stages are properly supported from opening. In our experience, there is a wealth of potential in this recruitment market. We are, therefore, confident that, by adopting similar strategies for The Axis Academy as have been employed so successfully at TFA, we will appoint quality and then imbue that staff with our ethos and aspirational practice, so simultaneously providing a high-quality curriculum offer.

**Delivery at reduced numbers**

To anticipate a possible shortfall in student’s numbers when the academy is young we have also costed a contingency budget based on taking only 70% of the cohort year on year. As you will see from the excel document provided we have been able to maintain the planned broad and balanced curriculum by moving staff to part-time and combining groups to allow for the same levels of support and guidance. If The Axis Academy was under supported, within Cheshire East, we would look to enrol the additional students to reach PAN from neighbouring Authorities who have already expressed an interest in placing students with the school. Additionally we would support more assessment placements increasing our offer from 3 to 6 to meet our predicted numbers. Should we be unable to meet our PAN through these methods we would look further at salaries for example reducing Head of School wage to match that of the cohort size. An additional development area we would want to explore is the investment in ITT. We already successfully train our own teachers at The Fermain Academy and would look to do this within The Axis Academy. This would in turn, allow us to further broaden the curriculum while maintaining the budget.

Role	Key Responsibilities	Experience & Qualifications
<p><i>Executive Head:</i> Nicholas Brindle</p>	<ul style="list-style-type: none"> <li>- To provide strategic leadership, securing success and continuous improvement for MAT schools.</li> <li>- To ensure high-quality education for all students and the highest standards of learning and achievement.</li> <li>- Creating (with the Trust Members) and communicating a shared vision, ethos and strategic plan for the MAT that inspires and motivates all stakeholders and caters for the needs of each individual school and its community.</li> <li>- Translate the Vision into clear objectives that promote and sustain school improvement.</li> <li>- Initiate / build the capacity for change.</li> </ul>	<p>Currently the Principal of TFA</p>



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

	<ul style="list-style-type: none"> <li>- Develop and implement robust systems for key areas including short-, medium-, and long-term strategies that ensure improvement, sustainability, and capacity building.</li> <li>- Empower, develop, and maintain strategic leadership and oversight, to support succession planning and meet the needs of all schools in the partnership.</li> <li>- Ensure the schools move forward for the benefit of all students and their communities.</li> <li>- Motivate and inspire stakeholders to create a strong, shared culture of learning with this in an inclusive ethos and environment.</li> </ul>	
<p>Finance Director – Sam Finch</p>	<ul style="list-style-type: none"> <li>- Create organisational structures that reflect the schools’ values, and enable the management systems, structures, and processes to work effectively in line with legal requirements.</li> <li>- Ensure the schools and their resources are organised and managed to provide an efficient, effective, and safe learning environment.</li> <li>- Recruit, retain, and deploy staff effectively across both schools.</li> <li>- Ensure the SLTs are empowered and able to support the smooth operation of both schools.</li> <li>- Ensure the partnered schools’ resources are deployed to secure value for money.</li> <li>- Produce and implement clear, evidence-based improvement plans and policies for the development of the schools and their facilities.</li> <li>- Manage and optimise the use of financial and human resources to achieve the schools’ educational goals and priorities.</li> <li>- Ensure the range, quality and use of resources is monitored, evaluated, and reviewed to improve the quality of education for all students, and provide value for money.</li> <li>- Ensure effective time management between each partner school to ensure an effective leadership presence on all sites (as needed).</li> </ul>	<p>Currently Business Manager at TFA</p>
<p>Head of School</p>	<ul style="list-style-type: none"> <li>- To work with the Executive Head on the implementation of the Trust’s Vision, ethos and</li> </ul>	<p>Graduate Qualified</p>

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

	<p>aspirations for all stakeholders.</p> <ul style="list-style-type: none"> <li>- Develop and implement a full range of policies, plans, systems, and procedures that align with the Trust’s vision into deliverable set objectives, outcomes and actions specifically for The Axis Academy (these will be reviewed regularly with the Executive Head teacher).</li> <li>- Directly lead and manage The Axis Academy staff team, and be responsible, to the Executive Head, for all day-to-day running of the Academy.</li> <li>- Work, with the Finance Director, to maintain a viable budget for The Axis Academy and use funding effectively to improve outcomes.</li> <li>- Ensure, through regular monitoring and performance management, that a suitably skilled and motivated workforce is in place, across every aspect and at all levels of the Academy, with the knowledge and capability to deliver the aspirational targets.</li> <li>- Manage and organise the learning environments effectively and efficiently to ensure the Academy meets the needs of the curriculum and its student cohort, including all health and safety requirements.</li> <li>- Oversee the use of effective behaviour systems and restorative approaches, nurturing and endorsing a respectful culture, and conduct, throughout the Academy.</li> <li>- Be fully informed and responsible for safeguarding; promoting student welfare and ensuring strict adherence to all safeguarding and child-protection policies.</li> <li>- Ensure the Academy is fully compliant with all external auditing and inspection requirements.</li> <li>- Be responsible for the safety, welfare, and achievements of all students by maintaining a prominent presence and supporting all staff in providing effective education and management of students.</li> <li>- Take responsibility for overseeing CPD throughout the Academy. Identify gaps in knowledge and skills and provide the right high-quality mentoring, experiences, and courses to inspire and maintain the aspirational vision of the Trust.</li> </ul>	<p>Teacher</p> <p>Successful experience as an SLT member</p> <p>A high-quality practitioner</p> <p>Extensive experience of working with vulnerable learners and SEN students (preferably SEMH).</p> <p>Knowledge and experience of safeguarding, and working practices of a multi-agency workplace.</p>
<p>Assistant Head – SENCo</p>	<ul style="list-style-type: none"> <li>- Support the Head of School, with the implementation of the Trust’s Vision, ethos, and aspirations for all stakeholders.</li> </ul>	<p>Graduate. Qualified</p>

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

	<ul style="list-style-type: none"> <li>- Assist in the development and implementation of a full range of policies, plans, systems, and procedures that correlate with the Trust’s Vision into deliverable set objectives, outcomes and actions focused specifically on The Axis Academy.</li> <li>- Lead on all aspects of aspirational teaching and learning, overseeing the day-to-day educational delivery from teachers, learning mentors, pastoral support, and classroom support.</li> <li>- Support models of outstanding practice in teaching, assessment, recording and reporting to ensure that high standards of achievement are maintained and effective good-quality relationships exist between staff and students.</li> <li>- Work with the Head of School to ensure teaching and learning is regularly and meticulously monitored to maintain excellent practice, and effectively intervene and hold to account less-than-good practice.</li> <li>- Support the Head of School to develop and retain an effective, suitably skilled, and motivated work force at all levels throughout the Academy.</li> </ul> <p><u>SENCo Role</u></p> <ul style="list-style-type: none"> <li>- Manage, and effectively co-ordinate, support staff to help identify and support the needs of students with suspected or statemented special educational needs.</li> <li>- Manage statutory processes associated with special educational needs and education, health, and care plans.</li> <li>- Create, update, and disseminate one-page profiles to all staff around SEN learners’ needs.</li> </ul>	<p>Teacher.</p> <p>Successful experience as an MLT member.</p> <p>A high-quality practitioner.</p> <p>Extensive experience of working with vulnerable learners and SEN students (preferably SEMH).</p> <p>Experience of monitoring and holding staff to account.</p> <p>A qualified, or currently becoming qualified, as a SENCo.</p>
Teachers	<ul style="list-style-type: none"> <li>- Oversee the core curriculum (for their specific area) delivering high-quality learning to all students, and leading by example in teaching practice.</li> <li>- Guide and support learning mentors throughout the Academy.</li> <li>- Develop current teaching practice to keep up with curriculum changes and effective methods of teaching, including new technology.</li> <li>- Uphold the aspirational expectations of behaviour and engagement throughout the school day.</li> <li>- Maintain effective communication with parents,</li> </ul>	<p>Graduate.</p> <p>Qualified Teacher.</p> <p>Record of, as a minimum, good-quality teaching.</p> <p>Experience of working with vulnerable students.</p>

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

	<p>especially those connected to their form group.</p> <ul style="list-style-type: none"> <li>- Follow and implement all Academy policy and practice.</li> <li>- Deliver twilight CPD sessions to learning mentors.</li> <li>- Effectively manage behaviour in the classroom using whole-school systems.</li> <li>- Record progress both formatively and summatively in line with the Academy assessment calendar, planning interventions for students not achieving expected progress.</li> <li>- Build rapport with all students in school supporting them with activities during social time, providing guidance, and interest for each student.</li> </ul>	
<p>Pastoral Co-ordinator</p>	<ul style="list-style-type: none"> <li>- Lead in the induction of students into school, actively engaging them in school life; completing all baseline assessments.</li> <li>- Link with parents and carers, including home visits, to involve them in their child’s learning.</li> <li>- Line manage the pastoral support to provide needed interventions in personal social development.</li> <li>- Co-ordinate one-page profiles for all students after full induction process is complete.</li> <li>- Conduct phone calls home to parents and maintain parental engagement online through our parent portal.</li> <li>- Link with support supervisors like Vision and CAMHS, for students identified with specific multi-agency needs.</li> <li>- Oversee and monitor the recording and evaluation of PSD progress across school.</li> <li>- Organise careers and post-16 destinations.</li> </ul>	<p>Graduate.</p> <p>Wide experience of working with vulnerable students.</p> <p>Youth work experience.</p> <p>Proven ability to build constructive relationships.</p> <p>Experience of developing personal and social skills.</p>
<p>Learning Mentors</p>	<ul style="list-style-type: none"> <li>- Oversee the curriculum area they are delivering, and maintain, as a minimum, good-quality standards.</li> <li>- Work with the SLT and teachers to improve practice and become an extremely effective practitioner.</li> <li>- Uphold the aspirational expectations of behaviour and engagement throughout the school day.</li> <li>- Maintain effective communication with parents, especially those connected to their form group.</li> <li>- Follow and implement all Academy policies and</li> </ul>	<p>Graduate.</p> <p>Additional experience in their subject area.</p> <p>Experience of working with students of similar age.</p> <p>Experience of planning</p>

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

	<p>practice.</p> <ul style="list-style-type: none"> <li>- Attend regular CPD to improve knowledge and practice.</li> <li>- Manage behaviour effectively in the classroom, using whole-school systems.</li> <li>- Record progress both formatively and summatively in line with the Academy assessment calendar, planning interventions for any students not making expected progress.</li> <li>- Build rapport with all students in school, supporting them with activities during social time, providing guidance, and interest for each student.</li> </ul>	<p>activities for children.</p>
<p>Mental Health Counsellor or</p>	<ul style="list-style-type: none"> <li>- Work with individuals, groups, and whole-school community to improve and lead on mental health.</li> <li>- Encourage students to discuss emotions and experiences.</li> <li>- Examine issues including substance abuse, ageism, bullying, anger management, careers, depression, relationships, LGBTQ issues, self-image, stress, and suicide.</li> <li>- Work with families.</li> <li>- Help students define goals, plan actions and gain insights.</li> <li>- Develop therapeutic processes throughout school practice.</li> <li>- Refer students to CAMHS and other services, as needed.</li> <li>- Take an holistic (mind and body) approach to mental health care.</li> <li>- Help students to see things more clearly or in a different way.</li> </ul>	<p>Counsellor qualifications, with children and young people.</p> <p>Experience of working with SEMH students and families.</p> <p>Proven empathy and people skills.</p>
<p>Pastoral Support</p>	<ul style="list-style-type: none"> <li>- Support the Pastoral Coordinator, enabling them to fulfil their tasks and duties more effectively.</li> <li>- Assist with the implementation, monitoring, and review of programmes intended to aid individual students' social and academic development.</li> <li>- Make appropriate student referrals to support agencies to help and assist young people with their emotional and other support needs.</li> </ul>	<p>Experience of working with vulnerable young people.</p> <p>Experience of developing personal and social skills with young</p>

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

	<ul style="list-style-type: none"> <li>- Liaise effectively with parents, schools, and other agencies, as necessary, including attendance at Reviews and conducting home visits where appropriate.</li> <li>- Enable students to deal with behavioural and emotional difficulties or particular vulnerabilities in and out of school.</li> <li>- Work closely with senior managers and teaching staff in school to enable students to make educational and personal development progress.</li> <li>- Keep appropriate records, record for relevant school databases, and report on the above core elements as necessary or required.</li> <li>- Provide regular feedback to Pastoral Coordinator and Senior Management on student progress.</li> </ul>	<p>people.</p> <p>Experience of working in either formal &amp; informal educational settings, preferably both.</p> <p>Ability to create a rapport and build constructive relationships</p>
Teaching Support	<ul style="list-style-type: none"> <li>- Assist teaching staff in the delivery of learning activities and work one to one or in small groups under the direction of the teacher</li> <li>- Provide input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans.</li> <li>- Support a form tutor with a form group and completing each students ILP</li> <li>- Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits)</li> <li>- Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well-being.</li> <li>- Attend to the personal and social and needs of pupils so that their well-being is maintained.</li> <li>- Supervise pupils during social times so that good relationships are forged and maintained with the pupils</li> </ul>	<p>Past experience of working with children</p> <p>Further education experience</p> <p>Understanding of safeguarding</p>

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

Please:

- use the space provided below; and
- refer to the [application 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

#### **Support** – *Personal, Social, and Emotional Development*

PSED are three of the building blocks for future success in life. They are closely linked to each other, and often bracketed together as one curriculum area. However, PSED is not a discreet area, and links pervasively into all areas of a school's delivery.

The three areas are:

- Personal development (Being me) – how we come to understand who we are and what we can do; how we look after ourselves.
- Social development (Being social) – how we come to understand ourselves in relation to others; how we make friends, understand the rules of society and behave towards others.
- Emotional development (Having feelings) – how we come to understand our own and others' feelings; how we develop our ability to 'stand in someone else's shoes' and see things from their point of view, often referred to as *empathy*.

Successfully embedding the awareness and process of PSED is essential for our students and for all aspects of their lives.

It will help them to:

- Relate well to peers, children and adults;
- Be able to make friends and get on with others;
- Feel secure and valued;
- Explore and learn confidently;
- Feel good about themselves.

Early and effective PSED has a huge impact on later wellbeing, learning, achievement, and economic circumstances. There are a range of factors that can adversely impact upon a student's PSED.

Abuse	Poor health	Poverty	Lack of warmth and affection
Poor housing	Parental drug or substance abuse	Social, racial or cultural discrimination	Poor relationships with practitioners

The PSED focus in terms of our Academy practice is on:

- Positive Relationships: Students learn to be strong and independent from a base of loving and secure relationships with parents, and/or a key person,



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

and their peer groups.

- Enabling Environments: The environment plays a key role in supporting and extending student's development and learning.
- Learning and Development: Students develop and learn in different ways and at different rates, and all areas of learning and development are equally important.

#### **Attachment – *The importance of positive relationships***

Relationships lie at the heart of all human experience and interaction, and it is vitally important that all students are taught the social skills needed to interact successfully with other people and to form good relationships.

Vulnerable students, potentially a good many of our cohort, can struggle to form meaningful relationships due to attachment difficulties. The importance of children experiencing secure, attached relationships with the key adults in their lives is well-known. Often, when professionals discuss attachment, they refer to the parent-child relationship, but it is important that our students are securely attached to the staff team in the Academy as well. Our cohort of students will need lots of opportunities and encouragement. The staff team will focus on relationship building and PSED around social times in school and build on a positive social experience to help develop empathy; this is not always easy for students with SEMH to grasp and master.

#### **Catering for all students of faith / world views,**

The Axis Academy will celebrate and value any and all diversity brought by its students and aims to create an environment where religious beliefs and world views are welcomed and respected.

Training the next generation of responsible citizens is an important task for any school, but particularly in the case of The Axis Academy, as our cohort of students are a vulnerable group often looking for a place to fit in and be accepted. It is as important, therefore, to safeguard them against extremist views. Development of an informed understanding of the wider world will help build trust and respect between all stakeholders, challenging student misconceptions, and building a truly inclusive community.

To achieve this, The Axis Academy will:

- Have an inclusive ethos and practice in both its formal programmes (the timetable) and informal programmes (breaks, lunch sports, games, clubs, extracurricular activities). The physical structure of the Academy, in its displays, classrooms, offices and corridors will reflect inclusion as a whole-school community.
- Good, positive, open relationships between staff and students are essential. The whole staff team are role models, and so are older students, who will become student leaders and be involved in mentoring and “buddy” structures in the school. These systems will allow older students who have developed student voice to mentor a new student to take over from them when they move to post-16 education. We will also encourage KS4 students to support our core ethos with KS2 mentoring.
- The curriculum can be adapted to reflect the cultures of the students. With

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

particular focuses highlighted in geography, SMSC, music, food technology, PSHE, as well as having key elements embedded across school.

- Bullying and racism will be confronted with robust policies and practice. Students need to feel and be safe in the Academy, so anything working detrimentally against this will not be tolerated.
- Parents and carers need to be central to their child's education and feel included and listened to. Although this can be difficult with the cohort of students we are expecting, we will establish multiple strategies to inform, support and engage parents. This is further explained in section E.
- Staff will access regular continuing professional development to help them reflect on, plan for and discuss new approaches and ideas. Cultural and linguistic knowledge are two obvious areas, but equally important is the need to practice differentiation and recognise and adapt to changes in the classroom.
- Most important, students will always be given the opportunity to socialise and learn in an open, tolerant and supportive environment where high standards are set and expected from and for all. Students will experience different faiths, communities, and backgrounds through a variety of planned experiences both in and outside of school. Students will work together, learn from one another, and respect each other's views.

#### **Social, Moral, Spiritual and Cultural (SMSC) education with British Values (BV)**

Promoting fundamental British Values as part of SMSC in school is a golden thread that will run throughout the Academy. Students will access weekly-dedicated lessons focused on the promotion of SMSC and BV for the whole cohort of students, these lessons will link to collapsed timetable days at least once a term, with a specific focus and immerse the students in a day of SMSC and BV.

Active promotion means challenging any contrary opinions and behaviours. Students will learn about and experience the principles of democracy. They will understand that whilst different people have different views of right and wrong, all people living in England are subject to its criminal and civil law. They will understand the difference between state and religious laws and appreciate that the freedom to hold other faiths is protected.

The Axis Academy will do this by establishing a strong school ethos and by providing relevant activities both within and beyond the classroom: engaging in the UK Youth Parliament, in-school voting systems supporting peer feedback and students leader elections, highlighting pupil voice; mock elections and debates at times of general and local elections; using a wide range of resources to understand a range of faiths, including guest speakers; as well as extracurricular activities which support British values.

#### **Personal, Social, Health & Economic Education (PSHE)**

To work alongside our SMSC & BV curriculum our PSHE curriculum interweaves with the areas listed above.

PSHE education is designed to help students develop the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE deals with real

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

life issues, which affect children and young people, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes.

The pervasive benefits of a strong PSHE curriculum are clear. It provides support to all students in all aspects of their future lives. It allows and enables our vulnerable cohort to build and develop, and thereby achieve their full potential. The key underlying aims of the PSHE curriculum area are:

- To make links between PSHE and other subjects, their own personal experiences and related issues in the wider world
- To provide all learners with a PSHE curriculum, that is sensitive to both individuals and groups, and also appropriate to their needs and abilities
- To raise learners' self-esteem and positive self-image, to develop the confidence and self-responsibility to fulfil their potential
- To encourage learners to have worthwhile and fulfilling relationships and develop confidence in forming positive social relationship
- To develop learners' ability to reflect on their own personal circumstances and to value and respect others opinions
- To provide opportunities for learners to explore values, attitudes, current life experiences and beliefs and to reflect on these to make informed choices regarding personal and social issues;
- To educate all students on the PREVENT agenda, directly challenging radicalised and extremist views, following all government guidelines.
- To respect diversity and foster understanding of cultural and/or religious differences.

The subjects covered in the PSHE curriculum are:

PREVENT	Sex and Relationships Education	Physical Activity and Well-Being
Drugs Education	Anti-Bullying	Learner Protection
Healthy Eating	Independent living	Beliefs and Values
Citizenship and community	Emotional Health and Well-Being	Personal Finance
Staying safe online	Physical and Social Environment	

The Axis Academy will have no religious affiliation but recognises the right to freedom of thought, conscience and religion, therefore we will, as far as is reasonably practicable, provide facilities and services that accommodate the obligations of those following particular faiths. All relevant staff will receive appropriate training and guidance in relation to religion, belief and non-belief to carry out their responsibilities under this policy.

Every allowance will be made to provide suitable space for prayer, quiet contemplation and ablution where practical and will provide each student and parents/carers

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

information about this provision should there be need for it. We will also provide information on places of worship, services and facilities, which are provided in the local community and Cheshire East.

To accommodate religious or associated cultural dietary requirements each student will have an individual order of food; we anticipate using the same company as TFA for this reason. Details would be clarified during the referral and induction processes.

#### **Extra-Curricular**

Our philosophy for extended learning is to provide an informal teaching environment where young people can begin to explore themselves both as individuals and group members, and make inroads into their spiritual, moral, social and cultural (SMSC) learning. This will include opportunities for learners to explore beliefs, develop imagination and increase their understanding of moral and ethical issues. For example, we will offer extended recording sessions through our music curriculum and focus on a specific culture which can link to an extended art project on that culture on another afternoon. Our learners will develop their social skills in different contexts, and be able to work with others to resolve conflicts should they occur.

#### **Safeguarding**

At The Axis Academy we will recognise our statutory duty to safeguard and promote the welfare of our students and that they have a fundamental right to be protected from harm. Through our day-to-day contact with the students we will be particularly well placed to observe outward signs of abuse, changes in behaviour and signs of failure to thrive. The Axis Academy will be rigorous and unwavering in this commitment and make sure the school policies are adhered to precisely. We plan to opt into the Local Safeguarding Children's Board (LSCB) health checks - the Safeguarding Children in Educational Settings (SCIES) deliver all safeguarding training in Cheshire East in conjunction with the LSCB, and check current practice and updates with new initiatives i.e. Operation Encompass.

The Axis Academy is also committed to safer recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, with all senior leaders completing the appropriate training.

All staff will have appropriate safeguarding training and also be trained in additional subjects that include but not limited to: PREVENT, Child Slavery, CSE, FM, BI, FGM, E-safety and Child Neglect

We understand that each child and family is unique with differing experiences, circumstances and perspectives. However ALL children have the right to protection from neglect, physical, emotional and sexual abuse. Everyone has a responsibility for the protection of children and for reporting concerns about a child's welfare or safety.

For The Axis Academy:

The well-being of the child is the paramount consideration in all the work we do.

- In any conflict between the needs of the child and those of the parents/carers, the needs of the child will always be put first.
- Children will be listened to and taken seriously, whatever their level of development or communication.

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

- Children’s wishes and feelings will be taken into account; children will be involved in decisions about their future in ways appropriate to their age and understanding.
- Work with children should be sensitive to the child as an individual with particular needs and circumstances.
- All children will be treated with respect and accorded full civil and legal rights.
- Professionals concerned with child protection investigations must make every effort to identify and ameliorate any disadvantage arising from ethnic origin, culture, religion, language, gender, sexual orientation, class, disability or age.
- Particular attention should be paid to the vulnerability of children with a disability, special needs or communication difficulties.

The Axis Academy will endeavour to adopt a whole-school approach to behaviour management that is rooted in restorative practice and coaching students. This method centres on everyone being encouraged to reflect on their own actions and contrast these to an agreed set of behavioural expectations. We are keen to create the same positive atmosphere established at TFA with students talking positively about their behaviour and achievements. We have seen first-hand that this encourages far more positive interactions amongst the student cohort and moves them to strive for more adulation through positive actions throughout the school community. As with TFA, we hope that this brings the cohort together as a self-regulating community who respect one another and look after what they have together. We are aware that this approach requires energy, commitment and patience from the whole staff team, however, based on our experiences, knowledge and understanding, we fundamentally believe that this is the most effective way to engage and progress with our perceived cohort.

#### **Attendance**

The Axis Academy is fully committed to pursuing each students attendance through robust systems and approaches, this will start by making the school environment a positive and rewarding place to be, alongside regular contact with parents and carers at all staffing levels and open events to share the quality learning that students achieve.

Moreover, we want to make sure that learners and parents understand that regular and punctual school attendance is paramount if we are to ensure that all other aspects of The Axis Academy will work, as we say to all students *“we can’t help you anywhere near as much as we want to, if don’t come through the front door”*.

# Section E – Evidence of consultation and demand

## E1 - Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

### E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

#### Local Authority Overview

The Local Authority has acknowledged the need for this special school and has identified the specific area of most need within the County. The Head of Service (SEND) and Head of Children’s Commissioning at Cheshire East County Council has highlighted the desperate need for more specialist places for students and a requirement to increase the number of special school places across the County; with the main focus being the new SEMH Free School in Crewe.

Cheshire East anticipate being the sole commissioner naming The Axis Academy on the Statement of Special Education Needs of up to 21 students for the first academic year following the school’s opening 34 in the second year and all 40 in the third year. The Authority is particularly anxious to improve local specialist provision in order to reduce the extraordinary travel distances for some students and help reduce the annual bill for their independent and out-of-county special school placements. Data provided by Cheshire East County Council shows that there are enough pupils with an appropriate profile in the County to fill a school without any further EHC plans being approved. Cheshire West and Chester and Stockport County Councils have also expressed an interest in commission places, particularly for Looked After Children (LAC) that are placed in Cheshire East.

#### Stakeholder Engagement

Stakeholder Engagement touches every aspect of school life and is a vital factor in ensuring that the school is capable of helping every individual student. Should we be successful in our bid to run The Axis Academy, we will emulate the successful strategies devised and implemented at The Fermain Academy (TFA) which have proved so successful.

We ultimately see The Axis Academy developing as a center of community engagement, acting as a positive force for the benefit of all.

#### Pre-opening

From opening TFA we understand certain aspects of engagement are restricted until all feasibility studies have been completed. However, once able we will set up an introductory community meeting at [REDACTED],



## **E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan**

██████████ This will allow us to introduce both Governors and Principle-Designate to the Local Community and explain the vision for the Academy and how we want to work at minimising any potential issues the community may be concerned about.

The Local Authority has held six engagement sessions with parents and carers, there has been a clear urgency to meet local need and we will engage with the Cheshire East parent carer forum to set up consultations to again raise awareness of our ethos and vision for the Academy. If particular issues are unaddressed a smaller consultation group can be set up to deal with these items, involving parents, LA and Academy representatives.

Meetings will be run as a Q&A following introductions and a presentation whilst allowing less formal conversations with a meet and greet continuing after the Q&A. Once contractors have been appointed and designs have been finalised we will hold another Stakeholder Engagement drop-in session from 4 pm – 7 pm with the contractors in attendance to discuss the impact of the build, building design, continued vision and ethos for the school, meet and greet with prospective staff, governors, and trustees.

We will use multiple feedback tools to gain further understanding of these events such as:

- Anonymous questionnaires
- Surveys
- Suggestion box
- Confidential face to face discussions

### Online Presence

The Axis Academy will establish themselves on social media with Twitter and Facebook pages; these two forms of social media proved to be the most popular form of communicating and sharing information when consulting parents and carers for the TFA engagement events, they were highlighted as the most preferred way to engage with the Academy. The Finance Director will be responsible for tweeting and updating Facebook ensuring that all information is current and relevant.

### Students Engagement

Once we get to a stage where students have been identified to join the Academy we will run different engagement days with these identified students. Engagement days will include some team building, a walk around the site, meeting staff and governors, work in the student's current education settings and find out more about them and their views toward school. These days will allow us to build rapport with the students before formally starting to maximise the impact of the staff team and transition in the first year. Part of this engagement will also involve students in the holistic design stage helping to choose colours and furniture for the school providing them additional buy in to *'their school'* this proved highly effective when opening TFA.

### Parents

Once parents know their child will be attending the Academy we will link them to an online parent forum to establish a community to support and inform parents and carers of developments and upcoming events. A change of school is no small event in a child's life and we will make sure to remove any apprehension parents or carers may have. through 1-1 face to face meetings as well as open dialog.

### Local Community

The reaction of the local community initially may be negative as there are currently no buildings on the site and residents may be worried about the volume of traffic on the



**E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan**

residential streets and the cohort of students to be educated. Through our approach, we hope to engage with the residents and encourage an interest in the academy to utilise as hub for engagement and community activity. These thoughts were commonplace when setting up TFA and the local community petitioned against the opening of the school. The building is now used by local community groups and charities 6 days a week including by immediate local residents; we have won a civic award for improving the local community and have completely removed trespassing and anti-social behaviour by having a secure site. These factors have all contributed to successful working partnerships and we anticipate creating the same network and reassurances to the local community throughout pre-opening and once open.

Local Business Community

Engagement with local community businesses is important to us and we will seek early engagement to support a business where ever possible with elements of the build and ongoing maintenance, improvements and repairs. Moreover, we will look to establish two-way links to improve school outcomes for all our students. This will be done through supplying student work to decorate their offices such as GCSE Art or Design Technology projects and in turn using local businesses to create high-quality work experience opportunities. A local business has really supported The Fermain Academy with sponsorship and in-school support and we will establish the same at Axis wherever possible.

Local Services

As explained throughout sections C and D we want to link with County and other service-providers where ever possible. It is important in the pre-opening phase to get further expert help to shape the provision to best meet the needs of all students, such as the optimum size for therapeutic rooms and furniture that is best suited to be in them. We will also link with professionals for advice and guidance around some of our curriculum and practice to make sure we are using the latest educational innovations to address needs.

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

## Section F – capacity and capability

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

Please refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Name	Where they live (town/city)	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]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



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

[Redacted text block]

[Redacted text block]

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

[Redacted text block]

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

[Redacted text block]

[Redacted text block]

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[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]



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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

## F1 (b) Skills gap analysis

Please set out any skills gaps that you think exist within your group and how you intend to fill them:

- 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
<u>Project Management</u> - The team holds experience of managing large-scale projects with multiple members having opened free schools or similar before, but in the pre-opening stage we may benefit from further input of a project manager to help with setting time scales.	Pre-opening team	The project development grant will be used to buy in additional expertise when and if needed. A project manager will be sought to assist the team leader with the management of the project, to track progress and manage risks where need. This tender process will start following submission.
<u>Local HR expertise</u> – Though most of the team have been SLT in schools further HR advice around employment and policy will be sort.	Local governing	The school will buy into HR services from the Local Authority (Already have an established working partnership through TFA)

[Add more lines as appropriate]

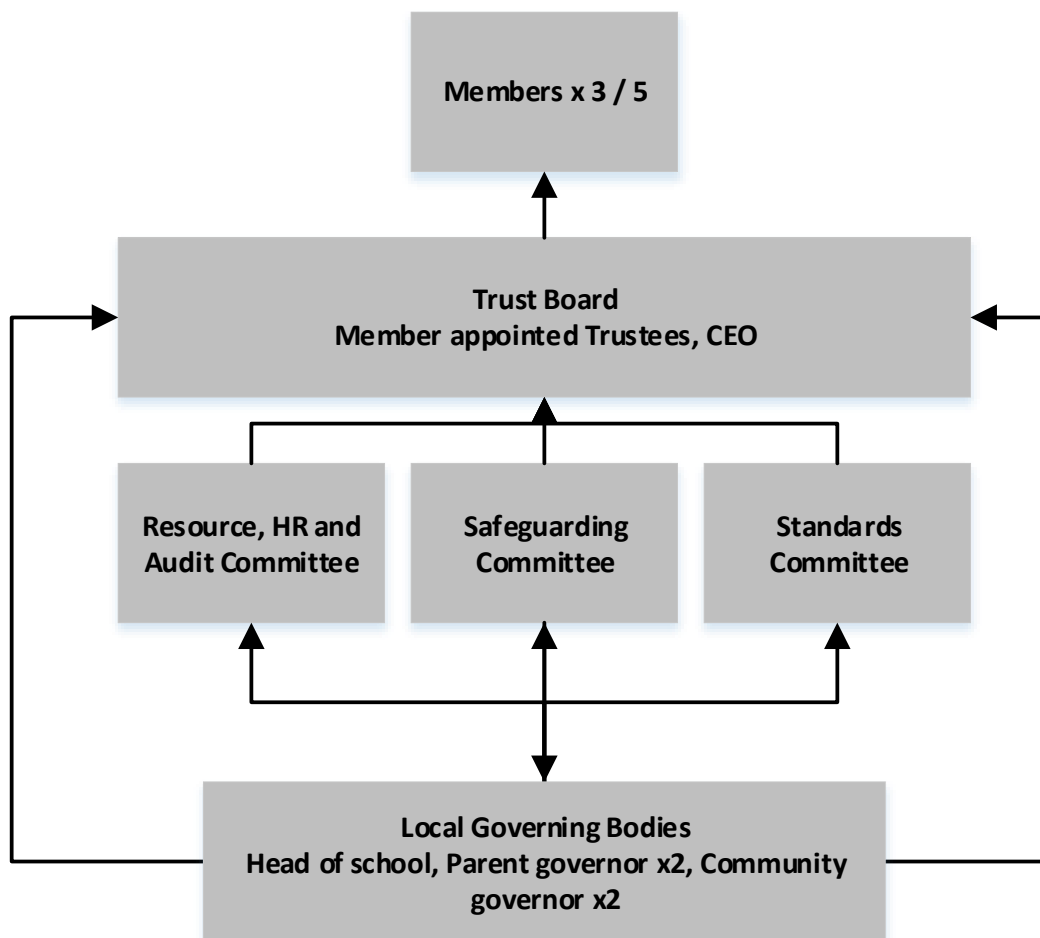
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Please:

- use the space provided below; and
- refer [application 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**

Please see below our proposed governance structure in diagrammatical form.



**Responsibilities**

Members – [REDACTED] - Meet at least once a year.

There are no plans to appoint any additional Members at the present time, but it could be considered should the current team require strengthening or meet any unforeseen contingencies as the trust develops. Members will be responsible for the appointments to the Trust Board (TB). For every vacancy, Members will conduct a skills audit to identify any gaps that need to be filled in the skills, knowledge and experience of

existing Trustees. If selecting from a number of candidates, rigorous competency based interviews will be held to examine their inter-personal skills and ability to work strategically.

**Responsibilities**

- Appoint Trustees
- Agree the strategic direction and vision of the Trust
- Approve accounts
- Review reports from Ofsted and Trust Board

**Trust Board** – Made up of Member appointed Trustees and the CEO - Meet at least termly

**Responsibilities**

- The establishment of terms of reference, constitution and membership of committees
- Setting aims and objectives of the ECYA trust academies
- Setting policies for achieving those aims and objectives
- Setting targets by which progress towards those aims and objectives can be measured
- Holding the CEO to account

**Committees** – Made up of appointed trustees – Meet termly before Trust board meeting

**Responsibilities**

In order for the trust to maintain strategic oversight and work decisively, there will be three committees. Each committee of two to three trustees and the CEO plus relevant members to the committee i.e. . Finance Director or Safeguarding Lead for each academy.

Standards Committee will evaluate:

- The impact of teachers on students' outcomes
- The data available to show student progress
- The ability of the provision to meet the students' SEN
- The impact of the school's improvement measures

Resources HR and Audit Committee will evaluate:

- The effective management of finance in line with the Academies Financial Handbook
- The steps each academy takes to ensure quality and safety of the teaching and learning environment
- How the school operates including any additional financial instructions from the local authority in reference to the top up funding
- The promotion of local outreach support and extended services
- Professional development and work-life balance of the people who work in the school
- The audited accounts and 3 year budget forecast

Safeguarding Committee will evaluate:

- The effectiveness of all academy policies which relate to safeguarding and promoting the welfare of children
- How 'Working Together', 'Keeping Children Safe in Education', and the 'Prevent Duties are met and monitored
- Disclosures and referrals
- CP and Safeguarding data
- Bullying record / positive handling

**Local Governing Body (LGB)** – Made up of at least the Head of school (HOS), 2 x parent governors and 2 x community governors plus those identified below.

The LGB will review and report on the Academy's performance and hold the Head of School to account for academy performance in the following areas:

- Outcomes for Learners
- Quality of Teaching, Learning and Assessment
- Personal, Social and Emotional Development,
- Safeguarding, Behaviour and Welfare

The LGB will approve and monitor Ofsted priorities.

As TFA is already established the LGB will meet termly and look at the above outcomes. During the growth phase of The Axis Academy LGB will meet half termly with the HOS to review student progress and safeguarding and report as needed

Executive Leadership Team (ELT) – CEO / Executive Head, Director of Finance

Will monitor the performance of academies within ECYA Trust and will hold the Heads of School to account for the following areas of performance:

- Outcomes for Learners
- Quality of Teaching, Learning and Assessment
- Personal, Social and Emotional Development,
- Safeguarding, Behaviour and Welfare

The ELT will approve and monitor each academy development plan.

The ELT will set the academy budgets in conjunction with each LGB

The ELT will report to Trust Board and committees as required

Current governing body for The Axis Academy:

At this point in time, the GB comprises seven Governors with a strong core of relevant knowledge and skills. The final total will include one staff, two community / local and two parent governors, there will be no more than twelve governors on the LGB to promote effective decision making.

- [REDACTED]

Chair will be formally appointed at the first meeting of the LGB.

All seven of the above have served or are currently serving as Governors, so will come with prior experience and training. SEN expertise will be crucial to the LGB's ability to support and improve the school. Of the appointees, almost all have direct experience of working with or raising children with SMEH and associated SEN.

Some members of the LGB will be expected to complete a four year term of office, but where appropriate some members will be given shorter terms, preventing a full scale change of personnel after four years. Parent and staff Governors may, for example, be re-elected after two years as the body of staff and parents grow. The LGB will adopt the NGA's Code of Practice adapted to meet its needs and comply with its Articles. All members of the LGB will be required to sign a copy of the code which will be reviewed annually. The Governors will be aware of the duties imposed upon them, for example in relation to financial regulation, as direct employers and in relation to the Equality Act, 2010. In this context it will be essential that decisions taken can be seen to be reasonable and that as a body and individually the above Code is complied with at all times. In the event of any uncertainty on regulatory matters, external professional advice will be sought. The school will arrange appropriate insurance cover to meet the above

liabilities where appropriate.

#### Co-opted Governors

The LGB will have the power to consider the co-option of Governors as a means to extend its competences in specific areas or assist with validating specialised data/SI contained in the Head's reports. They may wish, for example, to bring in someone who lives or works close to the school for their knowledge of the local community. Links with local businesses would be particularly useful to the school.

#### Link Governors

A number of link Governors will support staff and subject leaders in specific subjects e.g. literacy, numeracy, Life Skills, or areas highlighted by the School Development Plan as requiring attention. Governors will develop their knowledge in their subject area, meet with staff and students and report back to LGB meetings.

#### The Role of the Chair of the Governors

The Chair will communicate with the Executive Headteacher (EXH) on a monthly basis who will in turn make weekly contact with the Head of School (HOS). The Chair will directly support the HOS and conduct their PM alongside the (EXH) and help shape the school development plan.

#### Effective Decision Making

LGB will ensure by the adoption of the following systems and procedures. At first, the LGB will meet every half term and more frequently on an ad hoc basis as necessary. The link governors will also meet once every half term prior to the LGB meeting. The Terms of Reference will be reviewed annually by the LGB. All Governors will be supplied with a copy of The Governor's Handbook and information relating to the roles and responsibilities of the LGB and reporting to the Trust. All Governors will be given access to formal training via the bought in Local Authority services. This will be made available prior to the school opening and will be in place for September 2018

Statistical Information will be required to be submitted by the SLT to the meetings of the LGB and additionally upon request to any ad hoc meetings of the LGB at least 7 days before the meeting. This information will be required to be prepared and submitted and will, for example, relate to: - Pupil attendance - Examination/test results from the Target Tracker - Outcomes for different groups of students - evidence of narrowing the gap - Outcomes for students on different pathways - PSED Data (see Section D2)

It may be necessary for the LGB to meet on an ad hoc basis prior to the next scheduled LGB meeting should they need to consider further significant matters arising from their review of any presented information at these meetings. It is understood that the LGB must act in a measured way in any response they make to the presented information, so as not to interfere with the efficient running of the School. In addition to the review of the Head's report and statistical information, Governors will carry out regular pre-arranged visits to gather information. These will have a prearranged focus and be formally written up and disseminated through the chair. Such visits will also provide an opportunity to talk with students, staff and parents to gather their views.

#### Senior Leadership Team

The LGB will expect and require the Head of School (HOS) to deliver professional leadership and management of the school and to facilitate those objectives delegated to the HOS in relation to:

- Ensuring that students are making good progress



- Staffing: recruitment
- Finance: working in conjunction with the Director of Finance to set appropriate priorities for expenditure and allocation of funds
- School building and site, i.e. be responsible for the school, its buildings, equipment and grounds
- Accountability for health and safety requirements
- Preparation of responses to Ofsted reports
- Curriculum: ensuring that the curriculum is appropriate for all students and is supported by high quality teaching
- Pastoral care: to develop a culture whereby all teaching staff accepts that pastoral care underpins the performance and behaviour of students in all areas of school life
- Leadership: implementing the school strategy in partnership with the ELT and LGB
- Personnel: leading the performance management of all staff in the academy.

#### Conflict of Interest

It will be important to identify the potential areas where financial and other conflicts of interest might arise and adopt the following procedures to manage these risks:

- The purchase from, or the sale of goods and services to, the school on non-commercial terms is prohibited under Article 6.6 (a) and (b) of the school's Articles of Association (Articles). We intend to manage and reduce the risk of non-compliance with these Articles by including the above activities as an approval category in our Delegation Terms of reference
- Under Article 50B of the Articles, only one third of the Governors (including the Head) may also be employees. We intend to manage compliance with this rule by ensuring that identification of 'Governor' status is part of the recruitment process. Notification of any prospective employee will be notified to the Clerk to the Governors to confirm that such appointment will not breach Article 50B. Such confirmation will be recorded in the minutes at the next Governor's meeting
- Under Article 98 Governors are required to declare to the GB any personal interest (financial or otherwise) which they have, which may conflict with their duty as a Governor. Following which, should any matter involving such personal interest come before the Governors for discussion, the Governor in question must absent themselves from such discussion.

We will manage and mitigate the risk of non-disclosure of a personal interest by a Governor by the following means:

- The school will maintain a Register of material interests in which all declarations of relevant personal interests (financial and otherwise) will be recorded. At each Governor's meeting a permanent agenda item will require the Chair to call for any new or revised personal interests to be declared.
- The Chair when introducing a potentially sensitive topic for discussion will remind the LGB that any personal interests needs to be disclosed. For example, a parent governor might have a personal interest in any variation of the admission criteria. If nevertheless a decision is reached conferring a benefit upon a Governor, such benefit will be recorded in the minutes and monitoring arrangements put in place to ensure that the school gets good value for money.

## Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure

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, just particular areas you want to highlight); and
- refer to the relevant section of the [application guidance and the criteria for assessment](#) for what should be included in this section.

### Section G – budget planning and affordability

The detailed Excel budget plan, attached separately, sets out a budget that is not only deliverable but allows for highly tailored support and a set-up to meet the needs of students. We believe the figures are accurate; the experience of opening and running a new school of the same size and similar provision including a new build has enabled us to extrapolate cost assumptions on the actual running costs of TFA but added additional funds where needed i.e. for extra building size, waste and drains etc.

#### **Top-up funding**

We have set top up funding in three bands that will represent value for money and still deliver a broad and balanced curriculum with the specialist support and guidance as explained throughout section D.

Key Stages 1 & 2 – top up funding for Key Stage 1 & 2 has been set at [REDACTED] this will allow us to deliver inclusive support early on and provide a broad-ranged curriculum to inspire every student. This is the minimum funding required to run a fully sustainable model and provide our bespoke provision. Inclusion of high levels of support, curricular enrichment activities and free meals are all part of the budget plan.

Key Stage 3 – top up funding for Key Stage 3 students has been set at [REDACTED] to fund the increase in curriculum offer and the further practical subjects students will cover during the Key Stage and allow us to maintain the individualised approach to learning we will embed.

Key Stage 4 – top up funding for Key Stage 4 students has been set at [REDACTED] the increase covers exam fees which will be costed for each student as well as the development of vocational subjects alongside the academic curriculum; these courses and examinations are often 3 times more expensive to run. The extra funding will allow the Academy to enter students for the most appropriate qualifications allowing them to excel and move into meaningful post-16 opportunities.

## **Section G – budget planning and affordability**

### **PP figures**

Our Pupil Premium figures are very reserved when measured against County data trends in similar schools. Currently in the two County SEMH schools the pupil premium figures have between 65% and 75% consistently with the Crewe based SEMH provision at 75% or above repeatedly. Our assumptions are set at 50% of the cohort being entitled to an allocation of Pupil Premium and funding has been allocated based on this figure.

### **Year 7 catch-up**

As with the use of data trends for the Pupil Premium, all Year 7 students in the two SEMH schools in Cheshire East were assessed as below the expected standards at KS2 and were allocated catch-up funding. We have made the assumption that our students will follow this trend data and applied the [REDACTED] per pupil into the budget.

The cost of the Executive Team will be centralised throughout the MAT (as highlighted in Section D3 - Roles and in the attached budget) together with other services to include;

- Finance, Governance & HR functions
- Accounting and Auditing Fees (internal and external)
- IT consultancy, Software & Training licences
- Asset Management Planning
- Insurance and risk management co-ordination
- Contracts for Maintenance / Annual services
- CPD for staff (ie Team Teach sessions, mental health awareness, safeguarding and PREVENT training)
- School vehicle leasing
- Utilisation of whole school facilities across different sites
- Utilities

We believe that centralising finances for the above will ensure the most effective structure in order to gain maximum efficiency across the Trust and ensure best value.

## Annexes

Please:

- Provide CVs of key individuals, any letters of support and maps.
- The annex is 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 the [\*application guidance and the criteria for assessment\*](#) for what should be included in this section.

# CV template

CV template		
1	Name	[REDACTED]
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CV template

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# CV template

CV template		
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CV template		
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■	[REDACTED]	[REDACTED]
■	[REDACTED]	[REDACTED]

## 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	
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>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)</p> <p>Holding school leadership to account</p>	<ul style="list-style-type: none"> <li>• Act as the critical friend of the headteacher and SLT, provide support and challenge, ensuring the quality of educational provision, challenging and monitoring the performance of the academy, ensuring good financial health and probity, supporting the SLT in management of staff.</li> <li>• Accounting Officer - ensuring regularity and that public money is spent for the purposes intended, ensuring propriety, - developing and maintaining appropriate standards of conduct, behaviour and corporate governance in the application of funds,</li> </ul>	<p><b>Setting targets for school improvement and school effectiveness, Performance Management, making the school accountable for what it does.</b></p> <p><b>Audit &amp; Resource Committee, Annual Audit, Ensuring best value by obtaining various quotations, Staff Handbook, Finance Manual, Risk and Asset Register</b></p>

		<p>ensuring value for money The economic, efficient and effective use of available resources, keeping proper financial records and accounts, risk management</p>	
<b>2. Structure of the board</b>	<p>Accountability system Structure of decision making</p>	We have a full scheme of delegation which is attached as appendix	A similar system will be implemented for the MAT
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	FGB, Standards Committee and Audit & Resource Committee. 3 of each per year, held termly	Agreed yearly in advance to ensure attendance and that the Board is quorate
<b>4. Finance</b>	<p>Please give details of:</p> <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including</li> </ul>	<p>Sam Finch, AAT Level 3 and AAT QB, DSBM</p> <p>Resource and Audit Committee</p> <p>Principal and Resource &amp; Audit Committee</p> <p>Resource &amp; Audit Committee</p> <p>Principal and Resource &amp; Audit</p>	

	<p>leases;</p> <ul style="list-style-type: none"> <li>• Internal control framework;</li> <li>• Contingency and business continuity plan;</li> <li>• Insurance cover</li> </ul>	<p>Committee</p> <p>Risk Management doc approved by Resource &amp; Audit Committee</p> <p>Principal, SBM &amp; Resource &amp; Audit Committee</p> <p>Principal &amp; SBM – reviewed by Resource &amp; Audit Committee</p>	
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Department  
for Education

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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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